

COMMUNICATION GOALS

- 1 Talk about politics.
- 2 Discuss controversial issues politely.
- 3 Propose solutions to global problems.
- 4 Debate the pros and cons of issues.

PREVIEW

How politically literate are you? Test yourself to find out.

Choose the correct term for each definition. Then look at the answers to see how you did.

- 1 A group of people who govern a country or state
☐ a government ☐ a constitution
- 2 The art or science of government or governing
☐ a constitution ☐ politics
- 3 A set of basic laws and principles that a country is governed by, which cannot easily be changed by the political party in power
☐ a constitution ☐ a democracy
- 4 An occasion when people vote to choose someone for an official position
☐ a government ☐ an election
- 5 Show, by marking a paper or using a machine, etc., which person you want in a government position
☐ govern ☐ vote
- 6 Lead or take part in a series of actions intended to win an election for a government position
☐ campaign ☐ vote
- 7 A system of government in which every citizen in the country can vote to elect its government officials
☐ a monarchy ☐ a democracy
- 8 A system in which a country is ruled by a king or queen
☐ a dictatorship ☐ a monarchy
- 9 Government by a ruler who has complete power
☐ a democracy ☐ a dictatorship
- 10 A country ruled by a king or a queen whose power is limited by a constitution
☐ a dictatorship ☐ a constitutional monarchy



ANSWERS: 1 a government 2 politics 3 a constitution 4 an election 5 vote 6 campaign 7 a democracy 8 a monarchy 9 a dictatorship 10 a constitutional monarchy

A ▶ 5:02 VOCABULARY • *Political terminology* Read and listen. Then listen again and repeat.

a government	politics	a constitution	an election	vote
campaign	a democracy	a monarchy	a dictatorship	a constitutional monarchy

B PAIR WORK How much do you know about world politics? On the chart, discuss and write the name of at least one country for each type of government. Then compare charts with other classmates.

A democracy	A monarchy	A constitutional monarchy	A dictatorship

C ▶ 5:03 **PHOTO STORY** Read and listen to a conversation about discussing politics.



Paul: What a coincidence! I was just thinking about calling you. It's been such a long time.

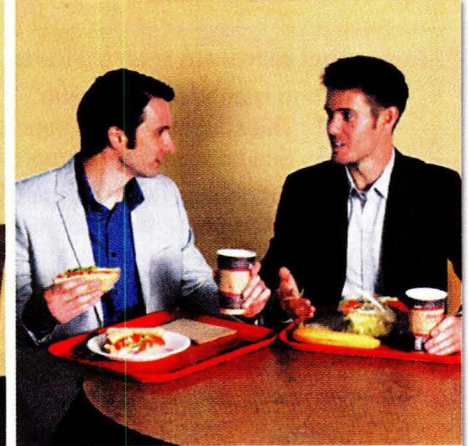
Carlo: It sure has. Let's sit down and catch up. . . . What are you up to these days?

Paul: Busy, busy. The office has been crazy, with the election coming up next month. You can imagine.



Carlo: But I'll bet working at a TV station is exciting. . . . Hey, Paul, do you mind if I ask you a political question? I hope it's not inappropriate. I'm not sure it's polite to ask about politics here in the U.S.

Paul: That's funny. They always say not to talk about religion or politics, but everyone does. Shoot.



Carlo: OK. Who are you planning to vote for in the election?

Paul: Well, because we're friends, I'll answer. But I should warn you that it might not be a good idea to ask just anyone that question. Some people might find it a little personal.

Carlo: Oops.

Paul: No worries. Actually, I haven't made up my mind. I'm leaning toward Clancy, though. I think he's better than the other guy.

D **PARAPHRASE** Restate each of the following sentences from the Photo Story in your own words.

- | | |
|--|--|
| 1 "Let's sit down and catch up." | 4 "No worries." |
| 2 "What are you up to these days?" | 5 "Actually, I haven't made up my mind." |
| 3 "Some people might find it a little personal." | 6 "I'm leaning toward Clancy . . ." |

E **THINK AND EXPLAIN** Answer the questions, based on your understanding of the Photo Story.

- Why does Paul say "What a coincidence!" when he sees Carlo?
- What does Paul mean when he says, "Busy, busy. The office has been crazy."
- Why does Carlo ask whether Paul minds if he asks him a political question?
- Why does Paul warn Carlo not to ask some people about their political opinions?

SPEAKING Discussion topics

- Do you like to talk about politics? Do you think politics is a good topic for discussion with "just anybody"? Or is politics always "a little too personal"? Explain.
- Review the types of government from page 98. Do you think every country should have the same form of government? Why don't all countries have the same form of government? In your opinion, is there a "best" form of government? Explain.



Do you like to discuss politics at the dinner table?

GRAMMAR *Non-count nouns that represent abstract ideas*

Nouns that represent abstract ideas are always non-count nouns.

Education is an important issue.

NOT: ~~The~~ education is an important issue.

NOT: ~~Educations are~~ an important issue.

News about politics is always interesting.

NOT: News about ~~the politics~~ is always interesting.

NOT: News about politics are always interesting.

Nouns for abstract ideas

advice	justice	progress
crime	life	proof
education	news	success
health	patience	time
help	peace	work
information	politics	
investment	poverty	

GRAMMAR BOOSTER p. 141

- Count and non-count nouns: review and extension

A GRAMMAR PRACTICE Choose the correct form of the nouns and verbs.

- Our (advice / advices) to you (is / are) to avoid discussing politics.
- (Poverty / The poverty) (was / were) the topic of the international conference.
- Both candidates have programs for (the health / health) and (educations / education).
- Making (peace / the peace) takes a lot of (work / works) and a long time.
- Good news (is / are) hard to find in the newspaper these days.

B GRAMMAR PRACTICE Correct the errors.

Here's some political ^{information} ~~informations~~ about the election. The good news are that both candidates have programs for the education. The liberal candidate, Bill Slate, says financial helps for the schools are a question of the justice. The poverty has affected the quality of the schools, and students from schools in poor areas don't have a success. Joanna Clark, the conservative candidate, disagrees. She believes a progress has been made by investing in the teacher education. Her advices are to keep the old policy. "Creating better schools takes the time and a patience," she says.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *A continuum of political and social beliefs*

A ▶ 5:04 Read and listen. Then listen again and repeat.

radical *adj.* supporting complete political or social change —a **radical** *n.*

liberal *adj.* supporting changes in political, social, or religious systems that respect the different beliefs, ideas, etc., of other people —a **liberal** *n.*

moderate *adj.* having opinions or beliefs, especially about politics, that are not extreme and that most people consider reasonable or sensible —a **moderate** *n.*

conservative *adj.* preferring to continue to do things as they have been done in the past rather than risking changes —a **conservative** *n.*

reactionary *adj.* strongly opposed to political or social change —a **reactionary** *n.*

B ▶ 5:05 **LISTEN TO INFER AND ACTIVATE VOCABULARY** Listen to each conversation. Then, with a partner, complete the chart. Listen again, if necessary, to check your work or settle any disagreements.

	radical	liberal	moderate	conservative	reactionary
1 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATION MODEL

A ▶ 5:06 Read and listen to a conversation about politics.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, are you a liberal or a conservative?

