

COMMUNICATION GOALS

- 1 Describe appearance.
- 2 Show concern about an injury.
- 3 Suggest a remedy.

مرجع زبان ایرانیان

UNIT

12

Appearance and Health

LESSON

1

GOAL

Describe appearance

DIGITAL
FLASH
CARDS

- 1 ▶ 4:36 **VOCABULARY** • *Adjectives to describe hair* Read and listen. Then listen again and repeat.

1 black



2 brown



3 red



4 blonde



5 gray



6 white



7 dark



9 straight

8 light



10 wavy



11 curly



12 long



13 short

14 He's bald.

15 He has a mustache.

16 He has a beard.

17 He wears glasses.

DIGITAL
FLASH
CARDS

- 2 ▶ 4:37 **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.

1 eye

2 eyebrow

3 eyelashes

4 nose

6 mouth

8 chin

5 ear

7 teeth



9 brown eyes



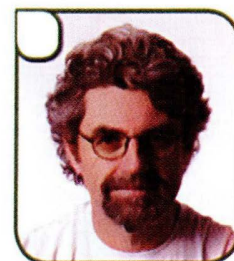
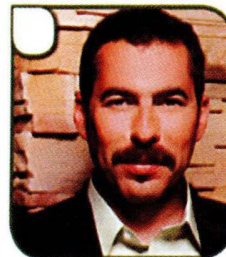
10 blue eyes



11 green eyes

two teeth
BUT one tooth
two teeth
BUT one tooth

- 3 ▶ 4:38 **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



4 GRAMMAR • Describing people with be and have

With be

Her eyes are blue.
Their hair is gray.
Her eyelashes are long and dark.

With have

She has blue eyes.
They have gray hair.
She has long, dark eyelashes.

Remember:

Adjectives come before the nouns they describe.
She has blue eyes. NOT She has ~~eyes blue~~.

Adjectives are never plural.
She has blue eyes. NOT She has ~~blues~~ eyes.
Her eyes are blue. NOT Her eyes are ~~blues~~.

5 GRAMMAR PRACTICE Complete each sentence with the correct form of be or have.

- 1 A: What does your brother look like?
B: Well, he a mustache and wavy hair.
And he wears glasses.
- 2 A: What does your mother look like?
B: Her hair curly and black.
- 3 A: What does her father look like?
B: He a short, gray beard.

- 4 A: What does his grandmother look like?
B: She curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?
B: His sister? Her hair long and pretty!
- 6 A: What do your brothers look like?
B: They straight, black hair, and they wear glasses.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Describe appearance

1 ▶ 4:39 CONVERSATION MODEL Read and listen.

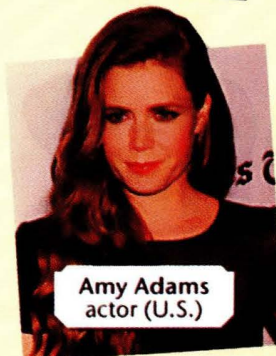
- A: Who's that? She looks familiar.
B: Who?
A: The woman with the long, dark hair.
B: Oh, that's Ivete Sangalo.
She's a singer from Brazil.
A: No kidding!



2 ▶ 4:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Talk about the people in the photos. (OR use your own photos.) Then change roles.

- A: Who's that? looks familiar.
B: Who?
A: The with the
B: Oh, that's 's from
A: No kidding!



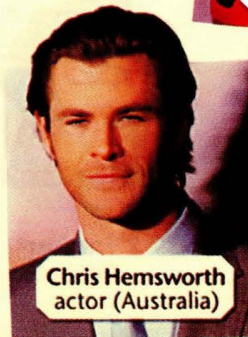
DON'T STOP!

Say more about the person's appearance.

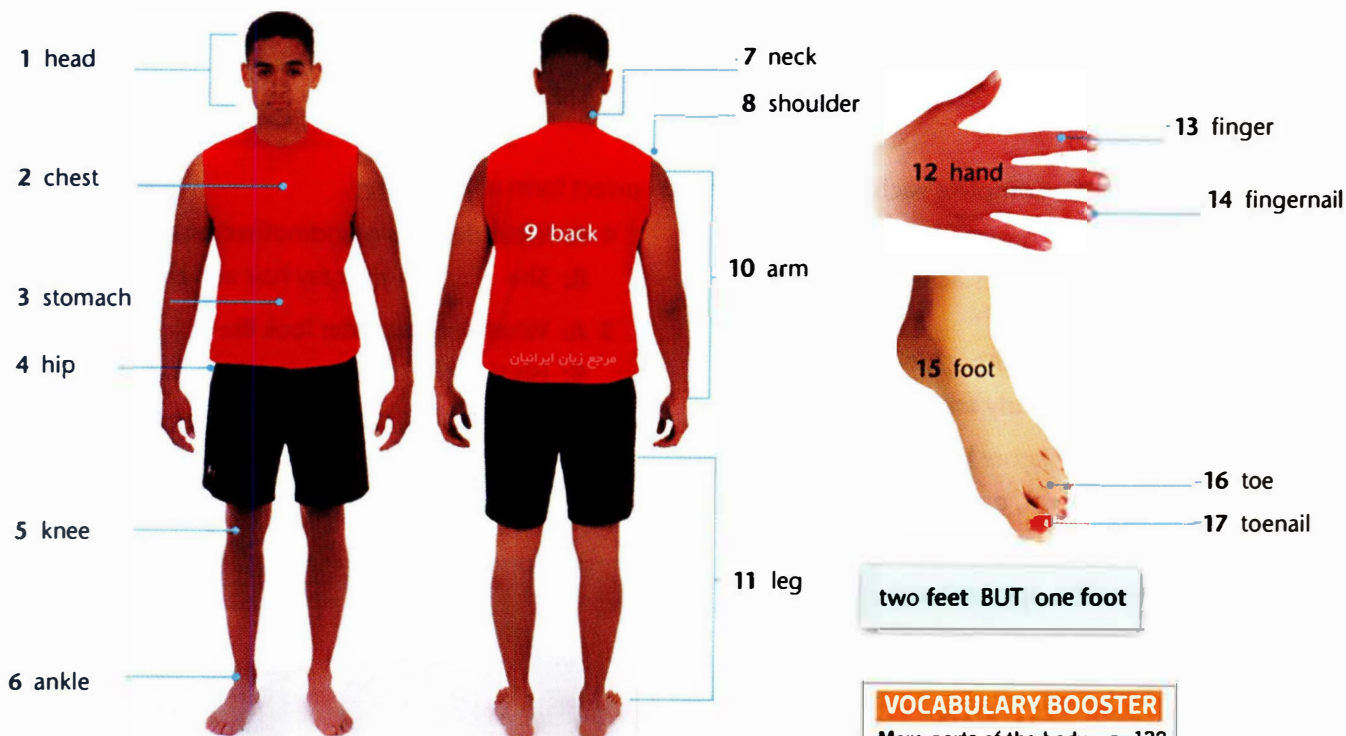
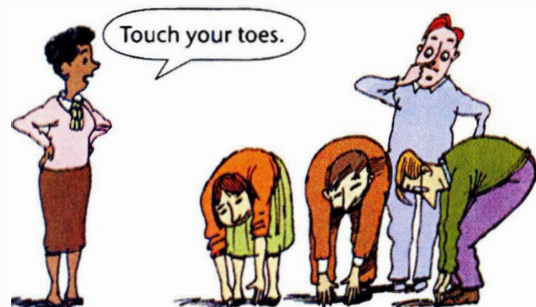


RECYCLE THIS LANGUAGE.

