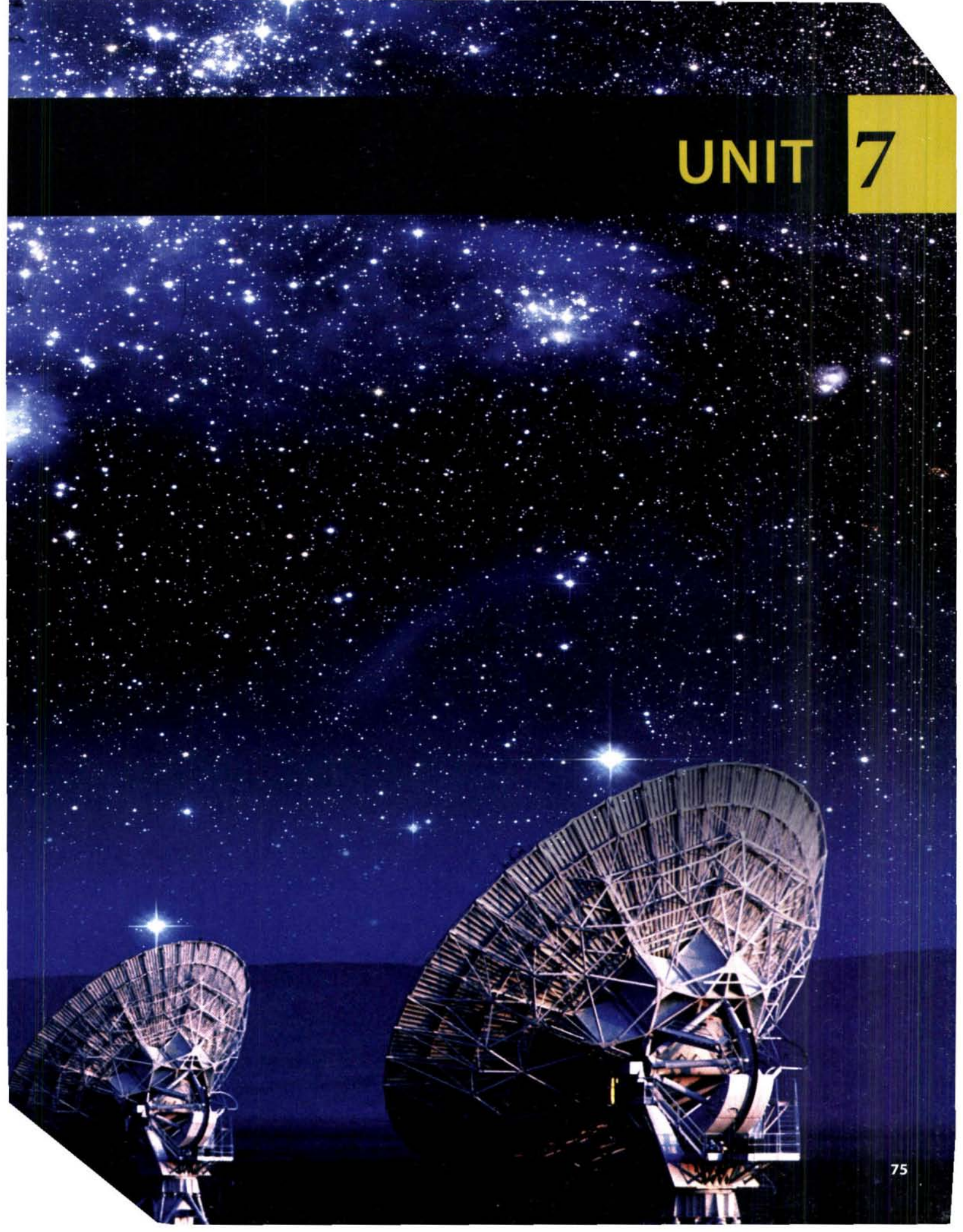


UNIT 7



Vocabulary

A. Label the pictures. Use the words in the box.

email
TV
letter

fax
text message
phone

BlackBerry®
newspaper ad



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



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

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

	Inexpensive	Expensive
fast		phone call
slow	letter	

Grammar: Verbs with direct and indirect objects

(Subject) + verb

I sent
My parents bought
I wrote
Find
I faxed
Give

Indirect object

Mike
me
Helen
me
him
me

Direct object

an email.
a BlackBerry®.
a text message.
his number, please.
the diagram.
a call.