B: Actually, I'm neither. I like to make up my mind based on the issue.

A: So, would you say you're an independent?

B: I guess you could say that.



If you don't want to answer . . .

B: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.

A: Absolutely not. It's a good thing I asked.

B ▶ 5:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**DIGITAL
VIDEO
COACH**

PRONUNCIATION Stress to emphasize meaning

A ▶ 5:08 Listen to the different intonations of the same sentence. Then listen again and repeat.

1 Are you a conservative? (normal stress—no special meaning)

2 Are you a conSERVative? (I'm surprised that you would have such a belief.)

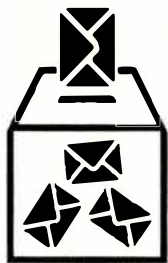
3 Are YOU a conservative? (I'm surprised that you, among all people, would be a conservative.)

4 ARE you a conservative? (I think you might be a conservative, and I'd like to be sure.)

B **PAIR WORK** Practice varying the stress in this statement: "Would you say you're an independent?" Discuss the different meanings.

NOW YOU CAN Talk about politics

A **PAIR WORK** Which political questions do you think would be too personal or controversial to ask?



- ☐ What advice would you like to give the president / prime minister / king / queen?
- ☐ What do you think about the president / prime minister / king / queen?
- ☐ What do you think about our government's policies?
- ☐ Are you liberal or conservative?
- ☐ Who are you voting for in the election?

**DIGITAL
VIDEO**

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to bring up a topic that might be controversial. Partner B can answer or decline to discuss the question. Then change roles.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, ?

B: Actually,

DON'T STOP!

Ask other political questions.

C **CHANGE PARTNERS** Discuss another political subject.

CONVERSATION MODEL

A ▶ 5:09 Read and listen to a polite conversation about a controversial issue.

A: How do you feel about capital punishment?

B: I'm in favor of it. I believe if you kill someone, you deserve to be killed. What about you?

A: Actually, I'm against the death penalty. I think it's wrong to take a life, no matter what.

B: Well, I guess we'll have to agree to disagree!

B ▶ 5:10 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

C DISCUSSION Are you in favor of capital punishment? Explain.

▶ 5:11 Disagreement

I guess we'll have to agree to disagree.
Really? I have to disagree with you there.
Do you think so? I'm not sure I agree.
Well, I'm afraid I don't agree.
No offense, but I just can't agree.

▶ 5:12 Agreement

I agree with you on that one.
I couldn't agree more.
I couldn't have said it better myself.
That's exactly what I think.

مرجع زبان ایرانیان

DIGITAL
FLASH
CARDS

VOCABULARY Some controversial issues

A ▶ 5:13 Read and listen. Then listen again and repeat.



censorship of books and movies



compulsory military service



lowering the driving age



raising the voting age



prohibiting smoking indoors

- B ▶ 5:14 LISTEN TO ACTIVATE VOCABULARY** Listen to people's opinions about controversial issues. Complete the chart with each issue they discuss. Use the Vocabulary.

	The issues they discuss	For	Against
1			
2			
3			
4			
5			

- C ▶ 5:15 LISTEN TO INFER** Now listen again and check For or Against in the chart, according to what the person says.

GRAMMAR Verbs followed by objects and infinitives

Certain verbs can be followed by infinitives, but some verbs must be followed by an object before an infinitive.

The newspaper reminded **all eighteen-year-olds** to vote.
We urged **them** to write letters against the death penalty.

These verbs cannot be followed by an object. However, they can be followed directly by an infinitive.

agree	can't wait	hope	need	pretend
appear	decide	learn	offer	refuse
can't afford	deserve	manage	plan	seem

Verbs followed by an object before an infinitive:

advise	encourage	remind	urge
allow	invite	request	warn
cause	permit	require	
convince	persuade	tell	

GRAMMAR BOOSTER p. 141

Gerunds and infinitives: review of
• form and usage
• usage after certain verbs

- A GRAMMAR PRACTICE** Complete each statement or question with an object and an infinitive.

- The newspaper advised all voters to register early for the next election.
all voters / register
- Did you remind her voter registration card?
your daughter / complete
- We persuaded for our candidate.
our friends / vote
- Our teacher always encourages every night, not just the day before the exam.
students / study
- Can't we convince taxes on property?
legislators / lower

- B GRAMMAR PRACTICE** Write two sentences using verbs that can be followed directly by an infinitive and two sentences with verbs that must have an object before an infinitive.

NOW YOU CAN Discuss controversial issues politely

- DIGITAL VIDEO A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, giving a reason for your point of view. Use the Vocabulary and expressions of Agreement and Disagreement from page 102. Then change roles and issues.

A: How do you feel about ?
B: I What about you?
A: Actually, I I think
B:

DON'T STOP!

Ask your partner's opinion of other issues.

RECYCLE THIS LANGUAGE.

I'm against ____.
I'm in favor of ____.
I think / believe / feel:
it's wrong.
it's right.
it's wrong, no matter what.
it depends.

- B CHANGE PARTNERS** Discuss another issue, giving reasons to support your opinion.

BEFORE YOU READ

EXPLORE YOUR IDEAS What is the difference between a problem and a global problem? Do you think your generation faces more serious global problems than the generation of your parents or grandparents? Explain.

READING ► 5:16

The following issues were most frequently mentioned in a global survey about current world problems.

CORRUPTION People all over the world complain about the corruption of police, government officials, and business leaders. Two examples of corruption are:

- A police officer takes money (a “bribe”) from a driver so he doesn’t give the driver a ticket for speeding.
- A company that wants to do business with a government agency offers a public official money or a gift to choose that company for the job.

Some people feel that power promotes corruption and that corruption is unavoidable. But an independent media—for example, non-government-backed newspapers, television stations, and Internet blogs—can also play an important role in exposing corruption.

POVERTY Approximately one-fifth of the world’s population, over 1 billion people, earns less than US \$1 a day. Each day, over a billion people in the world lack basic food supplies. And according to UNICEF, each day, 25,000 children under the age of five die of starvation or preventable infectious disease.

There are many causes of poverty, ranging from catastrophic natural events to bad economic and agricultural policies, so there’s no one solution to poverty worldwide. Some people feel that wealthy nations must send aid to poorer nations, while others are concerned that nothing will help unless local corruption is reduced and bad government policies are changed.

TERRORISM Every day, we see or hear about suicide bombings and other violent acts committed against innocent people for religious or political reasons. Many ask why terrorism is on the rise.

Some social scientists believe that television and movies may contribute to growing anger. They claim that some people may feel frustrated and powerless when they measure their lives against the lives of extremely wealthy people they see in the media.

However, views about what causes terrorism can be very controversial, and many people disagree about its causes or possible solutions. While some feel that terrorism can be met with military force, others believe

that people’s extreme poverty and powerlessness must be reduced to make a difference.

