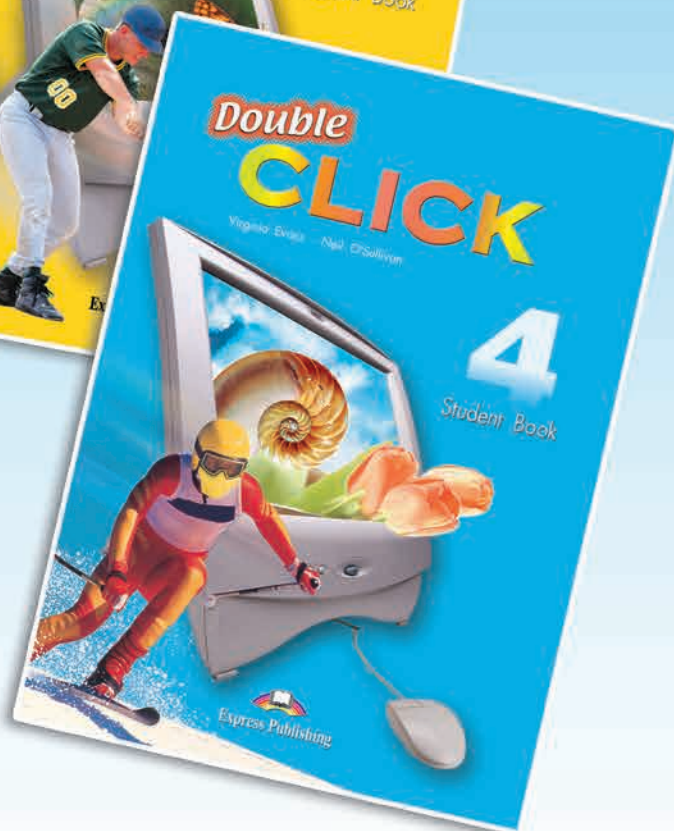
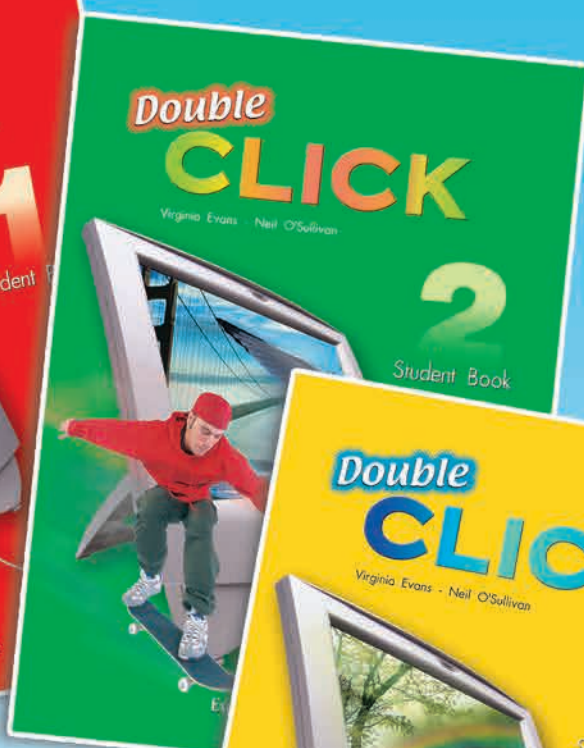
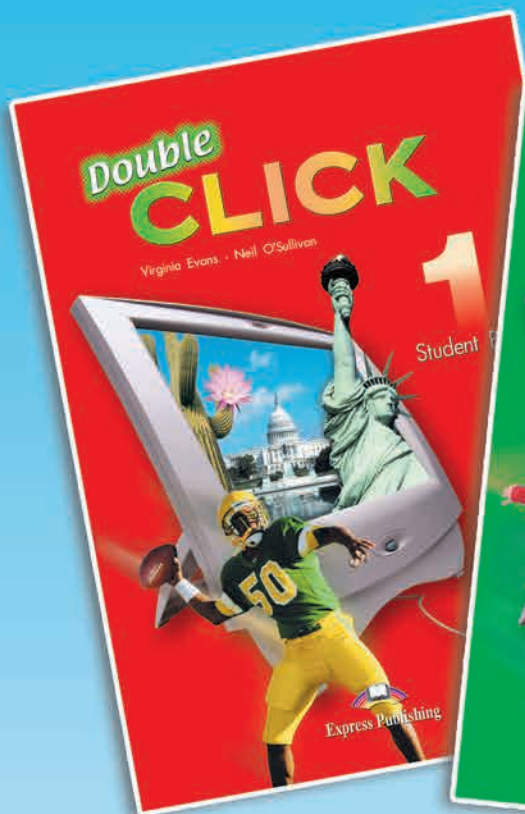


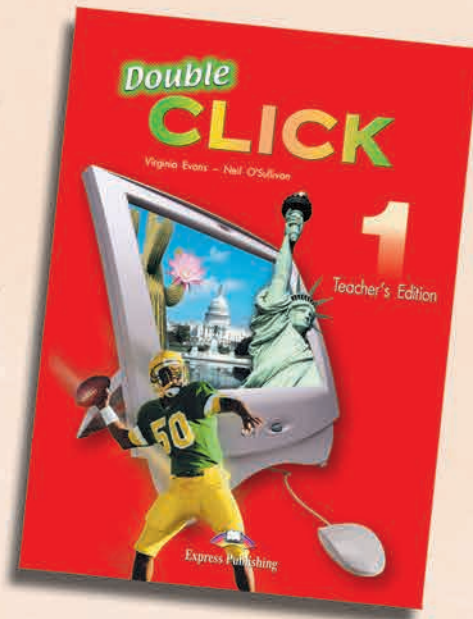
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CLICK

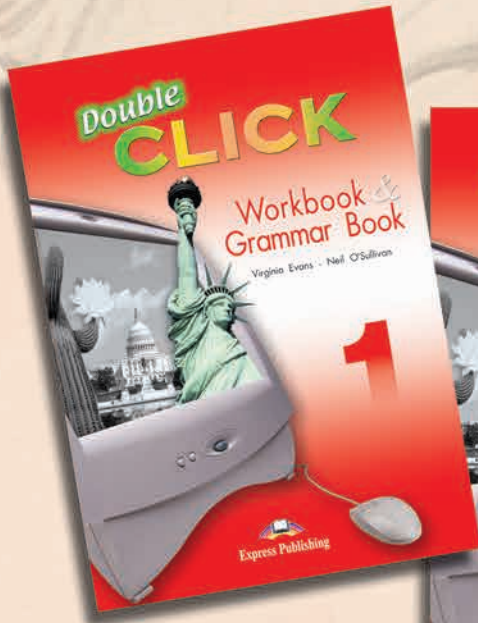


Express Publishing

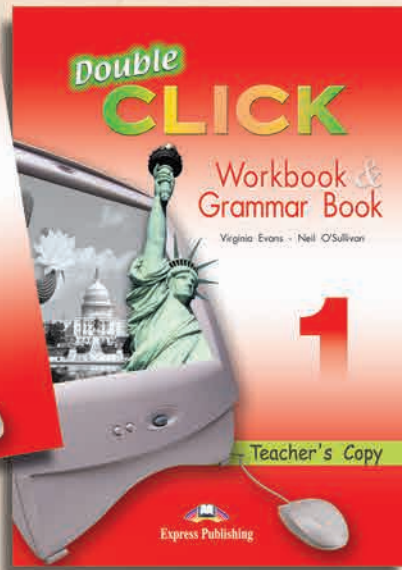
Components



Teacher's Edition
(interleaved)



Workbook &
Grammar Book Student's



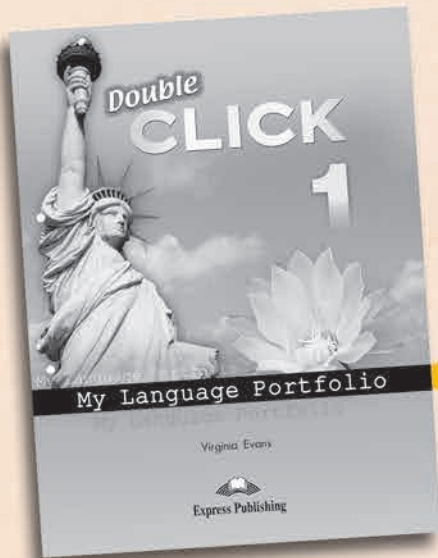
Workbook & Grammar Book
Teacher's Copy (overprinted)



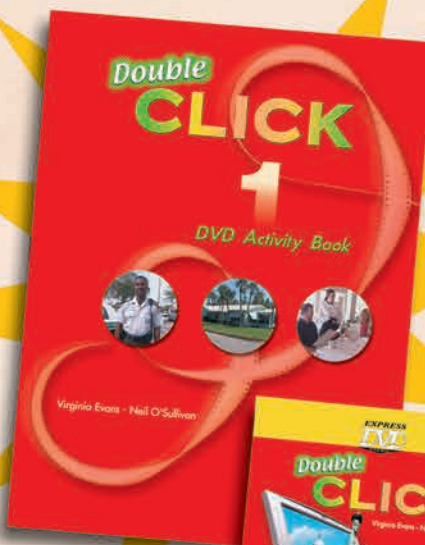
Test Booklet CD



Class Audio CDs



My Language
Portfolio



DVD Activity Book



Student's Audio CD



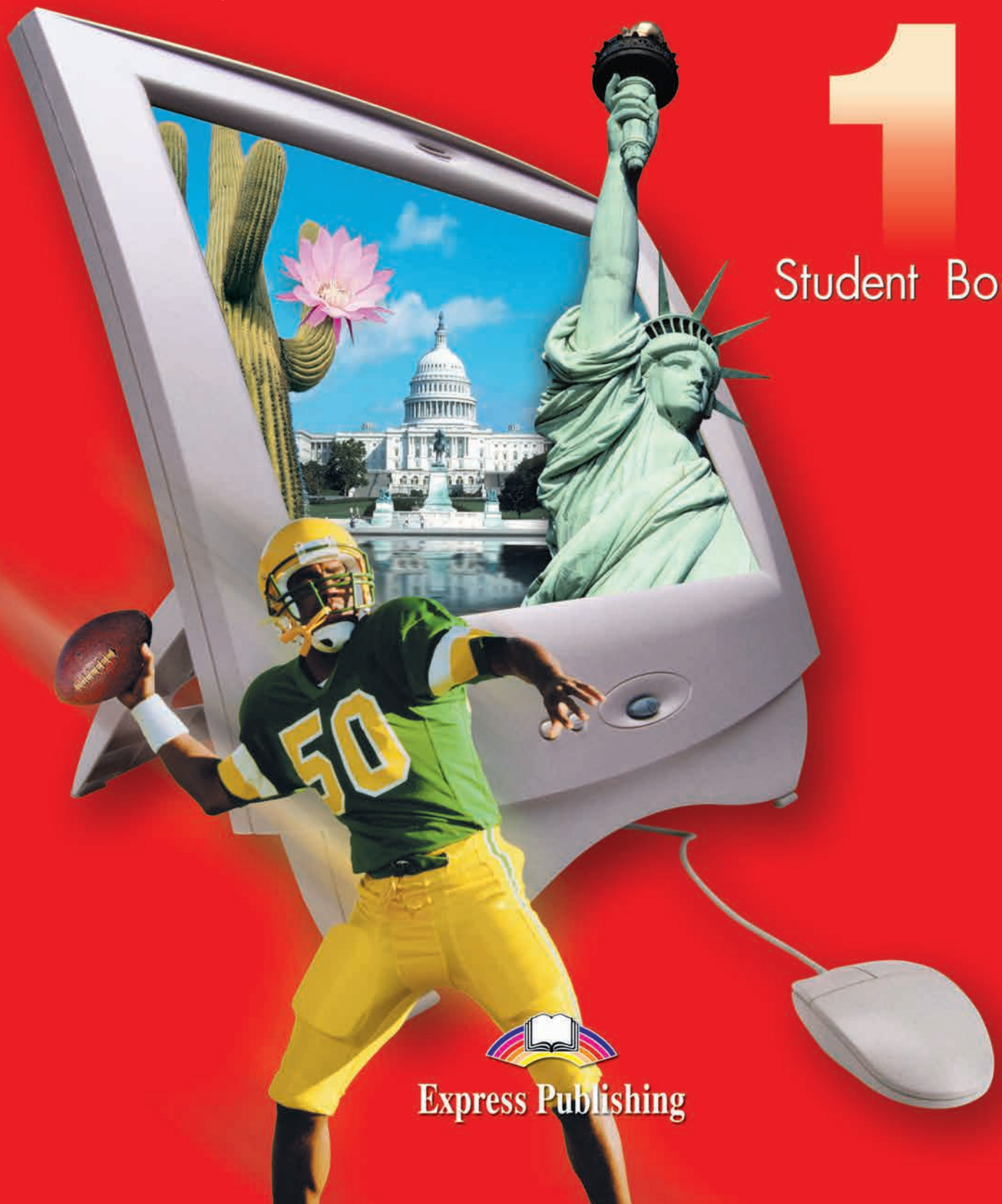
DVD

Double CLICK

Virginia Evans – Neil O'Sullivan

1

Student Book



Express Publishing

Contents

	TOPICS	VOCABULARY	GRAMMAR	
MODULE 1 (pp. 4-27)	UNIT 1 Hello! (pp. 6 - 13)	introducing yourself/people; greetings	the English alphabet; cardinal & ordinal numbers (1 - 30); names; countries; sports; days of the week; months	<i>to be</i> (simple present, affirmative); subject pronouns; <i>a/an; whose</i>
	UNIT 2 What do you do for a living? (pp. 14 - 21)	location; nationalities; jobs; school	cardinal numbers (31 - 100); points of the compass; phone numbers; addresses; nationalities; jobs; school subjects	<i>there is/are; to be</i> (simple present, negative - interrogative); plurals (-s); possessive adjectives
	EPISODE 1 Robin Hood – Arrest him! (pp. 22 - 23) CULTURE CORNER 1: Flags and Colors (p. 24), CROSS - CURRICULAR CUT 1: (Geography) The United States (p. 25) MODULE SELF-ASSESSMENT 1 (pp. 26 - 27)			
MODULE 2 (pp. 28-51)	UNIT 3 Who's this? (pp. 30 - 37)	family relations	facial features; relations; character adjectives; colors; age; weight; height	<i>to have</i> ; possessive case; possessive adjectives/pronouns; plural forms (-es, -ies); irregular plurals; <i>some/any</i>
	UNIT 4 My place! (pp. 38 - 45)	houses and rooms; stores; directions	furniture/common objects; stores; rooms in a house/apartment	prepositions of place; <i>can; there is/are; this/that - these/those</i>
	EPISODE 2 Robin Hood – Lord of Greenwood (pp. 46 - 47) CULTURE CORNER 2: American Family Life (p. 48), CROSS - CURRICULAR CUT 2: (Math) Home Redecorating (p. 49) MODULE SELF-ASSESSMENT 2 (pp. 50 - 51)			
MODULE 3 (pp. 52-75)	UNIT 5 I'd love to! (pp. 54 - 61)	expressing likes/dislikes; hobbies; movies; music	free-time activities; entertainment; hobbies; likes/dislikes; types of music	simple present; object pronouns
	UNIT 6 9 to 5 (pp. 62 - 69)	daily routines	daily routines; telling the time; means of transportation; free-time activities	simple present; adverbs of frequency; prepositions of time (<i>at, on, in</i>)
	EPISODE 3 Robin Hood – Little John (pp. 70 - 71) CULTURE CORNER 3: American Sports (p. 72), CROSS - CURRICULAR CUT 3: (Music) The Art of Jazz (p. 73) MODULE SELF-ASSESSMENT 3 (pp. 74 - 75)			
MODULE 4 (pp. 76-101)	UNIT 7 What's on the menu? (pp. 78 - 85)	food & drinks	food/drinks/meals; US currency; containers	<i>a - an/some/any; how much/how many</i> ; plurals (-fe, -o); countable/uncountable nouns
	UNIT 8 What's the weather like? (pp. 88 - 95)	clothes; the weather; seasons; the face and body; everyday activities	weather; seasons; clothes; parts of the face and body	superlative form of adjectives present progressive; present progressive vs. simple present
	EPISODE 4 Robin Hood – Friar Tuck (pp. 86 - 87) EPISODE 5 Robin Hood – The Silver Arrow (pp. 96 - 97) CULTURE CORNER 4: Americans & Food (p. 98), CROSS - CURRICULAR CUT 4: (Science) The Water Cycle (p. 99) MODULE SELF-ASSESSMENT 4 (pp. 100 - 101)			
MODULE 5 (pp. 102-131)	UNIT 9 What are your plans? (pp. 104 - 111)	future plans	leisure activities; places in a town; illnesses	<i>going to</i> (future plans; predictions) vs. present progressive (fixed arrangements); <i>should/shouldn't</i>
	UNIT 10 Long, long ago (pp. 114 - 125)	life in the past	animals; parts of animals' bodies; dates	<i>was/were</i> (simple past of <i>to be</i>) <i>had; could</i> simple past (regular/irregular)
	EPISODE 6 Robin Hood – Marian's Escape (pp. 112 - 113) EPISODE 7 Robin Hood – Richard's Return (pp. 126 - 127) CULTURE CORNER 5: Wild Cats of the Americas (p. 128), CROSS - CURRICULAR CUT 5: (History) The American Civil War (p. 129) MODULE SELF-ASSESSMENT 5 (pp. 130 - 131)			
	LET'S SING! (pp. LS1 - LS4) AMERICAN ENGLISH - BRITISH ENGLISH GUIDE GRAMMAR REFERENCE SECTION (pp. GR1 - GR12) WORD LIST - IRREGULAR VERBS (pp. WL1 - WL10) PHOTO FILE SECTION			

READING	WRITING	LISTENING & SPEAKING	EVERYDAY ENGLISH
Billy's Homepage (introducing yourself & others; age; country; favorite day of the week and sports)	creating a personal homepage; (project) presenting people	identifying objects; introducing yourself/ others; asking about possession Pronunciation: /f/ - /s/	introductions; greetings
US Schools (article)	article about your school; (project) Who's Who	listening for specific information; talking about location; presenting people; giving telephone numbers Pronunciation: /ɑ:/ - /æ/	making requests & offers; giving your phone number; giving your name and address
Family Life (families around the world)	letter to a pen pal about you & your family; (project) profiles of famous people	talking about appearance & character; listening for specific information; talking about famous people; Pronunciation: /ð/ - /θ/	introducing family members
Presidential Home (an article describing the White House); A Giant for a Day (Madurodam)	article describing a place (a mountain lodge); (project) letter of invitation to a friend, describing your house	listening in order to position objects correctly in a picture; describing rooms & the location of objects Pronunciation: /u:/ - /ʊ/	asking for directions; giving directions
Dance to the Beat (types of music in various countries)	article about your favorite movie; (project) article about Patty's favorite actor	listening for specific information; talking about likes/dislikes; talking about how you spend your weekends Pronunciation: /n/	extending/accepting/ turning down invitations; making suggestions; expressing likes/dislikes
On the Move (unusual means of transportation around the world)	a day in the life of a famous person; (project) your daily routine	talking about your daily routine; listening in order to label pictures Pronunciation: /s/ - /z/ - /ɪz/ ("s" in 3rd person singular)	describing routines
Nature's Supermarket (various natural food groups)	review of a restaurant; (project) recipe	making a grocery list; ordering food Pronunciation: /s/ - /z/ - /ɪz/ (plural forms)	buying groceries
Do you wear a uniform? (types of uniforms in various countries)	postcard to a friend from a vacation resort; (project) children's favorite seasons	asking about prices; listening for specific information; describing the differences between two pictures Pronunciation: /ŋk/ - /ŋ/	asking about prices
Vacation Destinations (ads)	an e-mail of invitation to a friend; (project) letter to a friend about family plans	making predictions; listening for specific information Pronunciation: <i>should/shouldn't</i>	making suggestions; giving advice
The Met (a description of a museum)	story; (project) an article about the American Museum of Natural History in New York	describing a place, then and now; listening for gist; speaking from notes Pronunciation: /t/ - /d/ - /ɪd/ ("-ed" suffix)	asking for information

People and Jobs

SAMPLE PAGES from Student Book

◆ Look at Module 1

- Where are the pictures (1-6) from?
Say the page number.

◆ Find the page number(s) for

ordinal numbers	<input type="checkbox"/>
months	<input type="checkbox"/>
flags	<input type="checkbox"/>
an Internet homepage	<input type="checkbox"/>
an envelope	<input type="checkbox"/>
a stamp	<input type="checkbox"/>
animals	<input type="checkbox"/>
a compass	<input type="checkbox"/>
a membership card	<input type="checkbox"/>
classroom objects	<input type="checkbox"/>

◆ Listen, read, and talk about ...

- the English alphabet
- cardinal (1-100) and ordinal (1-30) numbers
- names
- days of the week
- months of the year
- dates
- countries, nationalities
- sports
- points of the compass & location
- jobs
- school subjects
- classroom objects
- phone numbers & addresses
- US schools

1



2



3



Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx
Yy Zz

4



Unit 1: Hello!

Unit 2: What do you do for a living?

◆ Learn how to ...

- spell names
- count from 1-100
- ask about age
- ask about country of origin
- give personal information
- identify objects
- introduce yourself and others
- greet people
- talk about location
- talk about jobs
- give your telephone number
- give your name & address
- describe your classroom
- make requests & offers

◆ Practice ...

- the verb 'to be'
- a/an
- subject pronouns
- possessive adjectives
- plurals (-s)
- there is/there are
- pronunciation of /j/ and /s/, /ɑ:/, and /æ/

◆ Write ...

- an Internet homepage
- an address on an envelope
- a school schedule
- an article about your school

Culture Corner: Flags and Colors

Cross-Curricular Cut: The United States



1a

Hello!

- 1 Look at pictures 1-7. Which people look like they know each other? Which ones look like they are meeting for the first time?

Listening

- 2 Listen to dialogues A-C and match each one with the correct picture (1-7).

- 3 a) Listen and repeat the following phrases.

- It's a pleasure meeting you too.
- How about you?
- I'd like to introduce you to my friend Nick.
- It's a pleasure meeting you.
- Not bad.
- How are you?
- It's nice to meet you.
- I'm OK.

- b) In pairs, match them to form exchanges.



Reading

- 4 a) Read dialogues A-C. Are they between: ... friends? ... strangers? ... colleagues? ... acquaintances?
- b) Take roles and act out the dialogues.

A Ms. Mills: Hello. I'm Heather Mills.
Mr. Davids: Hello, Miss Mills. Bill Davids.
It's a pleasure meeting you.
Ms. Mills: It's a pleasure meeting you too.

B A: Hi Katie!
B: Hi Brad!
A: It's good to see you! How are you?
B: I'm doing OK.

C Mrs. Carter: Julie! Come in!
Julie: Hi Mrs. Carter. How are you?
Mrs. Carter: I'm fine, thanks. How about you?
Julie: Not bad. I'd like to introduce you to my friend Nick.
Mrs. Carter: Hello, Nick. It's nice to meet you.
Nick: Hello Mrs. Carter. It's nice to meet you too.

1

2

3

Speaking

- 5 Get in pairs and introduce yourselves. Use phrases from Ex. 3a, as well as ideas from dialogues A-C.

Writing

- 6 a) Look at the pictures that do not match dialogues A, B, or C. In pairs, write a dialogue for one of the extra pictures. Use the dialogues in Ex. 4 as models.

STUDY SKILLS

Acting out a dialogue

Before you act out a dialogue, think of where you are, how you feel, etc. and play your part using appropriate gestures. This helps you use the language successfully.

- b) *Portfolio*: Act out your dialogues. Record them.



7

Vocabulary

• The English Alphabet

1 Listen and repeat.

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				

• Names

2 a) Listen and repeat.

A: What's your name?

B: **Anna White.**

A: How do you spell that?

B: **A - double N - A W - H - I - T - E.**

b) In pairs, act out dialogues with the names below.

- Estella Gonzalez
- Hoang Li
- Natasha Williams
- Jim Wheeler

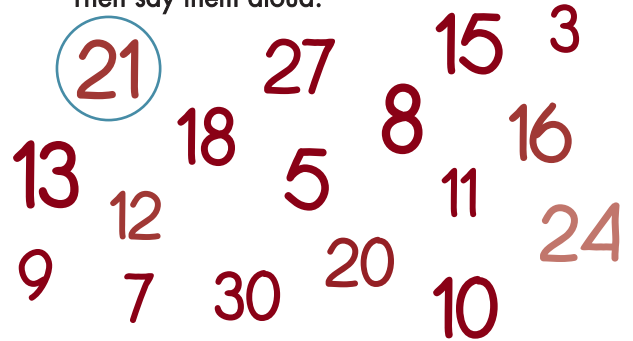
• Cardinal Numbers (1-30)

3 Listen and repeat.

1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 thirteen	23 twenty-three
4 four	14 fourteen	24 twenty-four
5 five	15 fifteen	25 twenty-five
6 six	16 sixteen	26 twenty-six
7 seven	17 seventeen	27 twenty-seven
8 eight	18 eighteen	28 twenty-eight
9 nine	19 nineteen	29 twenty-nine
10 ten	20 twenty	30 thirty

Listening

4 Listen and circle the numbers you hear. Then say them aloud.



5 Read the dialogue. Then ask and answer questions in pairs, as in the example.

A: Hello! My name's **Billy**. What's your name?

B: My name's **Sally**.

A: How old are you, **Sally**?

B: I'm **ten**.

• Ordinal Numbers (1st - 30th)

6 Listen and repeat.

1st first	11th eleventh
2nd second	12th twelfth
3rd third	13th thirteenth
4th fourth	14th fourteenth
5th fifth	15th fifteenth
6th sixth	16th sixteenth
7th seventh	17th seventeenth
8th eighth	18th eighteenth
9th ninth	19th nineteenth
10th tenth	20th twentieth

7 Say the numbers.

21st	22nd	23rd	24th	25th
26th	27th	28th	29th	30th

• Days of the Week

8 a) Listen and repeat.



b) Answer the questions.

- 1 What day is it today?
- 2 What's your favorite day of the week?

c) Act out dialogues in pairs, as in the example.

A: Goodbye.

B: Bye. See you on **Monday**.

• Months of the Year

9 a) Listen and repeat.

January	May	September
February	June	October
March	July	November
April	August	December

b) Ask and answer questions in pairs, as in the example.

A: *When's your birthday?*
 B: *It's in January.*

• Countries

10 a) Name the countries.

b) Ask and answer questions, as in the example.

S1: *Where's Mary from?*
 S2: *She's from England. Where's Ben from?*
 S3: *He's from ...*

Speaking

11 Read the dialogue. Then, in pairs, use the prompts to ask and answer questions, as in the example.

A: *How old is Rita?*
 B: *She's twenty.*
 A: *When's her birthday?*
 B: *It's on January 27th.*

- Mary (10) - August 2nd
- Anna (22) - September 7th
- Lin (4) - March 1st



Note:
 We write January 27th.
 We say: January twenty-seventh or the twenty-seventh of January.



1c

Vocabulary

• Sports



1 Match the pictures to the sports. Then act out dialogues in pairs, as in the example.

swimming , tennis , soccer , football ,
baseball , skiing , hockey



A: What's your favorite sport?
B: **Tennis**. How about you?
A: My favorite sport is **swimming**.

2 a) Study the table and say when we use each title.

	Title	Single	Married
 male	Mr.	✓	✓
 female	Miss	✓	
	Mrs.		✓
	Ms.	✓	✓

b) First, study the table. Then read sentences 1-4 and put a check (✓) or an ex (X) accordingly.

CORRECT (✓)	INCORRECT (X)
Hello, I'm Ann.	Hello, I'm Brown.
Hello, I'm Ann Brown.	Hello, Mr. Bill Smith.
Hello, Mr. Smith.	Hello, Mr. Bill.

- 1 Hello, I'm Mary.
- 2 Hello, Mrs. Mary Stevens.
- 3 Hello, Ms. Sanders.
- 4 Hello, I'm Blackwood.

Grammar

• The verb 'to be'

3 Study the tables. Then fill in the blanks with 'm, 's, or 're.

Full Form	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

- 1 I Pedro and she Ann.
- 2 You from Canada.
- 3 We fifteen and they twenty.
- 4 He from Peru and they from Brazil.
- 5 It my birthday. I twelve.
- 6 Anna from Portugal. She nine.

4 Fill in the blanks with *am, is, or are*. What is Vanessa looking for?

Hello. My name 1) Vanessa.

I 2) fourteen years old. I

3) from the US.

Be my e-mail pal! What 4)

your name? Where 5) you from?

How old 6) you?



• A - An

5 Study the examples and complete the rules.



a doll



an airplane

We use before vowels (a, e, i, o, u).

We use before consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).

Speaking

6 Ask and answer questions in pairs, as in the example.

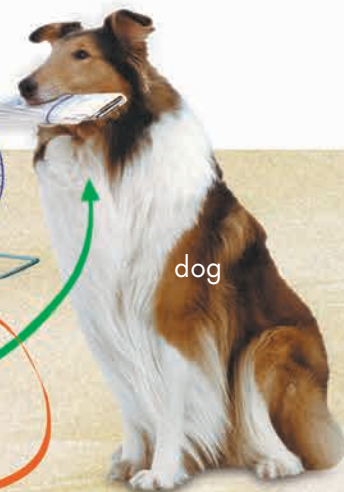
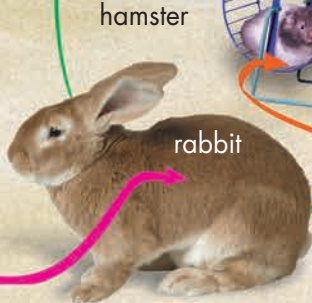


1 A: What's this?
B: It's **an ice-cream cone**.

• Whose

7 Ask and answer questions in pairs, as in the example.

A: Whose **cat** is this?
B: It's **John's**.



• Subject Pronouns

8 Study the table. Then fill in the blanks with the correct pronoun.

SINGULAR	I	}	PLURAL	we
	you			you
	he			they
	she			
	it			

- A: How old is Tony?
B: 's sixteen.
- A: Where are Mark and Thomas from?
B: 're from the US.
- A: Who are you?
B: 'm Sally.
- A: Where is Susan from?
B: 's from England.
- A: Greg, how old are?
B: 'm thirteen.



Look at the objects in Ex. 6 for one minute. Close your books. In teams, try to remember as many objects as possible. Each correct item gets 1 point. The team with the most points is the winner.

Team A S1: an ice-cream cone
Team B S1: an apple etc.

Writing (Project)

Look at the Photo File section and write about each person. Then write about yourself.

Reading

1 Look at the text. What is it: a letter or a homepage? Read and fill in the missing words. Then listen and check your answers. Finally, read aloud.