He's so [good-looking / handsome / old].
She's very [pretty / young / tall].
Her hair is so [wavy / pretty / short].
His eyes are very [blue / dark].



4 CHANGE PARTNERS Talk about other people.

DIGITAL
FLASH
CARDS1 ▶ 4:41 **VOCABULARY • Parts of the body** Read and listen. Then listen again and repeat.2 **GAME / VOCABULARY PRACTICE** Follow a classmate's directions. If you make a mistake, sit down.DIGITAL
FLASH
CARDS3 ▶ 4:42 **VOCABULARY • Accidents and injuries** Read and listen. Then listen again and repeat.

base form	past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell

1 He **burned** his finger.2 She **hurt** her back.3 She **cut** her hand.4 He **broke** his arm.5 He **fell** down.

- 4 ▶4:44 **LISTENING COMPREHENSION** Listen to the conversations. Write each injury. Then listen again and check your work.

1 She burned her arm
 2 He
 3 She

4 He
 5 She
 6 He

DIGITAL
VIDEO
COACH

- 5 ▶4:45 **PRONUNCIATION • More vowel sounds** Read and listen. Then listen again and repeat. Then practice saying the words on your own.

1 /u/	2 /ʊ/	3 /oʊ/	4 /ɔ/	5 /ɑ/
tooth	should	nose	awful	blonde
blue	good	toe	fall	hot
food	foot	broke	long	wash

NOW YOU CAN Show concern about an injury

- 1 ▶4:46 **CONVERSATION MODEL** Read and listen.

A: Hey, Evan. What happened?
 B: I broke my ankle.
 A: I'm sorry to hear that. Does it hurt a lot?
 B: Actually, no. It doesn't.

▶4:48

Ways to express concern

I'm sorry to hear that.
 Oh, no.
 That's too bad.

- 2 ▶4:47 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures for ideas. Then change roles.

A: Hey, What happened?
 B: I
 A: Does it hurt a lot?
 B: Actually, It



- 4 **CHANGE PARTNERS** Discuss other injuries.

DIGITAL
FLASH
CARDS

1 ▶4:49 VOCABULARY • Ailments Read and listen. Then listen again and repeat.

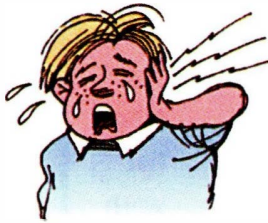
I don't feel well. I have ...



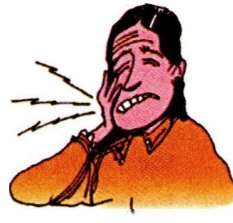
1 a headache



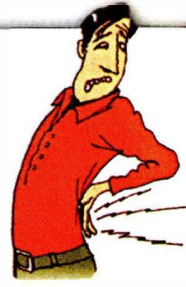
2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

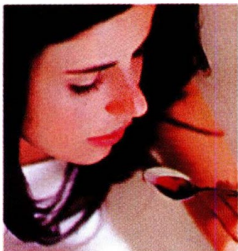
2 VOCABULARY PRACTICE Tell your partner about a time you had an ailment. Use the Vocabulary.

“ I had a headache last week. ”

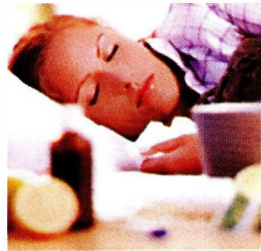
“ Really? I never have headaches. ”

DIGITAL
FLASH
CARDS

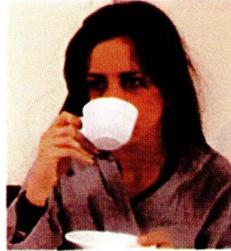
3 ▶4:50 VOCABULARY • Remedies Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / see a dentist

4 GRAMMAR • Should + base form for suggestionsUse should with the base form of a verb.I
You
He
She
We
Theyshould take something.
shouldn't go to work.You should
see a doctor.He shouldn't go
to school today.

- 5 ▶4:51 **LISTENING COMPREHENSION** Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use should.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She <i>should take something</i> .
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He

- 6 **VOCABULARY / GRAMMAR PRACTICE** Work with a partner. Listen to your partner's ailments. Suggest remedies. Use should or shouldn't.

Partner A's ailments

- I have a backache.
- I don't feel well. I think I have a fever.
- My son doesn't feel well. He has a cough.

Partner B's ailments

- I have a bad toothache.
- I have a sore throat.
- My wife feels really bad. She has a stomachache.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Suggest a remedy

- 1 ▶4:52 **CONVERSATION MODEL** Read and listen.

A: I don't feel well.
 B: What's wrong?
 A: I have a headache.
 B: Oh, that's too bad. You really should take something.
 A: Good idea. Thanks.
 B: I hope you feel better.

▶4:54
Ways to say you're sick
 I don't feel well.
 I feel terrible.
 I don't feel so good.

- 2 ▶4:53 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL
VIDEO

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Suggest a remedy with should. Then change roles.

A:
 B: What's wrong?
 A:
 B: You really
 A: Thanks.
 B: I hope you feel better.

DON'T STOP!

Give other advice, using should or shouldn't.

Ideas

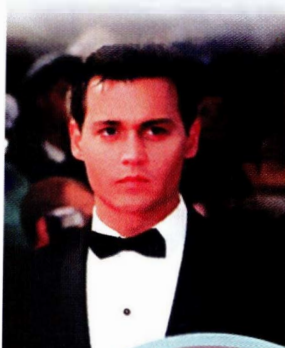
- ✓ go to bed ✗ go to class
 ✓ take a nap ✗ exercise

- 4 **CHANGE PARTNERS** Discuss other ailments.



- 1 ▶ 4:55 **READING** Look at the photos and read the descriptions. Do you know these famous people?

Johnny Depp



John Christopher Depp is an actor from the U.S., famous as "Johnny Depp." Depp's father was an engineer, and his mother worked in a restaurant. Before he was an actor, he was a rock musician. On a trip to Los Angeles, he met the actor Nicholas Cage. Cage gave Depp some advice: he should be an actor. Today, Depp is famous around the world for his movies.



He changes his style a lot for different movie parts. Sometimes his hair is short. Sometimes he wears glasses and has long hair. And sometimes he doesn't shave and has a mustache and a beard. Many people think he is very handsome—and a very good actor. Depp has two children, Lily-Rose and Jack.

Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional Arab music. In 1996 Shakira's Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is a TV star too, and she is famous all over the world. When Shakira was young, she had long black hair. Later, she changed her hair style to long and blonde. But her fans think she is beautiful in any style.



- 2 **READING COMPREHENSION** Answer the questions. Write the person.

Johnny Depp
Depp's children

Depp's father
Depp's mother

Shakira
Shakira's grandparents

Nicholas Cage

- 1 Who acts in movies?
- 2 Who is a grandmother?
- 3 Who is from Lebanon?
- 4 Whose father was a musician?
- 5 Who gave good advice?
- 6 Who was an engineer?

- 3 **PAIR WORK** Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?

