



Four Corners 1

Part A

Compiled by

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&

Iran-Europe English Language Institute

Education Committee



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با سپاس بی کران به درگاه پروردگار دانش آفرین و دادار سخن پرور که به یاری وی و با ذکاوت، کاردانی، و کوشش بی وقفه کارکنان، اساتید، و زبان آموزان مشتاق، دپارتمان زبان ایران اروپا پس از پشت سر نهادن دشواری های بسیار اکنون پای به مرحله ای نهاده است که بی گمان اوج شکوفایی و نهایت بالندگی علمی است. دستیابی به این مهم ممکن نبود مگر با تلاش بی دریغ و همت بی بدیل اعضای سخت کوش این مجموعه پیشرو و به کارگیری دانش بروز جهانی و کار بست تازه ترین و علمی ترین شیوه های آموزش زبان در دنیا موجب خرسندی بسیار و دلگرمی فزاینده ی ماست بیان این نکته که اکنون آموزشگاه ایران - اروپا بزرگترین مجموعه آموزش زبان پایتخت است که در راستای انجام رسالت خود افزون بر صداقت کاری، از کادری کاملاً کار آزموده و با تجربه و همچنین پیشرفته ترین تجهیزات آموزشی برخوردار است.

به امید شکوفایی روز افزون سطح دانش، فرهنگ و زبان سرزمین پهناورمان، مهد فر و دانش و آراستگی، ایران و آرزوی پیشرفت و بهروزی شما عزیزان، نوید این را می دهیم چندی نخواهد کشید که نام و آوازه ی آموزشگاه ایران - اروپا جهانی خواهد شد و بی شک آینده ی روشن زبان آموزی و پیش برد ارتباطات از آن ما خواهد بود.

مجموعه پیش روی شما حاصل سالها تلاش و تجربه کارشناسان و اعضای هیئت علمی موسسه زبان ایران - اروپا است که امید است موجب تسهیل یادگیری و صرفه جویی در زمان شما عزیزان گردد.

با سپاس
مهیار روستایی
مدیر عامل





Welcome to Iran-Europe Language Institute

Iran-Europe Language Institute with 11 years of experience is one of the best Language Institutes in Tehran, and since when we inaugurated over a decade ago, we have avidly sought to provide our students with the best and the most pragmatic approach to language learning and teaching.

We are working hard every day to earn your trust and confidence. In addition to being technically and professionally qualified, our staff members are some of the friendliest people you are going to find in any language institute anywhere; therefore, from the moment you arrive here, you become part of the Iran-Europe's big family.

We not only try to meet the highest language learning and teaching standards, but also work consistently to exceed them. As we are committed to excellence, we know that language learning involves more than sheer presence in the class, which is why our concern for you extends to every part of your study.

We want your experience at Iran-Europe Language Institute to be as constructive, pleasant and comfortable as possible. Here we offer the essential information about our commitment to making our language institute educational and welcoming for all of our students.

On behalf of Iran-Europe family, it is both an honor and a privilege to be of service to you. Thank you for choosing Iran-Europe Language Institute for learning English.

Mahyar Roustae
Managing Director





Iran-Europe Language Institute

Iran-Europe Language Institute with 6000 square meter of well-appointed educational space in two branches was established in 2003 in Tehran, which has the best access point to the main highways, making it convenient for students to attend classes.

Our institute with more than 12000 active students is one of the most well-known language schools in Iran.

Mission and Vision

The **Mission** of Iran-Europe Language Institute is to broaden our students' horizons by setting the standards of excellence in language learning and teaching.

It is our **Vision** to be the trusted leader in language learning for students and the premier integrated English teaching system by providing access to the highest quality English classes at a competitive price.

Values

Service

We strive to deliver the best to every student every day. The learner is the first priority in everything we do. In all our endeavors, we are guided by learners' needs, which help us to create a partnership that is effective across the continuum of education.