Home - Microsoft Internet Explorer

File Edit View Go Favorites Help

Back Forward Stop Refresh Home Search Favorites History Channels Fullscreen Mail Print Edit

Address <http://www.cape.com/billy> Links

Billy

Hi!

Hi! My name's Billy.
 Welcome to my homepage. 1) 'm eighteen years old and I 2) a student.
 I'm from the US.
 My favorite sport is football. My favorite 3) of the week is Sunday.

Sharon **Sue**

These are my friends, Sharon and Sue. They are seventeen years old and they are 4) Canada. Their favorite sport is baseball and 5) favorite day of the week is Monday.

David

This is David. 6) is my best friend. He 7) eighteen years old and he's from the US. His favorite 8) is swimming. His favorite day of the week is Friday.

What about you?
 What's your favorite day of the week?
 What's your favorite sport?

Who are your friends?
 Write to me at billy@cape.com

Internet zone

STUDY SKILLS

Using graphic organizers

Use a graphic organizer to record the key information in a text. It will help you understand the main points better.

Name:	Billy	Sharon & Sue	David
Age:			
Country:			
Favorite sport:			
Favorite day of the week:			

Speaking

2 Read Billy's homepage again and complete the table. Then talk about each person, as in the example.

Billy is eighteen years old. He's ...

Pronunciation

3 Listen and repeat.

/ʃ/ she, Sharon, shoes, shine

/s/ Sue, swimming, sport, Sunday, Simon
 Hello, Miss Simpson. I'm Susan. She's Sharon.

Everyday English

• Introductions & Greetings

4  a) Listen and repeat.

- A: Hello. My name's **Joanne Harris**. Please call me **Jo**.
B: Hi! I'm **Philip, Philip Johnson**. You can call me **Phil**.
A: What's your last name again?
B: **Johnson**.
- A: **Rebecca**, this is **Mr. Brown**.
B: Nice to meet you, **Rebecca**.
C: Nice to meet you, too.

b) Use the prompts to act out dialogues.

- - Alison (Ali) Brown - Anthony (Tony) Stevens
- - Jacqueline (Jackie) Smith - Roberto (Rob) Rodriguez
- - Lyn - Mr. Jackson
- - Juan - Mr. Lee

5  Listen and repeat. Then close your books and act out the dialogues in pairs.

- A: Goodbye. See you on Sunday.
B: See you.
- A: Good morning, Bill.
B: Good morning, Susan. How are you?
A: Not bad, thanks.
- A: Hello, Tony. How are you?
B: Pretty good, thanks. And you?
A: Fine.
- A: Good afternoon, Mary. How's everything?
B: OK, thanks. How are you today?
A: Fine, thanks.

6 Match the questions to the answers.

- | A | B |
|-------------------------|---------------------|
| 1 How old is he? | a On August 2nd. |
| 2 What is it? | b Over there. |
| 3 How are you? | c Jim. |
| 4 Where's John? | d 5. |
| 5 What's your name? | e I'm fine, thanks. |
| 6 When's your birthday? | f It's a dog. |

Vocabulary Review

7 In teams, make sentences with the words/phrases in the list.

- how old • where ... from • last name
- favorite day of the week • birthday • this is
- favorite sport • years old • welcome to
- best friend • spell • nice to meet • great

Writing

(an Internet homepage)

8 a) Copy and complete the table about yourself. Then talk about yourself.

*I'm I'm ... years old. I'm from
My favorite ... and my*

Name: _____

Age: _____

Country: _____

Favorite sport: _____

Favorite day of the week: _____

b) Ask three of your friends about themselves and complete a table for each one. Then talk about them.

This is/These are He's/She's/They're ...

c) *Portfolio*: Write your homepage. Use Billy's homepage in Ex. 1 as a model.

9 Read and then answer the questions.

Do you know that...

13 is an unlucky number for most people.

- In most airplanes there isn't a row 13.
- On some streets there isn't a house with the number 13.
- In most hotels and buildings in the US there isn't a thirteenth floor.
- In Italy, 13 is a lucky number.
- In Japan, 4 and 9 are unlucky numbers. There aren't usually 4th or 9th floors in hospitals in Japan.

- 1 Which number is unlucky for many people?
- 2 In which country is 13 a lucky number?
- 3 What numbers are unlucky in Japan?

2a

What do you do for a living?

STUDY SKILLS

Addresses

In the US, we write the house/building number first, then the street/avenue, and then the apartment number.

Vocabulary

1 Look at the envelope (picture 1). Read the words in the list and match them to the letters (a-h). Is the address form the same in your language?

- | | | | |
|--------------|--------------------------|-------------|--------------------------|
| • first name | <input type="checkbox"/> | • stamp | <input type="checkbox"/> |
| • address | <input type="checkbox"/> | • city/town | <input type="checkbox"/> |
| • last name | <input type="checkbox"/> | • zip code | <input type="checkbox"/> |
| • country | <input type="checkbox"/> | • state | <input type="checkbox"/> |

Listening

2  Listen and repeat.

A

- 1 I'd like to open an account, please.
- 2 Thank you.
- 3 Where's that?
- 4 Can you repeat that, please?
- 5 What's your phone number?
- 6 What do you do for a living?
- 7 Can you sign here, please?
- 8 Are there any letters for me?
- 9 When's the drama club meeting?

B

- A I don't know, sir.
- B Sure.
- C On Wednesday afternoon.
- D It's (612) 278-8105.
- E I'm a doctor.
- F Of course. 55404.
- G You're welcome.
- H It's in southwest Russia.
- I Certainly.



1



a

Mr. ^bBill ^cWalters
 350 Madison Avenue Apt. #3A
 Montgomery, AL ^e36107 ^f
 U.S.A. ^h } ^d

2

Objectives

Vocabulary: addresses/locations; nationalities; capital cities; jobs; school subjects; classroom objects; numbers

Reading: reading for detailed understanding of the text

Listening: listening for gist; listening for specific information; note taking

Speaking: opening a bank account; talking about people (jobs); talking about places (location)

Everyday English: giving names, addresses, & telephone numbers; *can* (requests and offers)

Pronunciation: /ɑ:/, /æ/

Grammar: *to be*; *there is/are*; plurals; possessive pronouns; question words

Project: profiles of everyday people

Writing: a weekly class schedule; an article about your school

- 2 Play the cassette/CD. Ss listen and repeat, first chorally, and then individually. Present each phrase/sentence by using Ss' L1 or by giving examples.

e.g., **What do you do for a living?** (Choose a S and have him/her ask you: "What do you do for a living?" Then respond, "I'm a teacher." Show Ss pictures of various professions and ask them: "What does he/she do for a living?" Ss respond in the target language or in their L1.

Can you sign here, please? (Take a pen/pencil and a piece of loose leaf paper and go up to a S. Put an ex (X) on the paper and point to it and say, "Can you sign here, please?" Repeat selecting a different S. Then have Ss do this in pairs.

Lesson 2a (pp. 14 - 15)

- 1
- Read the title of the unit. Ask Ss to think of situations where this question is asked – e.g., when you meet someone new at a party, when you are filling out forms, etc.
 - Ask Ss to look at picture No 1. Explain that this is an envelope. Read aloud what is written on the envelope. Then read the words in the list aloud. Ss repeat, chorally and individually, and then match the words to the numbers.

ANSWER KEY

first name – b

address – d

last name – c

country – h

stamp – a

city/town – e

zip code – g

state – f

- Read the Study Skill aloud with Ss and explain how we write an address in the US. Tell Ss to look at letter f (i.e., state). Explain to Ss that each US state has a two letter abbreviation (e.g., AL = Alabama).

interleaved
step-by-step
lesson plans

- 3 Explain the task, and then play the cassette/CD. Ss listen to the dialogues and match each dialogue to the appropriate picture. Check Ss' answers.

ANSWER KEY

Dialogue A – Picture 3
 Dialogue B – Picture 1
 Dialogue C – Picture 2

- 4 a) • Give Ss four minutes to read the dialogues silently. Explain the words/phrases **piece of ID**, **driver's license**, and **social security number** in Ss' L1. Elicit the meaning of the words/phrases in bold, asking Ss to give examples or explanations in their L1.
 e.g., **Repeat:** to say sth again.
- Explain the task and then read the example [sentence 1] aloud. Ss read sentences 2-5 one by one and correct the mistakes. Check Ss' answers by asking individual Ss to read the corrected sentences.

ANSWER KEY

- 2 No. Mr. Gray isn't a teacher. He's a doctor.
 3 No. There is a letter for Bill Walters.
 4 No. The drama club meeting isn't on Sunday afternoon. It's on Wednesday afternoon.
 5 No. Olga Dashkova isn't Polish. She's Russian.

- b) Play the cassette/CD for Ex. 3 again. Ss listen and follow the lines. Then Ss take roles and read the dialogues aloud. Help Ss when necessary, especially with address and telephone number forms.

- c) Give pairs four to five minutes to look at the phrases/sentences in Ex. 2 and match them to form exchanges. Then Ss act out the exchanges.

ANSWER KEY

1 – I/B 4 – F 7 – B/I
 2 – G 5 – D 8 – A
 3 – H 6 – E 9 – C

Memory Game

Ask Ss to look at the phrases/sentences in Ex. 2 for two minutes. Ss then close their books and, in teams, try to remember as many phrases/sentences as possible. Each correct phrase/sentence gets 1 point. The team with the most points is the winner.

e.g., Team A S1: "I don't know, sir."

Team B S1: "Can you sign here, please?"

Team A S2: "Can you repeat that, please?"

Team B S2: "On Wednesday afternoon." etc.

- d) Ss roleplay the dialogue.

- 5 Tell Ss that we write the address of the person we are sending a letter to on the lower right corner of the envelope (see picture 1). If the address form used in Ss' country is different and the person they are sending their letter to lives in their country, Ss can use their country's address form for this task.

Suggested Homework

- 1 **Copy:** dialogue B or C (p. 15)
- 2 **Vocabulary:** Exs. 1 & 2 (p. 14)
- 3 **Reading aloud:** any dialogue from A - C (p. 15) (Point out that Ss should practice *reading aloud* at home using the Ss' cassette/CD.)
- 4 **Dictation:** ten phrases/sentences from Ex. 2 (p. 14)
- 5 **Act out:** dialogue B or C (p. 15)

3 Listen and match the dialogues to the pictures.

Dialogue A - Picture

Dialogue B - Picture

Dialogue C - Picture

Reading

4 a) Read dialogues A-C and explain the words in bold. Then correct the sentences.

- Mr. Gray's telephone number is (612) 278-8155. **No. Mr. Gray's telephone number isn't (612) 278 - 8155. It's (612) 278 - 8105.**
- Mr. Gray is a teacher.
- There isn't a letter for Bill Walters.
- The drama club meeting is on Sunday afternoon.
- Olga Dashkova is Polish.

b) Read the following dialogues aloud in pairs.

- A** Teller: Good morning.
Mr. Gray: Good morning. I'd like to open an account, please.
Teller: Certainly. What's your name?
Mr. Gray: Martin Gray.
Teller: OK. And what's your address Mr. Gray?
Mr. Gray: 113 East Franklin Avenue, Minneapolis, Minnesota.
Teller: And your zip code?
Mr. Gray: 55404.
Teller: Sorry, can you **repeat** that, please?
Mr. Gray: Of course. 55404.
Teller: Thank you. What's your phone number?
Mr. Gray: It's (612) 278-8105 (six one two, two seven eight, eight one oh five).
Teller: And what do you do for a living, Mr. Gray?
Mr. Gray: I'm a doctor.
Teller: Can I see a piece of ID, please?
Mr. Gray: Is my driver's license OK?
Teller: Yes, it's fine. And what's your social security number?
Mr. Gray: It's 065-843-0403 (zero six five, eight four three, zero four zero three).
Teller: Thank you. Can you sign here, please?
Mr. Gray: **Sure**.
Teller: Here you go. Your account is open.
Mr. Gray: Thank you.
Teller: You're welcome.

- B** Bill: Excuse me! Are there any **letters** for me?
Mailman: I don't **know**, sir. What's your name?
Bill: It's Walters, Bill Walters, from apartment 3A.
Mailman: Mr. Walters, apartment 3A. Yes, here's a letter.
Bill: Oh, **great**. Thank you!

- C** Laura: When's the drama club meeting?
Simon: On Wednesday **afternoon**. Are you in the club?
Laura: Yes, I am. Can my friend join the club, too?
Simon: **Sure**. What's her name?
Laura: Olga. Olga Dashkova.
Simon: That's an **unusual name**. What nationality is she? **Polish**?
Laura: No, she's Russian. She's from Liski.
Simon: Liski? Where's that?
Laura: It's in southwest Russia.

Speaking

c) Look at the phrases/sentences in Ex. 2. In pairs, match the ones in column A to the ones in column B to form exchanges. Then read the exchanges aloud.

d) *Portfolio*: Imagine you want to open an account. In pairs, roleplay the dialogue.

Writing

- 5 *Project*: Find out your friend's address. Then write it on an envelope.

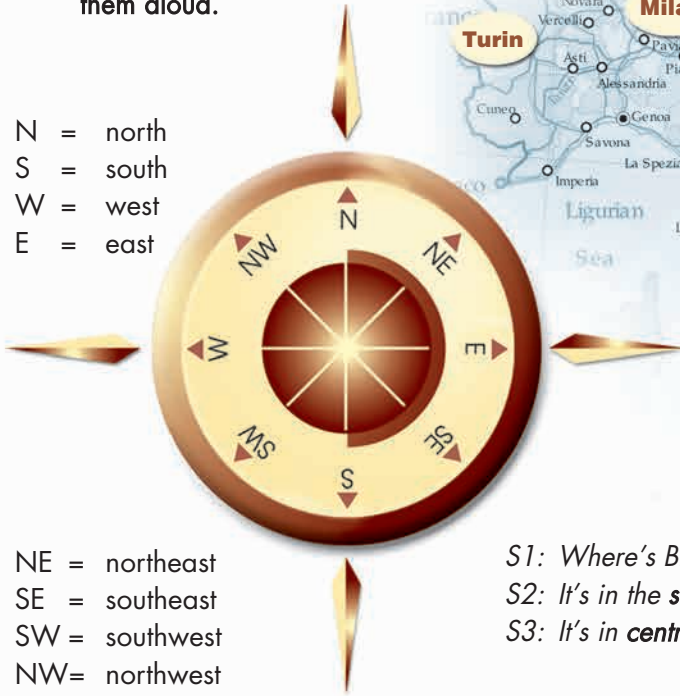


Vocabulary

• Location

1 Read the key. Then look at the compass points and say them aloud.

N = north
S = south
W = west
E = east

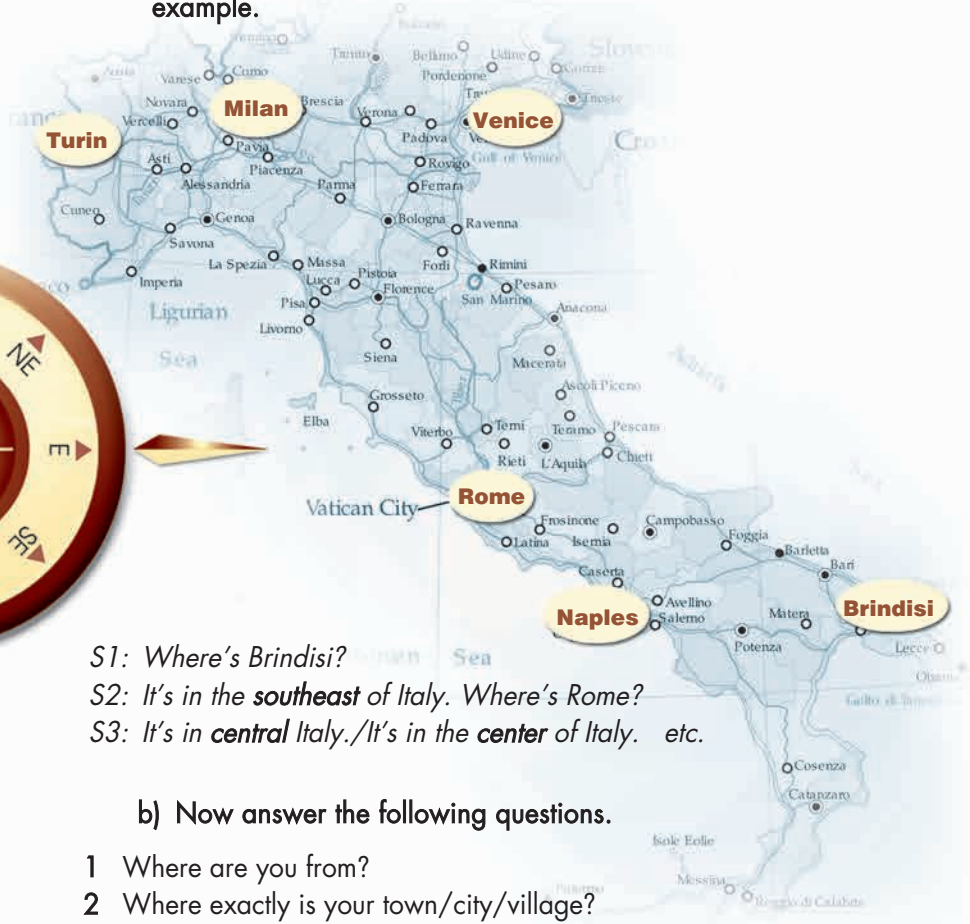


NE = northeast
SE = southeast
SW = southwest
NW = northwest

C = in central ..., in the center of ...

Speaking

2 a) Look at the map. Then ask and answer questions, as in the example.



S1: Where's Brindisi?
S2: It's in the **southeast** of Italy. Where's Rome?
S3: It's in **central** Italy./It's in the **center** of Italy. etc.

b) Now answer the following questions.

- 1 Where are you from?
- 2 Where exactly is your town/city/village?

• Nationalities

3 a) Read the table. Which nationality adjectives end in -an; -ian; -ish; -ese? Which adjectives have different endings?

NAME	COUNTRY	CAPITAL CITY	NATIONALITY
Lin	Japan	Tokyo (SE)	Japanese
Tony	Canada	Ottawa (SE)	Canadian
Imad	Egypt	Cairo (NE)	Egyptian
Jane	England	London (SE)	English
Costas	Greece	Athens (C)	Greek
Kurt	Germany	Berlin (NE)	German
Anna	Poland	Warsaw (E)	Polish
Fatma	Turkey	Ankara (NW)	Turkish
William	the US	Washington, DC (E)	American
Pi�re	France	Paris (N)	French
Mario	Italy	Rome (C)	Italian
Rosa	Portugal	Lisbon (W)	Portuguese
Maria	Mexico	Mexico City (S)	Mexican
Gustavo	Colombia	Bogot� (C)	Colombian
Luis	Chile	Santiago (C)	Chilean

b) Ask and answer questions in pairs, as in the example.

A: Where's Lin from?
B: She's from **Japan**.
A: What is the capital of **Japan**?
B: **Tokyo**.
A: Where exactly is it?
B: It's in **southeast Japan**.
A: What nationality is she?
B: She's **Japanese**.

Lesson 2b (pp. 16 - 17)

- * Check Ss' HW. (10') Also check vocabulary by playing the Memory Game as described in Lesson 2a Ex. 4c p. 15(T).
- 1 Ask Ss to look at the compass and read the key. Ss repeat, chorally and individually. Explain the key. Then Ss look at the compass and say the compass points.
- 2 a) Ask Ss to look at the map of Italy. Read the names of the cities aloud. Ss repeat chorally. Ask three Ss to read the example aloud. Then Ss ask and answer rolling questions.

ANSWER KEY

S3: *Where's Naples?*
 S4: *It's in southwest Italy. Where's Turin?*
 S5: *It's in northwest Italy. Where's Milan?*
 S6: *It's in the north of Italy. Where's Venice?*
 S7: *It's in the northeast of Italy. etc.*

- b) Ask Ss to think about the town/city/village they are from. Ss ask and answer the questions in closed pairs. Check Ss' answers orally around the class.

SUGGESTED ANSWER KEY

A: *Where are you from?*
 B: *I'm from New York.*
 A: *Where exactly is New York?*
 B: *It's in the northeast of the US. etc.*

- 3 a) • Say to Ss. "I'm from the US. I'm American." Ask Ss about themselves.
 e.g., T: *Where are you from, Anna?*
 A: *I'm from Poland. I'm Polish. etc.*
- Help Ss read the table aloud. Explain that the letters in parentheses in the *capital city* section show location (e.g., SE: southeast etc.).
- Ask Ss to look at the *nationality* section and say the adjectives which end in **-an**, **-ian**, **-ish**, and **-ese**. Then ask Ss to say the adjectives with different endings.

ANSWER KEY

-an: *German, American, Mexican, Colombian, Chilean*
-ian: *Canadian, Egyptian, Italian*
-ish: *English, Polish, Turkish*
-ese: *Japanese, Portuguese*
other: *Greek, French*

- b) • Ask two Ss to read the example aloud. Ss then ask and answer questions in closed pairs. Check Ss' answers orally around the class.

ANSWER KEY

- A: *Where's Tony from?*
 B: *He's from Canada.*
 A: *What is the capital of Canada?*
 B: *Ottawa.*
 A: *Where exactly is it?*
 B: *It's in southeast Canada.*
 A: *What nationality is he?*
 B: *He's Canadian.*
- A: *Where's Imad from?*
 B: *He's from Egypt.*
 A: *What is the capital of Egypt?*
 B: *Cairo.*
 A: *Where exactly is it?*
 B: *It's in northeast Egypt.*
 A: *What nationality is he?*
 B: *He's Egyptian. etc.*

- As an extension, individual Ss talk about each person using the information in the table.

SUGGESTED ANSWER KEY

Lin is from Japan. Tokyo is the capital of Japan. Tokyo is in the southeast of Japan. Lin is Japanese.

- 4 • Ask Ss to name any jobs they can think of (e.g., farmer, teacher, doctor, etc.).
- Ask Ss to look at the pictures. Read the jobs aloud. Ss repeat, chorally and individually. Elicit the meaning of any unknown words in Ss' L1. Read the Study Skill aloud with Ss and point out that associating new words with pictures is a good way to remember them. Ask Ss: "Which picture shows a singer?" Ss answer: "Pict. 9." Do the same with all pictures. Ask Ss: "What is No. 8?" Ss answer: "He's a firefighter." etc.
- Ask three Ss to read the example aloud. Ss then ask and answer rolling questions.

ANSWER KEY

- S3: ... does he do for a living?
 S4: He's a doctor. What does she do for a living?
 S5: She's a cook. What does he do for a living?
 S6: He's a farmer. What does he do for a living?
 S7: He's a clown. What does he do for a living?
 S8: He's a mailman. What does he do for a living?
 S9: He's a firefighter. What does he do for a living?
 S10: He's a singer. What does he do for a living?
 S11: He's a police officer. What does she do for a living?
 S12: She's a nurse. What does he do for a living?
 S13: He's an actor. What does she do for a living?
 S14: She's a dentist.

As an extension, mime some of the jobs presented in Ex. 4. Ss, in teams, try to guess what you are. Each correct guess gets 1 point. The team with the most points is the winner.

- e.g., T: (mime singer: pretend you are holding a microphone and singing and then bow)
 Team A S1: You are a singer.
 T: (mime cook: pretend you are stirring sth in a bowl and then trying it)
 Team B S1: You are a cook. etc.

Game (p. 17)

Play the game as described in the Student Book.

- e.g., S1: Are you a doctor?
 L: No, I'm not.
 S2: Are you a pilot?
 L: No, I'm not.
 S3: Are you a farmer?
 L: Yes, I am.

- 5 • Ask Ss to name any school subjects they can think of. Ask Ss: "What is your favorite class?" Elicit answers from Ss.
- Ask Ss to look at the pictures. Read the school subjects in the list aloud. Ss repeat, chorally and individually. Elicit the meaning of any unknown words in Ss' L1. Ss ask and answer rolling questions.

SUGGESTED ANSWER KEY

- S3: Yes, it is. Is French your favorite class?
 S4: No, it isn't. Is Music your favorite class? etc.

- 6 Play the cassette/CD. Ss listen and repeat the numbers, chorally and individually.
- 7 Explain the instructions. Then give Ss two or three minutes to write the numbers in words. Check Ss' answers around the class while writing the answers on the board.

ANSWER KEY

- 68 = sixty-eight 72 = seventy-two
 34 = thirty-four 105 = a hundred and five
 99 = ninety-nine

- 8 Explain the task to Ss. Explain what class schedule means (i.e., a list/chart of their daily classes in the order they have them). Draw the following weekly schedule on the board and ask a S to volunteer and fill in their Monday schedule on the board. Have individual Ss say their class schedule for Monday aloud. Then Ss complete the task in writing on their own.
 e.g., T: Michael what class do you have 1st period on Monday?
 S: Math. (T fills in Math on the schedule under Monday, 1st period)
 T: Good. What class do you have 2nd period on Monday?
 S: English. (T fills in English on the schedule under Monday, 2nd period)
 T: What class do you have 3rd period on Monday? etc.

SUGGESTED ANSWER KEY

	Mon	Tue	Wed	Thur	Fri
1 st prd.	Math	Math	Soc. Studies	Math	Soc. Studies
2 nd prd.	English	English	English	English	English
3 rd prd.	Science	Science	Art	Science	Science
4 th prd.	-	Art	Music	Art	Music
5 th prd.	-	-	-	-	-
6 th prd.	History	Music	History	History	History
7 th prd.	PE	PE	Geography	PE	Geography
8 th prd.	Physics	-	Physics	-	-

Suggested Homework

- 1 **Copy:** names of countries, capital cities, and nationalities Ex. 3a (p. 16)
- 2 **Vocabulary:** nationality adjectives Ex. 3a (p. 16), jobs Ex. 4 (p. 17), school subjects Ex. 5 (p. 17)
- 3 **Reading aloud:** Speaking Ex. 3b (p. 16)
- 4 **Dictation:** nationality adjectives Ex. 3a (p. 16), numbers Ex. 6 (p. 17)
- 5 **Act out:** Speaking Ex. 2a (p. 16), Ex. 3b (p. 16)



2b

STUDY SKILLS

Remembering new words

Associate new words with pictures. This helps you remember them.

• Jobs

- 4 Look at the people and say what they do for a living. Then ask and answer questions, as in the example. What other jobs can you think of?

S1: What does he do for a living?

S2: He's a pilot. What does she do for a living?

S3: She's a teacher. What ...



Game

Your teacher is the leader and thinks of a job from Ex. 4. In teams, try to guess what it is. The student who guesses correctly becomes the leader and the game continues.

e.g., S1: Are you a doctor?

L: No, I'm not. etc.

• School Subjects

- 5 Ask and answer questions, as in the example.



S1: Is Art your favorite class?

S2: No, it isn't. Is Math your favorite class? etc.

• Cardinal Numbers (31-105)

- 6 Listen and repeat.

30	thirty	80	eighty
40	forty	90	ninety
50	fifty	100	a hundred
60	sixty		(one hundred)
70	seventy	101	a hundred and one

- 7 Write the numbers in words.

- 68
- 34
- 99
- 72
- 105

Writing

- 8 Portfolio: Write your weekly class schedule.

Grammar

• **Possessive Adjectives**

1 Fill in the blanks with the correct possessive adjective, as in the example.

POSSESSIVE ADJECTIVES			
Singular		Plural	
I	→ my	we	→ our
you	→ your	you	→ your
he	→ his	they	→ their
she	→ her		
it	→ its		

- A: Who's that?
 B: That's *my* friend.
 A: Look at this man. What's name?
 B: Bob.
- A: What's address Derek?
 B: 12 King Street.
 A: Oh, house is on King Street, too.
 B: Really?
- A: Who are they? Mark and Lucy?
 B: Yes. And that's dog, Spot.
 A: How old is Lucy?
 B: She's 18. It's birthday today.
- A: Is that your friend John?
 B: Yes, it is.
 A: What's favorite class?
 B: Computer Science.

• **The verb 'to be'**

2 Complete the table.

NEGATIVE	
FULL FORM	CONTRACTED FORM
I am not	.....
.....	You aren't/You're not
He is not	.....
She is not	.....
.....	It isn't/It's not
We are not	.....
.....	You aren't/You're not
.....	They aren't/They're not

3 Fill in the blanks with the correct negative form of the verb 'to be'.

- Sheila is from Australia. She from Spain.
- Mark and John are English. They French.
- I'm single. I married.
- He's a teacher. He a doctor.
- Karl and I are from Germany. We from Poland.

4 Study the table. Then fill in the blanks with the correct form of the verb 'to be'.

INTERROGATIVE	SHORT ANSWERS	
Am I ...?	Yes, I am./No, I'm not.	
Are you ...?	Yes, you are./No, you aren't./No, you're not.	
Is	he ...?	Yes, he/she/it is.
	she ...?	No, he/she/it isn't.
	it ...?	No, he's/she's/it's not.
Are	we ...?	Yes, we are./No, we aren't./No, we're not.
	you ...?	Yes, you are./No, you aren't./No, you're not.
	they ...?	Yes, they are./No, they aren't./No, they're not.

- A: you in Ms. Brown's English class?
 B: No, I I in Ms. Halko's.
- A: Tony from Spain?
 B: No, he He from Australia.
- A: she a singer?
 B: No, she She a dentist.
- A: John and Sue from the US?
 B: No, they They from Canada.
- A: Peter and Mary home?
 B: No, they They at the bank.

5 Look at the notes. Then talk about Mary, as in the example.

First name: Mary
 Last name: Frazier
 Age: 22
 Address: 502 East 11th Street
 New York, NY 10009
 Job: nurse



This is Mary Frazier. She's Her address is She's

Lesson 2c (pp. 18 - 19)

- * Check Ss' HW. (10') While acting out Ex. 2a and Ex. 3b (p. 16), Ss have their books open, but they cover the examples.

Grammar (p. 18)

- Ss' books closed. Present the possessive adjectives.
- Point to yourself. Say, and then write on the board. "I am a teacher." Underline the word **I**. Say, and then write on the board. "This is my book." Underline the word **my**. Explain that **my** is a possessive adjective (i.e., a word which goes before a noun and shows possession).
- Point to a male S. Say, and then write on the board. "You are Steve." Underline the word **you**. Point to Steve's book. Say, and then write on the board. "This is your book." Underline the word **your**. Present the rest of the possessive adjectives in the same way.
- Ss' books open. Ss read the table aloud. Drill your Ss. Write this sentence on the board. "This is **my** book." Point to various Ss. Ss should replace **my** with the appropriate possessive adjective.
e.g., T: (point to a male S)
S1: This is his book.
T: (point to a female S)
S2: This is her book. etc.

- 1 Complete the first item with the class. Give Ss about two minutes to complete the rest of the exercise. Check Ss' answers orally around the class.