“ I like Shakira in the first picture. She has... ”

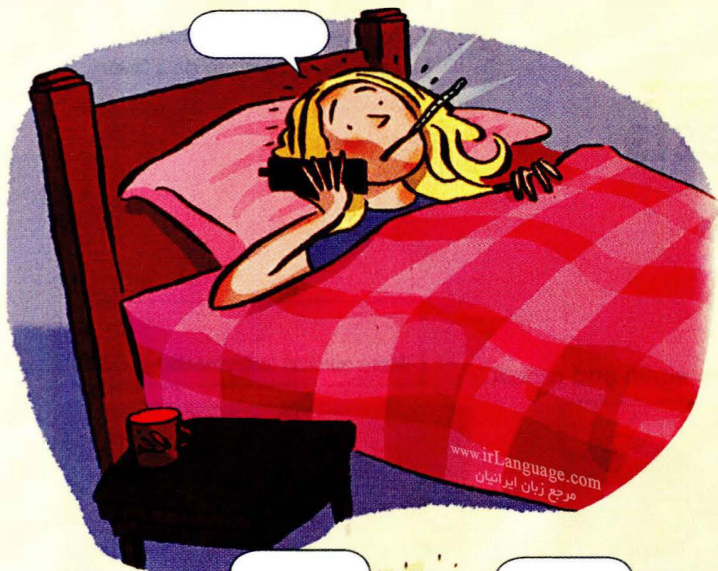
“ I like short, wavy hair on men. ”

- 5 **GROUP WORK** Describe someone in your class. Your classmates guess who it is.

“ She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt. ”

GRAMMAR BOOSTER

Unit 12 review • p. 143



GAME Play in groups of three. Partner A: Describe a person's ailment or injury. Partners B and C: Who can point to the picture first?

For example: *He has a headache.*

PAIR WORK

- 1 Describe a person. Your partner points to the picture.
For example: *He has brown hair.*
- 2 Suggest a remedy. Your partner points to the picture.
For example: *She should see a doctor.*
- 3 Create a conversation for each situation. Start like this:
What happened? OR *I feel terrible.*

WRITING Describe someone you know. Use the vocabulary from this unit and from Unit 4. For example:

My friend Sam is very handsome.

He has short, curly hair...

WRITING BOOSTER p. 149
Guidance for this writing exercise



✓ NOW I CAN

- ☐ Describe appearance.
- ☐ Show concern about an injury.
- ☐ Suggest a remedy.

COMMUNICATION GOALS

- 1 Discuss your abilities.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.

UNIT

13

Abilities and Requests

LESSON

1

GOAL

Discuss your abilities

DIGITAL
FLASH
CARDS

- 1 ▶ 5:02 **VOCABULARY • Abilities** Read and listen. Then listen again and repeat.



1 sing



2 dance



3 swim



4 play the guitar / the violin



5 ski



6 cook



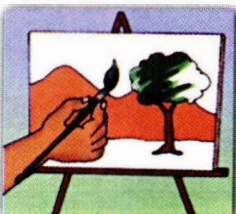
7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

▶ 5:03 **Adverbs well and badly**

Tom sings well. Ryan sings badly.

- 2 **VOCABULARY PRACTICE** Write three things you do well and three things you do badly.

1 I sing well.

1 I dance badly.

مرجع زبان ایرانیان

1

1

2

2

3

3

- 3 **PAIR WORK** Tell your partner about your abilities. Use your sentences from Vocabulary Practice with and and but.

“ I sing well, **but** I dance badly. ”

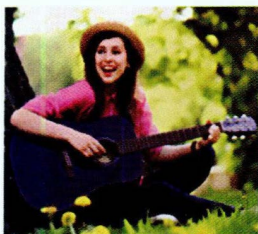
“ I draw well, **and** I paint well, too. ”

- 4 **GROUP WORK** Tell your class about some of your partner's abilities.

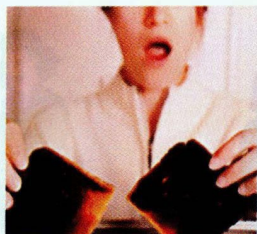
“ Ann sings well, **but** she dances badly. She plays the guitar, **and** she plays the violin, too. ”

5 GRAMMAR • Can and can't for ability

To talk about ability, use **can** or **can't** and the base form of a verb.



Carrie can play the guitar.



Josie can't cook.

Questions

Can you play the guitar?
Can he speak English?

Short answers

Yes, I can. / No, I can't.
Yes, he can. / No, he can't.

Use **can** or **can't** with **well** to indicate degree of ability.

She can play the guitar, but she can't play **well**.

can't = can not = cannot

6 GRAMMAR PRACTICE Complete each conversation with **can** or **can't** and the base form of a verb.

1 A: you the guitar?

B: Yes, I But I don't play well.

2 A: Gwen well?

B: Yes, she She swims very well.

3 A: your brother?

B: My brother? No. He cook at all.

4 A: Gloria English well?

B: No, she She needs this class.

5 A: your mother?

B: Yes. She knits very well.

6 A: your sisters?

B: Yes. They go skiing every weekend.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss your abilities

1 ▶5:04 CONVERSATION MODEL Read and listen.

A: Can you draw?

B: Actually, yes, I can. Can you?

A: No, I can't.

B: Really? That's too bad.

▶5:06 Ways to respond

A: I can draw. A: I can't draw.

B: That's great! B: That's too bad.

2 ▶5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Discuss your abilities. Then change roles.

A: Can you?

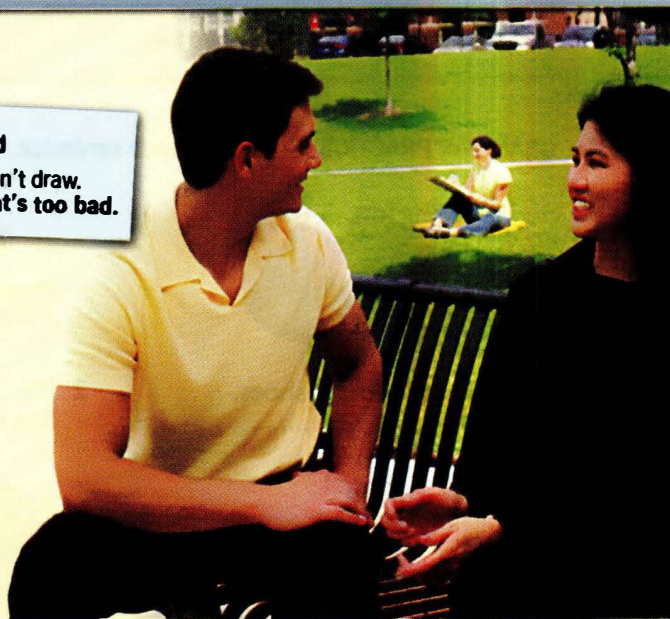
B: Actually, I Can you?

A: I

B: Really? That's

DON'T STOP!


Ask more questions. Say more about your abilities.



4 CHANGE PARTNERS Discuss other abilities.

RECYCLE THIS LANGUAGE.

What do you [draw]? I draw [people].
How often do you [ski]? I ski [every weekend].
Where do you [sing]? I sing [in the shower].

- 1**  **3:07 VOCABULARY** • *Reasons for not doing something* Read and listen. Then listen again and repeat.



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

- 2 PAIR WORK** Tell your partner about a time you were busy, tired, or full.

“ Last week, I worked late every day. I was so tired. ”

- 3 GRAMMAR** • Too + adjective

Too makes an adjective stronger. It usually gives it a negative meaning.

I'm too busy. I can't talk right now.
I'm too tired. Let's not go to the movies.
It's too late. I should go to bed.

Be careful!

Don't use too with a positive adjective.

She's so pretty!
NOT She's ~~too~~ pretty!

- 4 GRAMMAR PRACTICE** Complete each sentence. Use too and an adjective.



- 1 I don't want these shoes.
They're



- 2 It's today.
She can't go swimming.



- 3 I'm
I can't read right now.



- 4 He doesn't want that shirt.
It's



- 5 I can't talk right now.
I'm



- 6 It's for a movie.
We should go to bed.

1 ▶ 5:08 CONVERSATION MODEL Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's OK. Maybe some other time.