Integrity

We are guided by ethical values that emphasize honesty, fairness, dignity and respect for the individual; thus, we communicate openly and honestly to build trust and conduct ourselves according to the highest ethical standards.





Respect

We treat each individual with the highest professionalism and dignity. We recognize, respect and actively support differences among individuals and demonstrate this philosophy through our words and actions.

Relationships

We develop and strengthen collaborative and professional relationships with all of our students, teachers, employees, as well as our business partners.

Innovation

We embrace change and work to improve all we do in accordance with the latest teaching methodologies and materials.

Teamwork

Our system effectiveness is built on the collective strength, cultural diversity of everyone and working with open communication and mutual respect. We work collaboratively as an integrated team to improve language teaching and learning.

Our responsibilities:

- You have the right to receive considerate, respectful and compassionate services irrespective of your age, gender, race, national origin, religion, or disabilities.
- You have the right to receive services in a productive, peaceful and educational environment which maximizes learning.
- You can expect full consideration of your privacy and confidentiality.
- You have the right to receive detailed information about your teacher and educational plan.
- You have the right to choose any time of the day from 8:00 AM to 10:15 PM for your classes.





- You can have consultation on your educational issues with the institute's advisors and supervisors.

Advantages and Special offers

- The number of students in our classes does not exceed 8 so that you have enough opportunities to try out the newly learnt language elements.
- Each term, based on your level, you can attend 12 to 20 sessions of movie, free discussion, standup comedy, LF, TNT, news, real English and accent classes, free of charge.
- Iran-Europe Language Institute is the only language institute which holds ISO 9001:2008, National Brand Award, Customer Satisfaction Award, Quality and Productivity Statue, Popular Consumer Brand Award and ISO 10015.
- Our institute has the honor of cooperating with some of the best-experienced, well educated, and well-trained teachers in Tehran.
- We make use of the most up-to-date teaching methodologies and materials.
- You will have a consultation as well as an oral exam session at the end of each term.

Types of classes

- Conversation classes from beginners to advanced
- Private and semi-private classes
- Cambridge exams
 - IELTS
 - Academic Module
 - General Module



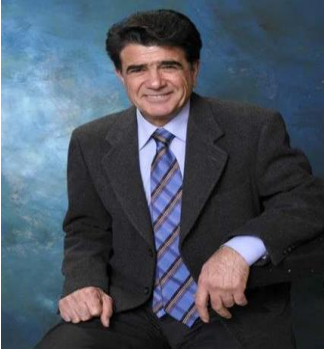


- ESOL EXAMINATIONS
 - KET
 - PET
 - FCE
 - CAE
 - CPE
- Cambridge young learners
 - Starters
 - Movers
 - Flyers
- TOEFL
 - PBT
 - iBT
- GRE
- GMAT
- OET
- MCHE
- TOLIMO
- Free Discussion
- Movie
- English for Specific Purposes (ESP)
- Commercial Correspondence
- English for Aviation
- English for Law Students
- English for Managers
- Business English
- Teacher Training Course (TTC)



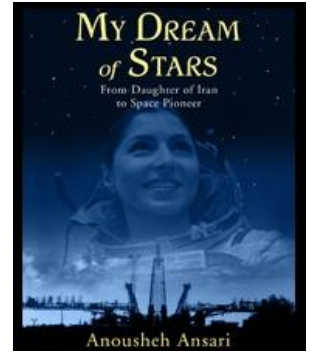
Session 1

I. Complete the sentences about the photos.



A: What's₁..... name?

B:₂..... name₃..... Mohammad Reza Shajarian.



A: What's₄..... full name?

B:₅.....₆.....₇..... Anoushe Ansari.