Irregular past tense

Present	Past
buy	bought
send	sent
write	wrote
find	found
get	got

A. Unscramble the words to write sentences.

1. sent a I fax Barbara. _____
2. sent My brother an me email. _____
3. address. me his Find email _____
4. new Jim a computer. I bought _____
5. a your mom Give call. _____

B. Read the situations and make requests. Use the verbs in parentheses.

Situation	Request
1. You lost your friend's phone number.	(send) <u>Please send me your phone number.</u>
2. You want your friend to call you.	(give) _____
3. You want your parents to buy you a printer.	(buy) _____
4. You ask if you can pay someone by check.	(write) _____
5. You want your friend to fax you a chart.	(fax) _____

Conversation

Real Language

We can use *Come on!* to show impatience.



Track 2-2

A. Listen to the conversation. How did Ken communicate with Chris?

- Ken:** Hey, Chris. I sent you an email yesterday and you didn't answer.
Chris: Email? What email? You didn't send me an email.
Ken: Come on! You got it. Then I sent you a text message.
Chris: Text message? What text message? You didn't send me a text message, either. Honest!
Ken: OK, well you've got no excuses now. Where's the \$15 you owe me?
Chris: \$15? What \$15?



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



C. Practice the conversation again. Change the underlined words.



Goal 1 Talk about personal communication

Write a list of all the types of personal communication that you use.
Compare it with your partner's list.



Listening



Track 2-3

A. Listen to the radio program. Circle the correct answer.

- This is a ____.
- talk show
 - music show
 - phone-in program



Track 2-3

B. Listen again and complete the chart.

Telephone number	
Fax number	
Email address	
Text message address	
Mailing address	

Pronunciation: Endings *-ty* and *-teen*



Track 2-4

A. Listen and circle the word you hear.

- | | | | |
|-----------|----------|------------|-----------|
| 1. thirty | thirteen | 5. seventy | seventeen |
| 2. forty | fourteen | 6. eighty | eighteen |
| 3. fifty | fifteen | 7. ninety | nineteen |
| 4. sixty | sixteen | | |



Track 2-5

B. Listen and repeat the numbers.

thirty	sixteen
thirteen	seventy
forty	seventeen
fourteen	eighty
fifty	eighteen
fifteen	ninety
sixty	nineteen

Communication

- A. Write your contact information in column 1 of the chart.
- B. Ask three of your classmates for their contact information. Complete the chart.




	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Home phone number				
Fax number				
Cell phone number				
Email address				
Mailing address				

Real Language

We say *sorry, I missed that* or *could you repeat that, please* when we want someone to repeat something.



 **Goal 2 Give and write down contact details**

Give the contact details of a friend or family member to a partner.

Language Expansion: The senses

The senses are the physical abilities of:



▲ sight

▲ hearing

▲ taste

▲ smell

▲ touch

With the senses we perceive (*see, notice, feel*) characteristics and qualities of people, animals, places, and things.

- A.** Discuss this question with a partner. What senses do you use to identify these characteristics?



▲ sweet

▲ dirty

▲ soft

▲ salty



▲ loud

▲ bad

▲ green

▲ wet

- B.** Work with a partner to make a list of other things you can perceive with your senses.

Grammar: Linking verbs

Linking verbs

Subject +	verb +	adjective
The food	smells	delicious.
It	feels	soft.
You	look	cold.
It	tastes	salty.
He	sounds	tired.

*Verbs of the senses are *not* action verbs.

*They are usually followed by an adjective.

*They are not used in the simple progressive tense.

A. Complete the sentences with linking verbs.

1. That washing machine can't be OK. It _____ very old.
2. Did you wash the car? It still _____ dirty.
3. What are you cooking? It _____ delicious.
4. I don't like this part of the city. It _____ dangerous.
5. Hey, you changed your hair. It _____ much better.
6. I don't like these French fries. They _____ too salty.
7. I prefer this sweater. It _____ soft.
8. The mechanic says he fixed the rattle in the car, but it _____ worse.



B. Take turns. Describe the pictures on page 80 by making statements with *looks*, *sounds*, *tastes*, *smells*, *feels*, and an adjective.

Conversation



Track 2-6

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

- Susan:** Your car sounds strange.
Bill: I know. It started last week, but now it sounds worse.
Susan: I think it's the brakes.
Bill: It does feel funny when I use the brakes.
Susan: You should take it to the mechanic.
Bill: Maybe next week.
Susan: Go soon. New brakes are expensive.



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



Goal 3 Describe characteristics and qualities

Work with a partner. Use linking sense verbs to describe your classroom and your classmates.