ANSWER KEY

1 his 2 your, My 3 their, her 4 his

- 2 • Ss' books closed. Say, and then write on the board: *I am a teacher. I am not a doctor.* Underline the words **I am not**. Explain that this is the negative form of the verb **to be** in the simple present. Write under the second sentence *I'm not a doctor.* Underline **I'm not**. Explain that this is the contraction of the negative form of the verb 'to be'. Do the same to present all persons in singular and plural.
- Ss' books open. Ask Ss to look at the table and complete it. Check Ss' answers on the board.

ANSWER KEY

Full Form	Contracted Form
<i>I am not</i>	<i>I'm not</i>
<i>You are not</i>	<i>You aren't/You're not</i>
<i>He is not</i>	<i>He isn't/He's not</i>
<i>She is not</i>	<i>She isn't/She's not</i>
<i>It is not</i>	<i>It isn't/It's not</i>
<i>We are not</i>	<i>We aren't/We're not</i>
<i>You are not</i>	<i>You aren't/You're not</i>
<i>They are not</i>	<i>They aren't/They're not</i>

- 3 Read the sentences aloud and explain/ elicit the meanings of any unknown words. Give Ss two or three minutes to complete the exercise. Check Ss' answers around the class.

ANSWER KEY

1 *isn't/'s not* 4 *isn't/'s not*
2 *aren't/'re not* 5 *aren't/'re not*
3 *'m not*

- 4 • Ss' books closed. Ask the class, and then write on the board. *Am I a teacher?* Underline **Am I**. Explain how we form the interrogative form of the verb 'to be' in the simple present. Answer the question on the board. *Yes, I am.* Explain that this is a positive short answer. Explain that we form positive short answers with **yes**, personal pronoun and the verb. Now write on the board. *Am I a doctor?* *No, I'm not.* Explain how we form negative short answers.
 - Ss' books open. Read the interrogative and short answer forms of the verb 'to be' aloud.
 - Give Ss about two minutes to complete the task. Check Ss' answers around the class.

ANSWER KEY

1 *Are, 'm not, am/'m*
2 *Is, isn't/'s not, is/'s*
3 *Is, isn't/'s not, is/'s*
4 *Are, aren't/'re not, are/'re*
5 *Are, aren't/'re not, are/'re*

- 5 • Ask Ss to look at the card and read the notes aloud. Ask questions to elicit answers.
e.g., T: What's her first name?
S1: Mary.
T: What's her last name?
S2: Frazier. etc.
Alternatively, model the first two questions. Then Ss ask and answer questions.
 - Individual Ss talk about Mary Frazier.

SUGGESTED ANSWER KEY

This is Mary Frazier. She's 22 years old. Her address is 502 East 11th Street, New York, NY 10009. She's a nurse.

- 6 • Ss' books closed. Point to a desk. Say, and then write on the board: **a desk**. Explain that we are talking about **one** desk. Point to two desks. Say, and then write on the board: **two desks**. Underline the ending (-s) in desks. Explain that when we talk about more than one thing we usually add -s to the noun.
- Drill your Ss. Say words in the singular, and then Ss say them in the plural. (prompts: apple, orange, table, cake, present, doll, balloon, etc.)
e.g., T: an apple
S1: two apples
T: an orange
S2: two oranges etc.
 - Ss' books open. Read the examples aloud. Then Ss complete the rule.

ANSWER KEY

Most nouns take *s* in the plural.

- 7 Ask Ss to look at the pictures. Say each classroom object aloud. Ss repeat, chorally or individually. Elicit the meaning of each word in Ss' L1. Then Ss say each word again as a plural.

ANSWER KEY

<i>schoolbag - schoolbags</i>	<i>pencil - pencils</i>
<i>ruler - rulers</i>	<i>sharpener - sharpeners</i>
<i>computer - computers</i>	<i>chair - chairs</i>
<i>book - books</i>	<i>desk - desks</i>
<i>notebook - notebooks</i>	<i>eraser - erasers</i>
<i>pen - pens</i>	

- 8 • Ss' books closed. Point to a desk in the classroom and say, and then write on the board. **There is a desk in the classroom**. Underline **there is**. Point to three desks and say, and then write on the board. **There are three desks in the classroom**. Underline **there are**. Elicit the meaning of there is/are in Ss' L1. Elicit which phrase is used in the singular and which in the plural. Ask Ss to use classroom objects and make sentences using **there is - there are**.
- e.g., S1: There is a blackboard in the classroom.
S2: There are pencils in the classroom.
S3: There are books in the classroom. etc.
- Ss' books open. Read the examples aloud. Ss complete the rules. Check Ss' answers in class.

ANSWER KEY

We use **there is** in the singular.
We use **there are** in the plural.

Project (p. 19)

Ask Ss to look at the Photo File section. Read aloud the information about Claudette Dupont. Ss read the information about the other three people. Then they talk about each person using the prompts. Finally, they talk about themselves. Assign this as written HW. See Photo File section Unit 2 for the Answer Key.

- 9 • Ask Ss to look at the picture and identify the objects.
- Read the examples aloud. Ss then make sentences orally, as in the example. As an extension, individual Ss describe their classroom.

ANSWER KEY

There are three schoolbags in the classroom.
There are ten desks in the classroom.
There are three notebooks in the classroom.
There are four pens in the classroom.
There are four books in the classroom.
There is one eraser in the classroom.

- 10 a) Ask Ss to look at Jessica's video club membership card. Play the cassette/CD twice. Ss listen and complete the missing information. Check Ss' answers orally around the class.

ANSWER KEY

Last Name: **Baines**
Address: ... **Green** ...
City: **Atlanta**
Zip code: **30318**

- b) Give Ss two minutes to read the dialogue and fill in the missing questions. Check Ss' answers. Then Ss read the dialogue aloud in closed pairs.

ANSWER KEY

- 1 *What's your name*
- 2 *what's your address*
- 3 *How old are you*



Suggested Homework

- 1 **Copy:** dialogue Ex. 10b (p. 19)
- 2 **Vocabulary:** classroom objects Ex. 7 (p. 19)
- 3 **Reading aloud:** dialogue Ex. 10b (p. 19)
- 4 **Dictation:** Ex. 7 (p. 19), Grammar tables Exs. 2 and 4 (p. 18)
- 5 **Act out:** dialogue Ex. 10b (p. 19)
- 6 **Project:** (p. 19)

Grammar

• Plurals

6 Study the examples. Then complete the rule.

singular	plural
 a desk	 two desks
Most nouns take in the plural.	

7 Name the classroom objects. Then write their plurals.



e.g., *blackboard - blackboards*

• There is/There are

8 Study the examples. Then complete the rules.

There is a chair in the classroom.
There are two chairs in the classroom.
 We use **there** in the singular.
 We use **there** in the plural.

Writing (Project)

Look at the example in the Photo File section. Then use the prompts to write about each person.

9 Look at the picture and make sentences, as in the example.

e.g., *There is a blackboard in the classroom.*
There are ... etc.



Listening

10 a) Listen and fill in the missing information on the card.

First Name: Jessica
 Last Name:
 Age: 19
 Address: 1002 Street
 City: State: GA
 Zip code:
 Membership Number: 9215



VIDEO LAND

b) Read the dialogue and fill in the questions. Then read the completed dialogue aloud in pairs.

A: Can I help you?
 B: Yes, I'd like to join the club.
 A: Certainly. 1)?
 B: Jessica Baines.
 A: Sorry? Can you repeat your last name, please?
 B: Yes, it's Baines. B-A-I-N-E-S.
 A: And 2)?
 B: My address is 1002 Green Street, Atlanta, GA 30318.
 A: 3)?
 B: I'm nineteen.
 A: OK. Here's your card.
 B: Thank you.

Vocabulary

- 1 a) Look at pictures A-C in the article in Ex. 2a. Which shows: a computer lab? a science lab? a gymnasium? Where can you find these rooms?

Listening

- b) Listen and match the people (1-3) to the rooms (a-c).

- | | |
|-------------------|----------------|
| 1 George | a computer lab |
| 2 Jennifer & Lisa | b science lab |
| 3 Nancy | c gymnasium |

Reading

- 2 a) Read the article and answer questions 1-4. Then read the article aloud.

- | | |
|---------------------------------------|----------------------------------|
| 1 Where is Nancy from? | 3 How old are Jennifer and Lisa? |
| 2 What's the name of George's school? | 4 What's Nancy's favorite class? |

- b) Read again and find the words which contain 'ph', 'rh', or 'gh'. How do we pronounce them?

US SCHOOLS

A school is a place where students learn from a teacher and from each other. Let's take a look at some schools in the US.

George is seventeen years old. He's from Helena, Montana. "I'm a student at Helena High School. My school is big. In this picture I'm in the gymnasium and I'm ready to play basketball. Gym is my favorite class."



This is Jennifer and Lisa. They're from Montgomery, Alabama. They are sixteen years old. "Our school is small. We have many different classes. In this photo we're in the science lab. We're in the middle of a science experiment. Science is our favorite class. This is our science teacher, Mr. Gomez."

Nancy is nineteen years old. She's from Providence, Rhode Island. She's a college student. Her school is huge. In this photo she's in the computer lab. There are 20 computers in the lab. "Computers are my passion. That's why Computer Science is my favorite class."



- c) Take notes under the headings *name & age - city & state - school - favorite class*, and talk about each student's school and favorite class. Then talk about your school and your favorite class.

Everyday English

• Giving your telephone number

- 3 a) Listen and repeat.

- A: What's your phone number?
 B: It's (201) 832-5966 (two oh one, eight three two, five nine six six).
 A: Sorry - can you repeat that, please?
 B: Sure. It's (201) 832-5966.

- b) In pairs, act out similar dialogues using the phone numbers below.

- (718) 923-6863
- (212) 862-7336
- (434) 325-7821
- (305) 531-0688
- (402) 689-1124
- (518) 596-6240



• Giving your name and address

- 4 b) Fill in the missing words. Then listen and check your answers. In pairs, act out dialogues about yourselves.

- A: What's your last name?
 B: **Miller**.
 A: Can you 1) that, please?
 B: **M-I-double L-E-R**.
 A: What's your 2)?
 B: It's **1200 Lincoln Street, Denver, Colorado 80203**.
 A: 3) you.

Lesson 2d (pp. 20 - 21)

* Check Ss' HW. (10')

- 1 a) Ask Ss to look at the pictures. Read the prompts aloud and help Ss match them to the pictures. Present new words by using Ss' L1 or giving examples.
e.g., a **computer lab**: a room full of tables with computers where Ss practice typing, write papers, essays, etc.

ANSWER KEY

a computer lab: C
a science lab: B
a gymnasium: A
You can find these rooms at school.

- b) Play the cassette/CD twice. Ss listen and match the names to the rooms. Check Ss' answers around the class.

ANSWER KEY

1 c 2 b 3 a

- 2 a) • Read aloud questions 1-4. Give Ss about three minutes to read the texts silently and answer the questions. Check Ss' answers around the class.

ANSWER KEY

- 1 (Nancy is from) Providence, Rhode Island.
- 2 (His school is called) Helena High School.
- 3 (They are) sixteen years old.
- 4 (Nancy's favorite class is) Computer Science.

- Play the cassette/CD again. Ss listen and follow the texts. Then individual Ss read aloud from the texts.

- b) Give Ss two minutes to complete the task.

ANSWER KEY

ph: photo we pronounce 'ph' as 'f' in photo
rh: Rhode we pronounce 'rh' as 'r' in Rhode
gh: High we don't pronounce 'gh' in High

- c) Write the headings on the board. Elicit answers from Ss to make notes under each heading. Ss copy the completed tables into their notebooks. Then they use them to talk about each student.
e.g., T: What's the first student's name?
S1: George.
T: (Write George under 'name & age')
How old is George?
S2: 17
T: (Write 17 under 'name & age')
Where is he from?
S3: Helena, Montana.

- T: (write Helena, Montana under 'city & state')
What's the name of his school?
S4: Helena High School.
T: (write Helena High School under 'school')
Is it a big or a small school?
S5: It's big.
T: (write big under 'school')
What's his favorite class?
S6: Gym.
T: (write Gym under 'favorite class')

Follow the same procedure to take notes under the headings for Jennifer & Lisa and Nancy.

ANSWER KEY

name & age	city & state	school	favorite class
George 17	Helena, Montana	Helena High School - big	Gym
Jennifer & Lisa 16	Montgomery, Alabama	small	Science
Nancy 19	Providence, Rhode Island	huge	Computer Science

George is 17 years old. He's from Helena, Montana. His school is Helena High School. His favorite class is Gym.
Jennifer and Lisa are 16 years old. They're from Montgomery, Alabama. Their school is small. Their favorite class is Science.
Nancy is 19 years old. She's from Providence, Rhode Island. Her school is huge. Computer Science is her favorite class.

Individual Ss use the notes to talk about each student. Then help Ss talk about their own school and favorite class.

SUGGESTED ANSWER KEY

My school is big. My favorite class is History.

- 3 a) Play the cassette/CD twice. Ss listen and follow the lines. Ss repeat, chorally and/or individually. Ask two Ss to read the dialogue aloud.
- b) • Individual Ss read the phone numbers aloud.
• Ss, in pairs, act out dialogues using the phone numbers in the list.
- 4 • Give Ss one or two minutes to fill in the blanks. Play the cassette/CD twice. Ss check their answers.
• Check Ss' answers by asking Ss to read the completed dialogue aloud in pairs.

ANSWER KEY

1 spell 2 address 3 Thank

- Ss act out similar dialogues about themselves, first in open pairs, and then in closed pairs.

- 5 a) • Ss' books closed. Read each sentence aloud, and elicit whether it is a request or an offer. Say, and then write on the board: **Can you sign here, please?** Explain that this sentence expresses a request (= asking for sth politely). Say, and then write on the board: **Can I help you?** Explain that this sentence expresses an offer (= willingness to do sth). Underline **can** in both sentences. Elicit from Ss that we use **can** in both situations.
- Ss' books open. Ss do the exercise.

ANSWER KEY

Can you sign here, please? (request)
Can I help you? (offer)

- b) Individual Ss make offers and requests using the prompts.

ANSWER KEY**Offers**

Can I help you with your homework?
Can I clean the table?

Requests

Can you give me an apple, please?
Can you repeat your name, please?

- 6 Play the cassette/CD. Ss listen and repeat. Play the cassette/CD again. Ss listen and repeat chorally and/or individually.
- 7 Divide the class into two teams. Teams take turns making sentences using words/phrases in the order they appear in the list. Each correct sentence gets one point. The team with the most points is the winner.
- e.g., Team A S1: What's your phone number?
 Team B S1: Your account is open. etc.
- 8 • Explain to Ss that they will read Steve's article about his school.
- Give Ss about four minutes to read the text silently and fill in the missing words. Check Ss' answers around the class.

ANSWER KEY

1 *'m/am* 2 *are* 3 *classes* 4 *teacher*

- Explain that the numbers in squares (1-4) show where each paragraph starts. Explain that a paragraph usually consists of more than one sentence and is complete in meaning (i.e., it gives information on a specific topic which is part of the complete article).
- Read aloud questions 1-4 one at a time and help Ss answer them.

ANSWER KEY

1 – *Para 2* 3 – *Para 1*
 2 – *Para 3* 4 – *Para 4*

- 9 a) • Read the prompts one at a time and allow Ss time to fill in the table.
- Ask individual Ss to talk about themselves using their completed tables.

SUGGESTED ANSWER KEY

My name's Paul Green. I'm from Tom's River, New Jersey. My school is White School. I'm in the 6th grade. There are twenty kids in my class. Our teacher is Mrs. Brown. Our classrooms are big. My favorite class is Art. I like my school very much.

- b) Read the plan aloud and then assign Ex. 9b as written HW. Tell Ss that in the US, when you say where you're from you use city/town and state. Ss can use city/town and country.

SUGGESTED ANSWER KEY

Hi! My name is Paul Green. I'm from Tom's River, New Jersey.
My school is called White School. I am in the 6th grade. There are twenty kids in my class. We have classes in big classrooms.
My favorite class is Art. It is a very interesting class. My favorite teacher is Ms. Shapiro.
I like my school a lot.

- 10 Give Ss two minutes to read the statements and underline the correct words. Check Ss' answers.

ANSWER KEY

1 10,000 2 *symbols* 3 26

Suggested Homework

- 1 **Copy:** two texts from the article in Ex. 2a (p. 20)
- 2 **Reading aloud:** texts in Ex. 2a (p. 20)
- 3 **Dictation:** Jennifer & Lisa's text in Ex. 2a (p. 20)
- 4 **Act out:** Exs. 3a and 4 (p. 20)
- 5 **Writing:** Ex. 9b (p. 21)

Optional

- Check Ss' HW.
- Workbook: 2
 Double Click on Grammar – Unit 2

• Making requests and offers (can)

- 5 a) Read the speech bubbles. Which sentence is an offer? Which is a request?



b) Use the prompts to make offers and requests.

Offers: Can I ...?

help you with your homework, clean the table

Requests: Can you ...?

give me an apple, repeat your name

Pronunciation

- 6 Listen and repeat.

/ɑ:/ are, Prague, card, art
 /æ/ Math, can, and, bank, that, thank, capital, class
 My favorite classes are Art and Math.
 The man's in the bank.
 That's my card.

Vocabulary Review

- 7 In teams, make sentences with the words/phrases in the following list.

- phone number • account
- can you repeat • sign
- nationality • capital
- certainly • favorite class
- am from • last name

Writing

(an article about your school)

- 8 Read the article and fill in the missing words. Then answer the questions.

MY SCHOOL IS AWESOME!

- 1 Hi! I'm Steve Sharp. I'm from Richmond, Virginia.
- 2 My school is called Pine Street High School. I **1** in the 10th grade. There **2** thirty kids in my class. We have our classes in different classrooms.
- 3 My favorite **3** are English and History. They are very interesting classes. My favorite **4** is Mrs. Booth.
- 4 I like my school a lot.

- 1 Which paragraph is about: Steve's school; his grade; the kids in his class; the classrooms?
- 2 Which paragraph is about Steve's favorite classes; favorite teacher?
- 3 Which paragraph introduces Steve?
- 4 Which paragraph is about Steve's feelings about his school?

- 9 a) Complete the following table. Then talk about yourself and your school.

First Name:	Favorite Classes:
Last Name: .....	.....
Town/Location:	Favorite Teacher:
School/Grade:	Feelings:
Kids in Class:	

b) *Portfolio*: Write an article about your school for a teen magazine (60 words). Use your notes in Ex. 9a, as well as the plan. You can use the article in Ex. 8 as a model.

Plan

Introduction

(Para 1) *your name, where you're from*

Body

(Para 2) *about your school*

(Para 3) *your favorite classes*

Conclusion

(Para 4) *feelings about your school*

- 10 Read and underline the correct word.

Do you know that...?

- There are around 10,000/1,000 languages in the world.
- The Chinese language has 5,000 different **symbols/pictures**.
- The Roman alphabet has **24/26** letters. We use this alphabet to write English.

Robin Hood

Arrest him!

It's a summer morning in 1193. Robert, Earl of Huntingdon (Robin Hood), is in church with Marian. It is their wedding day.

Do you, Robert of Huntingdon, take this woman, Marian Fitzwalter, to be your wife?

Do you, Marian Fitzwalter, take this man, Robert of Huntingdon, to be your husband?

1

I do.

2

I ...

Stop the wedding!

It's the Sheriff of Nottingham ...

3

You are an enemy of the King!

Me? King Richard's enemy?! Never!

4

5

6

Marian, I have nothing now — do you still want to marry me?

Richard is in prison, far away. Prince John is in power now, and he is my friend. From this moment, you have no castle, no land, and no title.

Yes, of course ...

7

Arrest him!

No!

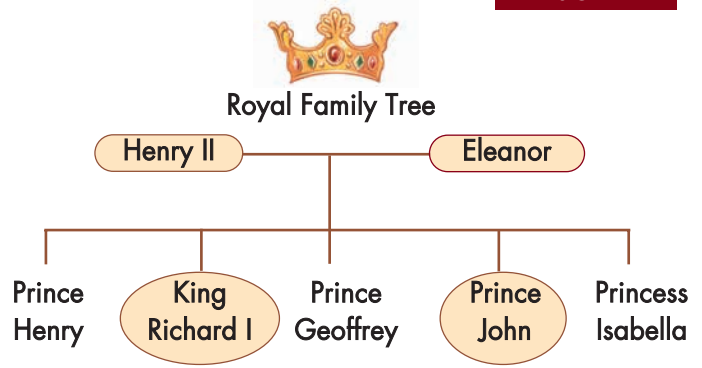
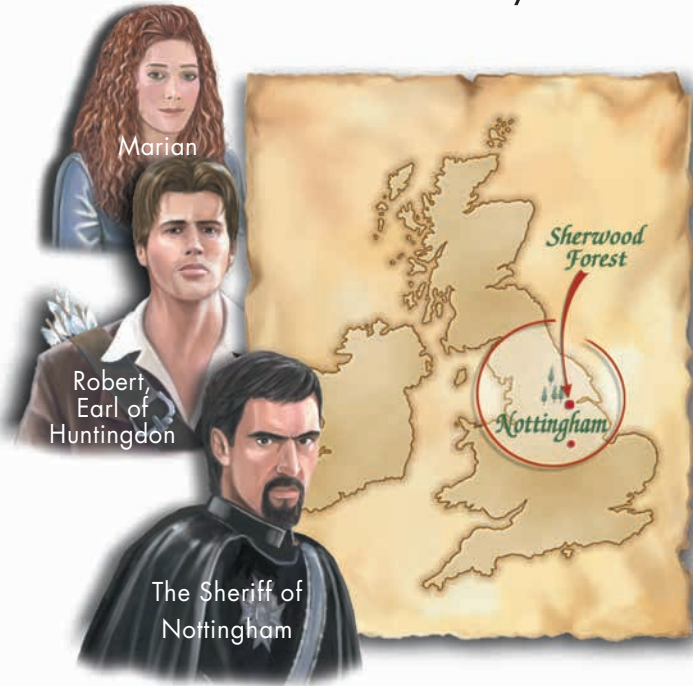
Help! Stop this!

8

Pre-Reading Activities

- 1 Look at the pictures below and the Royal Family Tree (on the right) and underline the correct word in sentences 1-4.
 - 1 Nottingham is a country/town.
 - 2 Henry II is Eleanor's brother/husband.
 - 3 Eleanor is Henry II's mother/wife.
 - 4 Prince John is King Richard I's father/brother.

ENGLAND – 12th century



- 2 Look at the pictures and the Royal Family Tree again and complete the text.

It's the 1) 12th century. We are in 2) England.
 3) Richard I is the king. There are many counties in England. Each county has a sheriff.
 4) Nottingham is a town near Sherwood Forest. The Sheriff there is an evil man. He is an enemy of 5) Robert, the Earl of Huntingdon. Robert (also called Robin Hood) is a friend of King Richard I. Robin wants to marry 6) Marian. The Sheriff hates Robin. When Richard I goes to war, his brother Prince 7) John is in power.

- 3 Look at the pictures on p. 22.
 - a) Which pictures show:

- 1 a wedding?
- 2 the Sheriff of Nottingham?
- 3 Robin Hood's arrest?

b) Predict what happens in Episode 1.

Listening and Reading Activities

- 4 Listen and complete sentences 1-4 with the words in the list.
 - Sheriff • Marian's • Robert

- 1 is the Earl of Huntingdon.
- 2 It's Robert and wedding day.
- 3 The stops the wedding.
- 4 The Sheriff arrests

- 5 Read the episode on p. 22 and answer the questions.

- 1 Where are Robert and Marian?
- 2 Who stops the wedding?
- 3 Where is King Richard?
- 4 Who's in power now?

- 6 Replace the words in bold with their opposites from the list below.

- continue • a friend • free

- 1 You are **an enemy** of the king.
- 2 King Richard I is in **prison**.
- 3 **Stop** this!

- 7 Listen to the episode again and follow the lines. Then take roles and act out the episode.





Culture Corner 1

Flags and Colors



STUDY SKILLS

Matching items

When you match items, start with the ones you know and then work on the ones you are not sure of.

Vocabulary

• Countries

1 English is the official language of the seven countries listed below. Match the countries (1-7) to the flags (A-G).

- | | | | |
|---------------------|-------|----------------------|-------|
| 1 the United States | ..... | 5 the United Kingdom | ..... |
| 2 Australia | ..... | 6 New Zealand | ..... |
| 3 Canada | ..... | 7 South Africa | ..... |
| 4 Ireland | ..... |  |  |

Speaking

2 Use the color guide and say what colors are on each country's flag.

The flag of Canada is ...

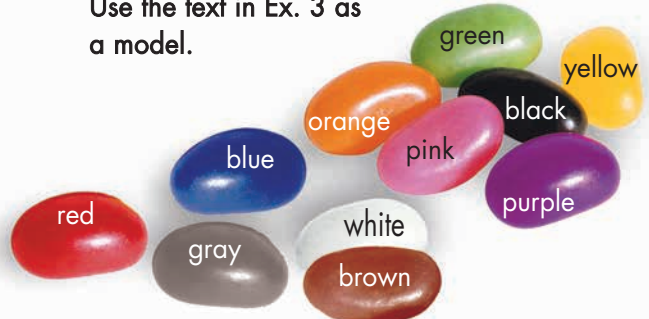
Reading

3 Read the following text. Which flag is it about?

It is red, white, and blue. It has thirteen stripes. Seven are red and six are white. It has fifty white stars on a blue background. Each star is a symbol of one of the fifty states. The thirteen stripes are symbols of the first thirteen colonies.

Writing

4 *Portfolio:* What color(s) is your country's flag? Draw it and then describe it in writing. Use the text in Ex. 3 as a model.




Cross-Curricular Cut 1

Geography



The United States

Listening

1  In pairs, try to label the sentences as T (True) or F (False). Listen and check your answers.

- 1 The US is in South America.
- 2 There are fifty states in the US.
- 3 New York is the capital city of the US.
- 4 Boston is in the eastern US.

Reading

2 Read the text and label the sentences as C (Correct) or I (Incorrect). Then explain the words in bold and present the USA to the class.

THE USA

The United States of America is on the continent of America **between** the Atlantic Ocean and the Pacific Ocean. It is in North America. There are fifty different **states** in the US. Washington, DC is the US capital. The **largest** cities in the US are: Boston, New York, and Baltimore in the eastern US, Chicago in the north central US, Houston in the south central US, Denver in the west central US, and Los Angeles on the western **coast**. There are around 270 million people living in the US.



A Washington, DC

- 1 The US is between two oceans.
- 2 Around 270,000,000 people live in the US.
- 3 Chicago is in the east central US.
- 4 The capital of the US is Washington, DC.
- 5 The United States of America is a continent.
- 6 Los Angeles is on the eastern coast of the US.

3 Which cities are mentioned in the text? Which of them aren't in the pictures (A-C)?

Speaking

4 Answer the questions below about your country.

- 1 Where is your country? Which continent is it on?
- 2 What is the capital city? Where is it located?
- 3 Which are the largest cities in your country? Where are they located?
- 4 How many people live in your country?

Writing

5 Write a paragraph about your country using your answers to Ex. 4. Use the text in Ex. 2 as a model.



B New York



C Los Angeles

Vocabulary

1 Fill in the correct nationality adjective.

- | | |
|----------------|----------------|
| 1 Japan | 4 Poland |
| 2 Turkey | 5 Canada |
| 3 Chile | 6 Greece |

6 points

2 Write the numbers in words.

- | | |
|------------|-------------|
| • 75 | • 19 |
| • 11 | • 43 |
| • 80 | • 100 |

6 points

3 Fill in the blanks with the correct word from the list.

- class • sport • birthday • address
- day • name • old • north

- 1 A: What is it today?
B: Monday.
- 2 A: What's your favorite?
B: Swimming.
- 3 A: What's your, please?
B: Nina. Nina Duncan.
- 4 A: When's your?
B: It's in September.
- 5 A: How are you, Nora?
B: I'm six.
- 6 A: What's your favorite?
B: Math.
- 7 A: What's your?
B: 12 Pine Street.
- 8 A: Where's Paris?
B: It's in the of France.

8 points

4 Circle the correct item.

- 1 The of Germany is Berlin.
A country B capital C village
- 2 Pavlov is a(n) name.
A unusual B round C open
- 3 What's your phone, please?
A zip code B account C number
- 4 There is a blackboard in my
A desk B classroom C wall
- 5 Monday is the day of the week.
A third B fourth C first

5 points

Grammar

5 Fill in the blanks with *am, 'm not, is, 's not, are, or 're not.*

- A: Where 1) John from? 2) he from Canada?
B: No, he 3) He 4) from Australia. Paul 5) from Canada.
- A: Who 1) you?
B: I 2) Tony.
- A: 1) they doctors?
B: No, they 2) They 3) teachers.
- A: 1) Bob from England?
B: No, he 2) He 3) from Canada.
- A: 1) you a singer?
B: No, I 2) I 3) a dentist.

8 points

6 Fill in the blanks with *his, her, your, she, they, or their.*

- 1 A: Where are John and Steve?
B: 're in the yard.
- 2 A: Who's Melissa?
B: 's my friend.
- 3 A: What's Susan and Tamara's favorite class?
B: favorite class is science.
- 4 A: Is this John's dog?
B: Yes, it is. It's dog.
- 5 A: How old is Ann?
B: She's 12. It's birthday.
- 6 A: What's name?
B: My name's Steve.

6 points

7 Fill in the blanks with *a or an.*

- 1 dog; 2 rabbit; 3 apple;
- 4 nurse; 5 actor; 6 airplane;
- 7 ice-cream cone; 8 cook; 9 farmer

9 points

8 Write the following sentences in the plural.

- 1 It's a pencil.
- 2 It's a desk.

- 3 He's a singer.
 - 4 She's a teacher.
 - 5 It's an orange.
- 5 points*

Everyday English

9 Fill in the missing sentences. Then read the dialogues in pairs.

Where are you from What's your name

- A: Hello! I'm Andy. 1)
- B: Hi! I'm Luis.
- A: 2), Luis?
- B: I'm from Chile.

What's your address
Can you repeat your last name
How do you spell that

- A: What's your name?
- B: Bill. Bill Parker.
- A: Sorry. 1), please?
- B: Yes, it's Parker.
- A: 2)
- B: P-A-R-K-E-R.
- A: Thank you. 3)
- B: It's 2 Spring Street, Aspen, Colorado 81611.

5 points

Reading

10 Read the text and answer the questions.



My Best Friend

Melissa Robinson is my best friend. She is seventeen years old and her birthday is on June 3rd. She is American. She is from Santa Monica, California,

which is in the west of the United States.

Melissa is a student at Santa Monica High School. There are twenty-five students in her class. Her favorite teacher is Mrs. Hernandez and her favorite classes are Science and Music.

Melissa's favorite sports are tennis and swimming, and her favorite days of the week are Saturday and Sunday.