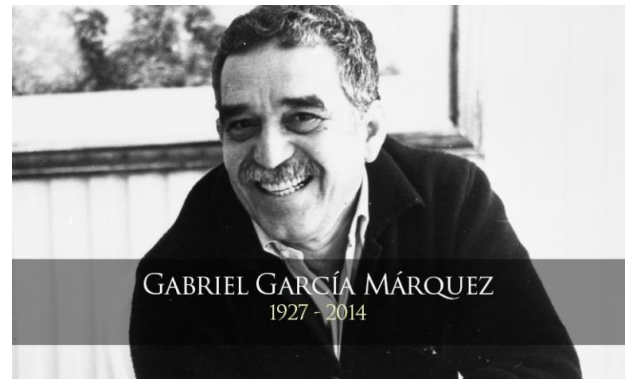


A:₈.....₉.....₁₀..... names?

B:₁₁..... names₁₂..... Ali Karimi and Farhad Majidi

A: What₁₃.....₁₄..... middle₁₅..... ?

B:₁₆.....₁₇.....₁₈.....₁₉.....₂₀..... .



















A: What are your classmates' names?

B:
.....

Session 1

II. Complete the sentences about the photos.

			
<p>(1)..... is a teacher. (2) name's Mr. Evans</p>	<p>(3)..... 's married. (4)..... has one brother and two sisters</p>	<p>What are (5)..... names? (6)..... names are Jack and Laura.</p>	<p>How old is (7) ? (8)..... is 21 years old</p>
			
<p>Where is (9)..... from? (10)..... 's from Spain. (11)..... brother's name is Joe.</p>	<p>I'm at home with (12) family. It is(13) brother's birthday.</p>	<p>Silvia is my sister. (14)..... children are 15 and 17. (15)..... names are Jack and John.</p>	<p>(16)..... dog's name is Toby.</p>
			
<p>What's (17)..... name? Paul. He is with(18) wife.</p>	<p>Where is(19) from? (20).....is from Italy</p>	<p>He is with(21)..... friend (22)..... name is Rose.</p>	<p>We live in London. (23).....dad is a teacher.</p>
			
<p>This is (24)..... family. Our house is big.</p>	<p>(25)..... are doctors. (26)..... names are David and (your name).</p>	<p>Mrs. Wilson isn't 50. (27)..... 's forty</p>	<p>Where is(28)from? (29)..... 's from Japan (30)..... name's Nikita</p>

Session 2

Classroom Speaking Practice.

Look at the photos and ask and answer questions in pairs.

.....?

.....Lionel Messi and Ronaldo Aveiro.

.....?

.....L-I-O-N-E-L and R-O-N-A-L-D-O.

.....? Lionel Messi and Ronaldo Aveiro

.....M-E-S-S-I and A-V-E-I-R-O.

.....?

.....Rambod Javan.

.....?

.....R-A-M-B-O-D.

.....?

.....J-A-V-A-N.

.....?

.....Katayoun.

.....?

.....Riahi.

.....?

.....R-I-A-H-I.



Rambod Javan



Katayoun Riahi

Session 2

I. Complete the conversation.

Jack: Hello.....name is Jack Johnson

Clerk: Hello Mr. Johnson.....

Jack: J-A-C-K

Clerk: And.....

Jack: It's J-O-H-N-S-O-N

Clerk: How many children do you have?

Jack: I have 1 son.

Clerk: What is name?

Jack: name is John.

Clerk: ?

Jack: It's J-O-H-N.

Clerk: What's your wife's name?

..... full name is Sarah Wang.

Clerk: ?

Jack: It's S-A-R-A-H.

Clerk: ?

Jack: It's W-A-N-G.



Session 2  Track 2 Listen and repeat

Jobs

What do you do?

What's your job?

I'm a/an

a/an with jobs:

We use **an/a** when we say what people's jobs are.

He's **a** builder. NOT He's ~~builder~~.

She's **a** teacher and he's **an** engineer.



a shop assistant



a police officer



a builder



a plumber



a nurse



a teacher



a secretary



a hairdresser



a pilot



a vet



a carpenter



a farmer

Word	Example	Meaning
self-employed	Are you self-employed ?	Working for yourself, not for a company.
unemployed	I'm unemployed , but I'm looking for a job.	With no job, but wanting to work.
retired	My grandfather is retired now.	= my grandfather has stopped work because he is over 65.
housewife	My mum is a housewife now, but she was a lawyer.	A woman who looks after the house and family and doesn't go out to work.
boss	Who's the boss in this company?	A person who tells people what to do in their jobs.