RACISM AND DISCRIMINATION Racism (the belief that one’s own race or ethnic group is superior to others) and racial and ethnic discrimination (treating members of other groups unfairly) exist in many places. These two common problems cause human rights violations all over the world. In some cases a more powerful ethnic or racial group justifies the domination and, horribly, even the complete destruction of ethnic or racial minorities they consider to be inferior. When taken to this extreme, genocides such as the European Holocaust and the massacre in Sudan have threatened to wipe out entire peoples.

Can racism and discrimination be eliminated—or are these simply unfortunate features of human nature? Many people believe that education can help build tolerance of the “other” and may contribute to creating a more peaceful world.

A UNDERSTAND FROM CONTEXT Match each definition with a word from the box.

- 1 a lack of necessary money to survive
- 2 the attempt to destroy all members of a racial or ethnic group
- 3 judging or harming people because of their racial or ethnic heritage
- 4 money paid or some other reward given to a person to perform a dishonest or unethical act or to provide a favor
- 5 the abuse of power by people in government or business
- 6 the belief that other racial or ethnic groups are inferior to one’s own

- a a bribe
- b genocide
- c poverty
- d corruption
- e discrimination
- f racism

B ACTIVATE LANGUAGE FROM A TEXT Based on the information in the Reading, cross out the one word or phrase in each row that is unrelated to the others. Explain your reasoning.

1	people	politics	ethnic groups	racism
2	money	property	income	racism
3	bribe	corruption	discrimination	money
4	hunger	starvation	domination	lack of food
5	racism	business	discrimination	prejudice

C CRITICAL THINKING Discuss each of the following.


- 1 Reread the section on corruption in the Reading. What do all acts of corruption have in common? Do you think it is possible to end corruption, or do you feel that it is a part of human nature? Use specific examples in your discussion.
- 2 What are some of the causes of poverty, and what are its effects?
- 3 In your opinion, why do people engage in acts of terrorism? Is terrorism an expression of power or powerlessness and frustration? Provide examples to support your opinion.
- 4 What reasons do people have to hate other groups? Is hatred of another group ever understandable, appropriate, or justified? Explain the reasons for your opinion.
- 5 Do you see a single problem connecting all four issues in the Reading? If so, what is it?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Propose solutions to global problems

A FRAME YOUR IDEAS On a scale of 1 to 6, put the goals in order of importance and difficulty to accomplish (1 = most important or most difficult).

ORDER OF IMPORTANCE	GOAL	ORDER OF DIFFICULTY TO ACCOMPLISH
<input type="checkbox"/>	reducing poverty and hunger	<input type="checkbox"/>
<input type="checkbox"/>	preventing terrorism	<input type="checkbox"/>
<input type="checkbox"/>	avoiding war	<input type="checkbox"/>
<input type="checkbox"/>	ending or reducing corruption	<input type="checkbox"/>
<input type="checkbox"/>	wiping out racism and ethnic discrimination	<input type="checkbox"/>
<input type="checkbox"/>	protecting human rights	<input type="checkbox"/>



B NOTEADDING Write some possible solutions to global problems.

Problem	Possible solutions

C DISCUSSION Discuss the solutions to the global problems you proposed. Do you all have the same concerns?

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a bribe."

www.irLanguage.com

BEFORE YOU LISTEN

A ▶ 5:17 VOCABULARY • *How to debate an issue politely* Read and listen. Then listen again and repeat.

1

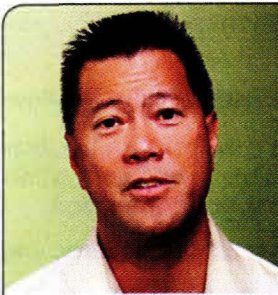


“ I think smoking is a disgusting habit. ”



“ That may be true, but if you only smoke in your own house, you’re not hurting anyone but yourself. ”

2



“ I think more people should be active in politics. That way, we would have better governments. ”

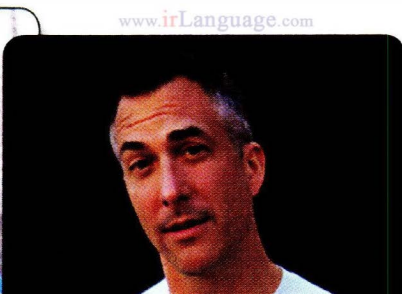


“ I see what you mean, but it’s not realistic to expect everyone to care. ”

3

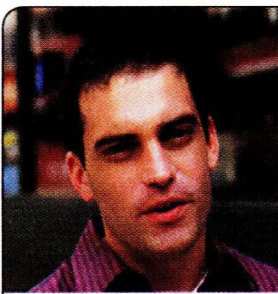


“ I think our president is doing an excellent job. ”

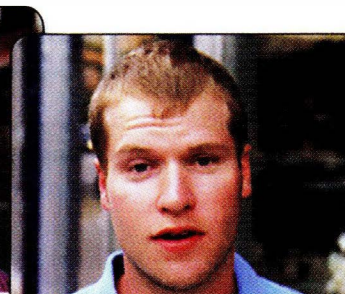


“ Well, on the one hand, he’s not corrupt. But on the other hand, he hasn’t done much to improve the country. ”

4



“ I think we should just vote against everyone who’s in office now. That’s a good way to get change. ”



“ That’s one way to look at it, but how do we know inexperienced candidates will be any better than what we already have? ”

B PAIR WORK Take turns saying and responding to each opinion. Use the Vocabulary above to disagree politely. Or, if you agree with the opinion, use the language of agreement from page 102. For example:

1 “In some countries, dictatorship has helped stop corruption.”

“ I couldn’t agree more. Countries with dictatorships are better off. ”

OR

“ That may be true, but no one should have to live under a dictatorship. ”

2 “There is no real democracy. All governments are controlled by a few powerful people.”

3 “I think moderates are the only people you can trust in government.”

4 “I’m not going to vote. All the candidates are corrupt.”

5 “Terrorism is getting worse and worse all over the world.”

6 “I don’t think it’s important to vote. Nothing ever changes.”

LISTENING COMPREHENSION

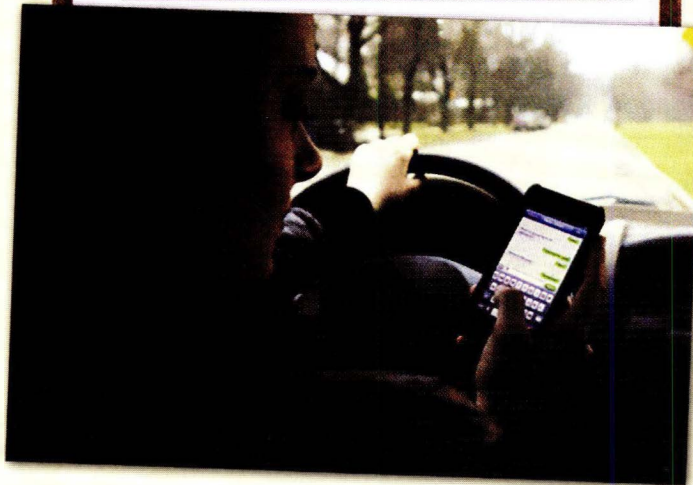
► 5:18 **LISTEN TO SUMMARIZE** Listen to three conversations about dictatorship, democracy, and monarchy. Then listen again and, on a separate sheet of paper, take notes about the arguments in favor of and against each system of government. Then work in pairs. Partner A: Summarize the arguments in favor. Partner B: Summarize the arguments against.