Melissa is a great friend. I like her because she is fun to be with.

- 1 How old is Melissa? 2 When is her birthday?
- 3 Where is she from? 4 What does Melissa do?
- 5 What is Melissa's school called? 6 How many students are there in her class?
- 7 What are Melissa's favorite: - classes? - sports? - days of the week?
- 8 How does the writer feel about Melissa?

8 points

Writing

(an article about your best friend)

11 Complete the table about your best friend and then talk about him/her. Finally, write a short article for your school magazine (60 words). Use the text in Ex. 10 as a model.

	Paragraph 1
Full Name:	.....
Age:	.....
Birthday:	.....
Nationality:	.....
City/Town, Location:	.....
	Paragraph 2
School:	.....
Students in class:	.....
Favorite teacher:	.....
Favorite classes:	.....
	Paragraph 3
Favorite sports/ days of the week:	..... .....
	Paragraph 4
Feelings:	.....

14 points

TOTAL: 80 points

• Progress Update

How do you rate your progress? Check (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary				
Grammar				
Listening				
Speaking				
Reading				
Writing				

Let's sing



Module 1

- 1  Listen and fill in the missing words. Then listen again and sing along.

Days of the Week

Monday, Tuesday, 1),
One, two, three,
Thursday and 2)
Are good for me.
Saturday and 3)
Are great and then,
The 4) is over
And it's Monday again.

SONGS

Module 2

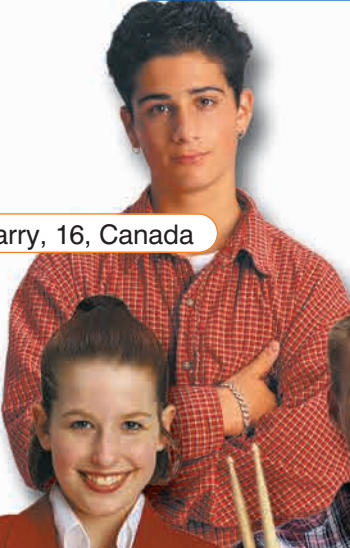
- 1  Listen and fill in the missing words. Then listen again and sing along.

Our World

The world is full of different places,
Different 1), different faces,
North and South and 2) and West –
Where's the place you 3) best?
Tall, short, 4), or thin,
Different color hair, 5), and skin,
Men, women, 6), or girls –
We are people of the same world.

PROJECTS

1. Harry, 16, Canada



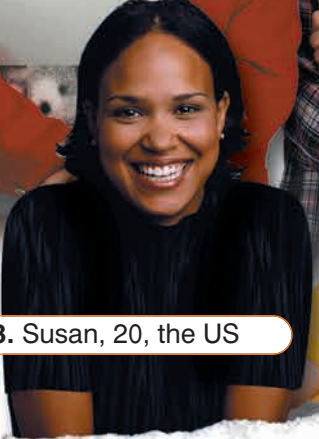
STICK YOUR PHOTOGRAPH HERE

7.

2. Anna & Janusz, 18, Poland



3. Susan, 20, the US



4. Mary & Sue, 3, Australia



5. Noriko, 17, Japan



- 1 This is Harry. He's 16 years old and he's from Canada.
- 2 She's and he's They are and they are from
- 3 Hi! I'm I'm and I'm
- 4 This is and that is
- 5 This is
- 6 Hi! I'm
- 7 Hi!

6. Laura, 6, England



Hi!

Vocabulary

1 Complete the sentences, as in the example.



1 A: What's this?
B: It's a **bird**.



2 A: What's this?
B: It's a



3 A: What's this?
B: It's a



4 A: What's this?
B: It's a



5 A: What's this?
B: It's an



6 A: What's this?
B: It's a



7 A: What's this?
B: It's an



8 A: What's this?
B: It's a

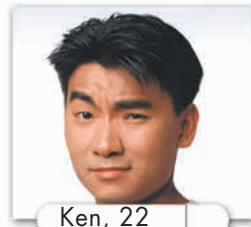
2 a) Write sentences, as in the example. Then write M (for male names) or F (for female names).



1 **Billy's fifteen years old.** 2



3 4



5 6



b) How old are you? How old is your best friend?

3 Match the cardinal numbers to the ordinal numbers.

Cardinal	Ordinal
1 ten	<input type="checkbox"/> a eighteenth (18th)
2 thirty	<input type="checkbox"/> b sixth (6th)
3 fourteen	<input type="checkbox"/> c twenty-sixth (26th)
4 two	<input type="checkbox"/> d eleventh (11th)
5 twenty-six	<input type="checkbox"/> e thirtieth (30th)
6 twelve	<input type="checkbox"/> f twenty-third (23rd)
7 six	<input type="checkbox"/> g fourteenth (14th)
8 twenty-three	<input checked="" type="checkbox"/> h tenth (10th)
9 eighteen	<input type="checkbox"/> i second (2nd)
10 eleven	<input type="checkbox"/> j twelfth (12th)

4 Write the words for the numbers, as in the example.

9 nine	29
12	5
17	30

5 a) Circle the days, as in the example. What day is it today?

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

b) Fill in the missing months. What month is it now? What is your favorite month?

1	January	7	J.....
2	F.....	8	A.....
3	M.....	9	September
4	April	10	O.....
5	M.....	11	N.....
6	June	12	D.....

6 Where are they from? Ask and answer questions, as in the example. Where are you from?

1  Pauline 	2  Andy 
3  Keiko 	4  John 

- 1 A: *Where's Pauline from?*
B: *She's from Canada.*
- 2 A:
B:
- 3 A:
B:
- 4 A:
B:

Grammar

7 Fill in *a* or *an*, as in the example.



1 an apple



2 rabbit



3 girl



4 ice-cream cone



5 cat



6 umbrella

8 Fill in *he*, *she*, *it*, or *they*, as in the example.



1 it



2



3



4



5



6



7



8



9

9 Fill in the correct personal pronoun.

- 1 A: Is this your doll?
B: Yes, *it* is.
- 2 A: Where is Fiona?
B: is over there.
- 3 A: How old is Jason?
B: is seventeen years old.
- 4 A: Where are you and your sister from?
B: are from the Dominican Republic.
- 5 A: Are Shanika and Tanjila from the US?
B: Yes, are.

I	we
you	you
he	} they
she	
it	

1

10 Fill in the blanks with *am, is, or are, as in the example.*

K: Excuse me. **1)** **Are** you Jessica Reyes?
 J: Yes, I **2)** Who **3)** you?
 K: I **4)** Kenny Ren, Jamie's father.
 J: Nice to meet you, Mr. Ren.
 K: Nice to meet you, too. Where **5)** Jamie?
6) he here?
 J: Yes, he **7)** He **8)** over there.

11 Fill in the blanks with *how, when, what, or where.*

1 A: **Where** is Stella?
 B: Over there. She's with Chris.
2 A: 's your birthday?
 B: On February 7th.
3 A: is it?
 B: It's an airplane.
4 A: old is she?
 B: She's 21.
5 A: are you?
 B: I'm fine, thanks.
6 A: 's your name?
 B: My name's Sasha.

12 Ask and answer questions, as in the example.

Kate
John
Tim
Ann
Bob

A: Whose **frog** is this?
 B: It's **Kate's**.

13 Make sentences by putting the words in the correct order, as in the example.

1 Italy / is / she / from
She is from Italy.
2 he / old / how / is?

3 name / what's / your?

4 it / is / what?

5 years / old / I / thirty / am

6 your / when / birthday / is?

7 meet / to / you / nice

14 Correct the mistakes, as in the example.

1 I **is** from London. am
2 What day **am** it today?
3 What **are** your name?
4 **Who** old are they?
5 Tom and Mary **is** my best friends.
6 **We** am Bob's father.

Note

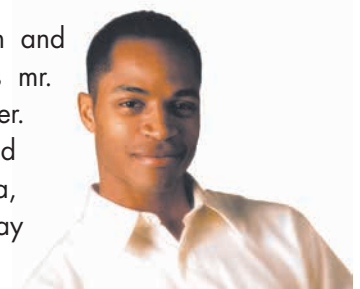
Capital Letters

We use a capital letter:

- when we begin a sentence. *She is twelve.*
- when we write the names of people, countries, cities, towns, states, days, and months.
His name is Nick. He's from Los Angeles, California. His birthday is in May. His favorite day is Sunday.
- when we use the personal pronoun 'I'.
Hi! I'm Jane and I'm ten years old.
- when we use people's titles.
Mr. Brown is from Canada and Miss White is from the US.

15 Rewrite the paragraph capitalizing the words where needed.

hi! my name's julien and i'm from china. this is mr. scott, my favorite teacher. he is thirty-one years old and he's from atlanta, georgia. his favorite day of the week is friday.



.....

Listening

16 Listen and complete the table. Then talk about Tom.

Tom's BIRTHDAY PARTY!

DAY OF PARTY: (1)

DATE: (2) May

HOW OLD: (3)

ADDRESS: (4) 12 Road

PRESENT: (5)



Everyday English

• Introductions and greetings

17 Choose the correct sentences.

- A: Bill, this is Mrs. Robinson, Natasha Robinson.
 B: **a** Nice to meet you, Mrs. Natasha.
 b Nice to meet you, Mrs. Robinson.
- A: Hello, Taylor. How are you?
 B: **a** I'm fine, thanks.
 b See you.
- A: Bill, this is Ann Green.
 B: **a** Nice to meet you, Ms. Green.
 b Hello, Ms. Ann Green.
- A: What's your first name again?
 B: **a** Farah Diba.
 b Farah. F - A - R - A - H.
- A: How old is Peter?
 B: **a** He's nineteen.
 b He's nineteenth.
- A: Pleased to meet you, Paul.
 B: **a** Good to see you again, Steve.
 b Nice to meet you, too, Steve.

Reading

18 Read the e-mails and answer the questions.

Hi! I'm Franco. I'm from Italy. I'm eighteen years old. My birthday is on June 12th and my favorite sports are football and tennis. Write to me at franco@cape.com.

- Where's Franco from?
.....
- How old is he?
.....
- When's his birthday?
.....
- What are his favorite sports?
.....
- What's Franco's e-mail address?
.....

Hello. We're Lucy and Sally. We're from Canada. Lucy is eighteen years old and I'm twenty years old. Lucy's favorite sport is baseball and my favorite sport is swimming. Write to us at lucy&sally@cape.com.

- Where are Lucy and Sally from?
.....
- How old is Lucy? How old is Sally?
.....
- What's Lucy's favorite sport?
.....
- What's Sally's favorite sport?
.....
- What's Lucy and Sally's e-mail address?
.....

Writing (an e-mail to a friend)

19 Use the information in the table below to write Linda's e-mail. Use the e-mails in Ex. 18 as models.

Name: Linda
 Country: US
 Age: 17
 Birthday: August 30th
 Favorite sport: tennis
 e-mail address: linda@cape.com

.....

Personal Subject Pronouns

Singular	Plural
I	we
you	you
he	they
she	
it	

- I → always with a capital letter
- you → in the singular and plural
- he → for a man or a boy
- she → for a woman or a girl
- it → for an animal or a thing
- they → for people, animals, or things

The verb 'to be'

Full Form	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

- We usually use the **full form** of the verb **to be** in written English.
*We **are** from Japan and we **are** sixteen years old.*
- We use the **contracted form** of the verb **to be** in spoken English and informal written English.
*A: What's your name?
B: My name's Lewis and I'm from Canada.*

The Indefinite Article (A/An)

- We use the indefinite article **a** before nouns which begin with a **consonant** sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
a rabbit a hotel a camera
- We use the indefinite article **an** before nouns which begin with a **vowel** sound (a, e, i, o, u).
an apple an orange an umbrella

Questions with *who, where, when, what, how, how old, whose*

We use


- | | | |
|---|---|---|
| <ul style="list-style-type: none"> who for people.
A: Who are you?
B: I'm Bill. where for places.
A: Where is Celia from?
B: She's from Cuba. when for time/dates.
A: When is Mark's birthday?
B: It's on January 5th. | <ul style="list-style-type: none"> what for things.
A: What is it?
B: It's a doll. how for manner.
A: How are you?
B: I'm fine, thanks. how old for age.
A: How old is Carl?
B: He's thirteen years old. | <ul style="list-style-type: none"> whose for possession.
A: Whose car is this?
B: It's Lucy's. |
|---|---|---|


• Personal Subject Pronouns


1 Fill in the blanks with *he, she, it, we, you, or they*, as in the example.


- | | | | |
|---------------|-------|----------------|-------|
| 1 camera | it | 9 cake | ..... |
| 2 balls | ..... | 10 table | ..... |
| 3 father | ..... | 11 Mr. Black | ..... |
| 4 Bob and you | ..... | 12 Susan | ..... |
| 5 rabbit | ..... | 13 Tim and Bob | ..... |
| 6 Ms. Scott | ..... | 14 umbrella | ..... |
| 7 Tom and I | ..... | 15 oranges | ..... |
| 8 Anna | ..... |  |  |


2 Fill in the blanks with *I, he, she, it, or they*, as in the example.


1 **They** are apples. 

2 is Helen's father. 

3 am four years old. 

4 are from the US. 

5 is my sister. 

6 is a building. 

• The verb 'to be'

3 Fill in the correct form of the verb *to be*, as in the examples.

Full Form

Contracted Form

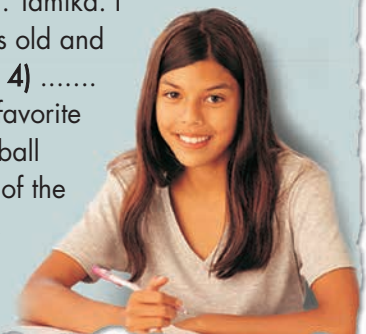
- | | |
|---------------------------------|-------------------------------|
| 1 I am Vanessa. | I'm Vanessa. |
| 2 He a teacher. | He a teacher. |
| 3 She fourteen years old. | She fourteen years old. |
| 4 It a hamster. | It a hamster. |
| 5 We twins. | We twins. |
| 6 You a teacher. | You a teacher. |
| 7 They my friends. | They my friends. |

4 Fill in the blanks with *'m, 's, or 're*, as in the example.

- It's his birthday. He fifteen today.
- They Nina and Richard and they from the US.
- I fifteen and they sixteen.
- You from Mexico.
- I Andy and he Scott.
- We twenty-one years old.

5 a) Fill in the blanks with *am, is, or are*.

Hi! My name 1) Tamika. I 2) sixteen years old and I 3) a student. I 4) from New York. My favorite sport 5) basketball and my favorite day of the week 6) Friday. Hamsters 7) my favorite pets.



b) Ask four questions about Tamika.

.....

.....

.....

.....





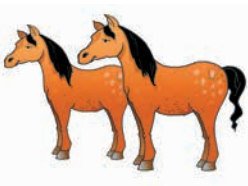

.....

.....

6 Write *P* for possessive or *is* for 3rd person singular, as in the example.

- 1 Mary's favorite day is Monday. P
- 2 It's a beautiful day today.
- 3 Steve's my best friend.
- 4 Anna's doll is from Spain.
- 5 She's ten today.
- 6 What's this?
- 7 It is Rachel's birthday today.
- 8 When's your birthday?

7 Fill in the blanks with *he's*, *she's*, *it's*, or *they're*, as in the example.

- 1  They're birds.
- 2  This is Tom.
..... my e-mail pal.
- 3  This is Mrs. Jones.
..... our English teacher.
- 4  a camera.
- 5  horses.
- 6  my sister.

• The Indefinite Article A/An

8 Use the words in the list to complete the table, as in the example.

- horse • elephant • ice-cream cone
- balloon • garden • doll • present
- orange • tree • apple • airplane

a	an
horse,
.....
.....
.....
.....

9 a) What can you see in the pictures? Write sentences, as in the example.



I can see a chair.

.....

.....

.....

.....

.....

.....

b) Look at the pictures in Ex. 9a for a minute. Then, in teams, try to remember as many items as possible. Each correct item gets 1 point. The team with the most points is the winner.

• Question Words

10 Match the questions to the answers, as in the example.

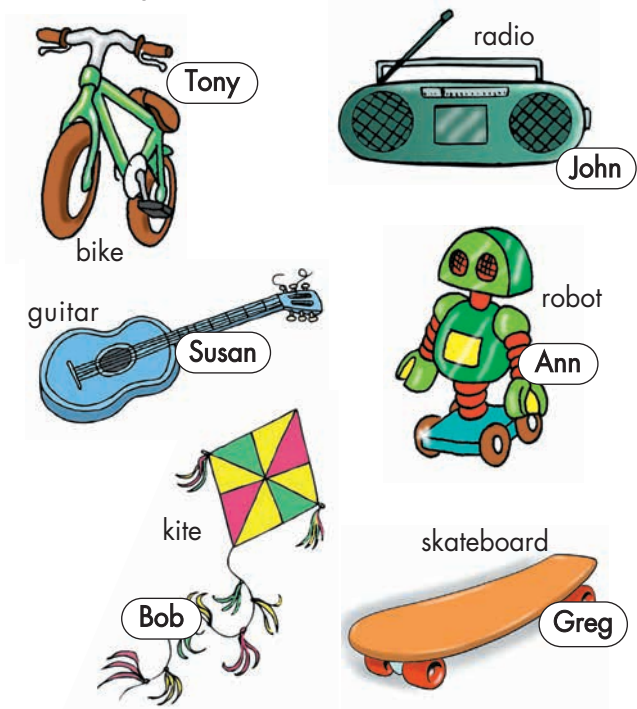
Column A	Column B
1 When is Greg's birthday?	a Pretty good, thanks.
2 Where are they from?	b It's Joan's.
3 How old is Ben?	c October.
4 What is your favorite month?	d That's my brother, David.
5 How are you?	e It's in July.
6 Who's that?	f He's fifteen years old.
7 Whose umbrella is this?	g They're from Russia.

1 e 3 5 7
2 4 6

11 Fill in the blanks with *who, where, when, what, how, whose, and how old*, as in the example.

A: Good afternoon, Mr. Matthews. 1) **How** are you?
B: I'm fine, thanks. And you?
A: I'm OK. Is that your son over there?
B: Yes, it is.
A: 2) 's his name?
B: Johnny.
A: 3) is he?
B: He's ten.
A: 4) 's his birthday?
B: On September 2nd.
A: 5) 's that with him?
B: That's his best friend, Ricardo.
A: 6) 's Ricardo from?
B: He's from Canada, but his mother and father are from Chile.
A: 7) dog is this?
B: It's Ricardo's. Its name is Fluffy.

12 In pairs, ask and answer questions, as in the example.



A: *Whose bike is this?*
B: *It's Tony's. Whose radio is this?*
A: *It's John's. Whose ... etc.*

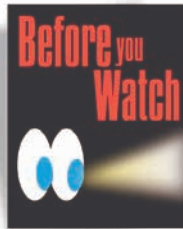
13 a) Complete the dialogue. Then read it aloud in pairs.

Peter: Hello! My name's Peter.
.....?
Susan: My name's Susan.
Peter:?
Susan: I'm thirteen.
Peter: Really? I'm thirteen, too.
.....?
Susan: That's my friend, Kwan.
Peter:?
Susan: He's from Korea.
Peter: Hi, Kwan.?
Kwan: I'm fine, thanks.

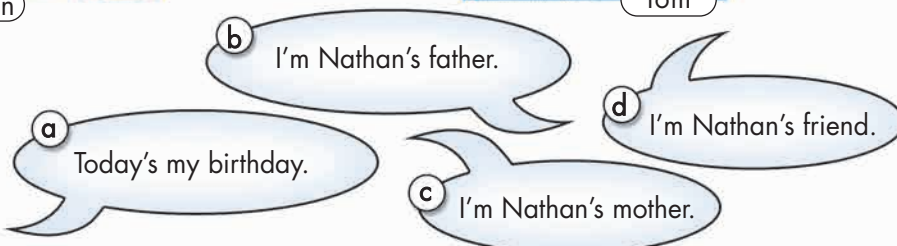
b) Answer the questions.

- Who's thirteen years old?
.....
- Whose friend is Kwan?
.....
- Where's Kwan from?
.....

Celebrations



1 Who says what? Match the speech bubbles (a-d) to the people (1-4).



2 Circle the correct response.

- 1 A: Here's your present!
 B: a It's my birthday today.
 b I'm Nathan's friend.
 c This is great! Thanks!

- 3 A: When is your birthday?
 B: a Thirty.
 b In April.
 c This is for you.

- 2 A: How old are you?
 B: a I'm fifteen.
 b I'm George.
 c Wow! It's great! Thanks!

- 4 A: Where are you from?
 B: a I'm from the US.
 b In the US.
 c I'm twenty-six years old.

3 Write *He, She, It, or They*.

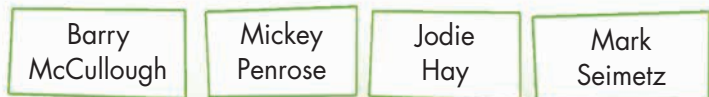
	1 is nineteen today.		4 is Nathan's sister, Melissa.
	2 are at Nathan's birthday party.		5 is Ray's friend, Madeline.
	3 is Nathan's present.		6 is 19.



4 Label the sentences as *T* (True) or *F* (False). [0:00:33 - 0:02:01]

- 1 Today is Saturday, August 26th.
- 2 Nathan's eighteen years old.
- 3 Tom's birthday is July 5th.
- 4 Pam's birthday is in October.
- 5 Melissa is Nathan's sister.
- 6 Ray is twenty-one.
- 7 Madeline is Tom's friend.
- 8 George is four years old.

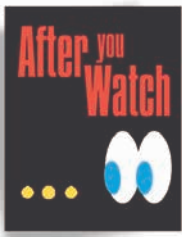
5 Check the correct box. [0:05:54 - 0:07:14]



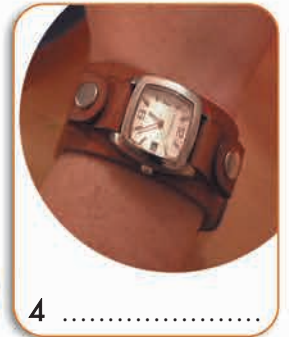
- | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Who's from Plant City, Florida? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who's from Phoenix, Arizona? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who's from Atlanta, Georgia? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who's from Trinidad? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6 Check (✓) the words you see and hear in the alphabet list. [0:07:19 - 0:09:29]

- | | | | | | | | |
|---------------|--------------------------|-----------|--------------------------|----------|--------------------------|--------|--------------------------|
| apple | <input type="checkbox"/> | hat | <input type="checkbox"/> | orange | <input type="checkbox"/> | vase | <input type="checkbox"/> |
| birthday cake | <input type="checkbox"/> | ice cream | <input type="checkbox"/> | present | <input type="checkbox"/> | watch | <input type="checkbox"/> |
| camera | <input type="checkbox"/> | jug | <input type="checkbox"/> | quiche | <input type="checkbox"/> | box | <input type="checkbox"/> |
| dog | <input type="checkbox"/> | kettle | <input type="checkbox"/> | rose | <input type="checkbox"/> | yo-yo | <input type="checkbox"/> |
| envelope | <input type="checkbox"/> | lamp | <input type="checkbox"/> | shorts | <input type="checkbox"/> | zipper | <input type="checkbox"/> |
| flowers | <input type="checkbox"/> | mouth | <input type="checkbox"/> | table | <input type="checkbox"/> | | |
| glasses | <input type="checkbox"/> | nose | <input type="checkbox"/> | umbrella | <input type="checkbox"/> | | |



7 Label the pictures. Then ask and answer questions in pairs, as in the example.

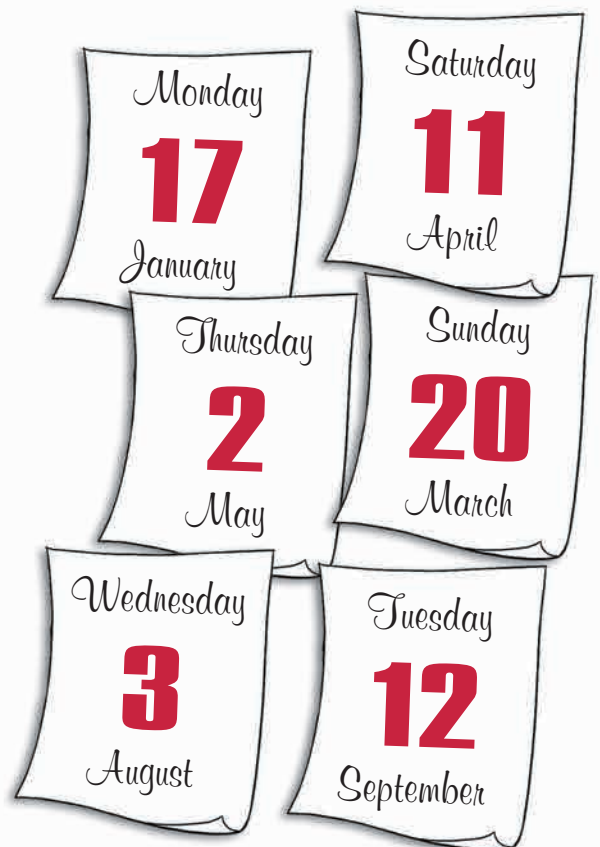


1 A: What's this?
B: It's a ring.

8 Write the numbers in words.

- 3
- 4
- 8
- 9
- 10
- 11
- 12
- 13
- 15
- 20
- 26
- 27

9 Say the dates.





10 What does each person say? Complete the sentences. Then match the pictures (A-F) to the sentences (1-6). [0:00:33 - 0:02:01]



- 1 Hi! My name's Nathan and today is birthday. I'm nineteen years old today and this my birthday party.
- 2 Hello, I'm Tom. I'm Nathan's father. My birthday January 5th.
- 3 Hi. I'm Pam. I'm Nathan's My birthday is October 30th.
- 4 Hi. My name is Melissa. I'm Nathan's My birthday is August 6th.
- 5 Hi, my name's Ray. I'm Nathan's I'm 19 years old and my birthday is April 4th.
- 6 Hi. I'm Madeline. I'm Ray's friend. I'm 18 years old and my birthday's 4th.

Everyday English

11 Write about yourself.

Name:

Age:

Birthday:

Favorite food:

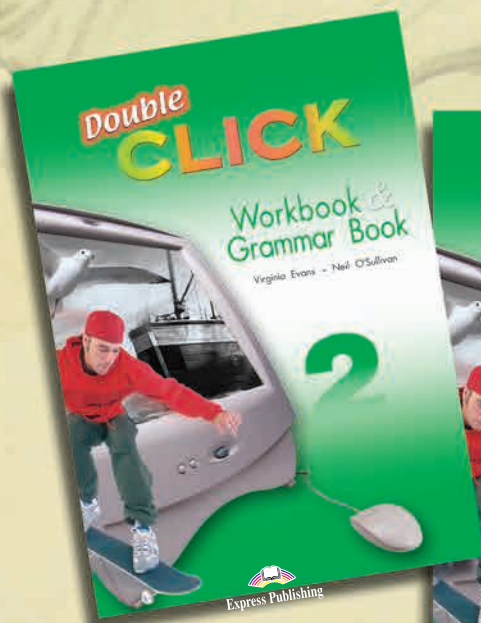
12 Now talk with your friend, as in the example.