2 ▶ 5:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL
VIDEO

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Suggest a different activity. Use the Vocabulary and the photos (or your own ideas). Then change roles.

A: Hey, Let's go

B: I'm really sorry,, but

A: That's OK. Maybe some other time.

DON'T STOP!

Suggest another day or time.



RECYCLE THIS LANGUAGE.

How about [tomorrow / this weekend / this evening / at 6:00]?

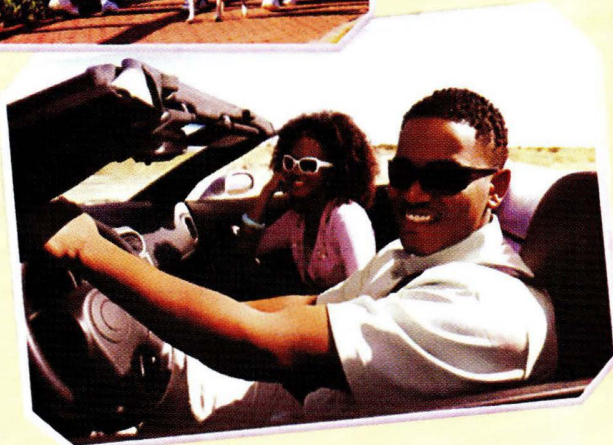
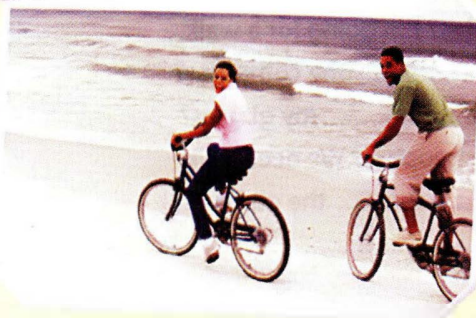
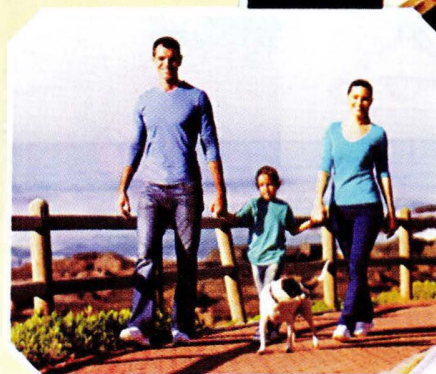
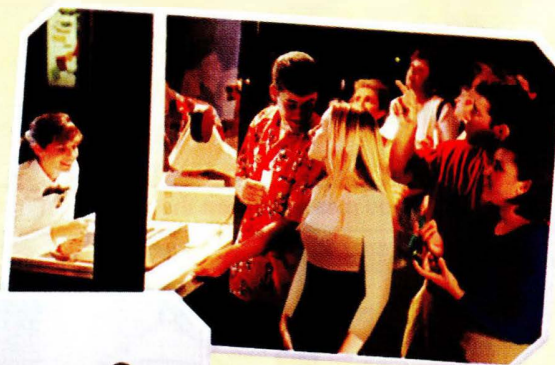
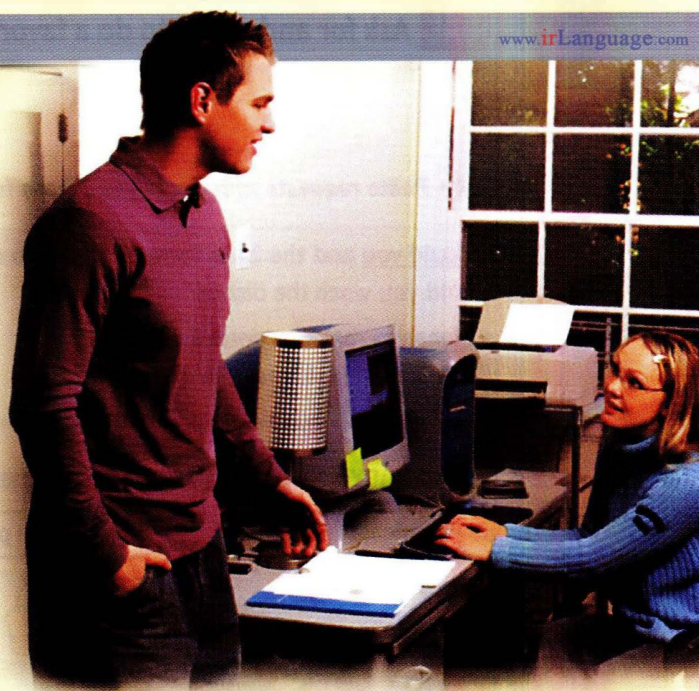
Sounds great! / OK!

I'm not hungry.

I'm too [tired / busy / full].

It's too [early / late].

It's too [windy / hot / cold / rainy] today.



4 CHANGE PARTNERS Suggest other activities and give other reasons.

1 GRAMMAR • Polite requests with Could you + base form

Use Could you and the base form of a verb to make a request.

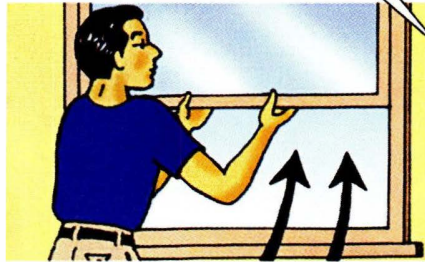
Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?

DIGITAL
FLASH
CARDS

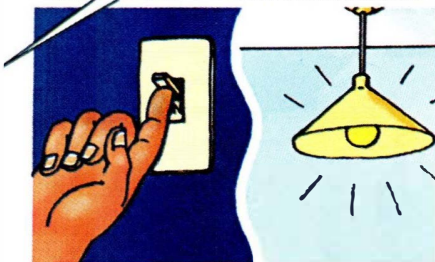
2 ▶ 5:10 VOCABULARY • Favors Read and listen. Then listen again and repeat.

1 Could you please **help me**?2 Could you please **open** the window?

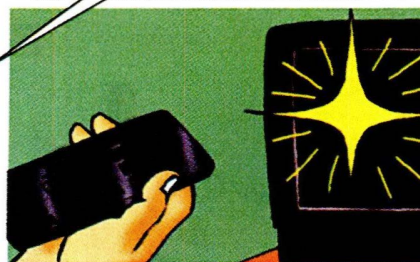
Also: open the door / refrigerator

3 Could you please **close** the door?

Also: close the window / microwave

4 Could you please **turn on** the light?

Also: turn on the stove / computer

5 Could you please **turn off** the TV?

Also: turn off the microwave / light

6 Could you please **hand me** my glasses?

Also: hand me my sweater / book

3 VOCABULARY / GRAMMAR PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

- 1 It's a little hot in here. Could you please open the window?
- 2 I have a headache. the TV?
- 3 my jacket? I'm going for a walk.
- 4 I'm going to bed. the computer?
- 5 I want to read a book. my glasses?
- 6 shopping? We need milk.
- 7 I'm busy right now. the garbage?
- 8 Let's watch a movie. the TV?

DIGITAL
MORE
EXERCISES

- 4 ▶ 5:11 LISTENING COMPREHENSION Listen to the conversations. Then complete each request.

- 1 Could you close the window , please?
- 2 Could you _____ ?
- 3 Could you please _____ ?
- 4 Could you please _____ ?
- 5 Could you _____ ?

DIGITAL
VIDEO
CORNER

- 5 ▶ 5:12 PRONUNCIATION • *Blending of sounds: Could you . . .* Read and listen. Then listen again and repeat.

/ˈkʊdʒu/

- 1 **Could you** please open the window?
- 2 **Could you** please close the door?