Session 3

I. Look at the photos and ask and answers “yes/no questions”



Are they farmers?.....

No, they aren't. They are pilots.



.....?

Yes,?



.....?

Yes,?



..... a doctor?

No,?



.....?

Yes,?



.....?

Yes,?



.....?

Yes,?



..... teachers?

No,?



..... vet?

No,?



.....?

Yes,?

you

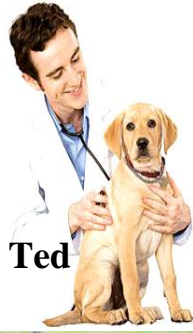
.....?

your Dad

.....?

Session 3

II. Look at the pictures and complete the questions and answers.



A. Is Emma an actress?

No, She's a

1

2

B. Are Luis and Sara vets?

No, They

3

4

C. Is Ted a pilot?

No, He

5

6

D. Ali and Farhad plumbers?

No,

7

8

9

E. Is Rose a chef?

Yes,

10

III. Complete the following conversation.

Allen: Hey, Joe!

Joe: Oh, hi, Allen. How's it going?

Allen: Good, thanks. This my friend Maral.

1

Joe: Hi. Nice to you, Maral.

2

Maral: Nice to meet you, Joe.

Joe: you a student here?

3

Maral: No, I'm not. I an engineer.

4

Allen: Maral from Iran.

5

Joe: Oh? you from Tehran?

6

Maral: No, I'm from Yazad.

7

Session 3

IV. Write questions for the following answers.

a) **A:**? ¹

B: Yes, I am. I am your classmate.

b) **A:**Australia? ²

B: No, she is not. She is from Iran.

c) **A:**singers? ³

B: No they aren't. They are singers.

d) **A:**? ⁴

B: Yes, he is. He is an actor.

V. Correct the mistakes.

1. **a.** Are he from London?

b. No, she not from London. She from Liverpool.

2. **a.** They are singers?

b. No, aren't they. They builder.

3. **a.** Is Emma she an actor?

b. No, she is. She is nurse.

4. **a.** We are self-employed?

b. Yes, they are.

Session 4

What's your favorite movie? Go online and find information in English about five actors or actresses in the movie. Then write about them.

- What are their names?
- Where are they from? What language do they speak?
- How old are they?

My favorite movie is

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Comments:

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Session 4

Countries and Nationalities Track 3: Listen and repeat

Where are you from?

Where do you come from?

I come from.....(country)

I am.....(nationality)

I can speak.....(Language)

List of Countries, Nationalities and their Languages

Below is a list of countries with the appropriate nationality. The Language that appears is the main language that is spoken in the country. We have not included all the languages that they may speak in that country.

Country	Nationality	Language
Argentina	Argentinian	Spanish
Australia	Australian	English
Brazil	Brazilian	Portuguese
Canada	Canadian	English / French
Chile	Chilean	Spanish
China	Chinese	Chinese
Egypt	Egyptian	Arabic
England	English	English
France	French	French
Germany	German	German
Greece	Greek	Greek
Iran	Iranian	Persian
Ireland	Irish	Irish / English
Italy	Italian	Italian
Japan	Japanese	Japanese
Malaysia	Malaysian	Malay / Malaysian
Mexico	Mexican	Spanish
Portugal	Portuguese	Portuguese
Russia	Russian	Russian
Saudi Arabia	Saudi	Arabic
Scotland	Scottish	English
South Korea	Korean	Korean
Spain	Spanish	Spanish
Thailand	Thai	Thai
Turkey	Turkish	Turkish
(The) United Kingdom	British	English
(The) United States of America	American	English

Session 4

I. Complete the sentences with the correct language.

To talk about people from a country, we often add 's' to the nationality, e.g.