- A: *What's your name?*
- B: *My name's Danny.*
- A: *How old are you?*
- B: *I'm fifteen years old.*
- A: *When is your birthday?*
- B: *My birthday is on June 27th.*
- A: *And what's your favorite food?*
- B: *My favorite food is french fries.*

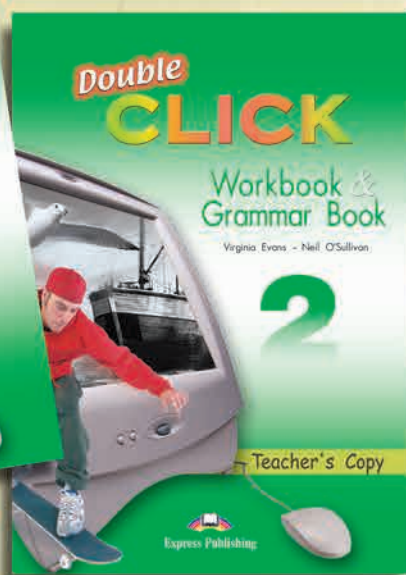
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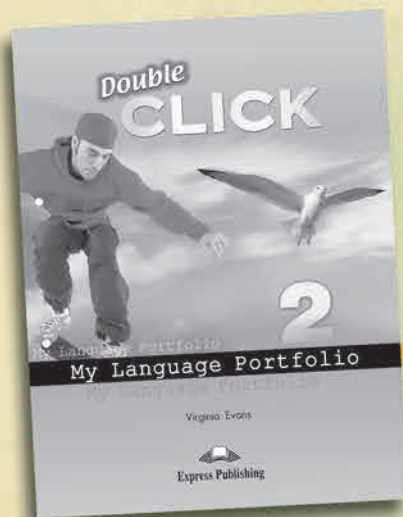
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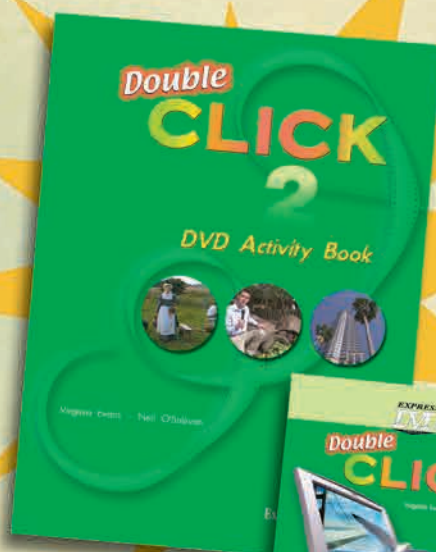
Test Booklet CD



Class Audio CDs



My Language
Portfolio



DVD Activity Book



DVD



Student's Audio CD

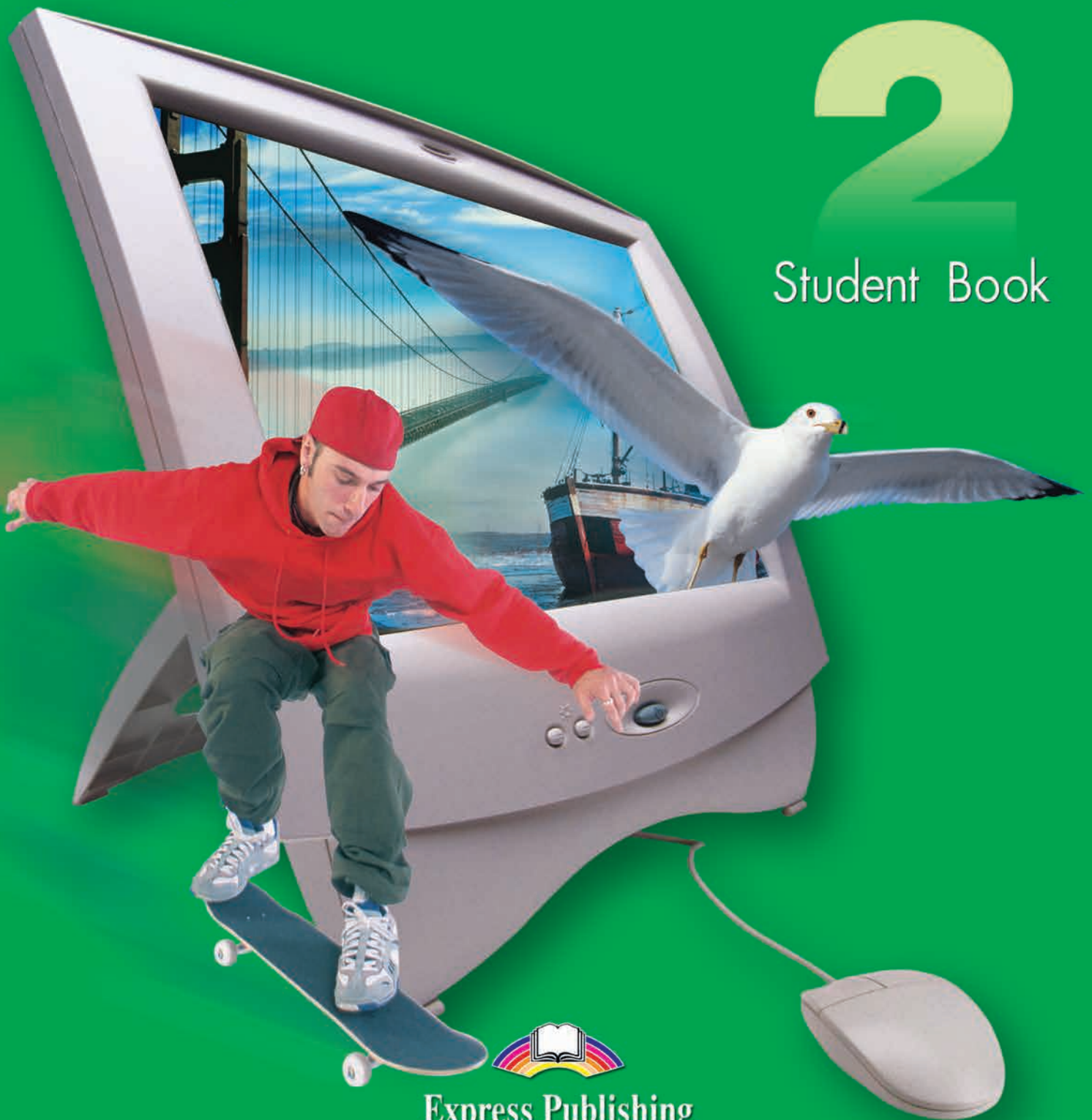
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Student Book



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Contents

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	UNIT 2 Then & Now (pp. 14 - 21)	lifestyles; past routines	lifestyles; changes; family members; activities; days of the week; possessions; dates	simple past (regular + irregular); <i>used to</i> ; prepositions of place (<i>at, on, in</i>)
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	UNIT 4 What a day! (pp. 38 - 45)	past activities; misfortunes; feelings; means of transportation	feelings; misfortunes & accidents; means of transportation; parts of the body; sounds; everyday activities	past progressive; adjectives; adverbs
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	UNIT 6 Food & Festivities (pp. 62 - 69)	food & drinks; cooking; healthy eating; festivals	food; containers; ways of cooking; drinks; places to eat; types of food; meals; festivities	countable/uncountable nouns; <i>some/any/a/an; a few/a little</i> ; plurals
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CULTURE CORNER 3: Shop Till you Drop (p. 72), CROSS - CURRICULAR CUT 3: (Social Studies) Celebrations in the US (p. 73)				
MODULE SELF-ASSESSMENT 3 (pp. 74 - 75)				
MODULE 4 (pp. 76-101)	UNIT 7 You'd better ... (pp. 78 - 85)	town & country environment; space; animals and pets; geographical features	animals (pets, wild, extinct, parts of their bodies); planets; countryside/town; means of transportation	comparatives/superlatives; conditionals (type 0- type 1); <i>unless = if not</i>
	UNIT 8 What are the rules? (pp. 88 - 95)	the environment; rules; signs; safety; protection	the environment; house rules; road signs; school rules; safety/protection rules	the imperative; <i>have to/don't have to; must/mustn't; can/can't; can/could I ...?; should/shouldn't</i>
EPISODE 4 The Hound of the Baskervilles – The Midnight Watcher (pp. 86 - 87)			relatives; <i>who/which/whose/where</i>	
EPISODE 5 The Hound of the Baskervilles – The Hound Attacks (pp. 96 - 97)			<i>someone/anyone/have been/have gone</i>	
CULTURE CORNER 4: Impressive Sights (p. 98), CROSS - CURRICULAR CUT 4: (Science) Sharks (p. 99)				
MODULE SELF-ASSESSMENT 4 (pp. 100 - 101)				
MODULE 5 (pp. 102-127)	UNIT 9 Man-made Wonders (pp. 104 - 111)	landmarks; buildings	landmarks; inventors; buildings; rooms & furniture; materials; furnishings	the passive voice (simple present - simple past); the definite article
	UNIT 10 Characters (pp. 114 - 121)	people; movies/books; sports/hobbies	facial features; character adjectives; sports; types of books/movies	prepositions of movement -ing form/inf.; <i>too/enough</i> ; joining words/phrases
EPISODE 6 The Hound of the Baskervilles – An Invitation to Murder (pp. 112 - 113)				
EPISODE 7 The Hound of the Baskervilles – The Case is Closed (pp. 122 - 123)			time words with the simple present; indirect questions; tag questions	
CULTURE CORNER 5: Mount Rushmore (p. 124), CROSS - CURRICULAR CUT 5: (Political Science) Leaders (p. 125)				
MODULE SELF-ASSESSMENT 5 (pp. 126 - 127)				
LET'S SING! (pp. LS1 - LS2)				
AMERICAN ENGLISH - BRITISH ENGLISH GUIDE				
GRAMMAR REFERENCE SECTION (pp. GR1 - GR12)				
WORD LIST - IRREGULAR VERBS (pp. WL1 - WL6)				
PHOTO FILE SECTION				

READING	WRITING	LISTENING & SPEAKING	EVERYDAY ENGLISH
A Real-life Person	letter to family/friend about daily routine at summer camp (project) Julie's typical day (article)	listening for specific information; expressing preferences Pronunciation: word stress	giving personal information
The Cottingley Fairies (diary entries)	biography - Sir Arthur Conan Doyle (project) writing a diary	listening for lexical items & verb phrases; talking about past habits/routines Pronunciation: /e/ silent or pronounced (-ed ending)	talking about past activities
Theme parks	article describing your favorite possession (project) letter to the lost and found office	listening for specific information; picture-prompted multiple-choice; talking about activities you have (not) done Pronunciation: /ɛ/ - /eə/	describing lost property
Lost in the Desert	story (project) beginning/ending of a story	listening to position people in picture; listening for gist; talking about past activities Pronunciation: silent /t/	talking about injuries and treatments
The World of Fashion in the Year 2200	letter to a friend about your weekend plans (project) letter of complaint	filling in order forms; talking about your plans; prioritizing Pronunciation: homophones	buying clothes
Food, Fun & Celebration around the World	article about a festival you attended (project) restaurant ad	filling in missing information; making a grocery list; ordering food; complaining about food Pronunciation: sounds often confused	complaining about a meal
US Cross-Continent Tours	argumentative essay (project) animal fact files	listening for lexical items; comparing the city & the country Pronunciation: sentence stress	buying flowers; booking a flight
The World's Great Rainforests	a letter giving advice (project) road signs	giving advice; talking about house rules; identifying specific information Pronunciation: letters not pronounced	asking, giving, or accepting advice
A Peking Paradise	narrative article about a visit to a famous building/landmark (project) short descriptions of monuments	talking about places; giving details; listening for specific information Pronunciation: linked sounds	asking about currency
Famous Faces	letter of recommendation (project) a friendly letter describing a person	describing people; talking about movies you like/dislike; multiple matching; listening for gist Pronunciation: stressed syllables	expressing preferences

7a

You'd better ...

SAMPLE PAGES from Student Book

Vocabulary

- 1 a) Look at the pictures. What can you see?
b) Use the prompts to make sentences, as in the examples.
- 1 the Earth/the moon: bigger – smaller
- 2 trains/planes: faster – more comfortable
- 3 cats/dogs: quieter/more loyal
- 4 roses/tulips: prettier/more popular

*The Earth is bigger than the moon.
The moon is smaller than the Earth.*

2 Ask and answer questions, as in the example.

- 1 the hottest? the Earth/the sun/the moon?
A: *Which is the hottest? The Earth, the sun, or the moon?*
B: *The sun is the hottest.*
- 2 the noisiest? cats/dogs/parrots?
- 3 the most popular? tulips/orchids/roses?
- 4 the fastest? trains/planes/boats?

Listening

3 Listen and repeat. Then find two sentences/phrases that include a suggestion and three that express agreement.

- 1 Let's go somewhere warmer.
- 2 So does this one.
- 3 Let's have a look.
- 4 Gosh! Look at the price!
- 5 It's the most comfortable way to travel.
- 6 You're right.
- 7 OK, then it's settled.
- 8 What do you want?
- 9 Good point!

4 Listen to dialogues A-C and underline what each speaker chooses.

- Dialogue A the Caribbean – Acapulco – Alaska
Dialogue B car – boat – plane
Dialogue C dog – cat – parrot

Reading

- 5 a) Read the dialogues and answer the questions using *if*, as in the example. Then explain the words in bold.
- 1 Why does Jane want to buy a parrot?
If Jane buys a parrot, she won't have to walk it.
- 2 Why doesn't Betty want to go to the Florida Keys by car?
- 3 Why doesn't Jim want to go to Alaska?

A Kathy: How about going to Alaska on our vacation this year?

Jim: No, let's go **somewhere** warmer. If we go there, we'll **freeze to death**.

Kathy: But the hotel looks nice.

Jim: So does this one. **In fact**, this hotel in the Caribbean is the nicest I've ever seen. And the weather is much hotter there.

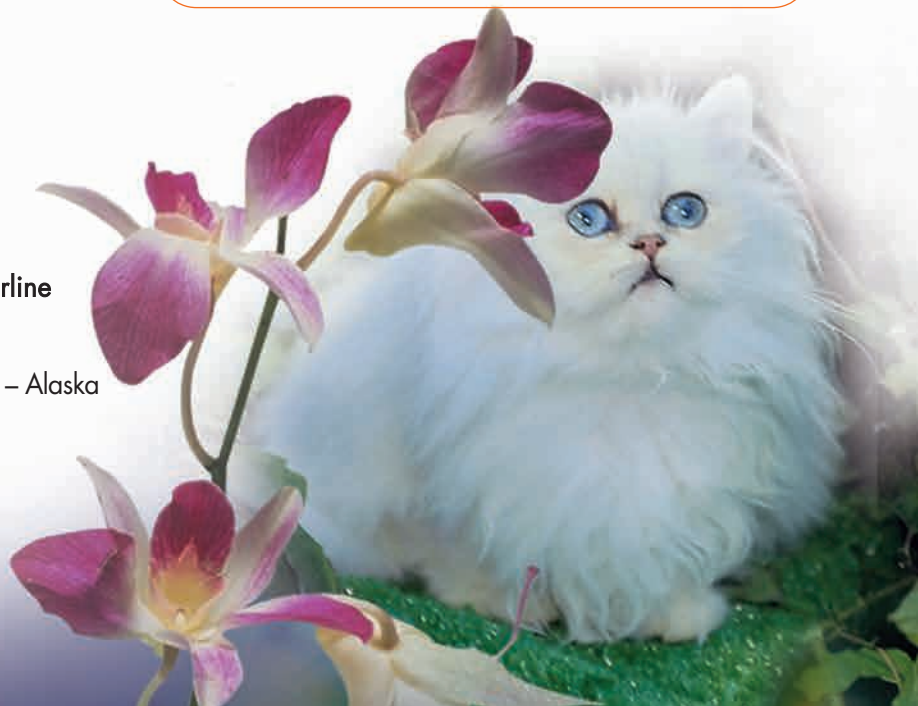
Kathy: Let's have a look. **Gosh!** Look at the price! It's much more expensive than we can **afford**.

Jim: We'd better find somewhere cheaper.

Kathy: What about Acapulco? I've heard it's as beautiful as the Caribbean, but not as **crowded**.

Jim: Here's a nice hotel. It's not too expensive and it has a big swimming pool for the kids.

Kathy: The restaurant looks nice, too. Let's call our **travel agent** and get some more **information**.



- B** Betty: Are we going to the Florida Keys for Mark and Helen's wedding?
 Rory: Yes, but I'm not sure about the best **way** to get there.
 Betty: Well, if we go by car, it will **take** us two days.
 Rory: Yes, but it's cheaper than going by plane.
 Betty: We could go by boat. It's the most comfortable way to travel.
 Rory: You're right. And if we **book** a **cabin**, we'll get a good night's sleep and we'll be as fresh as **daisies** when we get there.
 Betty: OK, then it's settled.

- C** Jane: I'm thinking about getting a pet.
 Brian: Really? What do you want – a dog or a cat?
 Jane: Neither – I want to buy a parrot!
 Brian: Why? Cats are **less** noisy and dogs are the most loyal animals I can think of.
 Jane: I know, but I don't have to walk a parrot! Also, if I buy one, I can teach it to say things!
 Brian: Well, you'd better be **careful** what you say to it. They repeat **whatever** they hear.
 Jane: Good point!

b) Read the dialogues aloud in pairs.

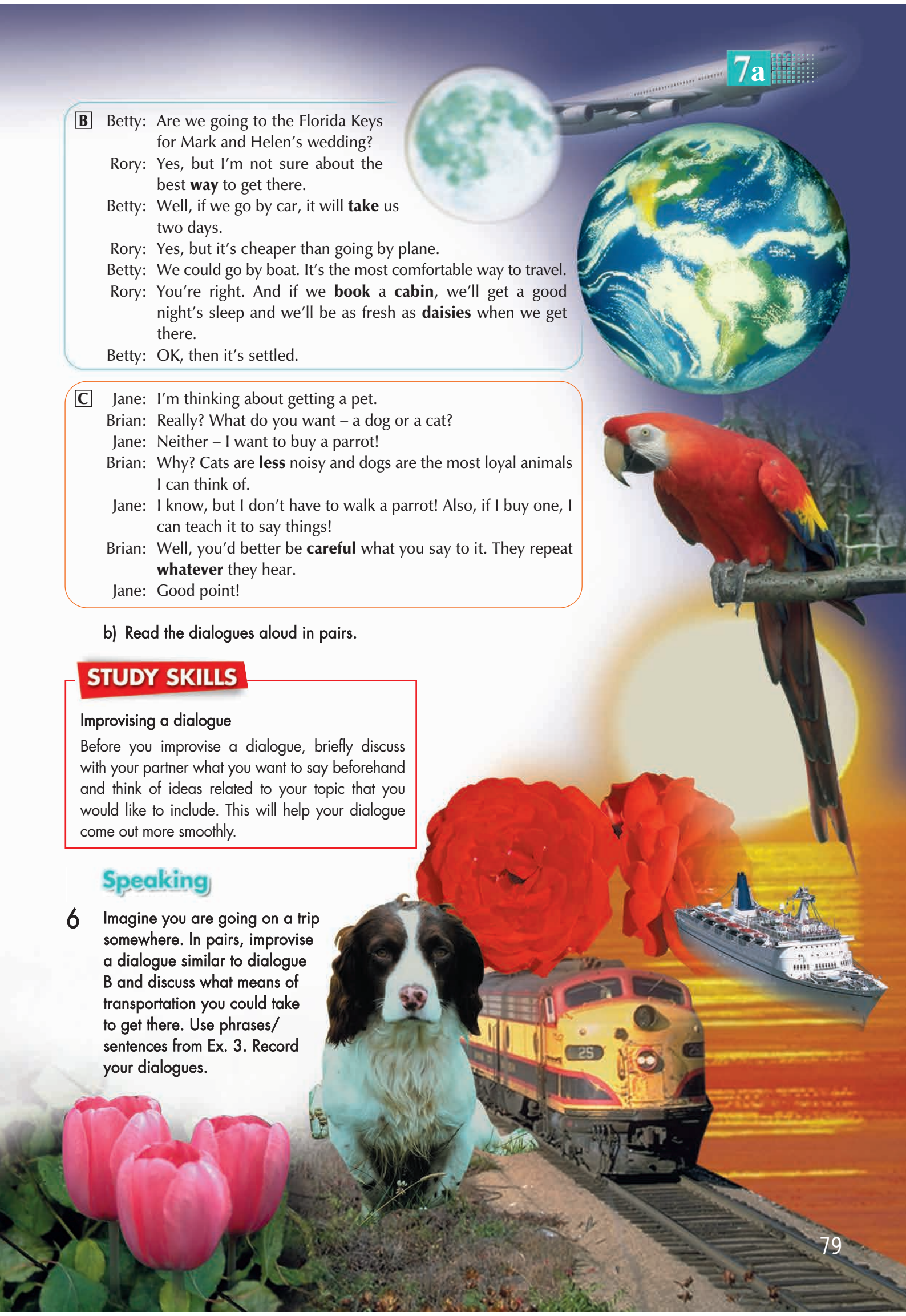
STUDY SKILLS

Improvising a dialogue

Before you improvise a dialogue, briefly discuss with your partner what you want to say beforehand and think of ideas related to your topic that you would like to include. This will help your dialogue come out more smoothly.

Speaking

- 6** Imagine you are going on a trip somewhere. In pairs, improvise a dialogue similar to dialogue B and discuss what means of transportation you could take to get there. Use phrases/sentences from Ex. 3. Record your dialogues.



Vocabulary

• The Animal Kingdom

- 1 a) Look at the pictures. Which are: - birds? - mammals? - reptiles? - insects? - carnivores? - herbivores? - endangered species? - wild? - domesticated? - farm animals?

An eagle is a bird.

- b) Use the adjectives and nouns in the boxes to describe these animals.

Adjectives	Nouns
big, small, heavy, sharp, long, thin, thick, short, long, scaly, etc.	skin, body, ears, legs, claws, beak, teeth, antlers, fur, tail, wings, head, feathers, etc.

The bear has a heavy body.

- c) Underline the correct words in bold.

- Parrots can learn to do tricks. They are very **slow/intelligent**.
- Rabbits don't make a lot of noise. They are very **quiet/noisy**.
- Chimpanzees are **funny/friendly**. They often make you laugh.
- Horses will do what their rider tells them to do. They are very **playful/obedient**.
- Dogs are very **loyal/quiet**. They are faithful to their owners.

Grammar

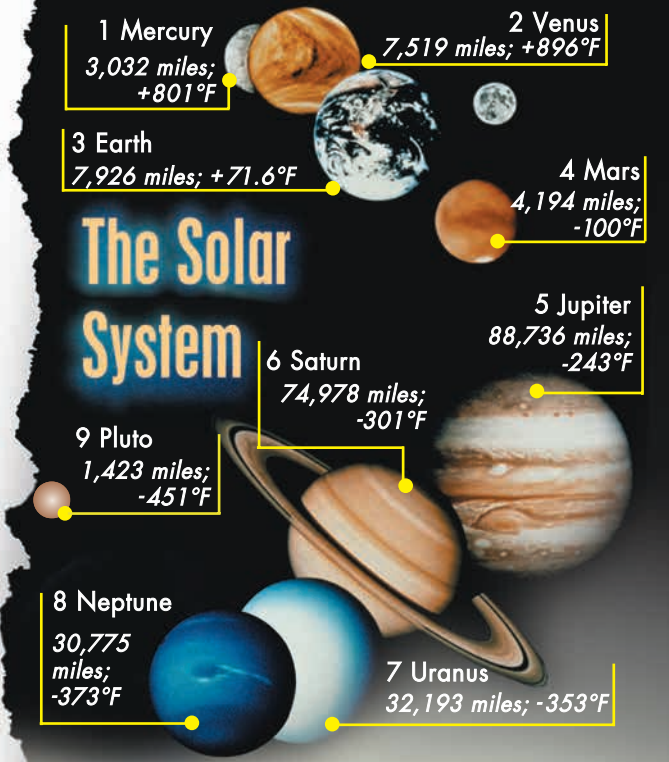
• Comparatives/Superlatives of Adjectives

- 2 Complete the table. Then say how we form the comparative/superlative degree of adjectives.

adjective	comparative	superlative
thin	thinner	thinnest
tall	taller	.....
pretty	.....	prettiest
safe	.....	safest
difficult	more difficult	.....
good	better	.....
bad	.....	worst
much/many	.....	most
little	less	.....
far	...../.....	furthest/farthest



- 3 a) Look at the planets. They are numbered 1-9 with 1 being the closest to the Sun and 9 being the furthest. Listen and repeat their names.



- b) Look at the diameter and temperature of each planet and use the adjectives in the list to make sentences comparing them, as in the examples.

- big - small • hot - cold
- close to the sun - far from the Sun

Uranus is **bigger** than Neptune.
 Neptune is **not as big as** Uranus.
 Jupiter is **the biggest of all the planets.** etc.

4 Match the adjectives to the pictures. Then compare the city and the country, as in the example.

- clean/dirty • peaceful/busy
- quiet/noisy • safe/dangerous
- cheap/expensive • exciting/boring



A: *Would you rather live in the city or in the country?*

B: *I'd rather live in the city because it's busier and more exciting. How about you?*

A: *I wouldn't like to live in the city because it's noisier and dirtier. I'd rather live in the country.*

5 Look at the table and make comparisons, as in the examples.

	expensive	convenient	safe	comfortable
car		✓		✓
plane	✓		✓	

Traveling by plane is more expensive than traveling by car.

Traveling by car is not as expensive as traveling by plane.

Traveling by car is less expensive than traveling by plane.

6 Use the adjectives in the superlative form to complete the sentences, as in the example.

- luxurious • beautiful • clean • sunny
- comfortable • quick

- Visit Rhodes for your summer vacation this year – It's **the sunniest** island in Greece.
- Stay at the Three Crowns Hotel – it's hotel in the city!
- Fly with American Airlines – it's way to reach your destination.
- Take a bus tour across Switzerland – it's way to enjoy the magnificent scenery.
- The Grand Canyon is one of places in the US. Don't miss it!
- The Seychelles have some of beaches in the world!

7 Use the adjectives in the comparative form to make sentences, as in the example.

- noisy • smart • quiet • dangerous • loyal

- Monkeys are **noisier** than kittens. They chatter all the time.
- Guinea pigs are than dogs. They don't make a lot of noise.
- Dogs are than guinea pigs. They are very fond of their owners.
- Snakes are than turtles. They sometimes bite people.
- Monkeys are than lizards. They can paint pictures and draw.

Speaking

8 In pairs, use adjectives from the list to ask and answer questions about books/movies/ TV shows, etc.

- scary • boring • funny • exciting • romantic
- sad • silly • enjoyable

A: *The **scariest** movie I've ever seen is Scream. What do you think?*

B: *I think Halloween is even **scariest**. The **most boring** show on TV is ... etc.*

Listening

• Geography Quiz

9  Fill in the superlatives, and then guess the answers. Finally, listen and check your answers.

- quiz quiz quiz quiz quiz
- Which is (**large**) island in the world?
A Australia B Greenland C Iceland
 - Which is (**long**) river in the world?
A the Yangtze B the Amazon C the Nile
 - Which is (**deep**) ocean in the world?
A the Indian B the Atlantic C the Pacific
 - Where is (**wet**) place in the world?
A in India B in England C in Brazil
 - Where is (**sunny**) place in the world?
A in Texas B in Arizona C in Brazil

Writing (Project)

Look at the Photo File section and write fact files about tigers and crocodiles.

Listening

1 Which is each child's favorite pet? Listen and write the letters in the boxes, as in the example.

Josh	<input type="text" value="B"/>	Ann	<input type="text"/>
Bill	<input type="text"/>	Claire	<input type="text"/>
Dave	<input type="text"/>	Becky	<input type="text"/>



Grammar

Comparatives/Superlatives of Adverbs

2 Complete the table.

Adverb	Comparative	Superlative
slowly
happily
beautifully
hard
well

3 Put the words in parentheses in the correct adverb form.

- Jenny is (soft) spoken person I know.
- "I can't believe it!" she said (sad).
- I'm sorry, but could you speak a little (slow), please?
- Of all the violinists in the orchestra, Jan plays (well).
- "You'll have to work much (hard)!" said our teacher, Mr. White.

Conditionals (Type 0 - Type 1)

4 a) Match the conditional clauses (1-6) to the results (a-f), and then answer the questions.

- | | |
|--|--|
| 1 If you put money in this machine, | a you'll miss your flight. |
| 2 If you don't hurry up, | b it gives you a ticket. |
| 3 If you don't study, | c you'll need the right equipment. |
| 4 If you need anything, | d you'll need to book a flight in advance. |
| 5 If you want to go on vacation this summer, | e you won't pass your exams. |
| 6 If you want to go camping next week, | f call me. |

- Which sentence talks about something which always happens as a result of something else?
- Which sentences talk about a real or very probable occasion in the present/future?
- In which sentence can we replace *if* with *when*?

b) Complete the table.

Type 0 Conditional	
<i>If/When</i> + simple present	→
Type 1 Conditional	
<i>If</i> +	→ <i>will/can/must/etc.</i> + bare infinitive
<i>If</i> +	→ imperative

5 Put the verbs in parentheses in the correct tense.

- A: Brrrr! It's so cold in here!
B: If you (wear) a sweater, you (feel) a little warmer.
- A: I wouldn't mind going to the movies tonight.
B: Great! If I (finish) work on time, I (come) with you.
- A: My car broke down. I can't get to work!
B: If you (hurry), you (catch) the bus.
- A: Ooh, that cake looks good!
B: Try some. If you (like) it, I (give) you the recipe.

6 Expand the prompts into full sentences, as in the example.

- heat water → boil *If you heat water, it boils.*
- temperature fall below 0°C → water freeze
- boil water → evaporate
- heat metal → expand
- put salt on ice → melt

- 7 a) Look at the ad heading, the subheadings, and the pictures. What are the texts about? What cities does the tour include? What do you know about them? What can you see there?

Listening

- b) Listen and match the cities to their attractions.

New York	Sears Tower
Washington, DC	Carnegie Hall
Chicago	Twin Peaks
Las Vegas	White House
San Francisco	The Strip

Reading

- 8 a) Read the ad about a US tour and then label sentences 1-6 as T (true) or F (false).

- The company offers tours of America once a year.
- Carnegie Hall is a famous museum in New York.
- Georgetown is in San Francisco.
- Las Vegas is in the desert.
- Mt. Davidson is a small hill in San Francisco.
- A tour in April costs \$8,095 per person.

- b) Read the ad again and explain the words in bold.

Speaking

- 9 Make a list of what you can see in each city. Then use your notes to talk about each city, as in the example.

New York: Statue of Liberty - museums - Carnegie Hall

In New York you can see the Statue of Liberty, visit museums, or go to Carnegie Hall.

Writing

- 10 Think of 3 popular attractions in your country and make a 10-day travel itinerary. Use the text in Ex. 8 as a model.

US CROSS-CONTINENT TOURS

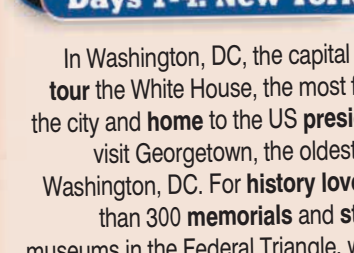
We operate all year round, and offer you the opportunity of a lifetime to visit five of the greatest US cities in our 15-day tour.

Itinerary



Days 1-4: New York

The tour begins with three days in New York City, the largest and busiest city in the US. You can see the Statue of Liberty, visit the city's museums, and spend an evening at Carnegie Hall, one of the best **concert halls** in the world. The city has a rich and **varied culture**, so there is **plenty** to see and do.



Days 4-7: Washington, DC

In Washington, DC, the capital of the US, you will **tour** the White House, the most famous building in the city and **home** to the US **president**. You will also visit Georgetown, the oldest **neighborhood** in Washington, DC. For **history lovers** there are more than 300 **memorials** and **statues** and several museums in the Federal Triangle, which is the largest **complex** of **public** buildings in the city.



Days 7-9: Chicago

Our next stop is beautiful Chicago, which is the third largest US city. Its **skyline** includes one of the tallest buildings in the world, the Sears Tower. The **shore** of Lake Michigan offers beautiful **scenery**, with open parks and beaches. During our two-day stay, you can **sample** great theater, music, and dance.



Days 9-12: Las Vegas

We will spend three days in the wonderful **desert resort** of Las Vegas, visiting the city's most famous **attraction**, The Strip — a **boulevard** full of luxury hotels and **casinos** for great **entertainment**.



Days 12-15: San Francisco

The last stop on our tour is one of the country's most **cosmopolitan** cities. San Francisco is full of **amazing sights**, from San Francisco Bay, one of the world's finest natural **harbors**, to the Twin Peaks of Mt. Davidson and Mt. Sutro, the largest of the city's **hills**. You will also eat out in colorful Chinatown, the largest Chinese **community** outside Asia.

Prices include:
all flights,
14 nights of 5-star
accommodation,
all meals, and
excursions.

Departure dates and prices (per person)

June 1st	→	Aug. 31st	\$8,225
Sept. 1st	→	Nov. 30th	\$7,535
Dec. 1st	→	Feb. 28th	\$7,935
March 1st	→	May 31st	\$8,095


US CROSS-CONTINENT TOURS

Tel: (213) 686-4973

e-mail: USCCTOURS@netscape.com

Everyday English

• At the Florist/At the Travel Agency

1  a) Listen to the dialogues and say what each customer is ordering/booking.

b) Read the dialogues. Then use the prompts to act out similar dialogues in pairs.


- 1 A: Good morning, sir.
B: Good morning! How much are the red roses?
A: They are \$2.00 each.
B: I'll take a dozen of them.
A: Certainly, sir. That will be \$24.
- 2 A: Hello. I'd like to book a flight to Vancouver on Tuesday the 12th, please.
B: Certainly ... Yes, there's a seat available, returning on Tuesday the 19th.
A: Yes, that will be fine. How much is it?
B: \$189 for business class, and \$139 for economy.
A: Okay. I'll fly economy class, please.
- 1 tulips/\$1.20 each/\$14.40
carnations/80 ¢ each/\$9.60
- 2 Chicago - Saturday the 10th/the 17th/\$169 - \$129
New York - Monday the 6th/the 13th/\$199 - \$149

STUDY SKILLS

Sentence stress

The meaning of a sentence can change depending on the word(s) we stress. Think of which word(s) in a sentence you want to emphasize and stress the sentence accordingly.