- 6 VOCABULARY / PRONUNCIATION PRACTICE Look again at the Vocabulary. With a partner, take turns reading the requests aloud. Pay attention to blending of sounds in Could you.

NOW YOU CAN

Ask for and agree to do a favor

- 1 ▶ 5:13 CONVERSATION MODEL Read and listen.

A: Could you do me a favor?

B: Of course.

A: It's very cold. Could you please close the window?

B: Sure. No problem.

- 2 ▶ 5:14 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 CONVERSATION ACTIVATOR With a partner, change the conversation. Ask for a different favor. Then change roles.

A: Could you do me a favor?

B:

A: Could you please ?

B:

DON'T STOP!

Ask for more favors:

Could you please ____, too?

▶ 5:15 Ways to agree to a request

Sure.
No problem.
Of course.
My pleasure.
OK.

RECYCLE THIS LANGUAGE.

It's very [hot / windy].
I'm making lunch.
I'm going to bed.

I'm so [tired / hungry].
I'm very busy right now.


- 4 CHANGE PARTNERS Ask for other favors.

Ideas for favors

turn on the ____
turn off the ____
open the ____
close the ____
hand me my ____

help me
do the laundry
make dinner
take out the garbage
wash the dishes
clean the house

1 **READING** Read the article.



From Infant to Toddler

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

Between 1 and 3 months a baby can ...

- turn her head or smile when her mother or father speaks.
- roll over.
- cry when she's hungry, thirsty, or afraid.
- see colors.

Between 3 and 6 months a baby can ...

- laugh and make an "m" sound.
- reach for things.
- look at his own hands and feet.
- sit with help.

Between 6 and 12 months a baby can ...

- crawl and stand.
- sit without help and pick up small things.
- say some words.

Between 1 and 2 years a baby can ...

- throw things.
- say "no."
- play next to other children.
- walk.

2 **READING COMPREHENSION** Write a checkmark (✓) for the things that five-month-old babies can do, according to the article. Write an X for the things they can't do.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> smile | <input type="checkbox"/> say some words | <input type="checkbox"/> crawl and stand | <input type="checkbox"/> throw things |
| <input type="checkbox"/> pick up small things | <input type="checkbox"/> walk | <input type="checkbox"/> reach for things | <input type="checkbox"/> sit without help |
| <input type="checkbox"/> see colors | <input type="checkbox"/> roll over | <input type="checkbox"/> laugh | |

3 **ACTIVATE GRAMMAR** Use the grammar. Complete the sentences about what a baby cannot do.

At one month, a baby can't crawl.

- 1 At two months,
- 2 At five months,
- 3 At eleven months,
- 4 At sixteen months,

GRAMMAR BOOSTER
Unit 13 review • p. 144

For additional language practice ...

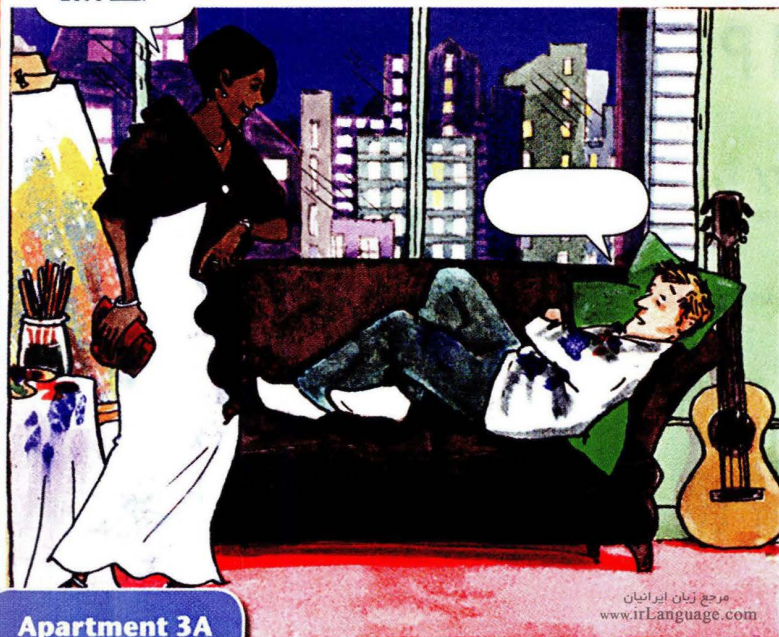
TOP NOTCH POP • Lyrics p. 150
"She Can't Play Guitar"

☐ DIGITAL SONG ☐ DIGITAL KARAOKE

4 **GROUP WORK** Discuss things children can and can't do at other ages.

“ At three, a child can't ride a bicycle. But at eight, a child can do some household chores. ”

Let's ____.



Apartment 3A

مرجع زبان ایرانیان
www.irLanguage.com

PAIR WORK

1 Create conversations for the people.

A: Let's ____ . B: I'm really sorry, but...

2 Ask and answer questions with Can about the people in Apartments 2A and 2B. For example:

Can she ____? / Can he ____?

GAME Make true and false statements about the picture. For example:

A: The girl in Apartment 2A is opening the window.

B: That's false. She's closing the window.

STORY Create a story about what is happening in the apartment building. Start like this:

It's 9:30. In Apartment 2B, a boy is playing the violin...

WRITING Describe some things people can and can't do when they are 80 years old. For example:

At eighty, some people
can't drive, but my
grandfather can.

WRITING BOOSTER p. 149

Guidance for this writing exercise

Could you
please ____?

Apartment 2A



Apartment 2B

Could you
please ____?

Apartment 1A

NOW I CAN

- ☐ Discuss my abilities.
- ☐ Politely decline an invitation.
- ☐ Ask for and agree to do a favor.

UNIT 14

Life Events and Plans

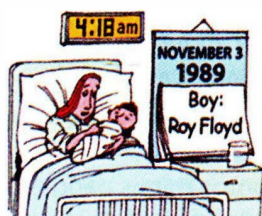
COMMUNICATION GOALS

- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Share your dreams for the future.

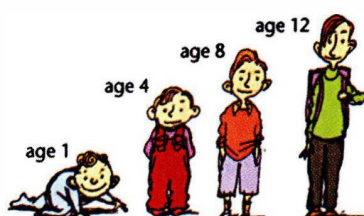
LESSON 1

GOAL Get to know someone's life story

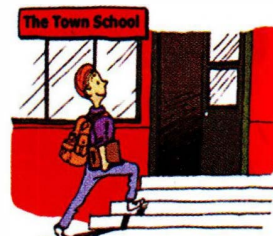
- 1** ▶ 5:19 **VOCABULARY** • *Some life events* Read and listen. Then listen again and repeat.



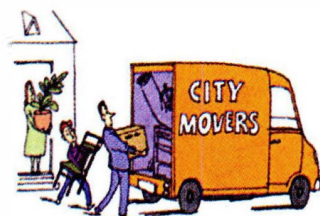
1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

- 2** ▶ 5:20 **PRONUNCIATION** • *Diphthongs*
Listen and repeat.

1 /aɪ/	2 /aʊ/	3 /ɔɪ/
my	how	boy
I	noun	oil
tie	town	boil

- 3** **PRONUNCIATION PRACTICE** Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.

- 1 What's the boy's first name?
- 2 What's his last name?
- 3 What school did he go to?
- 4 What university did he graduate from?

- 4** ▶ 5:21 **LISTENING COMPREHENSION** Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true? irLanguage.com

- ☐ She was born in Boston and lives there now. ☐ She was born in London and lives in Boston now. ☐ She was born in Costa Rica and lives in Boston now.

- 5** ▶ 5:22 Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.

- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).

- 6** **PAIR WORK** Use the questions to interview your partner. Then tell the class about your partner.