NOW YOU CAN

Debate the pros and cons of issues

موضوع برای بحث

A GROUP WORK Choose an issue that you'd like to debate.



B NOTEPADDING On your notepad, write arguments in favor and against.

Issue:

Arguments in favor:

Arguments against:

C DEBATE Divide the group into two teams, with one team in favor and the other team against. Take turns presenting your views. Use the Vocabulary from page 106. Take turns and disagree politely. Then continue the discussion.



RECYCLE THIS LANGUAGE.

www.irLanguage.com

Discuss controversies

Are you in favor of ___?
I'm against / in favor of ____.
I think / believe / feel:
it's wrong.
it's right.
it's wrong, no matter what.
it depends.

Express agreement

I agree with you on that one.
I couldn't agree more.
I couldn't have said it better myself.
That's exactly what I think.

Express disagreement

I guess we'll have to agree to disagree!
I have to disagree with you there.
I'm not sure I agree.
I'm afraid I don't agree.
No offense, but I can't agree.

REVIEW

- A** ▶ 5:19 Listen to the news report about four news stories. Then listen again and circle the correct word or phrase.
- 1 Sorindians and Ramays are two (ethnic groups / governments) that occupy land areas next to each other.
 - 2 (Sorindians / Ramays) want to be able to observe their dietary laws and traditional clothing customs.
 - 3 The problem between the Sorindians and the Ramays is an example of (corruption / ethnic discrimination).
 - 4 A package left in the bathroom at the central post office raised fears of (terrorism / corruption).
 - 5 Poor people are migrating into the (city from the countryside / countryside from the city).
 - 6 Another story in the news is the reported (corruption / poverty) of a police captain.
- B** Complete the paragraph about an election, using verbs and count and non-count nouns correctly.

Many running for election make about
 1 candidate / candidates 2 promise / promises
 But comes slowly, and
 3 education / the education 4 progress / the progress 5 information / informations
 hard to get. Voters would like to see that their
 6 is / are 7 proof / proofs
 being followed. For instance, we are just now
 8 advice / advices 9 is / are
 receiving of education statistics and not very good.
 10 news / the news 11 it's / they're
 is needed, and is necessary to improve our schools.
 12 Help / The help 13 the time / time

- C** Complete each sentence.
- 1 The law doesn't allow the Constitution.
 a the president change b the president to change c change
 - 2 Our friends advised disappointed about the election.
 a not to be b us not to be c us to be not
 - 3 The Constitution requires office after two terms.
 a to leave b senators to leave c senators leave
 - 4 The election committee permitted about their educational policies.
 a the candidates to speak b the candidates speak c to speak

- D** Disagree politely with each statement, using a different way to disagree each time. Then add a reason why you disagree with each statement.

1. That's one way to look at it, but...

- 1 Monarchies are dictatorships.

YOU

- 2 There's no such thing as a real democracy anywhere in the world.

YOU

- 3 All people with power are corrupt.

YOU

For additional language practice...

TOP NOTCH POP • Lyrics p. 155
 "We Can Agree to Disagree"
 DIGITAL SONG DIGITAL KARAOKE

WRITING

Write at least two paragraphs about one of these issues: compulsory military service, capital punishment, or censorship of books and movies. Include both the pros and cons of the issue.

WRITING BOOSTER p. 152

- Contrasting ideas
- Guidance for this writing exercise

ORAL REVIEW

CONTEST Look at the pictures for one minute. Then close your books and name the three issues depicted in the news.

PAIR WORK Create conversations.

- 1 Create a conversation between the man and woman in Picture 1. Continue the conversation, discussing corruption in general. Start like this:

Look at this article about the judge who was taking bribes in court.

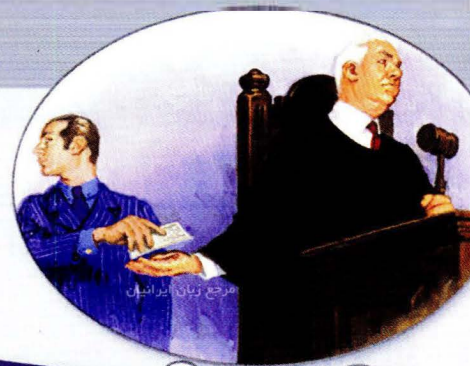
- 2 Create a conversation between the two women in Picture 2. Start like this and continue the conversation, discussing terrorism in general:

A: Look! Another terrorist bombing.

B: Terrible! What do you think causes this?

- 3 Create a conversation between the two men discussing the election in Senegal in Picture 3. Start like this and continue the conversation:

Do you mind if I ask you a question about the elections in Senegal?



NOW I CAN

- ☐ Talk about politics.
- ☐ Discuss controversial issues politely.
- ☐ Propose solutions to global problems.
- ☐ Debate the pros and cons of issues.

UNIT 10 Beautiful World

PREVIEW

COMMUNICATION GOALS

- 1 Describe a geographical location.
- 2 Warn about a possible risk.
- 3 Describe a natural setting.
- 4 Discuss solutions to global warming.



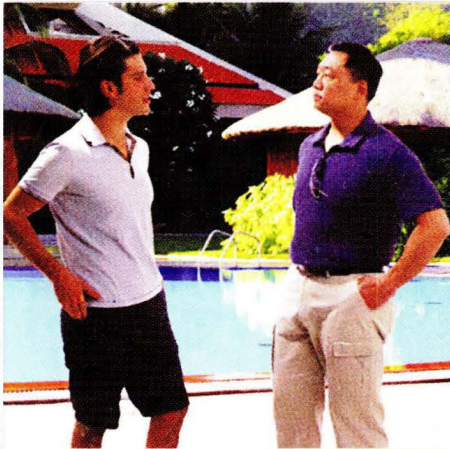
A ▶ 5:22 **VOCABULARY • Geographical features** Read and listen. Then listen again and repeat. Find these features on the map.

B Use the map to answer the questions about Costa Rica.

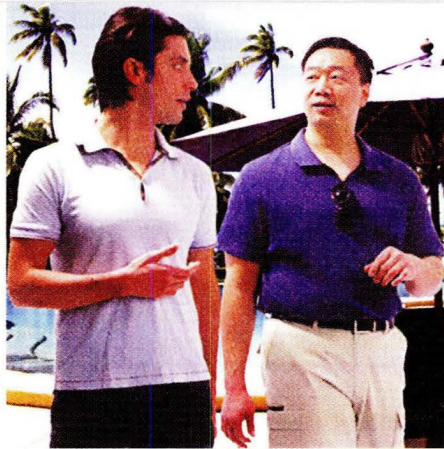
- | | |
|---|--|
| 1 What two countries share a border with Costa Rica? | 4 What is Costa Rica's largest lake? |
| 2 In what mountain range is Costa Rica's capital located? | 5 Approximately how far is Puntarenas from San José? |
| 3 What is Costa Rica's largest national park? | 6 What bodies of water are on Costa Rica's two coasts? |

a gulf	an ocean	a mountain range
a bay	a sea	a national park
a lake	a volcano	

C ▶ 5:23 **PHOTO STORY** Read and listen to two tourists talking about Costa Rica.