Pronunciation • sentence stress

2  Read the sentence below, and then listen and number the meanings in the order you hear them. Listen again and repeat.

- I think that dogs are better pets than cats.

- A I think so, but I'm not sure.
B Dogs are *better* pets, not worse pets.
C I think so, but perhaps you don't agree.
D Dogs, not cats, are better pets.

Grammar • unless = if not

3 Study the example, and then rewrite the sentences, as in the example.

- 1 If it doesn't rain tomorrow, we'll go on a picnic.
Unless it rains tomorrow, we'll go on a picnic.
- 2 I won't go to the party if I'm not invited.

- 3 Unless he remembers to set the alarm clock, he will oversleep tomorrow.
- 4 You can come with us unless you have other plans.
- 5 If you don't hurry up, you will miss the concert.



Game

In teams, use phrases from the list to make *if*- or *Unless*-sentences. Each correct sentence gets 1 point. The team with the most points is the winner.

- he/earn/more money • she/play/well
- we/miss/the bus • they/be/late
- you/work/hard • weather/be/fine
- I/have/time • John/come/my party
- it/rain/tomorrow • you/help me/the dishes

Team A S1: *If he earns more money, he'll move to a bigger house. etc.*

Vocabulary Practice

4 In teams, make sentences with words/phrases from the list.

- tour • freeze • unless • harbor • most popular
- capital • sample • carnivores • sharp teeth
- desert • obedient • bigger than • loyal
- a lot cheaper • afford • colorful • crowded

5 Fill in the blanks with the correct word from the following list. Then make sentences using the collocations.

- book • concert • endangered • luxury
- natural • public • solar • two-day

- 1 species 5 hall
2 buildings 6 a stay
3 to a flight 7 hotel
4 system 8 harbor

6 Match the pairs of words to the pairs of sentences. Then fill in each blank with the correct word from the pair.

- tour/trip • bank/shore • brochure/leaflet

- 1 a) The campsite is located on the of a pretty lake. b) We had a great picnic on the of the river near our house.
- 2 a) Our hotel looked much nicer in the the travel agent gave us! b) Have you read this about the dangers of smoking?
- 3 a) My father is going to Los Angeles on a business next week. b) Our of Italy included visits to Rome and Florence.

Writing

(an argumentative essay)

- 7 a) Read the title and the first paragraph of the essay. What is the essay about? Read and check. Then underline the correct words in bold.



1 People have different opinions regarding what means of transportation is the best. Some say that it's the car, while others insist that it's the bus. However, in my opinion, traveling by train is the best way to travel.

2 1) **Also/Firstly**, traveling by train is safer than traveling by other means of transportation. 2)

Furthermore/However, because there is no traffic, there is less of a chance of getting into an accident. **Also**, it's less stressful because you don't have to worry about traffic jams or other problems that you often find on the road.

3 3) **Secondly/Despite**, traveling by train is far more pleasant than traveling by bus or car. Trains are faster than buses, and the seats are much more comfortable. You can sit back and enjoy the view of the country, instead of having to stare at other cars and buses on the highway.

4 4) **On the other hand/Furthermore**, although trains are fast and comfortable, some people claim that train tickets are too expensive. The truth is that train tickets do cost a lot of money. 5) **However/ Moreover**, as far as I'm concerned, you get what you pay for, and the extra speed, convenience, safety, and comfort is worth a little extra money.

5 6) **In conclusion/Despite**, I think that although rail travel can be expensive, it is worth it. There are no traffic jams to cope with and you can relax and enjoy the scenery in comfort and safety. So, next time you take a trip, why not travel by train and see for yourself how enjoyable it can be?

b) Match the paragraphs to the headings. Then talk about the pros and cons of rail travel.

- opposing viewpoint & counterargument(s):
- arguments & supporting details:
- introduce topic & state opinion:
- restate opinion:

c) Read the theory box. Then find the writer's thesis statement in the essay above and underline it.

To write an argumentative essay, we first make a list of the pros and cons of the topic and decide what our position on the topic is. In the first paragraph we introduce the topic and clearly state our opinion about the topic (this is our thesis statement). In the second and third paragraphs we write the main arguments that support our opinion with supporting details. In the fourth paragraph we mention the opposing viewpoint and present our counterarguments. In the last paragraph we restate our opinion in different words.

- 8 Match arguments 1-5 about air travel to supporting details a-e. Which are pros? Which are cons? Make sentences using *Firstly*, *Furthermore*, *Also*, *In addition*, and *However*.

Arguments	Supporting details
1 quick way to travel	a you can enjoy a meal and a movie on most flights
2 safe way to travel	b you can travel long distances in a short time
3 expensive	c the seats are very close together
4 not very comfortable	d there are fewer accidents than with other means of transportation
5 relaxing	e tickets usually cost a lot of money

STUDY SKILLS

Writing a thesis statement

A thesis statement is a sentence that clearly states the writer's position on the topic. When you write an essay, make sure that you always end your introductory paragraph with a clear thesis statement. It lets your reader know what the main point of your essay is.

- 9 Write a short essay about whether air travel is the best way to travel. Use the outline below and the notes in Ex. 8 to write your essay (120-150 words). You can use the essay in Ex. 7a as a model. Make sure your introduction includes a clear thesis.

Outline

Introduction

(Para 1) *introduce topic, state your opinion*

Body

(Paras 2-3) *arguments & supporting details*

(Para 4) *opposing viewpoint(s) & counterargument(s)*

Conclusion

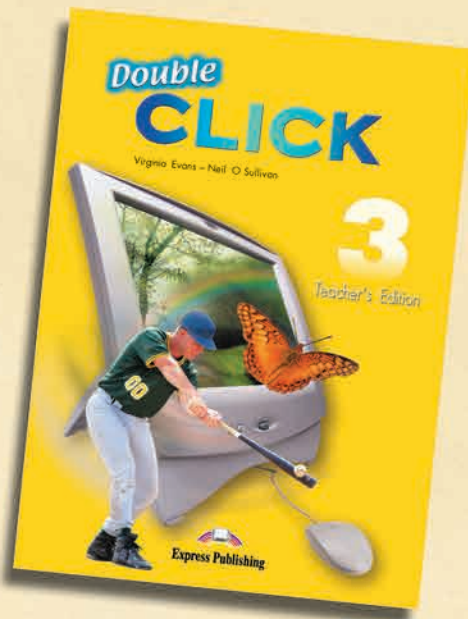
(Para 5) *summarize/restate your opinion*

- 10 Fill in the blanks with: *ostrich* and *blue whale*.

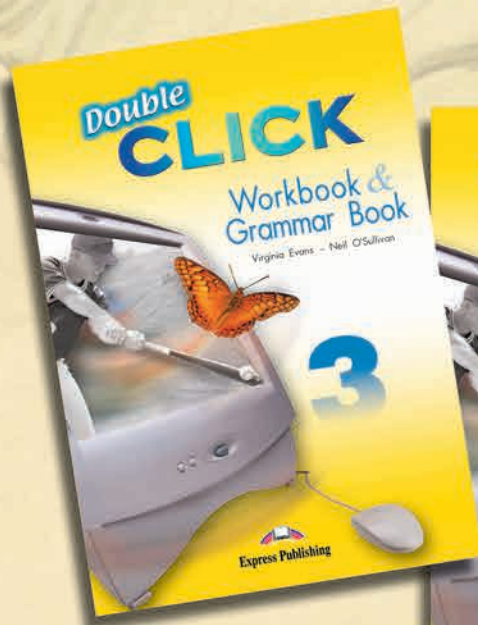
do you know that...

- The is the biggest mammal in the world. It weighs 3 tons at birth.
- The is the tallest bird in the world. It can be up to 9 feet tall.

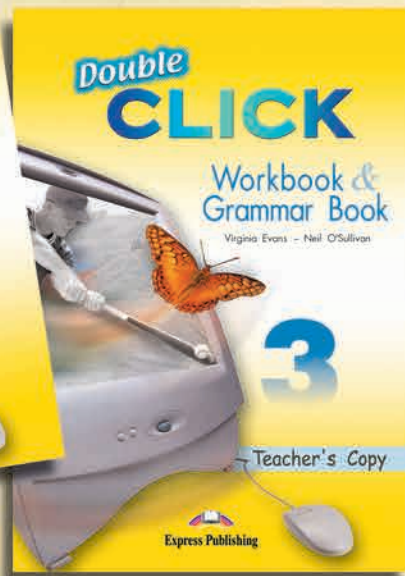
Components



Teacher's Edition
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Workbook &
Grammar Book Student's



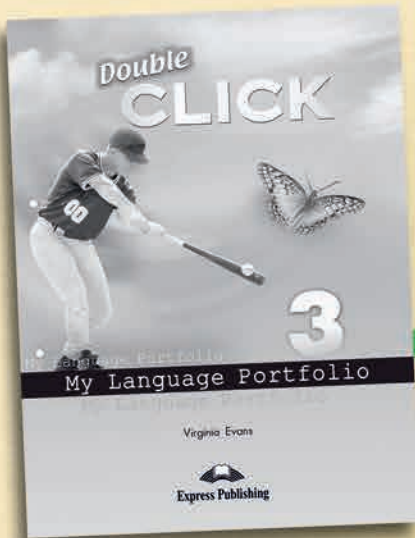
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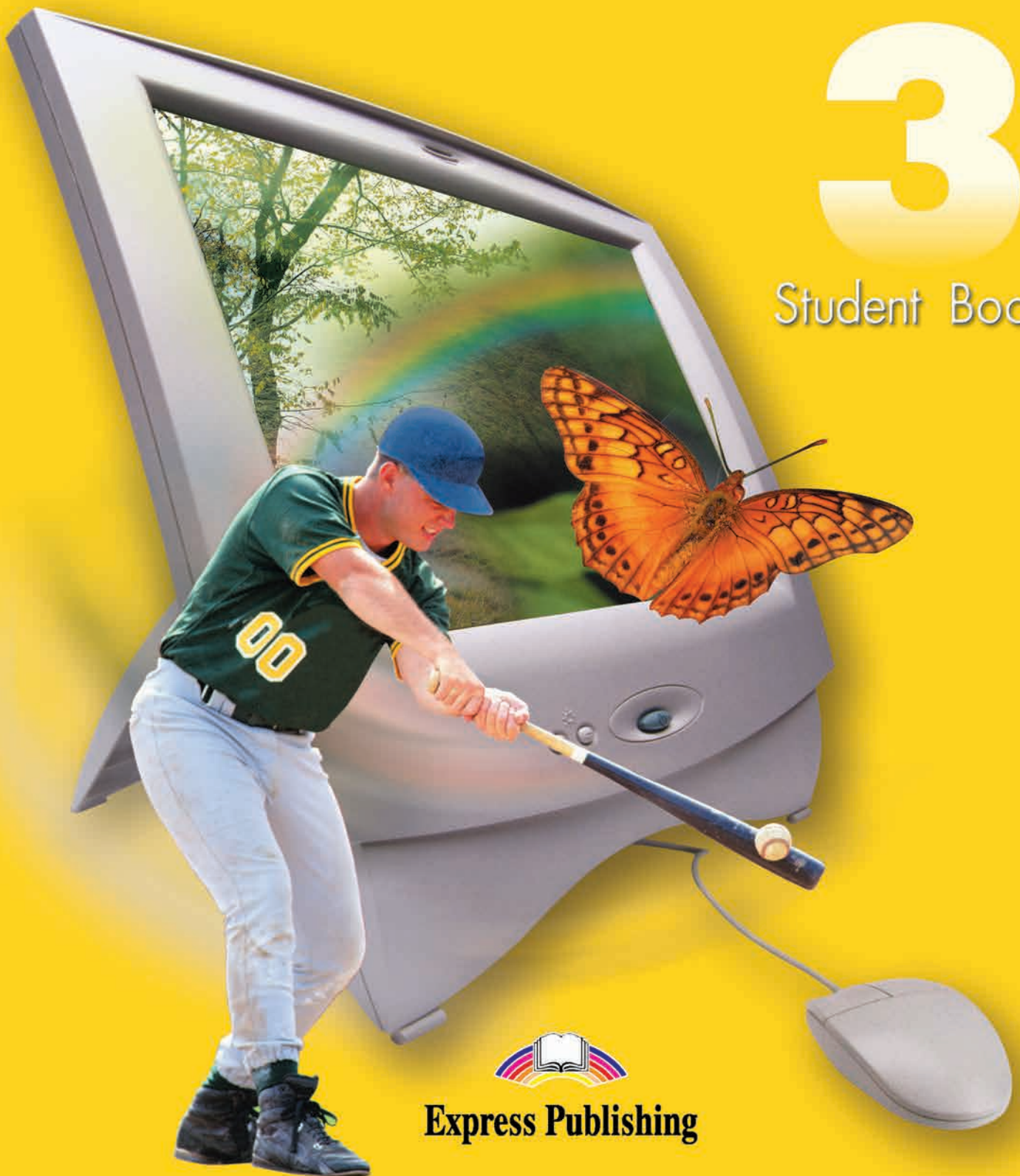
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Virginia Evans – Neil O'Sullivan

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Student Book



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	EPISODE 1 The Adventures of Huckleberry Finn — How it All Started (pp. 16 - 17)			like – as
	UNIT 2 What a Story! (pp. 18 - 27)	disasters; accidents; experiences	misfortunes; natural & man-made disasters/ accidents; feelings; emergency equipment	simple past; past progressive; joining words: <i>when, while, and, so, as, because</i> phrasal verbs with "break" and "bring"
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	EPISODE 5 The Adventures of Huckleberry Finn — Down the Mississippi (pp. 76 - 77)			result clauses (<i>so/such [a/an]... that</i>)
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READING	WRITING	LISTENING & SPEAKING	EVERYDAY ENGLISH
It's a Dog's Life	an essay about the pros & cons of a job (project) a reference letter	match speakers to routines; talking about people's/your routine(s); comparing jobs; taking notes Pronunciation: stress in compound nouns	registering with an employment agency
Lost in the Jungle	narrative essay (project) a letter to a friend describing a bad experience	listening for gist; talking about past activities; narrating events Pronunciation: intonation of apologies	giving apologies
The Pride of Africa	letter of complaint (project) a letter to a friend about your recent news	listening to identify correct picture; completing an ad; making decisions; talking about activities Pronunciation: silent letters	ordering room service
Colorado - Maui - Chile	letter to a friend about your vacation (project) a letter to a friend recommending a gym	listening for specific information; past experiences; comparing places; expressing preferences Pron: intonation in questions of choice	booking a hotel room
Miracle Oil	a proposal (restaurant - supermarket) (project) an article about food that cures	listening for specific information; making predictions; ordering from a menu Pronunciation: intonation in conditional sentences	complaining about food/service; reserving a table at a restaurant
Street Performers	a letter to the editor (project) a movie review	filling out an ad; evaluating movies; describing costumes; making rules Pronunciation: rising intonation in polite requests	responding to invitations
Wildlife Habitat on School Grounds	an article providing solutions to a problem (project) a letter to a friend about changes in a place	listening for lexical items; making suggestions Pronunciation: sentence stress	giving advice
World Vision Organization; Red Cross; Goodwill	a transactional letter asking for information (project) a letter to the editor suggesting types of volunteer work to help people in your town	listening for gist; giving advice Pronunciation: intonation in tag questions	registering as a volunteer
Bluewater Sports & Leisure Center	an opinion essay (project) an article about your country's education system	listening for detail; filling out a table; expressing likes/dislikes; talking about the educational system in your country Pronunciation: stressed words	buying tickets for a football game
People who Changed the World	a letter of application for a part-time job (project) an article about which objects you would put in a time capsule	positioning objects; describing your ideal house Pronunciation: intonation in conditionals	expressing regrets/opposite wishes

2a

What a Story!


Vocabulary

1 Look at the pictures on pp. 18-19. What do you see?

2 Look at the prompts and say what was on last night's 9 o'clock news, as in the example.

- earthquake - building collapsed
- robbery - robber was arrested
- burglary - burglar broke into a house
- plane crash - fifty people were injured
- car accident - car crashed into a tree

There was an earthquake. A building collapsed.

3  a) Listen and number the sentences in the order of the sounds you hear (1-5). Then match the pictures (A-E) to the sentences, as in the example.

1 A It went off.

He fired it.

It collapsed.

It crashed into a tree.

It crash-landed.


b) What does *it* in each sentence refer to? Make sentences, as in the example.

1-A *The alarm went off.*

c) Complete the sentences below using your answers from Ex. 3b and *when*, as in the example.

- 1 The cashier was giving the robber the money **when the robber fired the gun.**
- 2 The ground was shaking
- 3 The driver was trying to avoid hitting the bus
- 4 The passengers were screaming
- 5 The burglar was trying to break into the house

Listening

4  Listen and repeat. Which phrases/sentences would you say if you had just heard about an accident?

- Oh my God!
- That's terrible!
- When did it happen?
- Well, that's a relief.
- What caused it?
- Thank you for your cooperation.
- I just witnessed a robbery!
- Was anyone hurt?
- Just in time.
- Well, it's all over now.



5 Listen and complete the sentences.

- The plane crashed while
- The blue car was heading this way down the road when
- I was waiting in line to pay for my groceries when

Reading

6 a) Read the dialogues and label the sentences as T (True) or F (False). Then explain the words in bold.

- Fifty people were aboard the plane.
- The witness saw the accident happen.
- The driver was able to avoid hitting the cyclist.
- The car crashed into a bus.
- The robber was caught by the police.
- Mandy was calm when she met Emilio.

- A** Jenny: Quick, Steve! Come and listen to this news report on the radio.
 Steve: What is it? What happened?
 Jenny: A plane crashed while it was preparing to land at JFK Airport.
 Steve: Oh my God! That's terrible! When did it happen?
 Jenny: Just now!
 Steve: How many people were **on board**?
 Jenny: About a hundred and fifty. A lot of them are in the hospital now. Luckily, the **firefighters** got everyone out.
 Steve: Well, that's a relief. What caused it?
 Jenny: Ssh... Let's listen. They're telling us now.
 Newscaster: For listeners just **tuning in**, a Boeing 727 ... (fade)

- B** Police officer: Can you tell me how the accident happened, sir?
 Eyewitness: Yes, I saw the whole thing. The blue car was heading this way down the road when the cyclist pulled out of that side road right in front of him.
 Police officer: Was the car speeding?
 Eyewitness: No, but the driver had to act quickly to avoid hitting the cyclist. He **swerved** over to the other side of the road and into the path of an oncoming bus.
 Police officer: I see. What happened next?
 Eyewitness: He swerved again, but he lost control of the vehicle. There was a loud **screaming** noise as he **slammed** on his brakes and then he crashed into that tree.
 Police officer: OK. I don't think there'll be anything more at this point. I just need to take your full name and address for the **record**.
 Eyewitness: It's Tony Brown, 1100 Harwood Street, Vancouver.
 Police officer: That's all for now, sir. Thank you for your **cooperation**.
 Eyewitness: You're welcome.

- C** Emilio: What's wrong? You look awful.
 Mandy: I just witnessed a robbery!
 Emilio: Really? What happened?
 Mandy: Well, I was waiting **in line** to **pay for my groceries** when the man in front of me pulled out a gun.
 Emilio: Oh, no!
 Mandy: Yes. He started **waving** the gun around and yelling at the **cashier** to hand over the money. While the cashier was giving him the money, the robber fired the gun and then ran away.
 Emilio: Was anyone hurt?
 Mandy: Thankfully, no, and the police arrived just in time to arrest the robber.
 Emilio: What a scary experience!
 Mandy: Oh, tell me about it. **I'm still shaking**.
 Emilio: Well, it's all over now. Sit down and I'll make you a cup of coffee.

b) Read the dialogues aloud in pairs.

Speaking

7 Read the dialogues again and write down the words/phrases which describe each incident. Then use your notes to give a brief summary of each incident.

A plane crashed at JFK Airport. It was preparing to land ...

E

Vocabulary

Disasters and accidents

- 1 Read the headlines and underline the disasters/accidents. Which of these are natural disasters? Which are man-made accidents/disasters?



- 2 a) Fill in the blanks with the correct word from the list. Then match the sentences (1-10) to the headlines in Ex. 1 (A-F), as in the example.

- crashed • derailed • drowned • blew • shook
- flames • burst • destroyed • collapsed • tracks

- 1 **D** Debris from the train crash was all over the tracks.
- 2 A woman when the Mississippi River burst its banks yesterday and flooded the town of Red Wing.
- 3 Several buildings when an earthquake struck the city yesterday afternoon.
- 4 The coastline of Puerto Rico was last night when a hurricane swept through the area.
- 5 Several people were injured when the train and crashed into the station.
- 6 Ten vehicles into each other last night on Interstate 87.
- 7 There was a sudden explosion and the entire building burst into
- 8 The winds were so strong that they away many rooftops.
- 9 The ground harder and harder during the earthquake.
- 10 Heavy rains caused the Colorado River to its banks.

- b) Close your books and say as many words as possible related to each disaster/accident.

Listening

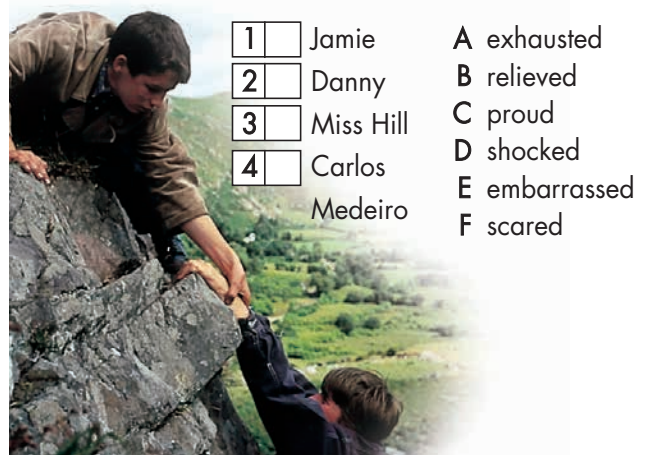
Feelings

- 3 Listen and match expressions 1-7 to feelings A-G. What expressions do you use in your native language to express the same feelings? Make sentences, as in the example.

1	<input checked="" type="checkbox"/>	G Phew!	A confused
2	<input type="checkbox"/>	Yuck!	B amazed
3	<input type="checkbox"/>	Oh!	C surprised
4	<input type="checkbox"/>	Wow!	D disgusted
5	<input type="checkbox"/>	Huh?	E unsure
6	<input type="checkbox"/>	Hmm	F interested
7	<input type="checkbox"/>	Really?	G relieved

When I am surprised I say ...

- 4 Listen and match people 1-4 to feelings A-F. There are two extra feelings that you do not need to use.



1	<input type="checkbox"/>	Jamie	A exhausted
2	<input type="checkbox"/>	Danny	B relieved
3	<input type="checkbox"/>	Miss Hill	C proud
4	<input type="checkbox"/>	Carlos Medeiro	D shocked
			E embarrassed
			F scared

Speaking

- 5 Use the adjectives in Exs. 3 and 4 and the prompts below to ask and answer questions, as in the example.

- study all night long • hear a strange sound late at night • my lost cat comes home
- get in a car accident • travel all night
- hear bad news • fall off a ladder
- see an earthquake on the news • pass exams
- get a promotion • slip on a banana peel
- walk down a dark street • witness a train crash
- spill coffee on my clothes in the morning
- win 1st prize in a contest • run in a marathon

A: Have you ever felt exhausted?

B: Yes, I have.

A: When did you feel exhausted?

B: When I studied all night long.

Grammar

• Simple Past - Past
Progressive

6 Study the sentences (1-5) and identify the tense of the verbs in bold. Then match them to their use (a-e), as in the example.

- 1 The truck **crashed** into the tree, **overturned**, and **burst** into flames. d
- 2 Eva **was** still **washing** the dishes at 9:15 last night.
- 3 Frank **was** **working** on a report when his boss **called** him into his office.
- 4 At 7 o'clock yesterday evening, I **was** **setting** the table while my sister **was** **cooking** supper.
- 5 It **was** **raining** heavily that September morning. Jim **was** **walking** quickly towards the bus stop.

- a actions happening at the same time in the past
- b action happening at a certain time in the past
- c action happening in the past when another action interrupted it
- d actions which happened immediately one after the other in the past
- e background information to a story

7 Put the verbs in parentheses in the *simple past* or the *past progressive*.

- 1 They (**drive**) to the airport when the car broke down.
- 2 Can you give this to Sheila? She (**leave**) it in my office.
- 3 The police (**arrest**) the thieves last night.
- 4 Graham (**clean**) the windows when he (**fall**) off the ladder.
- 5 Margaret (**make**) toast while Bob (**read**) the morning paper.
- 6 The maid (**break**) a valuable vase while she (**dust**).
- 7 "When (**Mr. Foster/move**) to L.A.?"
"Ten years ago."

8 What were the people doing/wearing when the photograph was taken? Use the verbs in the list to make sentences, as in the examples.

- drink • play • rollerblade • sit • walk • cross • bike
- talk • turn • read • wear



*A woman was walking her dog.
She was wearing white pants, a red T-shirt, a black belt, and black shoes.*

9 Put the time adverbs in the correct chronological order. Then use them to make sentences about yourself, as in the examples.

- yesterday morning • two days ago • last summer
- yesterday afternoon • last week • last night

*I played basketball with my friends yesterday afternoon.
I went to the movies last week.*

10 Ask and answer questions, as in the example.

- 1 What/happen/yesterday? There be/fire
- 2 Where/be/you? I/be/the living room
- 3 What/you do? I/read/a newspaper
- 4 How/you get out? Some firefighters/help me out
- 5 You know/how/fire start? My next-door neighbor/fry fish/when oil/catch on fire
- 6 How/you feel? I/feel scared but relieved

A: *What happened yesterday?*
B: *There was a fire.*

Writing (Project)

Use your answers in Ex. 10 to write a letter to a friend describing your bad experience.

Vocabulary

• Emergency equipment

1 Look at the pictures. Which of these do you need in case of an earthquake? a shipwreck? a fire? Ask and answer questions, as in the example.



A: What do you need in case of an earthquake?
 B: You need a whistle.
 A: Why?
 B: To attract attention.

Grammar

• Joining words

2 Join sentences 1-9 and A-I. Then make new sentences using: *when, while, and, so, or because*, as in the example.

- 1 C She was about to leave the office.
- 2 Jeff was watering the plants.
- 3 He had to go to work by cab.
- 4 She looked upset.
- 5 They were about to go to the beach.
- 6 Ali didn't have enough money.
- 7 The moon was shining.
- 8 The little boy was singing.
- 9 Rena can't babysit tonight.

- A I lent him some.
- B He missed the train.
- C Her boss gave her a letter to type.
- D Anne was mowing the lawn.
- E She has the flu.
- F I asked her what was wrong.
- G His father was playing the guitar.
- H It began to rain.
- I The stars were bright.

She was about to leave the office when her boss gave her a letter to type.

3 Use the prompts to make as many sentences as possible, as in the example.

- | | |
|--------------------|----------------------------|
| 1 wait for / bus | A cell phone / ring |
| 2 cook / lunch | B lights / go out |
| 3 shop / groceries | C someone steal / passport |
| 4 watch / TV | D slip on / banana peel |
| 5 walk / park | E see / my friend |
| 6 play / football | F drop / keys |

*I was waiting for the bus when my cell phone rang.
 when I dropped my keys.
 when I saw my friend.*

Speaking

4 Imagine you have experienced/witnessed a disaster. Talk about:

- what happened
- when/where it happened
- how you felt

5 Use the prompts to make sentences about yourself using the *present perfect* or the *simple past*, as in the example.

- go to the amusement park • study hard
- go to the dentist • argue with my friend
- travel abroad • buy new clothes

- this month • last week • this week
- last year • this year • last month

*I didn't go to the amusement park last year.
 I have gone to the amusement park this year.*

• **Order of adjectives**

6 Read the theory box. Then write the adjectives in the correct order, as in the example.

Order of adjectives

- There are two types of adjectives: **opinion adjectives** (beautiful, nice, etc.) which describe what we think of someone/something, and **fact adjectives** (small, heavy, etc.) which describe what someone/something really is. Opinion adjectives go before fact adjectives.
- When there are two or more fact adjectives before a noun, they usually go in the order shown below.

	opinion	size	weight	shape	color	material	
It's a	nice	small	light	round	red	plastic	ball.



• heavy • wooden • big • brown
It's a **big, heavy, brown, wooden** chest with a metal lock.

- straw • purple • beautiful

It's a
..... hat with a blue ribbon.



- black • small • rectangular • leather

It's a
..... purse with a long strap.



- cotton • multi-colored • nice

It's a pair of
..... shorts.



Phrasal Verbs

7 Study the table. Then fill in the blanks with the correct preposition.

- break down** - 1) to stop working (train, car, etc.), 2) to lose control of feelings (in tears, etc.)
break into sth/break in - to enter by force
break up - to end a relationship
bring forward - to introduce/present an argument or proposal for consideration
bring in - 1) to introduce a law or a rule, 2) to take sb to a police station for questioning
bring up - 1) to raise a child, 2) to mention a subject

- 1 James Parker was brought by his grandparents.
- 2 My car broke in the middle of the road.
- 3 The Beatles broke in 1970.
- 4 The police officers brought the suspect.
- 5 Thieves broke the house next door yesterday.
- 6 The mayor brought a proposal for the creation of the new park.

Everyday English

• **Apologizing**

8 a) Listen to the dialogue and say how the two people are related. Listen again and fill in the blanks with the missing words.

- A: Hi, **Alex**! Sorry I'm so **1)**!
 B: What happened? I was worried about you.
 A: **I missed the 2)**
 B: Really? How did you finally **3)** here?
 A: I had to **walk**. It took me **4)** **minutes!**
 B: You must be tired! Sit down and have a cup of **5)**
 A: Thanks! I'm exhausted!

STUDY SKILLS

Acting out a dialogue

Before you act out a dialogue, think of the place, the situation and your feelings, and use appropriate gestures and intonation to convey your emotions. This helps you use the language successfully.

b) Use the prompts to act out similar dialogues in pairs. Use appropriate gestures and word intonation.