- 1 When and where were you born? What about other people in your family?
- 2 Where did you grow up? What about other people in your family?

7 ▶ 5:23 **VOCABULARY** • Academic subjects Read and listen.

Then listen again and repeat.



1 law



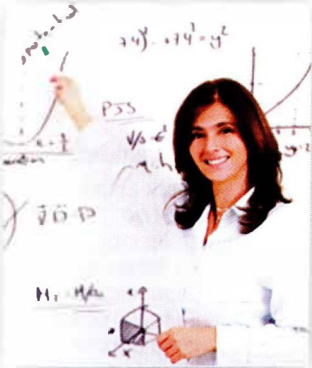
2 medicine



3 psychology



6 engineering



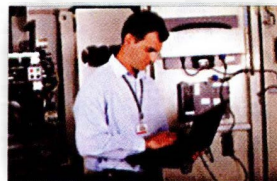
7 mathematics / math



4 business



5 education



8 information technology



9 nursing



10 architecture

NOW YOU CAN Get to know someone's life story1 ▶ 5:24 **CONVERSATION MODEL** Read and listen.

- A: Where were you born?
 B: Here. In Houston.
 A: And did you grow up here?
 B: Yes, I did. And you?
 A: I was born in Lima.
 B: Did you grow up there?
 A: Actually, no. I grew up in New York.

2 ▶ 5:25 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation with real information.

- A: Where were you born?
 B:
 A: And did you grow up ?
 B: And you?
 A: I was born in
 B: Did you grow up ?
 A:

DON'T STOP!

Ask and answer more questions.

4 **CHANGE PARTNERS** Get to know another classmate's life story.**RECYCLE THIS LANGUAGE.**

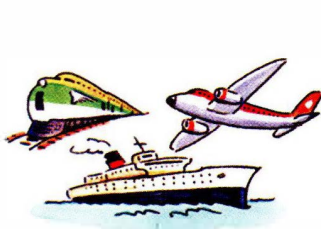
What do you do?
 What are you studying?
 [or What did you study?]
 Did you graduate?
 How often did you move?

DIGITAL
FLASH
CARDS

- 1 ▶ 5:26 **VOCABULARY** • *More leisure activities* Read and listen.
Then listen again and repeat.

VOCABULARY BOOSTER

More leisure activities • p. 134



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

Also remember:

check e-mail
exercise
go dancing
go out for dinner
go running
go to the beach
go to the movies
listen to music
paint
play soccer
read
take a nap
visit friends

- 2 ▶ 5:27 **LISTENING COMPREHENSION** Listen to the phone calls. Complete each sentence with the present continuous form of one of the words or phrases from the Vocabulary.

- 1 Charlie is doing nothing
- 2 Rachel's
- 3 They're on Saturday.
- 4 Barbara's
- 5 Harvey's family is

- 3 **GRAMMAR** • *Be going to + base form*

Use **be going to + base form** to express future plans.

I'm
You're
He's
She's
We're
They're
going to relax this weekend.

I'm
You're
He's
She's
We're
They're
not going to go camping this weekend.

Contractions

is not going / 's not going / isn't going
are not going / 're not going / aren't going

Yes / no questions

Are you going to sleep late tomorrow? Yes, I am. / No, I'm not.
Is she going to travel to Europe? Yes, she is. / No, she isn't.
Are we going to be on time? Yes, we are. / No, we aren't.

4 **GRAMMAR PRACTICE** Write sentences about future plans with be going to.

- 1 you / eat in a restaurant / this weekend? *Are you going to eat in a restaurant this weekend?*
- 2 They / go to the movies / tonight.
- 3 I / hang out with my parents / at the beach.
- 4 he / relax / tomorrow?
- 5 she / go fishing / with you?
- 6 we / exercise / on Saturday?
- 7 they / move?
- 8 Jeff and Joan / study / architecture.
- 9 She / graduate / in May.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss plans

1 ▶ 5:28 **CONVERSATION MODEL** Read and listen.

A: Any plans for the weekend?
B: Not really. I'm just going to hang out with friends. And you?
A: Actually, I'm going to go camping.

2 ▶ 5:29 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL
VIDEO

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary or the pictures below and be going to.

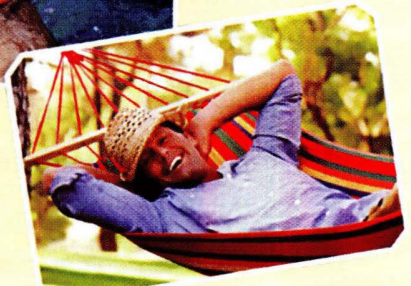
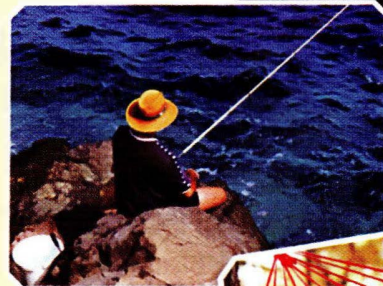
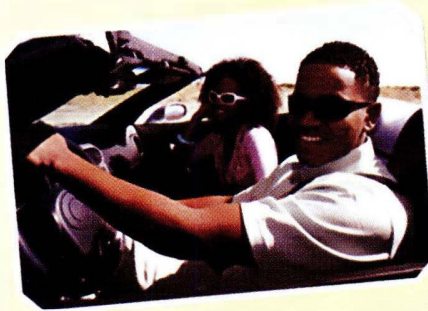
A: Any plans for ?
B: I'm And you?
A: Actually, I'm

DON'T STOP!

Ask about other times. Ask more questions with be going to.

RECYCLE THIS LANGUAGE.

Are you going to ____ [tonight / tomorrow / next week / after class]?
How about [next weekend / the day after tomorrow]?

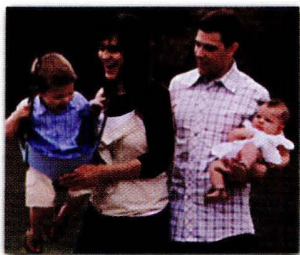


4 **CHANGE PARTNERS** Ask another classmate about his or her plans.

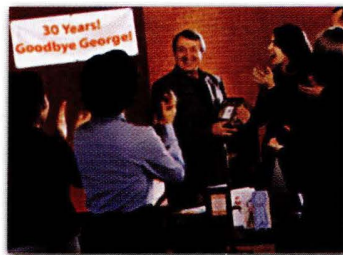
- 1 ▶ 5:30 VOCABULARY • *Some dreams for the future* Read and listen. Then listen again and repeat.



1 I'd like to **get married**.



2 I'd like to **have children**.



3 I'd like to **retire**.



4 I'd like to **change careers**.



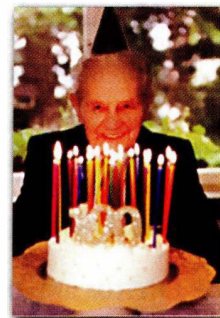
5 I'd like to **travel**.



6 I'd like to **make a lot of money**.



7 I'd like to **give money to charity**.



8 I'd like to **live a long life**.

- 2 ▶ 3:31 LISTENING COMPREHENSION Listen and complete each sentence with the Vocabulary.

- | | |
|--|-----------------------|
| 1 She'd like to ... <u>get married</u> | 5 She'd like to |
| 2 He'd like to | 6 She'd like to |
| 3 She'd like to | 7 He'd like to |
| 4 He'd like to | 8 She'd like to |

- 3 ACTIVATE VOCABULARY Complete the survey by checking the boxes for your dreams for the future.

In the next two years, I'd like to...