Max: Have you folks been here long?
Frank: A little over a week. Unfortunately, we've only got two days left. You?
Max: We just got here yesterday, actually.
Frank: I'm Frank, by the way. Frank Lew. From Hong Kong.
Max: Max Belli. From Labro, Italy. Have you heard of it?
Frank: I can't say I have.
Max: It's a very small town about 20 kilometers north of Rome.



Max: Hey, you wouldn't happen to know anything about the La Fortuna waterfall, would you? We plan on driving up there this weekend.
Frank: Actually, we just got back from there yesterday.
Max: What a coincidence! Was it worth seeing?
Frank: Spectacular. You don't want to miss it.

www.irLanguage.com



Frank: But be sure to take it slow on the path down to the bottom of the falls. It can get pretty wet and slippery.
Max: Thanks for the warning. What if we want to get a look at the Arenal Volcano, too? Do you think that's doable in two days?
Frank: No problem. The volcano's only about twenty minutes west of La Fortuna by car. So I'm sure you could handle them both.

D FOCUS ON LANGUAGE Write each of the following statements from the Photo Story in your own way. Use the context of the story to help you restate each one.

- 1 "I can't say I have."
- 2 "What a coincidence!"
- 3 "Was it worth seeing?"
- 4 "You don't want to miss it."
- 5 "... be sure to take it slow."
- 6 "Do you think that's doable in two days?"
- 7 "... I'm sure you could handle them both."

SPEAKING

A PAIR WORK Brainstorm and write the names of places you know for each of the following geographical features.

مرجع زبان ایرانیان

an ocean or sea	a national park
a bay or gulf	a lake
a mountain or volcano	a waterfall
a mountain range	a capital

B GUESSING GAME Describe a geographical feature of your country. Your classmates guess what place it is.

“ It's a beautiful lake. It's between ... ”

“ It's a volcano. It's near ... ”

GRAMMAR *Prepositional phrases of geographical place*

Look at the map and study the examples.

Mexico is **north of** (OR **to the north of**) Guatemala.
Honduras and El Salvador are located **to the south**.

Tikal is **in the north**. Guatemala City is **in the south**.
Cobán is located **in the central part of** Guatemala.

El Rancho is located **on the** Motagua River.
Champerico is **on the west coast of** Guatemala.
Flores is **on the south shore of** Lake Petén Itzá.

GRAMMAR BOOSTER p. 143

- Prepositions of place: more usage
- Proper nouns: capitalization
- Proper nouns: use of the

A GRAMMAR PRACTICE Complete the sentences with the correct prepositions.

- 1 Vladivostok is located the eastern coast Russia.
- 2 Barranquilla is the northern part Colombia.
- 3 Haikou is the northern coast Hainan Island in China.
- 4 Machu Picchu is located about 100 kilometers northwest Cuzco.
- 5 Vietnam is located south China.
- 6 Kota Kinabalu is the north coast of Borneo, a part of Malaysia.
- 7 Manaus is located the Amazon River in Brazil.
- 8 Canada is the north the United States.

B PAIR WORK With a partner, choose five places you know in or near your country. Then describe and write where they are, using prepositional phrases of geographical location.

▶ 5:24 **Compass directions**

N = north NE = northeast
S = south NW = northwest
E = east SE = southeast
W = west SW = southwest

Note: the **east coast** (OR **eastern coast**)
Also: the [northern / southern / western] coast

DIGITAL
VIDEO
COACH
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Voiced and voiceless th*

A ▶ 5:25 Read and listen. Then listen again and repeat.

Voiced <u>th</u>	Voiceless <u>th</u>
1 there	thanks
2 this	think
3 northern	north
4 southern	south
5 the west	southwest

B PAIR WORK Take turns reading the sentences you wrote in Exercise B above, paying attention to voiced and voiceless th sounds.

CONVERSATION MODEL

A ▶ 5:26 Read and listen to someone describing a geographical location.

A: Where exactly is the temple located?

B: About 15 kilometers north of Kyoto.
Are you planning to go there?

A: I've been thinking about it.

B: It's a must-see. Be sure to take pictures!

▶ 5:28 **Recommendations**

It's a must-see.
You don't want to miss it.

▶ 5:29 **Criticisms**

It's overrated.
It's a waste of time.

B ▶ 5:27 **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.



NOW YOU CAN

Describe a geographical location

مرجع زبان ایرانیان

DIGITAL
VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to talk about the location of an interesting place. Use the map and the pictures or a map of your own country. Then change roles.

A: Where exactly located?

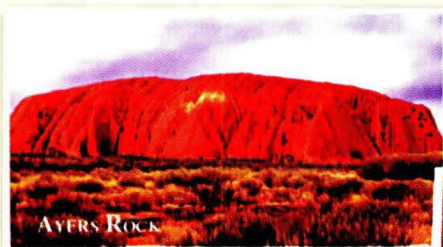
B: Are you planning to go there?

A: I've been thinking about it.

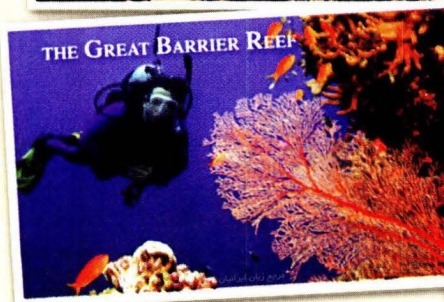
B:

DON'T STOP!

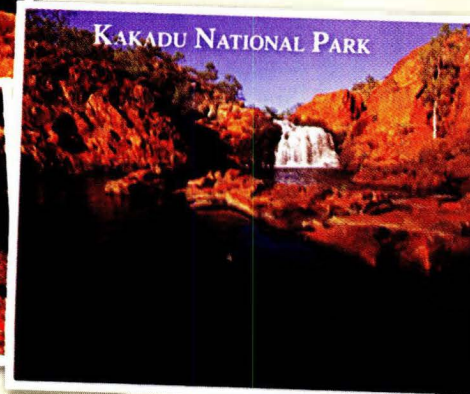
- Ask more questions about the place.
[Is it / Are they] worth seeing?
[Is [it / the trip] doable in [one day]?
- Ask about other places.