Italians, Brazilians, Thais, Greeks.

Some plural forms are irregular: the British, the French, the English, the Spanish, the Chinese. the Japanese, the Swiss.

(Great) Britain = England, Wales, and Scotland

The United Kingdom/The UK = England, Wales, Scotland, and Northern Ireland.

Only people from England are **English**. People from Scotland, Wales, and Northern Ireland are not English, but they are **British**.

1. Argentinians speak
2. Saudis speak
3. Australians speak
4. Mexicans speak
5. Thais speak
6. The Chinese speak
7. Brazilians speak
8. Americans speak
9. The Scottish speak.....
10. Malaysians speak.....

Session 5

Speaking Classroom Task

In pairs, look at the given information and pictures. Ask and answer questions. Then report to another pair.

Student
A



Full name: James Harriet **Age: 44** **Brazil**
 (first name) ?
 (nationality) ?
 (age) ?
 (job) ?
 (spelling of first name) ?
 ? No, from Brazil.

Student
B



Real name: Moloud Mollaghasem **Age: 77**
 (first name) ?
 (nickname) ? Soraya.
 (age) ?
 (job) ?
 ? Iran.
 (spelling of nickname) ?

Student
A



Nicole Mary Kidman 50/Australia
Thomas Cruise Mapother 55/ the US
 (first names) ?
 ? Mary and Cruise.
 (age) ?
 (jobs) ?
 (nickname) ? Tom.
 (nationalities) ?
 ? No, from The US
 and Australia.

Student
B



Full name: Rafael Nadal **Age: 31**
Monacor/Spain
 (first name) ?
 (nationality) ?
 (city) ?
 (age) ?
 (job) ?
 (spelling of first name) ?
 ? No, from Brazil.

Session 5

I. Make questions for each picture. Then answer the questions



Name : Iniesta and Xavi
Country: Barcelona /Spain
Job: Soccer players

1. **A:** What names?
B:
2. **A:** What jobs?
B:
3. **A:** Where?
B: Spain.
4. **A:**?
B: Barcelona.
5. **A:** Japanese?
B:



Name : Adele
Country: London/ England
Job: Singer
Age: 28
Marital Status: Married

6. **A:** What name?
B:
7. **A:** What job?
B:
8. **A:** Where from?
B:
9. **A:** single?
B:
10. **A:** from?
B: London.

Session 5



Name : Mohammad Reza Golzar
Country: Tehran/ Iran
Job: Actor
Age: 39
Marital status: Single

11.A: What full name?

B:

12.A: What middle name?

B:

13.A: from?

B: Iran.

14.A: ?

B: Tehran.

15.A: Is married?

B:

16.A: job?

B:



Names : Leila Hatami & Ali Mosaffa
Country: Tehran/ Iran
Job: actors
Age: 45/51

17.A: ?

B:

18.A: ?

B:

19.A: ?

B:

20.A: ?

B:

Session 5



Track 4: Listen and repeat

Numbers

1 one	11 eleven	21 twenty-one	101 a/one hundred and one
2 two	12 twelve	22 twenty-two	200 two hundred <i>Not two hundreds</i>
3 three	13 thirteen	30 thirty	300 three hundred <i>Not three hundreds</i>
4 four	14 fourteen	40 forty	1,000 a/one thousand
5 five	15 fifteen	50 fifty	3,000 three thousand <i>Not three thousands</i>
6 six	16 sixteen	60 sixty	1,000,000 one /a million
7 seven	17 seventeen	70 seventy	1,000,000,000 a/one billion
8 eight	18 eighteen	80 eighty	
9 nine	19 nineteen	90 ninety	
10 ten	20 twenty	100 a/one hundred	

In large numbers (over 999), write a comma (,) between thousands and hundreds, e.g. 11,000, and between millions and thousands, e.g. 3,000,000.