- | | | |
|---|---|---|
| <input type="checkbox"/> get married | <input type="checkbox"/> study a new language | <input type="checkbox"/> change careers |
| <input type="checkbox"/> graduate | <input type="checkbox"/> write a book | <input type="checkbox"/> retire |
| <input type="checkbox"/> travel | <input type="checkbox"/> make a lot of money | <input type="checkbox"/> paint my living room |
| <input type="checkbox"/> have children | <input type="checkbox"/> give money to charity | <input type="checkbox"/> buy a new refrigerator |
| <input type="checkbox"/> move to a new country | <input type="checkbox"/> learn to play a musical instrument | <input type="checkbox"/> OTHER I'd like to... |
| <input type="checkbox"/> move to a new city | <input type="checkbox"/> get a new car | _____ |
| <input type="checkbox"/> move to a new apartment or a new house | <input type="checkbox"/> meet a good-looking man | _____ |
| | <input type="checkbox"/> meet a good-looking woman | _____ |

- 4 **VOCABULARY PRACTICE** On the notepad, write three of your dreams from the survey on page 116.

I'd like to move to a new city.

- 5 **PAIR WORK** Compare surveys with a partner. Ask and answer questions.

“ I'd like to write a book. ”
What about you?

“ Me? I'd like to change careers! ”

NOW YOU CAN Share your dreams for the future

- 1 **5:32 CONVERSATION MODEL** Read and listen.

A: So what are your dreams for the future?

B: Well, I'd like to get married and have children. What about you?

A: Me? Actually, I'd like to study art.

B: Really? That's great.

- 2 **5:33 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary from page 116 and real information.

A: So what are your dreams for the future?

B: Well, I'd like to What about you?

A: Me? Actually, I'd like to

B: Really? That's great.

DON'T STOP!

Talk about other plans.



RECYCLE THIS LANGUAGE.

Really?
No kidding!
Sounds nice. / Sounds good.

- 4 **CHANGE PARTNERS** Ask another classmate what he or she would like to do.



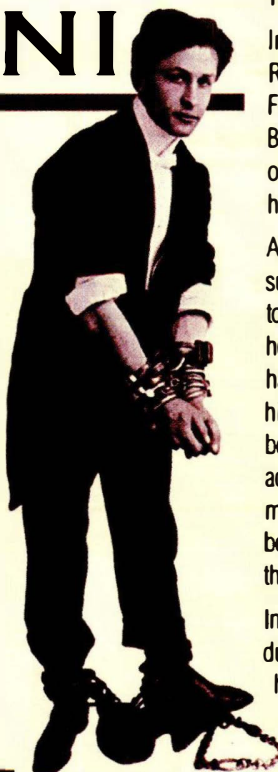
- 1 ▶ 5:34 **READING** Read about Harry Houdini, a famous escape artist.

The Amazing HOUDINI

Harry Houdini was born Ehrich Weisz in Budapest, Hungary, on March 24, 1874. He came from a large family. He had six siblings—five brothers and one sister.

At the age of four, Ehrich moved with his family to the United States, first to Appleton, Wisconsin, and then later to New York City.

The family was poor, and young Ehrich didn't get an education and never graduated from school. Instead, he worked to help the family. Ehrich and his brother Theo were interested in magic, and at the age of seventeen, Ehrich began his career as a magician. He changed his name to Houdini, after the name of a

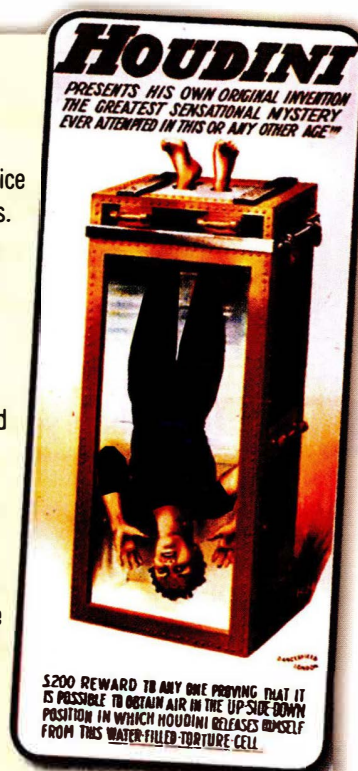


famous French magician, Robert Houdin.

In 1893, Houdini married Beatrice Raymond, whom he called Bess. For the rest of Houdini's career, Bess worked as his assistant on stage. The couple didn't have children.

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater. In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

In 1926, Houdini was sick during a performance. After the show, he went to the hospital. But it was too late—Harry Houdini died at the young age of 52.



- 2 **READING COMPREHENSION** Answer the questions in complete sentences.

- 1 What was Houdini's original name?
- 2 Where was he born?
- 3 When did his family move?
- 4 Where did they move?
- 5 Did Houdini graduate from a university?
- 6 Did Houdini get married?
- 7 What was his wife's name?
- 8 Did the Houdinis have children?
- 9 When did Houdini die?
- 10 **Challenge:** Do you want to know more about Houdini? Write three information questions about Houdini. Example:

Why did Houdini's family move to the United States?

- 3 **PAIR WORK** Tell your partner your life story. Ask your partner questions about his or her story.

GRAMMAR BOOSTER

Unit 14 review • p. 145

For additional language practice...

🎵 **TOP NOTCH POP** • Lyrics p. 150
"I Wasn't Born Yesterday"

DIGITAL
SONG

DIGITAL
KARAOKE



Miranda Lewis
Born August 3, 1993
San Antonio (U.S.)



1995–2008
Miranda's house
Atlanta (U.S.)



Next year she'd like...

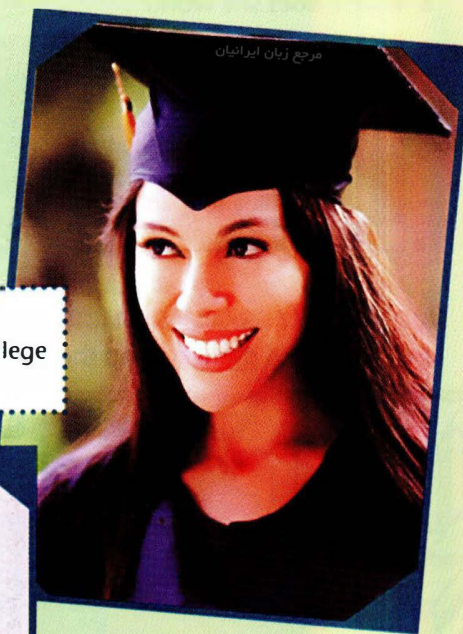


In three years she'd like...

May 12, 2013
Millerton State Business College
Las Vegas (U.S.)



Miranda today
Los Angeles (U.S.)



PAIR WORK Ask and answer questions about Miranda Lewis's life. Ask about her plans and her dreams for the future. For example:

Where was Miranda born?

TELL A STORY Tell the story of Miranda's life. Talk about the past, the present, and the future. What did she do? What is she doing now? What would she like to do? Start like this:

Miranda was born in 1993. She grew up in ...

WRITING Write the story of your own life and about your plans and dreams for the future. Include a picture or pictures if possible. For example:

I was born in Madrid in 1986. I grew up in ...

WRITING BOOSTER p. 149
Guidance for this writing exercise

NOW I CAN

- ☐ Get to know someone's life story.
- ☐ Discuss plans.
- ☐ Share my dreams for the future.