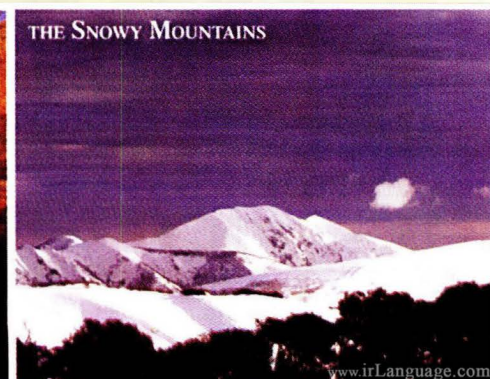
AYERS ROCK



THE GREAT BARRIER REEF



KAKADU NATIONAL PARK



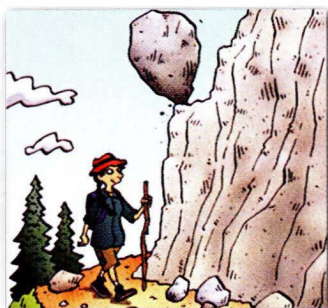
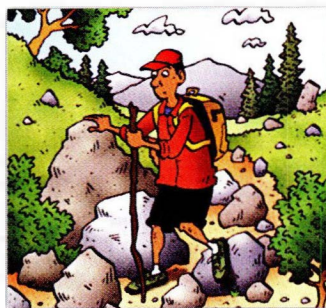
THE SNOWY MOUNTAINS

B **CHANGE PARTNERS** Describe other places.

VOCABULARY Describe risks

A ▶ 5:30 Read and listen. Then listen again and repeat.

مرجع زبان ایرانیان

It can be quite **dangerous**.It can be very **rocky**.It can be extremely **steep**.

▶ 5:31 Some places

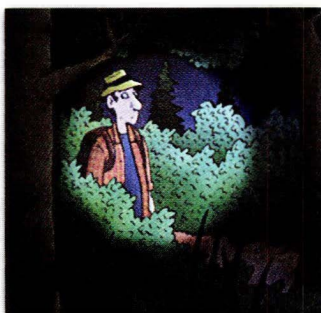
a path



a cliff



a cave

It can be so **slippery**.It can be pretty **dark**.It can be terribly **exhausting**.It can be really **foggy**.

▶ 5:32 Dangerous animals and insects

“ Watch out for [snakes]. ”

“ Keep an eye out for [bears]. ”



a snake



a shark



a jellyfish



a bear



a scorpion



a mosquito

B ▶ 5:33 LISTEN TO INFER Listen to the conversations. Check if the speaker thinks the place is risky or not.

risky not risky

- | | | |
|--|--------------------------|--------------------------|
| 1 He thinks hiking around the waterfall is ... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She thinks climbing the mountain is ... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She thinks swimming in the bay is ... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He thinks walking on the cliffs is ... | <input type="checkbox"/> | <input type="checkbox"/> |

C ▶ 5:34 LISTEN TO ACTIVATE VOCABULARY Listen again. Complete each statement with the risks.

- 1 He warns that the path is sometimes and there may be
- 2 She warns that there may be and that the path can be
- 3 He's worried that there will be a lot of and there may be
- 4 He warns that the cliffs are and there may be

GRAMMAR *Too + adjective and infinitive*

Use **too** + an adjective and an infinitive to give a warning or an explanation.

It's too dark to go hiking now. = Don't go hiking now because it's dark.

Those cliffs are too steep to climb. = You shouldn't climb those cliffs because they're very steep.

Use a **for** phrase to further clarify a warning or explanation.

It's too dangerous for children to go swimming there. (Only adults should swim there.)

GRAMMAR BOOSTER p. 145

- Infinitives with **enough**

مرجع زبان ایرانیان

GRAMMAR PRACTICE Complete the sentences, using **too** + an adjective and a **for** phrase + an infinitive.

- 1 It's to that neighborhood alone.
dangerous / you / go
- 2 The pyramid at Teotihuacán is
steep / older tourists / climb
- 3 It's the last train to the capital.
late / your friends / catch
- 4 The path is safely.
rocky / your children / walk on
- 5 It's really hiking to the waterfall today.
hot / us / go
- 6 Don't you think this map is ?
confusing / them / understand

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A ▶ 5:35 Read and listen to someone warning about a risk.

A: Excuse me. Can you tell me the way to the beach?

B: That way. It's not very far.

A: Thanks. Is it safe to go swimming there?

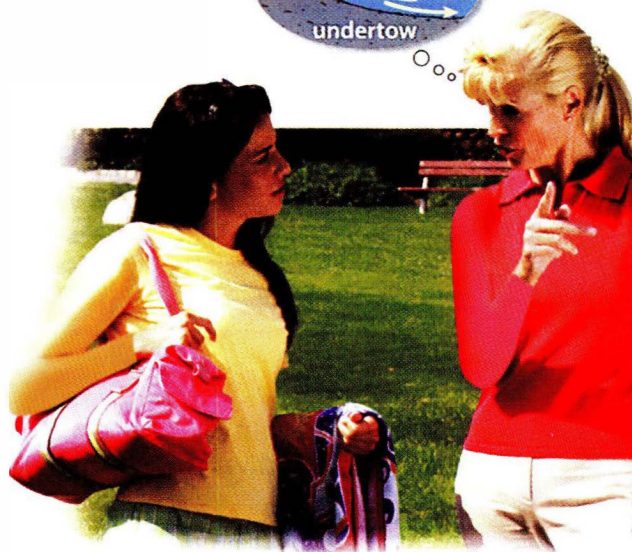
B: Sure, but be careful. There's sometimes an undertow.

A: Really?

B: Well, it's too dangerous for children to go swimming there. But I'm sure you'll be fine.

A: Thanks for the warning.

B ▶ 5:36 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN

Warn about a possible risk

www.irLanguage.com

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Ask for directions to another place. Warn about possible risks. Then change roles.

A: Excuse me. Can you tell me the way to ?

B:

A: Thanks. Is it safe to there?

B:

B CHANGE PARTNERS Warn about another place.

DON'T STOP!

- **Ask for more information.**
Do I need to watch out for [jellyfish / sharks]?
Are there a lot of [snakes / bears]?
Is the path very [steep / rocky / slippery]?
[Is it / Are they] worth seeing?
- **Warn about other risks.**
Watch out for [scorpions].
It's too [dangerous / dark] [for ___] to ___ there.

Places to go	Things to do
a waterfall	go swimming
a path	go hiking
a cave	go climbing
a beach	go biking
cliffs	go skiing
a volcano	
a national park	

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

- A ▶ 5:37 **VOCABULARY** • *Describing natural features* Read and listen.
Then listen again and repeat.

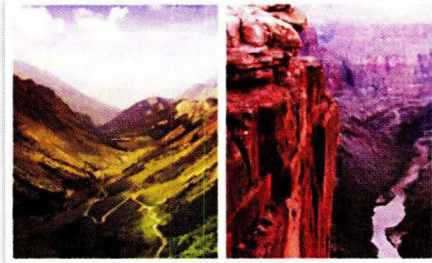
▶ 5:38 **Strong positive adjectives**
The scenery was **breathtaking**.
The views were **spectacular**.
The sights were **extraordinary**.