I. Correct the mistakes.

- Thirty one thirty-one
- Two hundreds
- Three hundred forty
- One thousand and two hundred
- Two thousand three hundred

Spotlight	about
	About means “a bit more or a little less than”.
	How many students are there? ~ about 20. (=18, 19, 20, 21, or 22)
	How much is it? ~ It’s about \$100.

II. Write the numbers in words using about.

Sixty-eight people. About seventy people

- Ninety seven euros.
- Nine students.
- Thirty-one years
 - Four hundred and ninety
 - One thousand nine hundred and ninety.
 - Seventy-eight people.
 - Two hundred and forty-nine thousand.
 - Nine hundred and eighty thousand.

Session 6

Classroom Speaking Activity.

Look at all pieces of information and speak about the person/people in the picture and make some sentences. After that ask your partner yes/no questions about the picture.

Student A



Reza/Sadeghi/ 38/Iran/545-559-604



Jack/Bulk/34/Canada/542-526-102

Rose/Anderson/30/Australia/302-322-102



Pamela/Williams/49/ Portugal/254-001-245

Student B



Sarah/Jones/29/Russia/533-723-120



Tom/Harrison/45/Brazil/522-012-440

Sarah/Harpoon/34/Greece/512-125-112



Ed/Brown/35/Japan/504-254-899

best friend

best friend

Session 6

🎧 Track 5: Listen and repeat

Family tree

Elsie



=



Alf

Damon's **grandmother**

Damon's **grandfather**



=



Dave
his **father**

Maggie
his **mother**



Paul
his **uncle**

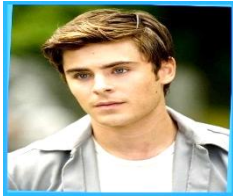


=

Jane
his **aunt**



Luke
his **brother**



Damon



Karen
his **sister**



James
his **cousin**



Jessica
his **cousin**

All the people here are Damon's **relatives**.

Luke is Dave and Maggie's **son**.

Karen is Dave and Maggie's **daughter**.

Maggie is Dave's **wife**.

Dave is Maggie's **husband**.

Elsie and Alf are Maggie's **parents** (=mother and father)

Dave is Paul's **brother-in-law**.

Jane is Maggie's **sister-in-law**.

James is Maggie's **nephew**.

Karen is Paul's **niece**.

Luke is Elsie's **grandson**.

Jessica is Elsie's **granddaughter**.

I. Complete the sentences about Damon's family.

1. Maggie is Elsie's

2. Luke is Paul's

3. Jessica is Maggie's

4. Maggie is Jane's

5. Karen is Jessica's

6. Paul is Jane's

7. Elsie is Jessica's

8. Paul is Luke's

9. Maggie is Jessica's

10. James, Maggie, and Alf are Damon's

Session 6

II. Draw your family tree. Write the names and their relations.

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III. Write a paragraph about your relatives.(their names, jobs, ages, and their relations to you)

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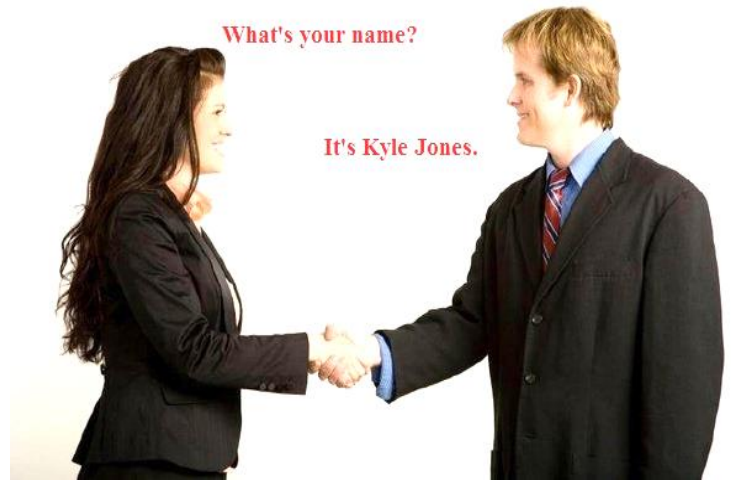
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Introductions and Names