Reading

A. How do dolphins communicate? Read the article and find out.


Word Focus

aquarium = a place where people pay to look at fish

tank = a glass box

clap = when you *clap* something, you bring it together quickly and firmly

raise = lift

 **B.** Answer the questions.

1. What senses do dolphins use to communicate? _____
2. What do dolphins *talk* about? _____
3. Why is it difficult to understand dolphin communication? _____
4. Do scientists understand everything that dolphins *say*? _____
5. How do other animals communicate? Give some examples. _____

□ The Secret Language of Dolphins

A mother dolphin talks to her baby . . . by telephone! The special call was made in an **aquarium** in Hawaii, where the mother and her two-year-old baby swam in separate **tanks**.

“It seemed clear that they knew who they were talking to,” says Don White. But what did they say? Scientists are studying dolphins all over the world to understand their secret language. They don’t understand everything yet, but they’re listening . . . and learning.



Scientists think dolphins *talk* about everything, even such things as their age and how they are feeling. Scientists think that dolphins say things like “there are some good fish over here,” or “watch out for that shark because he’s hunting.” “Sometimes one dolphin will speak and then another will seem to answer,” says Sara Waller, who studies bottlenose dolphins off the California coast. Sometimes they all talk at the same time—like people at a party.



It is difficult to study *dolphin speak* in the sea because dolphins swim very quickly. Also, it seems that one sound can mean many different things. For example, when they are fighting, dolphins **clap** their mouths to say “go away!” But they make the same sound when they are playing. It’s like humans. When you **raise** a hand, it might mean *hello*, *good-bye*, or *stop*.

Scientists still don’t understand everything dolphins *say* but one day, who knows, maybe you’ll get a phone call from a dolphin.

Writing

A. Writing text messages is slow so people use abbreviations. Can you read and understand these messages?

HI, HRU?
NOTHING, WANNA GO
TO THE MOVIES TN?
Y?
OK LMK

GREAT, WRUD?
IDUNNO
GOTTA FINISH MY
PROJECT
OK CU LATER

TEXTING GLOSSARY

2MOR	Tomorrow	NSISR	Not sure if spelled right
ASAP	As soon as possible	NVM	Never mind
B4N	Bye for now	OIC	Oh, I see
BCOS	Because	PLMK	Please let me know
BDAY	Birthday	RU?	Are you?
BOYF	Boyfriend	THX	Thanks
CU	See you	WDYT?	What do you think?
DTS	Don’t think so	WRUD	What are you doing?
FBM	Fine by me	WU?	What’s up?
GTG	Got to go	Y?	Why?
HRU?	How are you?		
IDTS	I don’t think so		
IDUNNO	I don’t know		
LMK	Let me know		
LTNS	Long time no see		

B. Write a conversation with no abbreviations. Then write it as a text message. Give it to a partner to read.



Goal 4

Compare different types of communication

Work with a partner. Compare human communication with animal communication. How are they the same? How are they different? Share your ideas with the class.



Before You Watch

A. How can we communicate without using words? One way is to use small pictures or icons. What do these icons mean?



B. Match the words to the definitions.

1. conservationist ____
2. increase ____
3. decrease ____
4. to track ____

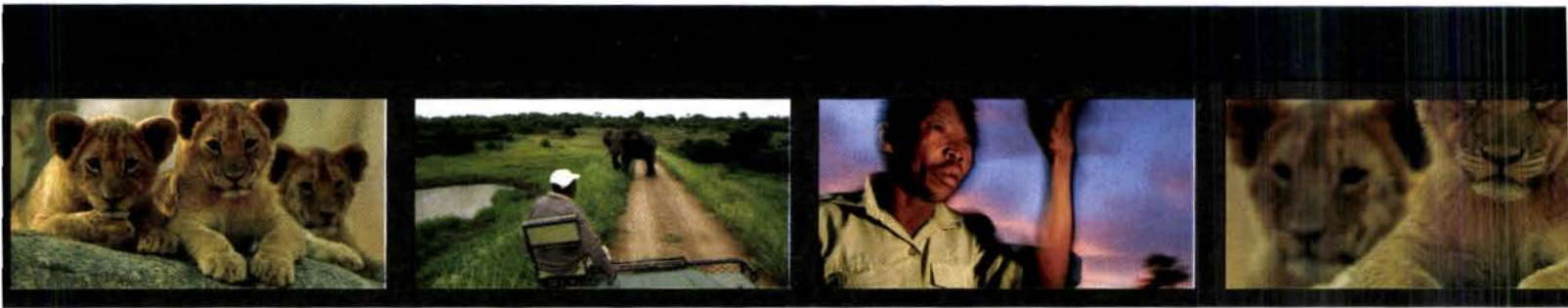
- a. to follow wild animals
- b. a person who protects wild animals
- c. to get (or make) bigger
- d. to get (or make) smaller