Geographic nouns



a forest

a jungle



a valley

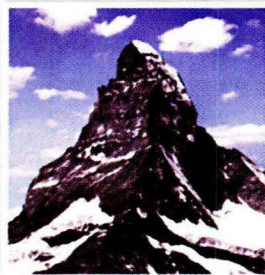
a canyon



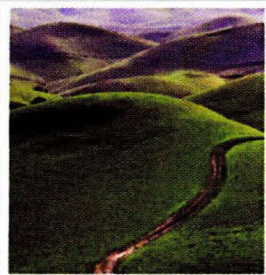
an island

a glacier

Geographic adjectives



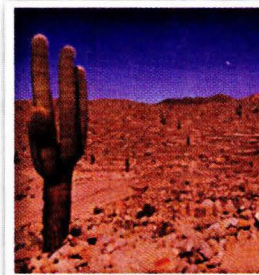
mountainous



hilly



flat



dry / arid



lush / green

www.irLanguage.com

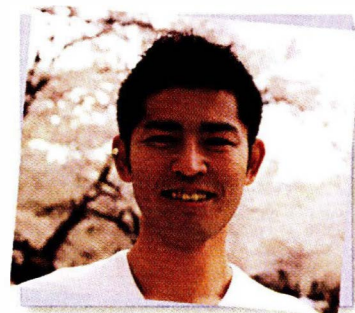
- B **PAIR WORK** Talk about places you know, using the nouns and adjectives from the Vocabulary.

“ The north of this country is pretty flat and arid, but in the south it's really mountainous. The green valleys and forests are spectacular. ”

LISTENING COMPREHENSION

- A ▶ 5:39 **LISTEN FOR MAIN IDEAS** Read the questions. Listen to a description of a memorable trip and answer the questions.

- What country did Mr. Yamagichi visit?
a the U.S. b Australia c Canada d the U.K.
- What kind of place did he visit?
a a park b a beach c an island d a jungle
- What activity did he and his wife do the most?
a go skiing b go swimming c go hiking d go hang gliding
- What geographical adjective best describes this place?
a flat b arid c hilly d mountainous



Mitsuhiro Yamagichi

- B ▶ 5:40 LISTEN FOR DETAILS** Listen again and pay attention to how Mr. Yamagichi describes what he saw on his trip. Complete each phrase with a word from the box.

- | | |
|-----------------------|----------------------|
| 1 amazing | 5 fantastic |
| 2 breathtaking | 6 fresh, clean |
| 3 extraordinary | 7 slippery |
| 4 famous | 8 spectacular |

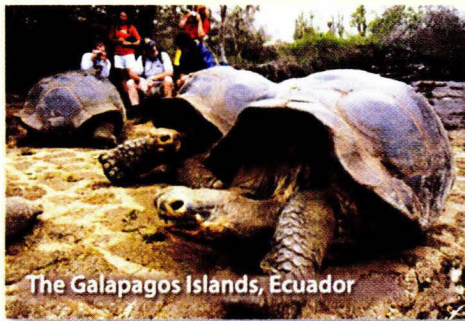
air	lake
canyon	mountains
cliffs	path
forests	views
glacier	water
hotel	waterfalls

- C PAIR WORK** With a partner, summarize Mr. Yamagichi's trip in your own words by restating key details. Listen again if necessary.

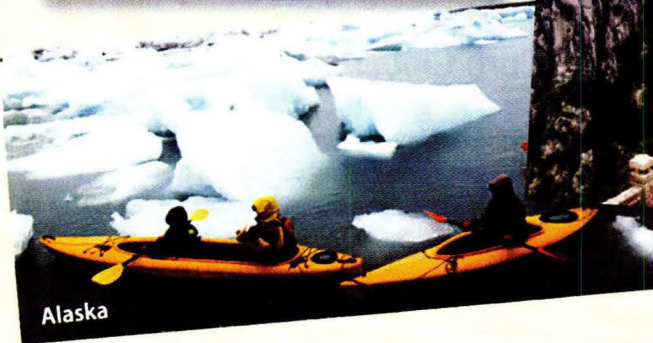
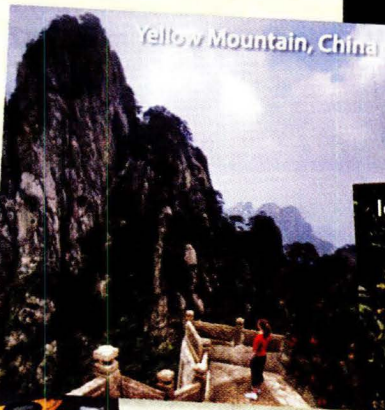
NOW YOU CAN Describe a natural setting

«وضع زبان ایرانیان»

- A FRAME YOUR IDEAS** Choose a photo. Describe the place and what a person could do there. Your partner guesses which place you chose.



“It's a lush island in a beautiful ocean. You can lie on the beach and do nothing or go snorkeling. ♡ ♡”



- B NOTEPADDING** On your notepad, write about a spectacular place you know or a place you'd like to visit. What does it look like? What can you do there?

Name of place:	Things you can do there:
Description:	

www.irLanguage.com

- C PAIR WORK** Tell your partner about the place you wrote about on your notepad. Use the Vocabulary.



RECYCLE THIS LANGUAGE.

www.irLanguage.com

It's in the [north] / on the [coast].
It's located on the [Orinoco River].
It's located on the [shore / east coast] of [Lake Victoria].
It's south of ____.
It's in the central part of ____.
It's a must-see.

You don't want to miss it.
[Bash Bish Falls] is overrated, but [Niagara Falls] is breathtaking.
[Saw Valley] is a waste of time, but [Pine Valley] is extraordinary.
It's very [rocky / steep / slippery].

BEFORE YOU READ

A ▶5:41 **VOCABULARY • Energy and the environment** Read and listen. Then listen again and repeat.

the environment *n.* the air, water, and land in which people, animals, and plants live

pollution *n.* the act of causing air, water, or land to become dirty and unhealthy for people, animals, and plants

climate change *n.* a long-term change in the Earth's temperatures and weather patterns

power *n.* electricity or other force that can be used to make machines, cars, etc., work

renewable energy *n.* power from natural resources, such as wind power or solar power (from the sun), that is continually available for human use

energy-efficient *adj.* using as little power as possible

▶5:42 **Stress in verbs and nouns**

increase *v.* to become larger in amount
an increase in [temperature] *n.*

decrease *v.* to become smaller in amount
a decrease in [pollution] *n.*

B DISCUSSION What do you already know about global warming? What causes it? What effect is it having on the environment?

READING ▶5:43

Choose Clean Energy and Help Curb Global Warming

Fossil fuels such as oil, coal, and natural gas provide energy for our cars and homes, but increase the amount of carbon dioxide (CO₂) in the air, contributing to climate change in the form of global warming. However, there are choices we can make that can lessen their negative impact on the environment.

Get moving—Take good care of your car and keep your tires properly inflated with air. You will use less gasoline and save money. Better yet, skip the drive and walk, take public transportation, or ride a bicycle when you can.

Upgrade—Replace your old refrigerator or air conditioner with a new energy-efficient model. Not only will you save money on your electric bill, but you'll contribute to cutting back on the pollution that causes global warming.

See the light—Use new energy-saving compact fluorescent light bulbs. They produce the same amount of light as older incandescent bulbs, but they use 75% less electricity and last much longer.

Cut back—Try to reduce the amount of water you use for showers, laundry, and washing dishes. And turn the

temperature on your hot water heater down.