I. Match each statement or question with the correct response. Compare answers with a partner.



- | | |
|---------------------------------|------------------------------|
| 1. What's your name? _ | a. it's kylejones@tmail.com. |
| 2. How are you? _ | b. Good morning. |
| 3. What's your e-mail address?_ | c. It's Kyle Jones. |
| 4. Hello, Kyle. _ | d. It's 555-2398. |
| 5. Nice to meet you. _ | e. I'm fine, thanks. |
| 6. How do you spell your name?_ | f. Hi, Sara. |
| 7. What's your phone number? _ | g. K-Y-L-E. |
| 8. Good morning, Kate. _ | h. Nice to meet you, too. |

Session 7

II. 🎧 Track 6: Listening 1

Listen and fill in the blanks.

1.

A: What's your name?

B: Alina Smith.
1

A: Elena?

B: No. Alina.
2

A: Oh. Alina. you,
3 4

3.

A: Could please have?
6 7

B: Sure, it's natwilson@tmail.com.

A: Okay... Matt Nilson...

B: Actually, it's Nat Wilson...

n-a-t-w-i-l- s-o-n at tmail com.
8

A: Nat Wilson. Thanks.
9

5.

A: May I have your, please?
12

B: Sure. It's 555-2398.

A: Okay... 555-2358.

B: Actually; nine eight. 2-3-9-8.
13

A: Oh, 2-3-9-8. Thank you.

2.

A: Your name, please?

B: Matt Rosenblum.

A: Rosenblum?
5

that, Mr. Rosenblum?

B: R-O-S-E-N-B-L-U-M.

A: Okay; thank you.

4.

A: And your is....
10

B: It's coolgal@rol.com

A: Cool pal?

B: No, cool gal. G-A-L. At R-0 -L

..... com.
11

6.

A: So, could I give you a call sometime?

B: Sure. That would be great.

..... 555-7216.
14

A: 555-7216?

B: Yep. That's right.

A: Okay, I'll give you a call this
....., then.
15

Session 7

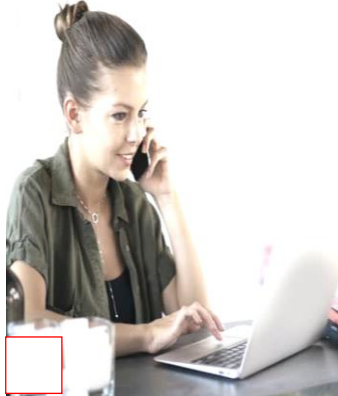
III. Track7 Listening 2 Task 1

People are greeting each other and asking for information. Listen and number the pictures.

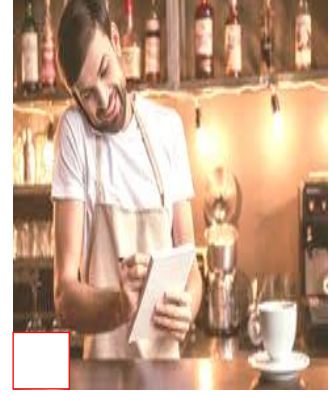
A



B



C



D



E



F



Listening 2 Track7 Task 2

Listen again. What do you think each person says next? Circle the correct answer.

- I'm fine, thanks.
 - Good morning.
 - Nice to meet you, too.
- It's 555-7591.
 - It's sgomez@tmail.com
 - G-0-M-E-Z.
- What's your name?
 - Nice to meet you.
 - What's your address?
- How do you spell your name?
 - What's your phone number?
 - How are you?
- How do you spell your last name, please?
 - It's nice to meet you.
 - I'm fine, thanks.
- What's your name?
 - How do you spell your name?
 - What's your e-mail address?

Session 7

IV. Listening 3 Track 8 Task 1

People are greeting each other. Listen and write each person's name.



1.....



2.....



3.....



4.....



5.....



6.....

Listening 3 Track 8 Task 2

Listen again. How do the people know each other? Write the correct letter.