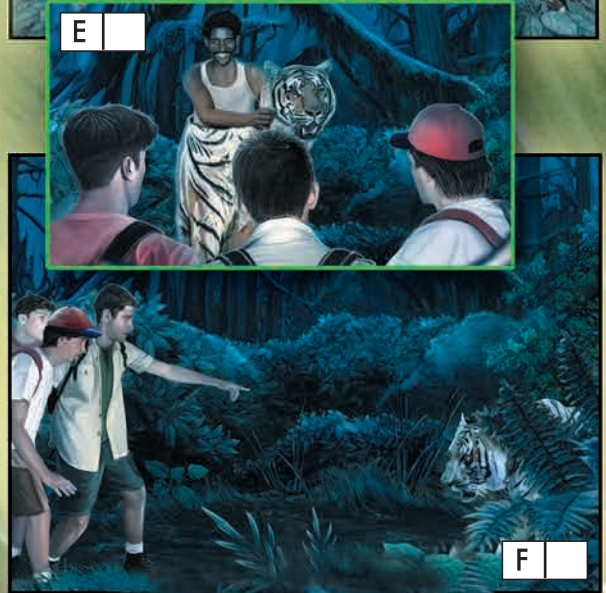
- Janet / car break down / call for help / take an hour to get here
- Mark / train operators be on strike / take two buses / take two hours longer
- Mr. Jones / traffic terrible / park car and walk / take over an hour

9 While you were on a weekend trip in Chicago, you witnessed a car accident. Tell your friend:

- where and when the accident took place
- who was involved
- how it happened
- what happened in the end

Writing

10 Use your answers in Ex. 9 to write your witness statement for the police. Use the accident description in dialogue B on p. 19 as a model. End your statement with your name and address.



- 1 Look at the pictures and the title of the story. Where does it take place? At what time? Where are the boys? What scared them? What's strange about the tiger? Can you guess the story?

Listening

- 2 Listen to the story and put pictures A-F in the correct order. Then listen again and circle the correct answer for questions 1-3.
- The three friends were going to
 - India.
 - a small village.
 - As it got dark, the boys
 - got lost.
 - managed to get to the village.
 - When they heard Abi's story the three friends felt
 - shocked.
 - relieved.

Lost in the Jungle

The shadows were growing longer and the sky was getting dark as we walked through the jungle. My two friends and I felt hot and exhausted. We were in northern India heading for a small village. **1** **B**

As the last of the daylight disappeared, we began to feel very lost and scared. We tried to find our way to the village, but it was hard to tell which path we should follow in the darkness. All around us, strange creatures made terrifying noises as they woke up and began to hunt for food. We hoped they wouldn't want to eat us!

Then George, who was in front, stopped suddenly in his tracks. **2** We froze in horror. George was right. We could see the black stripes and shining yellow eyes of the most dangerous animal in the jungle. We stared at the tiger, too afraid to move. After a few seconds, which felt like hours, there was the sound of

branches breaking, and the tiger leaped out at us, roaring loudly. **3**

Strangely, though, the tiger stopped – and then I noticed that it had six legs, two of them human! **4** “Hello!” he said, smiling broadly. “I’m Abi, from the village. When you didn’t arrive, we were worried, so I came to look for you,” he explained. “It’s traditional for us to wear the tiger skin to greet new guests ... and I couldn’t resist playing a trick on you! I hope you’re not mad.” Recovering from the shock, we began to laugh with relief.

We followed Abi to his village, where the villagers gave us a warm welcome. After a delicious meal, we sat around the fire, listening to our new friend’s fascinating stories about the real tigers in the jungle. It was a great end to a day full of adventure.

STUDY SKILLS

Text Coherence and Cohesion

All pieces of writing should be organized logically and flow smoothly. If there are any abrupt changes, insert sentences, phrases, or transitions to make it flow better.

Reading

- 3 a) Read the story. Does it have a natural flow? Read sentences A-E and insert the correct ones in spaces 1-4 to make the story flow better. Look at the sentences/ideas before and after each gap to help you decide which sentence best fits in each space. Then read the completed text to see if it flows and makes sense.
- A We **screamed** because we were sure it would attack us!
- B The villagers were expecting us, but we were already four hours late.
- C The 'tiger' stood up, and a young man took off the striped skin covering his head and shoulders.
- D He ran towards us, pointing **desperately** at a large, dark shadow moving through the trees.
- E "Tiger!" he **whispered urgently**, pointing at a large, dark shadow moving **silently** toward us through the trees.

b) What is the climax event in the story?

c) Explain the words in bold. Then underline the adjectives in the story. Suggest opposites.

- 4 a) Read the story again. Fill in the blanks with the appropriate adverbs, and then make sentences using the completed phrases.

- | | |
|-----------------|--------------|
| 1 smile | 4 roar |
| 2 move | 5 stop |
| 3 whisper | |

b) How do we usually form adverbs? What do they describe?

Speaking

- 5 a) Put the sentences in order. Then use the pictures to tell the class the story. Use *when*, *then*, *first*, *after that*, and *finally*.

- The tiger leaped out at them, roaring loudly.
 They began to feel very lost and scared.

- Suddenly George stopped. "Tiger!" he whispered.
 The boys were heading for a small village.
 They stared at the tiger, too afraid to move.
 They were already four hours late.
 It was a great end to a day full of adventure.
 They noticed the tiger had six legs, two of them human.
 Recovering from the shock, they began to laugh.

b) Read the story again. Then select roles and act it out.

Vocabulary Practice

- 6 Fill in the blanks with the correct words. Then make sentences.

• get • news • side • screeching • find • witness
 • shining • warm • follow • greet • fire • play

- | | | | |
|------------|-----------|-------------|---------|
| 1 | noise | 7 to | a guest |
| 2 to | a robbery | 8 to | a trick |
| 3 to | our way | 9 to | a gun |
| 4 | report | 10 | eyes |
| 5 to | a path | 11 | welcome |
| 6 | road | 12 to | dark |

- 7 Fill in the blanks with *from*, *over*, *for*, *about*, *in*, *at*, *of*, *on*, or *into*. Then make sentences using the phrases.

1 to wait line; 2 to yell sb; 3 to lose control sth; 4 to slam his brakes; 5 to crash a tree; 6 to swerve to the other side the road; 7 to pay sth; 8 board; 9 the darkness; 10 to freeze horror; 11 to stare sth; 12 to head somewhere; 13 to recover the shock; 14 fascinating stories tigers

- 8 Underline the correct word.

- 1 Several passengers **died/killed** in the plane crash.
 2 Can I **borrow/lend** some money from you?
 3 Laura **missed/lost** the last bus, so she took a cab.
 4 Jimmy was really **ashamed/embarrassed** of cheating on his test.
 5 He was **nervous/angry** about flying, so he took the train.

Writing

- 9 Read the last two paragraphs of the story again. How else could the story end after the climax event? Write a different ending.

Word Formation

1 Read the theory box. Then read sentences 1-8 and replace the words in bold with their opposites. Then look at the adjectives in the text on p. 24. Which ones form their negative by following the rule below?

We can make adjectives negative by adding the prefixes **dis-**, **in-**, or **un-**.

e.g., loyal – **disloyal**, active – **inactive**,
happy – **unhappy**

Note: **in-** usually becomes **il-**, **im-**, or **ir-** before the letters l, m, p, and r.

e.g., legal – **illegal**, mature – **immature**,
possible – **impossible**, regular – **irregular**

- 1 Jenny is so **sensitive!**
- 2 Alex is a **responsible** employee.
- 3 She is very **content** with her life.
- 4 The girl's story was **believable**.
- 5 Meg is very **mature** for her age.
- 6 Ryan is very **loyal** to his family.
- 7 Paul is **patient** with children.
- 8 He is very **kind** to his colleagues.

Pronunciation

• Intonation of apologies

2  Listen and repeat.

Sorry! I'm so sorry. I'm very sorry.
I'm sorry! Sorry about that. Look, I'm sorry. OK?

Writing (a story)

To write a story we first decide on the type of story, the plot, and the main characters. Our story can be a comedy, a thriller, an adventure story, a fairytale, etc. In the **first paragraph**, we write when and where the story took place, who the people in the story were, what the weather was like, and what happened first. In the **body**, we describe the events in the order they took place. One of the events should be the climax event. We can use *so*, *because*, *and*, *also*, etc. to join our sentences or ideas. In the **last paragraph**, we write what happened in the end and how the people in the story felt. We can use a variety of adjectives and adverbs to make our story more interesting. We normally use past tenses in stories.

3 Replace the words in bold with a synonym from the list below. Then suggest other synonyms.

- terrible • tiny • fantastic • extremely
- well-behaved

- 1 We had a **wonderful** afternoon.
- 2 The room was **small** but clean.
- 3 The weather was **bad**.
- 4 Emma grew into a **good** but lively child.
- 5 They were all **very** happy.

4 Read the writing tip. Then match the beginnings and endings. Which techniques did the writer use in each extract?

We can start or end a story by:

- asking a rhetorical question (i.e., a question which requires no answer). e.g., *Why did we have to suffer so much?*
- addressing the reader directly. e.g., *Are you afraid of spiders?*
- referring to moods/feelings. e.g., *Ivan was cold, wet, and tired when he reached the finish line.*
- using direct speech. e.g., *"I can't wait," said Anne.*

NOTE: We can also start a story by describing a person or a place.

e.g., *"I looked at the sweet elderly lady trying to remember who she was. Her round face, white curly hair, and friendly blue eyes were so familiar to me."* (person)

"I parked the car, got out, and locked the door. I looked at Mrs. Aston's house. It was a small stone cottage with a colorful garden. I felt relaxed as I walked along the path towards the wooden front door." (place)

A The hot Peruvian sun was burning Professor Bingham's bare head as he studied the map of the Andes. He was hot and tired, but excited. He knew he was close to finding the hidden city in the mountains of Peru.

B What would you do if a tigress looked at you sadly through the bars of a cage? I couldn't forget that question as Chris, my guide, and I set off to release Tara back into the wild.

1 Breathless but excited, the Professor stood among the ruins of the ancient city. "This is it!" he said. "It wasn't just a legend after all!"

2 As Tara disappeared into the jungle, Chris and I felt relieved. Tara was going to be safe in her new home. At last, she was back where she truly belonged.

5 Read the following beginning and ending. Then rewrite them applying one or more of the techniques mentioned in the writing tip in Ex. 4.

Ben got up early because he had a long journey ahead of him. He was driving across the country to spend his vacation with his parents. The weather forecast announced a snowstorm.

Two days later Ben arrived at his parents' house without his car or his suitcase. He was very tired. His parents were pleased to see him. Ben was happy, too.

6 A popular magazine is holding a short story competition entitled "A Storm at Sea" and you have decided to enter. Use the words in the list to make sentences which match the pictures.

- huge waves were crashing • in danger
- bolt of lightning struck the boat • sailing vacation
- black clouds were gathering • lightning flashed • sink slowly
- stand on the deck • storm • thunder rolled across the sky
- life raft • boat was rocking from side to side • were scared
- radioed for help • mast • burst into flames



A Storm at Sea



7 The last picture of the story is missing. What do you think happened in the end? Listen and check if your guess was correct. Now draw the last picture of the story.

8 Put the sentences in order. Then retell the story. What is the climax event in the story?

- A The boat was rocking from side to side.
- B Jason was standing on the deck of the boat.
- C They heard a boat approaching.
- D A bolt of lightning struck the boat.
- E Black clouds were gathering.
- F The mast burst into flames.
- G Lightning flashed.
- H Tony radioed for help.
- I They jumped into the life raft.

9 Now write your story (120-150 words). Use your answers from Exs. 6-8 as well as the outline below. You can use the story on p. 24 as a model.

Outline

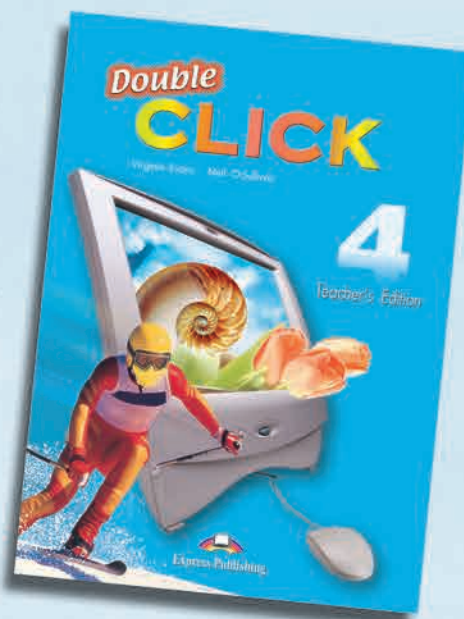
- Introduction**
(Para 1) *who, when, where, what happened*
- Body**
(Paras 2-3) *events in the order they happened*
- Conclusion**
(Para 4) *end the story, people's feelings/ comments*

10 Read the sentences. What do they mean?

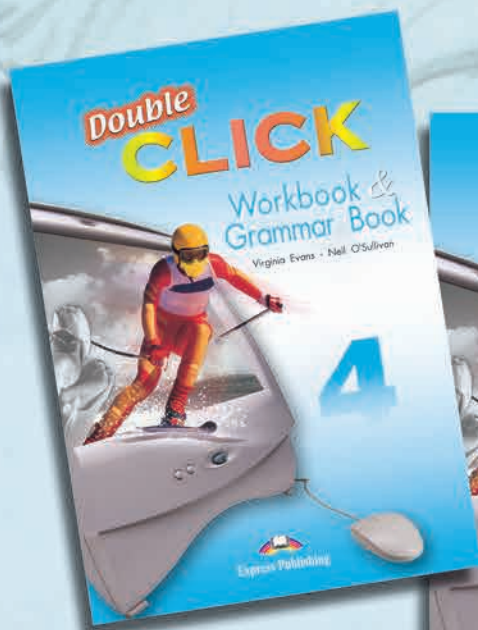
as the saying goes, ...

- All good things must come to an end.
- Every picture tells a story.
- All's well that ends well.

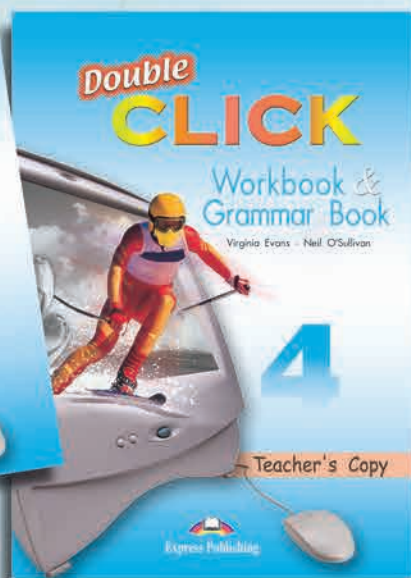
Components



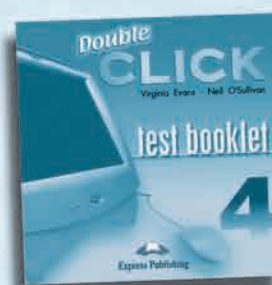
Teacher's Edition
(interleaved)



Workbook &
Grammar Book Student's



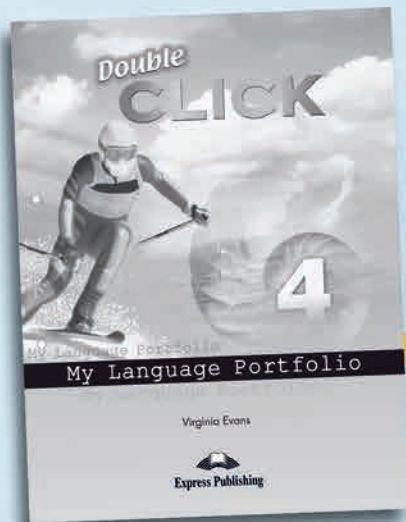
Workbook & Grammar Book
Teacher's Copy (overprinted)



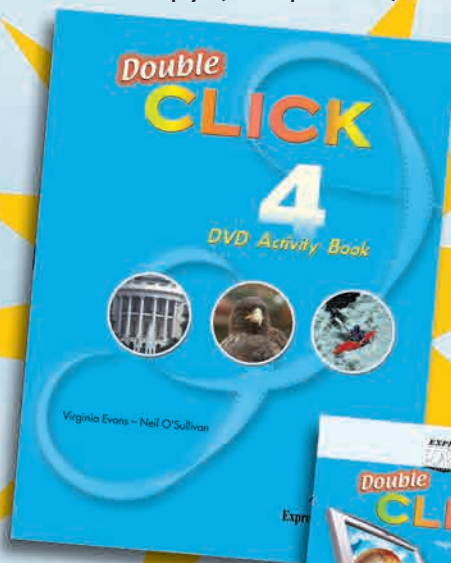
Test Booklet CD



Class Audio CDs



My Language
Portfolio



DVD Activity Book



Student's Audio CD



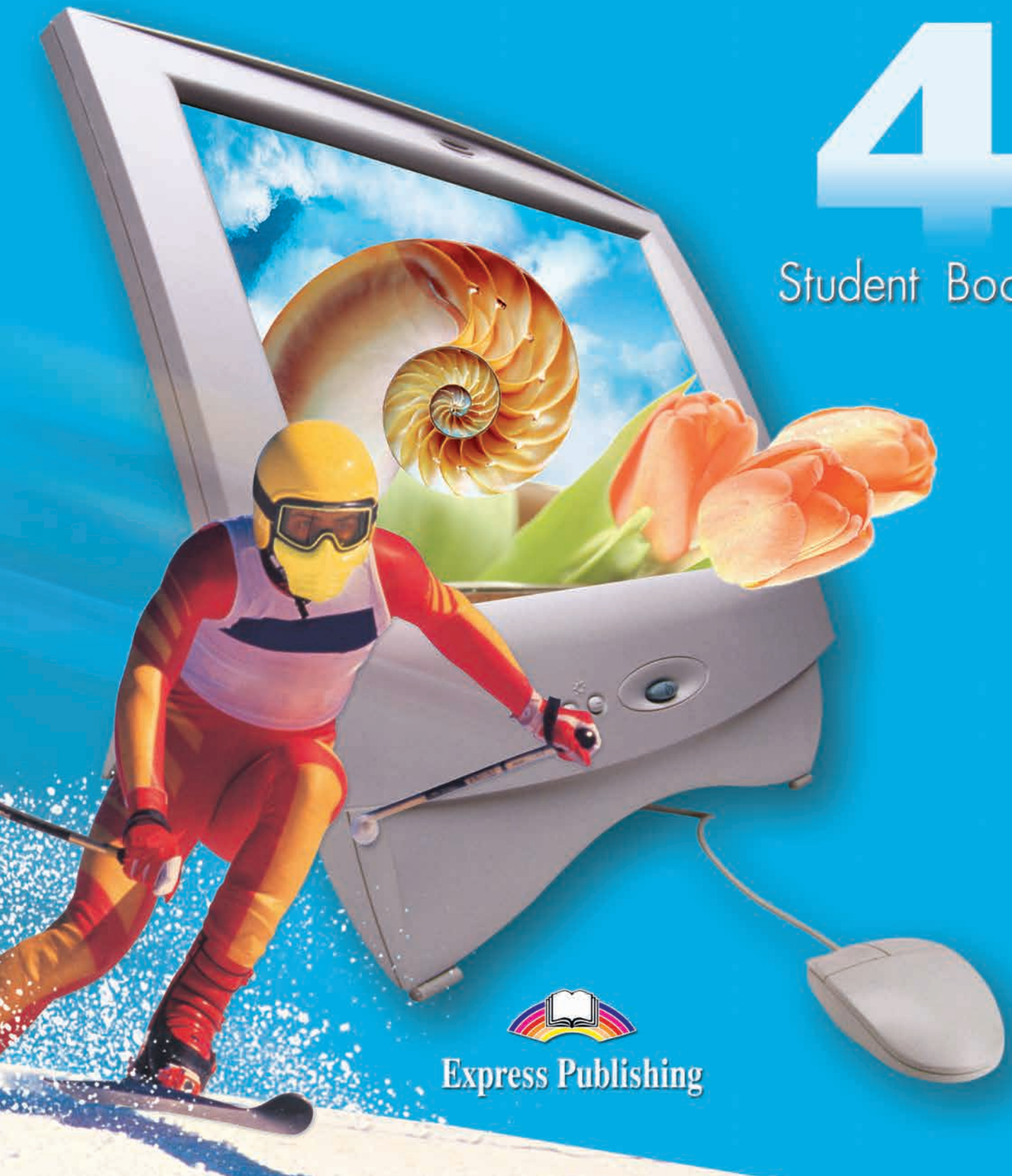
DVD

Double

CLICK

4

Student Book



Express Publishing

Contents

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MODULE 1 (pp. 4-35)	UNIT 1 There's no place like home (pp. 6 - 17)	dwellings; daily routines	houses; furniture & appliances; everyday activities	present tenses; adverbs of frequency; stative verbs; adverbs of time Phrasal verbs with "break" and "build"
	CULTURE CORNER 1: The Igloo (p. 18), REVIEW & EXTENSION (p. 19)			
	UNIT 2 A rolling stone gathers no moss (pp. 20 - 31)	vacations; the weather; travel	travel & vacations; the weather; vacation problems; means of transportation	future tenses; conditionals Type 0 & 1; the definite article Phrasal verbs with "call" and "check"
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	LITERATURE CORNER 5: Herman Melville (excerpt from <i>Moby-Dick</i>) (p. 82), REVIEW & EXTENSION (p. 83)			
	UNIT 6 Necessity is the mother of invention (pp. 84 - 95)	technology; computers	modern inventions; describing objects; robotics	order of adjectives; the passive; relative clauses; relative pronouns/adverbs Phrasal verbs with "give" and "go"
LITERATURE CORNER 6: Jules Verne (excerpt from <i>20,000 Leagues Under the Sea</i>) (p. 96), REVIEW & EXTENSION (p. 97)				
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	CROSS-CURRICULAR CUT 7: (Social Studies) Traditional Dress (p. 114), REVIEW & EXTENSION (p. 115)			
	UNIT 8 First come, first served (pp. 116 - 127)	food & drinks; eating habits	food; methods of cooking; cooking utensils; tastes; containers	countable/uncountable nouns; quantifiers (some; any; no; a lot of; much; many; (a) little; (a) few); reported speech - special introductory verbs Phrasal verbs with "get"
LITERATURE CORNER 8: R. M. Ballantyne (excerpt from <i>Coral Island</i>) (p. 128), REVIEW & EXTENSION (p. 129)				
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MODULE 5 (pp. 132-163)	UNIT 9 Just for the fun of it (pp. 134 - 145)	sports & leisure; activities	team sports; qualities; leisure activities; entertainment	conditionals Type 2 & 3; wishes; would rather Phrasal verbs with "hit" and "hold"
	CULTURE CORNER 9: Yankee Stadium (p. 146), REVIEW & EXTENSION (p. 147)			
	UNIT 10 Breaking news (pp. 148 - 159)	the media; disasters	the press/newspapers; radio & television; disasters	future perfect & future perfect progressive; joining words & phrases; quantifiers (both, neither, all, none, either, each, every, neither) Phrasal verbs with "keep", "knock", and "look"
LITERATURE CORNER 10: R. L. Stevenson (<i>My Shadow</i>) (p. 160), REVIEW & EXTENSION (p. 161)				
MODULE 5 SELF-ASSESSMENT (pp. 162 - 163)				

READING	WRITING	LISTENING	SPEAKING
The Smart Way to Live (understanding text structure)	a letter of invitation to a friend an ad for a house	note-taking; listening for specific information; True/False Intonation: in greetings	requesting services; reaching an agreement; greetings; introducing people; renting a house
Welcome to Mexico! (multiple matching)	an article describing a place a promotional poster for your country an article describing a festival in your country	multiple-choice; multiple matching Intonation: in short answers	buying a ticket; problem solving; making a hotel reservation; prioritizing
Florence Nightingale: The Lady with the Lamp (multiple matching)	a narrative an article describing your country's national hero	multiple matching; True/False Intonation: in echo questions	giving/responding to news; describing people; talking about recent experiences
Traditional Folk Medicine (multiple matching)	an assessment report an article about a volunteer organization in your country	identifying sounds; identifying speakers; multiple matching; True/False Intonation: in expressing emotions	expressing preferences; giving advice; making speculations; making decisions; guessing; describing symptoms
Birds in Danger (gapped text)	an article providing solutions to problems a poster about an endangered species	multiple matching; note-taking Intonation: key word stress	asking for/expressing opinions; making suggestions
QRIO: King of the Dance Floor (gapped text)	a letter of complaint an ad for a robot an inventor's biography	multiple matching; note-taking; True/False Intonation: stress in lists of adjectives	reporting problems; making complaints; reporting a lost item
Marketplaces Around the World (multiple matching)	a letter of application for a job a short article describing national dress an article describing a market	multiple matching; multiple-choice; True/False Intonation: in questions	making a complaint; exchanging goods; buying things
A Change for the Better? (multiple-choice)	a descriptive article about a visit to a place a narrative	multiple matching; listening for specific information; True/False Intonation: compound nouns	giving instructions; saying "no" politely; making recommendations
The Olympic Games: A Human Success Story (understanding gist)	an opinion article a sports day project a descriptive article about a stadium	note-taking; multiple matching; True/False Intonation: regrets	making invitations; making suggestions; booking a ticket; expressing opinions; decision making
Media Movers and Shakers (multiple matching)	a short biography a proposal report	True/False; note-taking; multiple-choice Intonation: word stress	asking for information; giving advice; making suggestions; demanding explanations

5a

Be clean, be green

Vocabulary

- 1 a) Read the title of the unit and look at the pictures. Can you think of an alternative title?
- b) Describe the pictures. Which show eco-friendly activities?
- c) Which of the following environmental problems do the pictures relate to? How?
 - endangered species • deforestation
 - energy crisis • resources in short supply
 - pollution

Picture A relates to the problem of endangered species because tigers are an endangered species.

- 2 a) What solutions would you suggest for the problems mentioned in Ex. 1c? Use the phrases below, as in the example.

- plant trees • recycle
- start breeding programs
- organize cleanup campaigns
- use alternative energy sources
- save natural resources

It would be a good idea to plant trees to help solve the problem of deforestation.



A



B



C

- b) What kind of environmental protection programs exist in your town/country? Have you been involved in any of them? What exactly did you do? What was the result of your action(s)?

Listening

- 3 a) Listen and repeat.
 - a) Have you heard of us?
 - b) Would you like to join?
 - c) What's this I hear about you moving to the country?
 - d) I'm sick and tired of city life.
 - e) I doubt it!

- b) Which sentences in Ex. 3a (a-e) mean the same as sentences 1-5? Match them.

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | I've had enough of life in the city. |
| 2 | <input type="checkbox"/> | Do you want to become a member? |
| 3 | <input type="checkbox"/> | Is it true that you are going to live in the country? |
| 4 | <input type="checkbox"/> | I don't think so! |
| 5 | <input type="checkbox"/> | Do you know anything about us? |

- 4 Listen to the dialogues. What do they have in common?

Reading

- 5 a) Read dialogues A-C and label statements 1-3 as Yes, No, or Don't know.

- | | |
|---|-------|
| 1 Planet Pals is a health organization. | ..... |
| 2 Isabella is sick. | ..... |
| 3 Aluminum can be recycled. | ..... |

- A** Gary: Good afternoon, sir. Could I talk to you for a moment, please?
 Chris: Yes, I guess so.
 Gary: I **represent** Planet Pals. Have you heard of us?
 Chris: Oh, yes! I've read all about your **efforts** to help the environment.
 Gary: We're looking for new **members**. Would you like to **join**?
 Chris: I'd love to, but I'm afraid I don't really have the time right now.
 Gary: I **see**.
 Chris: I'd like to help out, though. I think what you're doing is great! Is there anything else I could do?
 Gary: Well, you could **subscribe** to our **monthly** newspaper.
 Chris: Yes, I can do that.
 Gary: Great! Now, let me just **take down** your information.

- B** Alicia: Hey, Isabella! What's this I hear about you moving to the country?
 Isabella: That's right! I've **had enough** of city life.
 Alicia: It's not that bad, is it?
 Isabella: It's worse! It's too noisy and too **crowded** – sometimes I can't even hear myself think!
 Alicia: Come on, Isabella! I've known you for almost twelve years – there won't be enough **action** for you out in the country.
 Isabella: I'm **sick and tired** of city life and not having enough clean air. Living in the country will give me the **chance** to **recharge** my batteries and be **closer** to nature.
 Alicia: Yeah, right!
 Isabella: You'll see! After a while you'll be so **jealous** that you'll want to move to the country too!
 Alicia: I doubt it! I'm a city girl.

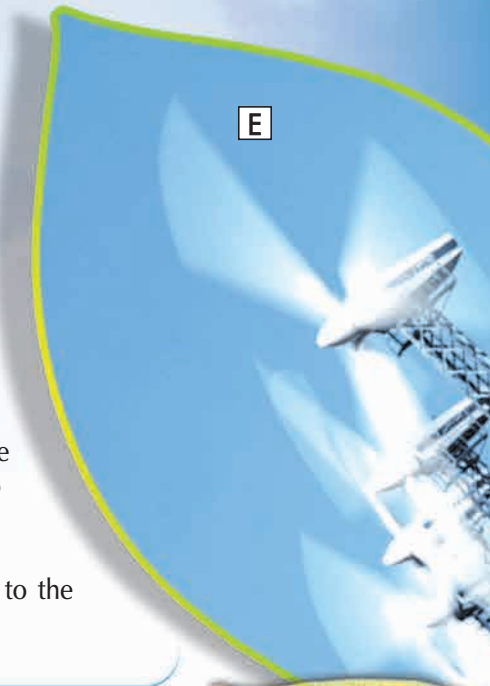
- C** Mr. Black: Why are you **throwing** that empty can in the trash?
 Mr. Harris: Well, what **exactly** would you like me to do with it?
 Mr. Black: You should put it in the recycling bin, of course.
 Mr. Harris: The what? Since when do we have a recycling bin?
 Mr. Black: Not just one bin, Mr. Harris. We have three. One for aluminum, one for paper, and one for glass. They're out behind the **shed**.
 Mr. Harris: Really? What do we do when they're full?
 Mr. Black: A truck comes by every Tuesday to empty them.
 Mr. Harris: And where do they **take** all that trash?
 Mr. Black: It's not trash, Mr. Harris. It's all **recyclable**; it can all be reused.
 Mr. Harris: Well, now. Sounds like a great **program** to me.

b) Explain the words in bold and make sentences using them. Then suggest synonyms for the highlighted words.

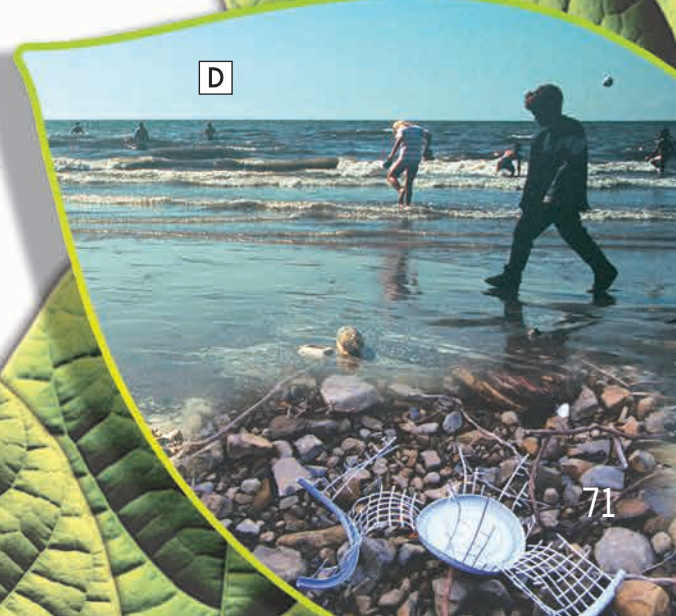
Speaking

- 6 Imagine you are organizing a recycling program at your school and you want to recruit new members to join the effort. Act out a dialogue similar to dialogue A in pairs.