Recycle—Use products that are recycled from old paper, glass, and metal to reduce energy waste and pollution by 70 to 90%. And before you toss things in the garbage, think about what you can reuse.

Think local—Shipping foods over long distances is a waste of energy and adds to pollution. In addition, the pesticides and chemicals used to grow them are bad for the environment. So buy locally grown fruits and vegetables instead.

Speak out—Talk to lawmakers about your interest in curbing global warming. Support their attempts to improve standards for fuel efficiency, to fund renewable and clean energy solutions, such as wind and solar power, and to protect forests.

www.irLanguage.com

The effects of global warming

- An increase in floods, droughts, tornadoes, and other extreme weather conditions
- A rise in sea levels, causing flooding in coastal areas
- Higher sea surface temperatures, endangering sea life
- The shrinking of glaciers, leading to a decrease in fresh water for rivers and less energy production
- A loss of tropical forests, an increase in arid lands, more forest fires, and a loss of animal and plant species
- A decrease in agricultural yields, leading to famine

Clean, renewable energy solutions like wind power can help curb global warming.



Compact fluorescent light bulbs use less electricity.

A UNDERSTAND FROM CONTEXT Find and underline each of the following words or phrases in the Reading. Then use your understanding of the words to write definitions.

- | | |
|------------------------|-----------------|
| 1 fossil fuels | 4 reduce |
| 2 global warming | 5 curbing |
| 3 inflated | 6 a rise |

B CRITICAL THINKING Discuss the questions.

- The article mentions fossil fuels as a major source of energy. What two other sources of energy are mentioned? How are they different from fossil fuels?
- Look at the list of the effects of global warming in the Reading. What impact could they have on these aspects of your country's economy: tourism, food production, housing, and disaster relief?

C SUMMARIZE Review the Reading again. Then close your book. With a partner, discuss and make a list of the ways the Reading suggests you can help curb global warming.

DIGITAL
MORE
EXERCISES

NOW YOU CAN

Discuss solutions to global warming

www.irLanguage.com

www.irLanguage.com

A NOTEPADDING What do you do in your daily life that might contribute to the energy waste and pollution that causes global warming? Make a list on your notepad.

at home:
at work:
at school:
in transportation:
other:

C DISCUSSION Do you agree with the suggestions in the Reading? Discuss the value of trying to take personal actions to help curb global warming. Talk about:

- what you are doing now.
- what you'd like to do in the future.
- what you think is not worth doing.



RECYCLE THIS LANGUAGE.

Are you in favor of ___?
I think / don't think it's a good idea to ____.
I'm against ____.
That's true, but ____.
I see what you mean, but ____.
Well, on the one hand, ____ But, on the other hand, ____.
That's one way to look at it, but ____.
That depends.
We'll have to agree to disagree.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a waste of energy."

B PAIR WORK Compare notepads with a partner. Discuss what you think each of you could do to help cut down on energy waste and pollution.

“ I don't really recycle everything I can right now, but I'd like to. I think it would be better for the environment if I did. ”

“ I want to buy energy-efficient light bulbs, but they're more expensive than the regular kind. ”



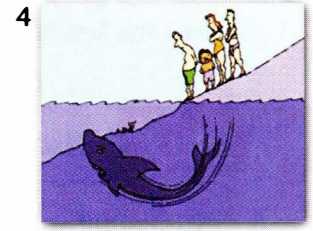
REVIEW

- A** ▶ 5:44 Listen to the conversations. Write the type of place each person is talking about, choosing words from the box. Then check whether or not the person recommends going there.

a canyon	a desert	an island	a volcano
a cave	a glacier	a valley	a waterfall

Type of place	Recommended?	Type of place	Recommended?
1	<input type="checkbox"/> yes <input type="checkbox"/> no	3	<input type="checkbox"/> yes <input type="checkbox"/> no
2	<input type="checkbox"/> yes <input type="checkbox"/> no	4	<input type="checkbox"/> yes <input type="checkbox"/> no

- B** Look at the pictures. Complete the warnings about each danger, using too.



- 1 That road to ride on if you're not careful.
 2 Those steps climb safely after a rain.
 3 go in the cave without a flashlight.
 4 go swimming in the bay.

- C** Complete the locations, using the map.

- 1 The town of Saint-Pierre is the shore the island of Saint-Pierre.
 2 Grand Barachois Bay the village of Miquelon.
 3 The island of Saint-Pierre Langlade.
 4 The village of Miquelon about from the town of Saint-Pierre.
 5 The beaches the coast.



WRITING

Write a description of your country, state, or province. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.

quiet / noisy	humid / foggy	spectacular
crowded	dry / arid	breathtaking
hot / warm	lush / green	extraordinary
cold / cool	steep / rocky	beautiful
mountainous	high / low	gorgeous
flat / hilly	green / blue	unique

WRITING BOOSTER p. 153

- Organizing by spatial relations
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 155
 "It's a Beautiful World"
 DIGITAL SONG DIGITAL KARAOKE

ORAL REVIEW

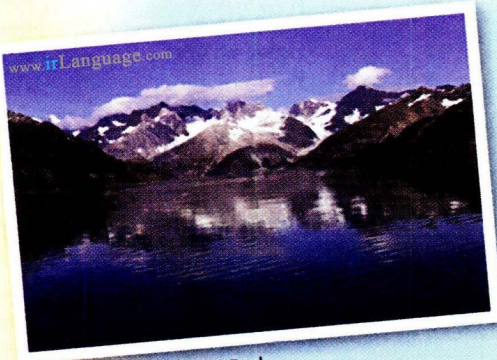
GAME Using the map and the pictures, describe a location or natural features. Your classmates guess the place. For example:

It's located south of Denali National Park. OR It has spectacular glaciers.

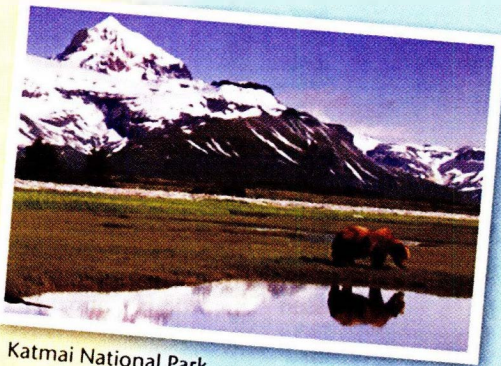
PAIR WORK Use the map and the "Explore Alaska!" chart to create conversations for the man and the woman. Start like this:

Where exactly is __? OR Excuse me. Could you tell me the way to __?

مرجع زبان ایرانیان



Glacier Bay National Park



Katmai National Park



Explore Alaska!



	bears	mosquitos	snakes	fog
Denali National Park	✓	✓	x	✓
Kodiak Island	✓	✓	x	✓
Katmai National Park	✓	✓	x	x
Glacier Bay National Park	x	x	x	✓



✓ NOW I CAN

- ☐ Describe a geographical location.
- ☐ Warn about a possible risk.
- ☐ Describe a natural setting.
- ☐ Discuss solutions to global warming.