Units 8–14 REVIEW

1 **5:37 LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



a ☐



b ☐

2 Where does he work?

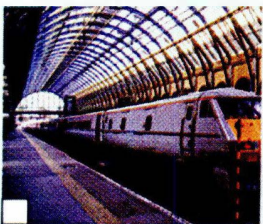


a ☐



b ☐

3 Where does she work?

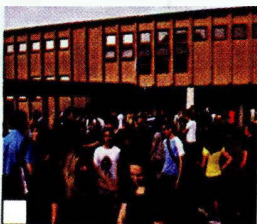


a ☐



b ☐

4 Where does she teach?



a ☐



b ☐

5 Where does she work?



a ☐



b ☐

6 Where does his daughter work?



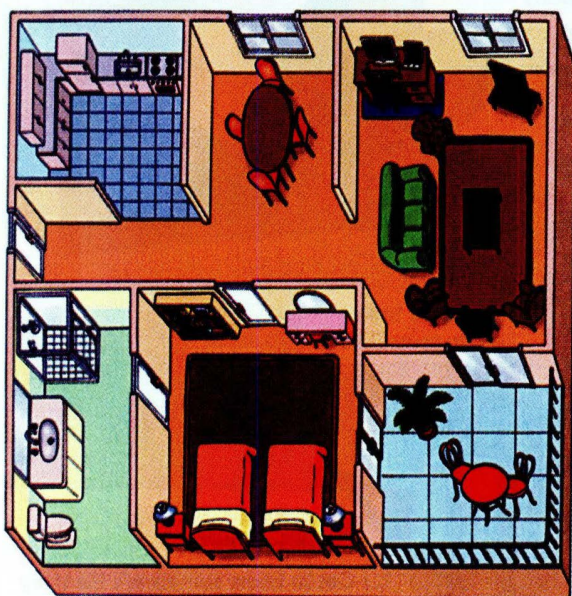
a ☐



b ☐

2 **VOCABULARY / GRAMMAR PRACTICE** Complete the e-mail about Anna's new apartment.

Use there's and there are and the names of furniture and appliances.



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything! The¹ has a nice big stove and four². There's a dining room with a³ and four⁴. Next to the dining room⁵ a large living room with a green⁶. And⁷ four chairs: great for hanging out with my friends and watching⁸. There's no office, but there's a⁹ in the living room. And I love the bedroom. It has a¹⁰ for all my books. There are two¹¹ and two blue¹². Very nice! There's even a beautiful balcony next to the bedroom, with a little¹³ and two¹⁴. The bathroom is the only room that isn't perfect.¹⁵ a shower but no¹⁶.

- 3 **GRAMMAR PRACTICE** Write questions about home and work. Use What, Where, Is there, and Are there. Answer the questions with true information.

Your questions	Your answers
1 Is there a closet in your bedroom?	1 Yes, there is.
2	2
3	3
4	4
5	5
6	6

- 4 **GRAMMAR PRACTICE** Complete the conversations with the correct forms of the verbs.

1 A: Where Jill last weekend?

B: I'm not sure. I know she ^{go} to go
camping. ^{want}

A: Maybe she camping, then.
^{go}

2 A: Are you going to go to the beach today?

B: No way. We there yesterday.
^{be}
We an awful time.
^{have}

A: Why? What wrong?
^{be}

B: The water really dirty, so I
^{be}
..... swimming.
^{not go}

3 A: Where you this morning?

B: Me? I ^{be} running.
^{go}

A: Did Sheri with you?
^{go}

B: No. She to class.
^{go}

4 A: you yesterday?
^{work}

B: No, I Yesterday I sick.
^{be}

A: I'm sorry. you a fever?
^{have}

B: Yes, I

- 5 **CONVERSATION PRACTICE** Use the questions you wrote in Grammar Practice 3. Exchange real information about where you live and work. Start like this:

“ What's your apartment like? ”

Ideas

- the location of your home, school, and workplace
- the places in your neighborhood
- the description of your home



6 GRAMMAR PRACTICE Complete the telephone conversations with the present continuous or the simple present tense.

1 A: Hello?

B: Hi, Sid. Ann. you / sleep ?

A: No, I'm not. breakfast.
I / make

B: breakfast?
you / usually / make

A: Actually, often.
I / not cook

But for a test.
Gwen / study

2 A: Hello?

B: Hi, Bonnie. for food.
I / shop
..... anything from the store?
you / need

A: Actually, yes. a salad for
dinner and any tomatoes.
I / make I / not have

B: No problem. those
beautiful tomatoes from Mexico right now.
They / sell

A: Great! those tomatoes.
I / like

3 A: Hello?

B: Hi, Liz. Where are you?

A: right now. Can I
I / drive
call you back?

B: Sure. my office
you have
number? today.
I / work

4 A: Hello?

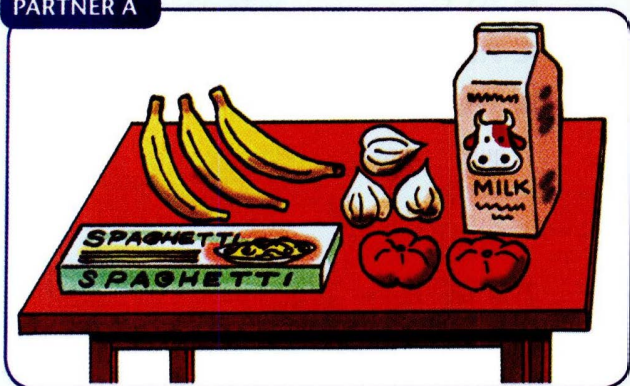
B: Hi, Stan. What time
you / get up
on Saturdays?

A: Why that now?
you / ask
It's only Thursday!

B: Because her driving
Maria / take
test at 8:30, and a ride to
she / need
the test.

7 PAIR WORK Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.

PARTNER A



“ Are there any apples on your table? ”

“ No, there aren't. ”



PARTNER B

8 GRAMMAR PRACTICE Write questions to complete each conversation.

1 A: ?

B: I usually eat lunch at the office.

2 A: ?

B: Dana and Eric? They went to Colorado.

3 A: ?

B: Milk? We need two large containers.

4 A: ?

B: Sally teaches math.

5 A: ?

B: Madhur was born in India.

6 A: ?

B: No, I can't. I sing very badly.

7 A: ?

B: No. I'm not going to graduate this year.

8 A: ?

B: She broke her leg.

9 A: ?

B: Oh, that's Scarlett Johansson, the actress.


10 A: ?


B: Yes. My parents can speak Arabic, but I can't.


- 9 **5:38 LISTENING COMPREHENSION** Listen to the conversations. Check Past, Present, or Future. Then listen again and check your work.

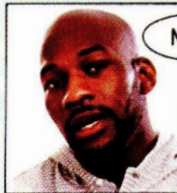
	Past	Present	Future
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


- 10 **VOCABULARY / GRAMMAR PRACTICE** Express sympathy to each person. Make suggestions with should and shouldn't.


1  I have a terrible headache.
YOU I'm so sorry. You
 should take something.

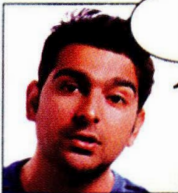
2  My husband is making lunch and he burned his hand!
YOU He

3  My brother and I have stomachaches. I think we ate something bad.
YOU You

4  My wife has a terrible backache!
YOU She

5  I didn't sleep last night. I feel terrible!
YOU You

6  My son has an earache and a fever. He's only eighteen months old.
YOU He

7  My grandfather fell down and broke his arm!
YOU He

- 11 **CONVERSATION PRACTICE** Discuss relatives and friends. Start like this:

Ideas

- Appearance
- Studies
- Abilities
- Life events
- Dreams for the future

“ Tell me about your mother. Where was she born? ”

RECYCLE THIS LANGUAGE.

And your [father]?
Really?
No kidding.