E



D



Vocabulary

• Our Environment

1 a) Read the fact file and fill in the blanks with the correct words from the list.

- raindrops • covered • food • human body
- species • molecule • gallon • bathtubs

WATER!
Here, there, and everywhere!

Did you know?

- A 1) of water consists of two atoms of hydrogen and one atom of oxygen (H₂O).
- A fully grown tree can drink enough water each day to fill four 2)
- 3) are not tear-shaped. Scientists have discovered they resemble the shape of a small burger bun.
- About 70% of the 4) is water.
- More than half of the world's animal and plant 5) live in the water.
- Almost 75% of the earth is 6) in water.
- We need to drink at least half a 7) of water a day and we can only last a few days without water.
- Most of our 8) consists of water. Tomatoes for example contain 95% water, milk 90%, apples 85%, potatoes 80%, and beef 61%.

STUDY SKILLS

Reviewing new information

Ask and answer questions in pairs to test if you have retained the new information. This will tell you whether or not you need to review the information again.

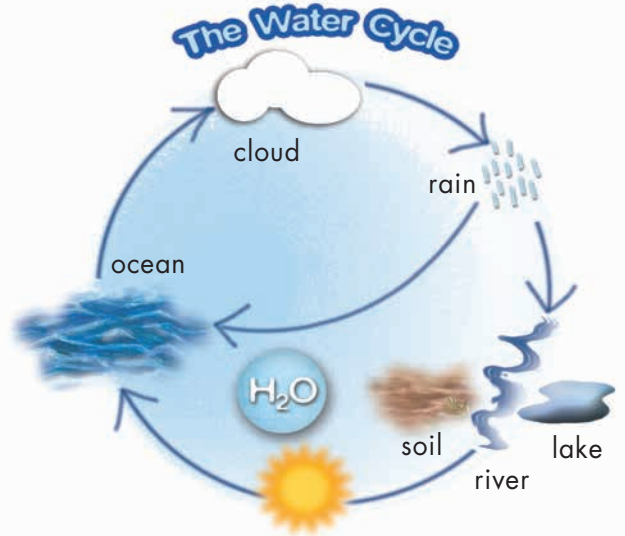
b) Take five minutes to review the fact file. Do you remember all the facts? Ask and answer questions, as in the example.

S1: What does a molecule of water consist of?

S2: Two atoms of hydrogen and one atom of oxygen. How much water ... etc.

Listening

2 a) Look at the water cycle and try to complete the sentences. Listen and check your answers.



Stage 1 Condensation happens when 1 start forming in the sky.

Stage 2 Precipitation is when 2 falls from 3 .

Stage 3 Accumulation means that 4 gathers or 5 .

Stage 4 Evaporation happens when 6 turns the water into 7 .

b) Ask and answer questions in pairs, as in the example.

A: How many stages are there in the water cycle?

B: Four.

A: What is the first one called?

B: It's called condensation. etc.

• Environmental Problems

3 Match the columns to form compound nouns. Then make sentences using them.

greenhouse	fuels
global	sprays
acid	gases
industrial	rain
ozone	waste
fossil	warming
aerosol	layer

Greenhouse gases are very harmful to the environment.

4 Match the columns to make sentences, as in the example.

<ul style="list-style-type: none"> industrial waste and sewage global warming overhunting and overfishing exhaust fumes and factory emissions aerosol sprays acid rain 	<ul style="list-style-type: none"> damage cause affect pollute generate destroy 	<ul style="list-style-type: none"> forests, crops, and buildings the world's climate the extinction of rare animal species air pollution the ozone layer rivers, lakes, and oceans
--	---	--

Industrial waste and sewage pollute rivers, lakes, and oceans.

• Conservation

5 a) Use the prompts to make sentences, as in the example. Which actions conserve energy and which save water?



- share cars/organize car pools
- inform water company/leaking pipe
- walk to school/work
- take bus/train
- turn off lights/appliances/not in use
- fix dripping faucets
- close doors and windows properly/keep heat in
- take showers/instead of baths
- use natural daylight

We can share cars and organize car pools to conserve energy.

b) Think of other ideas to conserve energy and water in pairs.

• Intonation (key word stress)

6 Listen and then read the sentences aloud.

- More and more species are being threatened with extinction every day.
- There should be three recycling bins in every home.
- The thing most people worry about is air pollution.
- The most dangerous form of energy is nuclear energy.

Speaking

• Making Suggestions

7 Look at the pictures. How can we reuse these items? Discuss in pairs using the prompts below and the useful expressions.

- cardboard boxes/make storage containers/store toys, shoes, books, etc.
- old glass bottles/decorate/make vases or lamp bases
- old newspapers/make recycled paper/clean windows



Useful Expressions

- Let's ...
- Have you thought about ...
- It would be a great idea to ...
- We can/could ...

A: *We could use cardboard boxes to make storage containers.*

B: *That's a good idea. We could use them to store toys, shoes, or books. etc.*

Writing

8 Write a short paragraph about ways the items below can be reused. Start your paragraph with an appropriate topic sentence.

- aluminum cans
- plastic bags
- old clothes
- wrapping paper

Grammar

• **Comparisons/Comparative and Superlative Forms**

1 a) Complete the table. Then answer the questions.

Adjectives	Comparative	Superlative
short
tall
easy
happy
interesting
useful
careful

- How do we form the comparative/superlative of one or two-syllable adjectives?
- How do we form the comparative/superlative of one or two-syllable adjectives ending in -y?
- How do we form the comparative/superlative of three or more syllable adjectives?

b) Complete the table for the following irregular adjectives.

Adjectives	Comparative	Superlative
good
bad
much/many
little
far

2 Put the adjectives in parentheses in the correct form. Add any necessary words.

- The Himalayas are much (**high**) than the Alps.
- Driving on the highway is becoming (**dangerous**) every day.
- China has (**large**) population in the world.
- John is (**happy**) now than he has ever been.
- Air pollution seems to be getting (**bad**) every day.
- Mark lives (**far**) away from school than the other students.
- (**few**) people like living in the city now because the air is (**clean**) in the country.
- He is the (**intelligent**) person I have ever met.

Listening

3 Listen to the geography quiz about New Zealand and label the sentences as *T* (True) or *F* (False).

- The largest city is Wellington.
- The longest river is the Clutha River.
- The largest island is the South Island.
- The highest mountain is Mount Cook.
- The highest waterfall is Sutherland Falls.
- Most of New Zealand's electricity comes from coal.



Game

Geography Quiz: Form teams. Use the prompts below to make sentences related to the geographical features of your country. Each correct sentence gets one point. The team with the most points is the winner.

- large • high • remote • long • hot • dry
- cold • deep

Team A S1: The largest island in my country is ...

- 4 Fill in the blanks with *very, less, by far, much, or the more*.
- Antarctica is the coldest continent in the world.
 - Water pollution is more serious than we think it is.
 - Installing an energy saving device was difficult than I had thought.
 - Recycling has become a important issue nowadays.
 - people get involved in protecting the environment, the better.

• **Too/Enough**

- too + adjective/adverb + (for sb/sth) full infinitive
*It's **too cold (for me) to go swimming.***
- enough + noun + full infinitive
*I have **enough money to afford** a cruise.*
- not + adjective + enough + full infinitive
*She's **not experienced enough to do** the job.*

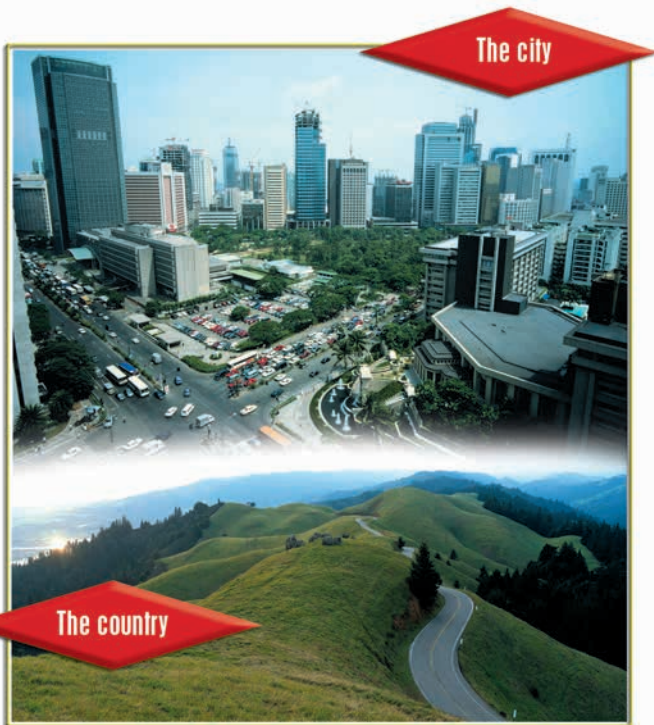
5 Complete the sentences using *too* or *enough*.

- 1 Tom hasn't saved money to go on vacation this year.
- 2 The river is dangerous to swim in.
- 3 Tina is not old to go on vacation alone.
- 4 Jim doesn't have room in his car for all that luggage.
- 5 She was proud to admit that she was wrong.
- 6 Her exam results were not good for her to get into college.

Speaking

6 Use the adjectives to compare the two pictures in pairs, as in the example.

- noisy/peaceful • unhealthy/healthy
- safe/dangerous • busy/quiet • clean/dirty
- ugly/beautiful • spacious/crowded



- A: *The city is noisier than the country.*
 B: *I agree. The country is much more peaceful. etc.*

7 Use *too* and *enough* to talk about yourself, as in the example.

*It's **too noisy for me to live** in the city.
 I'm **not experienced enough** to work as a manager.*

• **Error Correction**

8 Read the text and put a check (✓) if the line is correct. If the line has a word that should not be there, cross it out and write it in the space provided, as in the example.

Finding out
the **HARD WAY**

More than 80% of the Earth's forests have been destroyed – by ~~the~~ man. However, at last, we are beginning to understand that the key role which forests play in keeping us alive. To protecting our forests is important for many of reasons. To start with, plants produce oxygen and remove carbon dioxide from the air. Deforestation increases in the amount of carbon dioxide in the atmosphere. Unfortunately, carbon dioxide is one of the greenhouse gases that absorb the heat from the sun. So on, more carbon dioxide means that more than heat is absorbed and reflected on the Earth's surface, leading to global warming. But this is not at all. The plants and animals of the forests also provide us with food, fuel, shelter, and medicine! At least we are now realizing how many important it is to protect and save our forests. I just hope it's not too late!

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Writing (Project)

9 Collect information about the geographical features of your country. Find out about the highest mountain, longest river, etc. and present it to the class.


Listening

• Endangered Species

1 Listen to a wildlife activist talking and label sentences 1-7 as *T* (True) or *F* (False).

- 1 Mr. Sullivan was on a trip.
- 2 Mr. Sullivan writes stories.
- 3 There are a few plants left in the Amazon.
- 4 Deforestation destroys plant life.
- 5 Mahogany is a very delicate tree.
- 6 Animals suffer in their natural habitat.
- 7 The golden lion tamarin has become extinct.

2 a) Listen to an interview with an expert on wetland conservation and label statements 1-6 as *T* (True) or *F* (False).



- 1 Marshes and swamps are both wetlands.
- 2 Wetlands contain 40% of all animal species.
- 3 Wetlands are disappearing due to population growth, pollution, and overuse.
- 4 The Ramsar Convention aims to create treaties.
- 5 Countries that signed the Ramsar Convention cannot be easily identified.
- 6 'Wise Use' means using the wetlands in ways that will benefit present and future generations.

b) Can you name any important wetlands in your country? Are they protected? How? What are people allowed/not allowed to do there?

• Phrasal Verbs

3 Fill in the blanks with *into, back, up, without, with, on, and over*. Then explain the phrasal verbs.

- 1 Tom **drew** immediately when he saw the snake.
- 2 He wrote many books **drawing** his own experiences.

- 3 We can't **do** your help and support.
- 4 The town council has **drawn** a plan to improve public transportation.
- 5 Ben picked up his suitcase as the train **drew** the station.
- 6 Billy's teacher asked him to **do** the math problems again because they were all wrong.
- 7 Environmental action has to **do** saving the planet.

• Idioms and Fixed Phrases

4 a) Fill in the blanks with the correct animal. Then explain each of the idioms.

- fish • beaver • chicken • dogs • cat
- crocodile

- 1 He is such a(n) **eager** that he springs out of bed every morning, ready for work.
- 2 She told him to **let sleeping** **lie** and not to mention the problem to Jack.
- 3 Why don't you want to go bungee jumping? Are you?
- 4 She **let the** **out of the bag** when she started talking about the plans for the surprise party.
- 5 Those were just **tears**. She wasn't really upset.
- 6 I **felt like a** **out of water** at the party because I didn't know anyone.

b) Now use the idioms to make sentences of your own.

• Key Word Transformations

5 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- 1 The beach is not crowded today.
many There on the beach today.
- 2 Tim couldn't afford to go on such a trip.
expensive The trip to go on.
- 3 All our suitcases will not fit in this car.
big This car is all our suitcases.
- 4 He didn't get my phone number.
without He left phone number.
- 5 Why don't you join a recycling program?
thought Have a recycling program?

Grammar

• Gerund/Infinitive

6 Write *gerund*, *full inf*, or *bare inf*, as in the example. Then make sentences using the verbs/phrases.

- | | |
|---------------------------|--------------------------|
| 1 enjoy + gerund | 5 learn + |
| 2 look forward to + | 6 could + |
| 3 would love + | 7 apologized for + |
| 4 hate + | 8 go + |

7 a) Put the verbs in parentheses in the correct form.

- He goes (**jog**) every morning before he goes to work.
- Tony and Ann would love (**buy**) a house of their own.
- Cathy was afraid of (**sleep**) alone at night.
- I can't stand (**work**) in this heat.
- Why did he refuse (**help**) you?
- She would prefer (**travel**) by train.
- She couldn't (**speak**) French before she moved to Paris.
- Mike is used to (**wear**) a uniform to school.

b) What do you love/like/hate/can't stand doing? Make sentences about yourself.

I love dancing to hip hop music.

8 a) Complete the sentences with a *full infinitive* or a *gerund*. How does the meaning of the highlighted verbs change?

- Ted **forgot** (**buy**) milk.
 - I'll never **forget** (**meet**) the President.
- She **remembered** (**lock**) all the doors before leaving.
 - He doesn't **remember** (**reserve**) a table.
- We **stopped** (**have**) lunch.
 - They **stopped** (**talk**) as soon as the teacher came in.
- The team **tried** (**do**) their best during the game.
 - Try** (**use**) olive oil instead of butter.

b) Use the highlighted verbs to make sentences about yourself, as in the example.

I never forget to brush my teeth before going to bed at night.

I'll never forget riding my bike for the first time.

• Asking For/Expressing Opinions

9 a) Listen to the exchanges. Which are formal? Which are informal?

b) Read the exchanges aloud in pairs.

- A: How do you feel about air pollution?
B: Well, in my opinion, all cars should be banned from the downtown area.
- A: What's your opinion on eco-warriors?
B: Well, if you ask me, they're doing a wonderful job.
- A: What do you think about hunting endangered species?
B: As far as I'm concerned, the hunters should be fined.
- A: What's your view on last night's nuclear explosion?
B: Well, it seems to me that nuclear power stations are very dangerous.

Speaking

c) Act out similar dialogues in pairs using the prompts below.

- alternative forms of energy
- yesterday's oil spill
- zoos
- recycling waste products

Writing (Project)

10 Find out about the endangered flora and fauna in your country in the library/on the Internet and make a poster about them. Include where each plant or animal is found and why it's endangered. Decorate your poster with pictures.



Vocabulary

• Animals


- 1 a) Which of these birds can be found in your country?
 - b) Use words from the list below to describe the birds in the pictures, as in the example.
- beak • tail • feathers • legs • wings • claws

A golden eagle has a large beak, strong legs, and sharp claws. It also has broad wings and a long tail.

- c) Which of the birds above are birds of prey? Which are migratory birds? Which are endangered species? What other kinds of birds do you have in your country?



Listening

- 2  Read the title of the article and look at the pictures. Which bird is the article about? Why do you think it's in danger? Think of two reasons in pairs. Listen and check.

Reading

- 3 In what context do you expect to find the words/phrases below? Read the article and check your answers.
 - tropical • mimic speech • plumage • loss of habitat
 - illegal hunting • yellow markings • feeding and breeding areas
- 4 a) Read the article again and choose the sentence (A-H) that best fits each blank (1-6). There is one extra sentence listed.
 - A It grows to three feet in length and has a wingspan of nearly 47 inches.
 - B As far back as 1988, a Hyacinth macaw was highly sought after by collectors and would sell for between \$6,200 and \$12,400.
 - C So, what can you do to ensure that these beautiful birds don't disappear forever?
 - D It is illegal to own a Lear's macaw.
 - E Even today we can see their exotic, colorful feathers reproduced in ancient tapestries at the Gold Museum, in Lima.
 - F Its main source of food is a type of palm nut.
 - G These programs include efforts to restrict the activities of hunters by imposing heavy fines and even prison sentences.
 - H Today, there are sixteen known species in the world, and at least nine of these are in danger of extinction.

- b) Explain the words in bold. Then make sentences using them. Finally find synonyms for the highlighted words.

STUDY SKILLS

Reflecting

After you read a text, take a few minutes to reflect on what you have read. Ask yourself questions about the information it contains. This will help you gain a better and deeper understanding of the text.

- c) Reflect on what you have read. What was the writer's purpose? How has the article achieved this? Has reading this article changed your opinion on exotic animals in captivity? How?



Birds IN DANGER

Even if you have never been to Central or South America, you are sure to have seen a macaw, one of the most beautifully **plumed** members of the parrot family. These magnificent birds have been admired for centuries. **O E** The first macaw to be seen in Europe was brought back by Christopher Columbus, and it attracted more attention than the other **treasures** he brought with him!

There are eighteen recognized species of macaw, but two of these have become **extinct** in the last hundred and fifty years. **1** Macaws **range** in size from little larger than a sparrow to about three feet in length. People admire them for their beauty, intelligence, and ability to **mimic** speech. Their **strong beaks** and long tails, which often **exceed** their body length, make them unique among parrots.

The Hyacinth macaw is the largest of the macaws. **2** The brilliant blue of its feathers is broken only by a rich golden **ring** around its eyes. Today, the Hyacinth macaw can only be found in three areas. They live in holes in trees in the **tropical** rainforests and swamps of Brazil, Bolivia, and Paraguay. The Hyacinth macaw eats a variety of seeds, nuts, fruits, and vegetables. Today, this species is threatened by hunting and the loss of its **habitat**.

Of all the macaws, the Indigo macaw, or Lear's macaw, is probably the most endangered. There are only 130 birds left. This macaw is found only in Bahia, Brazil. It is a large bird,

about 30 inches from the tip of its beak to the end of its tail. It is deep blue in color with yellow **markings** around the eyes. **3** One of the problems this bird faces is the shortage of these nuts because of deforestation and the regular **droughts** that **parch** the area.

Apart from habitat loss, mostly **due to** deforestation, macaws are endangered because of illegal hunting for food and feathers and the multi-million dollar pet trade.

4 The **rarity** of Lear's macaws makes them even more expensive. This trade is probably its biggest threat.

Luckily, it is not all bad news for the macaw. In **recent** years, there have been a number of programs aimed at increasing the numbers of macaws found in **the wild**. **5** There are also attempts to protect the feeding and **breeding areas** of these beautiful birds. Let's hope these and other programs will be successful.

6 First of all, you can make sure that, if you decide to have a macaw as a pet, it is one of those that are not under the threat of extinction. There are still plenty to choose from, such as the red-shouldered macaw and the blue-headed macaw. You can also make sure you don't buy any products or souvenirs made from macaw feathers. Finally, you can make a **contribution** to one of the many wildlife conservation funds that are working to preserve and protect these unique tropical birds. We must all help save this species. After all, as L. Ron Hubbard said, "A person is either the effect of his environment or is able to have an effect on his environment."



5 Fill in the correct words and then choose any five to make sentences.

- become • family • tropical • make
- attract • illegal • habitat • mimic
- breeding • conservation • have

- | | |
|----------------------|-----------------------|
| 1 parrot | 7 |
| 2 to attention | 8 |
| 3 to extinct | 9 to a |
| 4 to speech | contribution |
| 5 rainforests | 10 |
| 6 loss | 11 to an effect |

6 Fill in the blanks with *in, of, at, or under*. Then make sentences using the phrases.

- 1 member a family; 2 a variety; 3 danger extinction; 4 because deforestation; 5 recent years; 6 aimed sth; 7 the wild; 8 the threat extinction

Writing (Project)

7 Prepare a poster to make the public aware of the problems macaws face and invite them to help save this species from extinction.

Writing
(an article offering solutions to problems)

When we write an article offering solutions to problems, we usually discuss a problem and/or its causes as well as our suggestions and their expected results or consequences. We usually write four to five paragraphs.

In the **introduction** we state the problem and its causes.

In the **second, third, and fourth paragraphs** we write our suggestions and their possible results. We write a separate paragraph for each suggestion and its expected results.

In the **conclusion**, we summarize our suggestions and give our opinion. We use joining words to join our ideas.

Articles offering solutions to problems are normally written in a formal or semiformal style depending on who is going to read them and where they are going to be published. They are usually found in newspapers and magazines.

• **Analyzing the Rubric**

- 1 Read the rubric and underline the key words. Then answer the questions.

A monthly environmental magazine has asked its readers to write articles entitled 'What can we do to avoid using fossil fuels?' Write your article suggesting ways to cut back on the use of non-renewable natural resources.

- 1 Who is going to read your article?
 - your teacher • your friend • readers of the magazine
- 2 Should you include colloquial expressions and contracted forms in your article? Why/Why not?
- 3 What we can do to cut back on the use of non-renewable natural resources? Check (✓).
 - use wind power
 - leave all the lights on in our homes
 - use solar power
 - make people pay heavy fines for wasting natural resources
 - put down tiles that absorb heat

• **Analyzing a Model Text**

- 2 a) Read the article and replace the joining words in bold with similar ones. Then answer questions 1-3.



What can we do to avoid using fossil fuels?

Did you know that traditional energy sources are running out? Our planet has limited supplies of fuels such as coal, oil, or natural gas, which cannot be replaced. The sooner we start using alternative energy sources, the better.

Firstly, we should make more use of solar power. The sun provides a great deal of energy which, at present, we are not using. If we were to fit solar panels to the roofs of our houses, we would have a very cheap way of heating the water that we use at home. **As a result**, we would not only save on our electricity bills, but we would not need to use up the coal or gas that produces that electricity.

Secondly, it would be a good idea to use wind power to generate electricity. By placing wind turbines in certain areas, we could exploit nature without harming it. **Moreover**, wind turbines are not expensive, so it would not cost a great deal of money to establish such programs. Again, we would save money and use fewer of our precious resources.

Finally, we could make people pay heavy fines for wasting natural resources. **For example**, we could stop car drivers and make sure that their vehicles are running efficiently. Furthermore, we could fine factories and heavy industries if they are found to be wasting coal or oil. **Consequently**, we would be sure that the fossil fuels that remain will last as long as possible.

In conclusion, there are many ways in which we can produce energy without using up our natural resources and damaging the environment. Isn't it time we all started doing something to protect our environment?

- 1 What problem is the article addressing?
 - 2 What are the writer's suggestions? What can their results be?
 - 3 What writing techniques has the writer used in the introduction and the conclusion? What other techniques could be used?
- b) Underline the topic sentences in the body paragraphs. Suggest alternative ones.

• Making Suggestions

3 a) Match the suggestions to their results.

SUGGESTIONS	RESULTS
1 <input type="checkbox"/> don't let water run while shaving/washing/etc.	a reduce water loss through evaporation
2 <input type="checkbox"/> water lawn early in the morning	b not use as much water as for imported ones
3 <input type="checkbox"/> plant native trees	c use less water
4 <input type="checkbox"/> take showers instead of baths	d less water wasted in the house



b) Now use the expressions below to make sentences, as in the example.

Useful Expressions

To make suggestions:

- A useful suggestion would be to ...
- It would help/be a good idea if ...
- The situation would be improved if/by ...
- Another way to ... is/would be to ...

To present results and consequences:

- This would ... • That way ... you/it/etc. would ...
- By doing this, you/we/etc. would ...
- The effect/consequence/result of ... would be ...
- Consequently, ... • As a result, ...

A useful suggestion would be not to let the water run while shaving or washing. That way, less water would be wasted in the house.

• Discuss & Write

4 Read the rubric and underline the key words. Then answer questions 1-5.

A local environmental magazine has invited its readers to offer their suggestions about how to deal with the water shortage problem. Write an article suggesting ways to stop wasting our most valuable resource.

- 1 Who is going to read your article?
- 2 What style should you use? Why?
- 3 In which part of the article should you include your suggestions?
- 4 Should you refer to the results and/or consequences of your suggestions? If so, where?
- 5 What writing techniques can you use to make your article more appealing to the reader?

5 a) Use the prompts to write an appropriate beginning for the article in pairs.

- water/cover/70%/earth's surface
- despite/be so much of this essential resource/countries/suffer/water shortages
- what/be done/solve/problem?



b) What could the conclusion to the article be?

6 a) Answer the questions in the outline.

Outline

Introduction

(Para 1) *What is the problem? What has caused it?*

Body

(Para 2) *What is your first suggestion? What are its results and/or consequences?*

(Para 3) *What is your second suggestion? What are its results and/or consequences?*

Conclusion

(Para 4) *How would you summarize your suggestions? What is your opinion?*

b) Use your answers from Exs. 3, 4, 5, and 6a to write your article (120-180 words). You can use the article in Ex. 2a as a model.

7 Read the sentences. What do they mean?

Words of Wisdom

- The joy of looking and comprehending is nature's most beautiful gift. (Albert Einstein)
- The greatness of a nation and its moral progress can be judged by the way animals are treated. (Mahatma Gandhi)
- When the well's dry, we know the worth of water. (Benjamin Franklin)



Herman Melville (1819-1891) was born in New York City and was the third of eight children. In 1839, Melville worked as a cabin boy on the merchant ship *St. Lawrence*, and in 1841 he sailed on the whaler *Acushnet*. Melville's long voyages inspired many of his stories. His best-known novel of the sea, *Moby-Dick*, or *The Whale*, is the story of a whaling ship and its captain and their journey around the world in pursuit of *Moby-Dick*, the great whale. Although the novel was first published in 1851, it was only recognized as a masterpiece thirty years after his death. He also wrote *Mardi and a Voyage Thither* (1849), *White-Jacket* (1850), *Pierre* (1852), and many other stories, journals, and poems.

— Moby-Dick —

Call me Ishmael. Some years ago, when I had no money and life on shore bored me, I decided to **explore** the sea. It is my way of fighting the sadness, boredom, and **trapped** anger that grows in me; of calming myself down and putting some order into my life. There is nothing surprising in this. I think most men have felt the same **desire** to go to sea at least once in their life.

Take this island of Manhattan, busy with **commerce** and shipping, and all of whose roads take you to the ocean. Look at how people are drawn to the water's edge, where the breakwater is washed by waves and cooled by sea **breezes**. Look at the crowds there. People **escape** from the prisons of their homes and offices, the **dreary** city streets, and come to the very limit of the land. All these landsmen **stare** at the ocean as if it were a mirror, and dream their sea dreams. Some of them stand so close to the water you think they are going to dive in! Wherever you go in the world, the sea **reflects** men's desire for change and adventure.

When I say go to sea, I do not mean I go as a passenger, just for the voyage. To go as a passenger you need money, and I want to be paid. No, I go as a member of the crew. I don't mind obeying orders for pay, and I enjoy the hard work and the **harsh** storms. Then I feel alive. I always go to sea as a sailor because of the **wholesome** exercise and the pure sea air.

I usually went to sea on merchant vessels but this time it was different. This time I decided to go on a whaling voyage. I can't explain why exactly. I like to think it was a **deliberate** choice, one I had thought hard about. But perhaps it was what **fate** had **in store** for me all along.

Most of all, though, it was the idea of the great whale himself. The mystery of whales had excited me for a long time. That, and the wild and **distant** seas where they lived. I love to sail forbidden seas and land on barbarous coasts. For these reasons the whaling voyage was welcome. I dreamed of whales; whole **schools of whales** swam through my mind. And among them all there was one grand hooded phantom, like a snow hill in the air.

- 1 What is the animal in the picture? What do you know about it? Can you name any more sea mammals?




- 2 a) Read the author's biography and the title. What do you think the novel is about? How do you think Melville's own experiences helped him write the book?
- b) What do you know about whaling? Why are whales hunted?

Reading

- 3 a) Read the excerpt and label statements 1-6 as C (Correct) or I (Incorrect).
- 1 Ishmael had a nervous breakdown.
 - 2 The island of Manhattan is famous for its shipbuilding.
 - 3 The sea made Ishmael feel sad.
 - 4 Ishmael decided to work on a ship.
 - 5 Ishmael liked adventure.
 - 6 Ishmael became a whaler.

b) Explain the words in bold. Then find synonyms for the highlighted words.

Speaking

- 4  First listen and then take notes under the following headings. Finally, talk about the excerpt. Comment on the following:

- the narrator and how he feels
- where he is and what is going on
- his plans for the future

Project

- 5 Choose a paragraph and draw a picture to illustrate it.

Review & Extension

- 1 Match the animals to the species listed. Name two more for each species. Then make sentences, as in the example.

- frog • salmon • mosquito • swan • rabbit • crocodile
- shrimp • toad • shark • seal • lizard • lynx

- 1 amphibians: frog,
- 2 fish: salmon,
- 3 insects:
- 4 birds:
- 5 crustaceans:
- 6 mammals:
- 7 reptiles:

Frogs are amphibians.

- 2 a) Complete the dialogue in pairs. Then describe the picture.



- A: Where do you think the picture was taken?
 B: Near a river or pond.
 A: What can you see in the picture?
 B: I can see 1)
- A: What do you think caused this problem?
 B: Well, perhaps 2)
- A: What can be done to solve this problem?
 B: Well, it would be a good idea to 3)
- A: Yes, and 4)

- b) Make a dialogue for the picture below in pairs. Then describe the picture.



- c) Discuss ways to help protect our environment in pairs. Talk about the problems and ways to solve them.



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