While You Watch



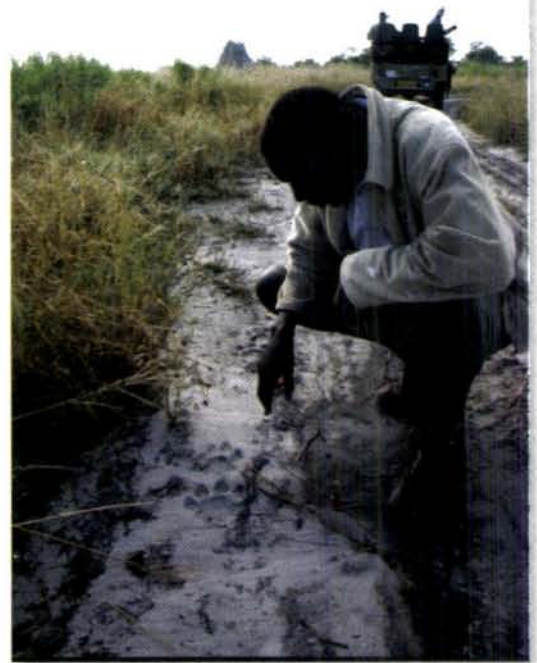
A. Watch the video. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|---|---|
| 1. In the video, you see lions. | T | F |
| 2. Louis Liebenberg is trying to collect information about the animals. | T | F |
| 3. The Bushmen and the conservationists speak the same language. | T | F |
| 4. The small computer that the Bushmen use is called the Cyber Tracker. | T | F |
| 5. Louis Liebenberg makes maps from the information. | T | F |



B. Watch the video again and circle the correct answer.

1. The conservationists use Bushmen because _____.
 - a. they are good trackers
 - b. they can't read or write
 - c. both of the above
2. The Bushmen collect information about _____.
 - a. animals
 - b. plants
 - c. both of the above
3. The Cyber Tracker project started _____.
 - a. 5 years ago
 - b. 10 years ago
 - c. 15 years ago



▲ A Bushman studies animal tracks in the mud.

After You Watch



The Cyber Tracker is a very quick way of recording information about wild animals. Can you think of other uses for the Cyber Tracker? Discuss it with a partner.

Communication

In some languages people use small pictures (pictograms) instead of letters to write. For example, in Chinese:

人 = human

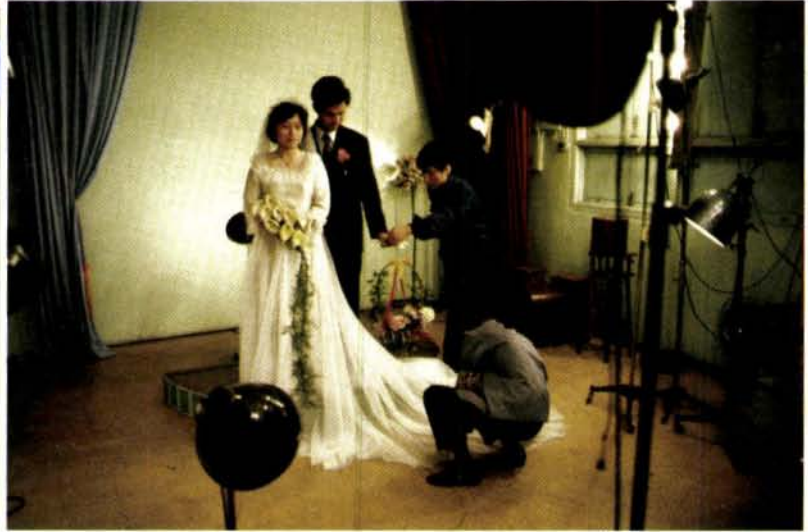
馬 = horse

A. Invent your own pictograms. Write a short message using your pictograms, not words.



B. Exchange your pictogram messages with a partner. Read your partner's message. Do you understand it?

THE FUTURE



1. Which of these events are in your future?

- a. buying a new car
- b. graduating from school
- c. getting married
- d. taking a trip

2. Are you looking forward to these events?
Why?

UNIT GOALS

- Talk about plans
- Discuss long- and short-term plans
- Make weather predictions
- Discuss the future