- | | |
|---------|--------------------------|
| 1. c | a. from work |
| 2. | b. from the gym |
| 3. | c. from school |
| 4. | d. from a friend's party |
| 5. | e. from the boy's mother |
| 6. | f. from the bus stop |

Session 8

Classroom Speaking Task

I. Interview your partner and get some information about their cousin's/father's first name, last name, nickname, telephone number, age, job, email address and nationality. Take notes.

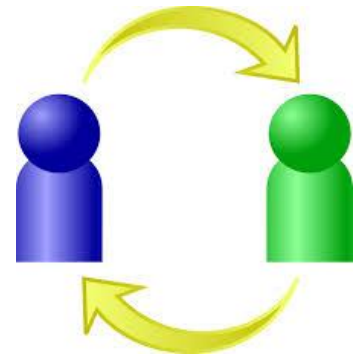
For example:

A: What's his/her first name?

B:? His/her last name is



II. It's time to swap roles.



I. Now introduce your partner and talk about his/her cousin/father to the class.

For example:

A: Hello class. This is my classmate His cousin's first name is His last name is

.....

.....

.....

.....



Session 8

 Track 9: Listen and repeat

chair



eraser



backpack



mechanical pencil



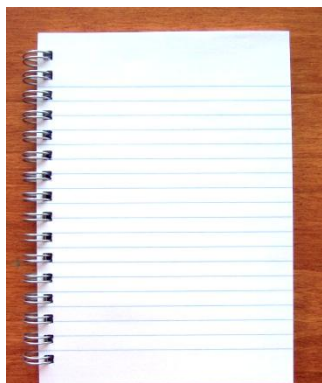
scissors



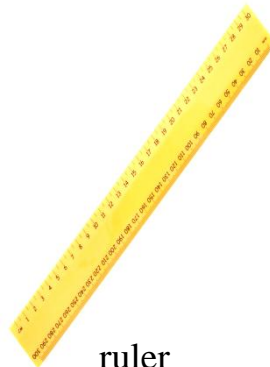
outlet



air conditioner



notebook



ruler

lampshade



bulletin board



pencil sharpener



radiator



marker



wallet



doll

Session 8

Write about one of your colleagues or teachers.

1. What is his/her name?
2. How old is he/she?
3. What does he/she do?
4. Where is she/he from?

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Comments:

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Session 9

- I. Help Margo talk about her office. Write *this* or *these* for things that are near her, and *that* or *those* for things that are not near her.



1. This phone is new.
2. closet is for her coat.
3. books are about business.
4. computer is old.
5. pens are very good.
6. window is open.
7. pieces of paper are for the meeting.
8. cabinet is for paper clips, folders, and general office things.
9. picture is a photograph of her family.
10. folders are for the sales reports.

Session 9

II. Look at the photos and complete the sentences.

1. What's this?

It's **an**



2. What're these?

They are



3. What's this?

It's a



4. What are these?

They are



5. What's this?

It's a



III. Complete the sentences. Use the words in parentheses.

(*This, These*)₁ ruler is black.₂ (*That, Those*) rulers are blue.

(*This, These*)₃ pencil sharpeners are gold. (*That, Those*)₄ pencil sharpeners are silver.

(*This, These*)₅ pen Alex's. (*That, Those*)₆ pen is Alice's.

(*This, These*)₇ mechanical pencils are mine. (*That, Those*)₈ mechanical pencils are yours.

(*This, These*)₉ wall hanger is Ali's. (*That, Those*) wall hanger is Reza's.

Students are sitting at (*this, these*)₁₁ desks, but (*that, those*)₁₂ desks are empty.

IV. Look at the photos and complete the sentences.

Alex: Excuse me₁ called
.....₂ ?

Lucy: It's a mechanical pencil.

Alex: A mechanical pencil?

How₃ ?

Lucy: M-E-C-A-N-I-C-A-L P-E-N-C-I-L

Alex: Thanks.



Alex: Excuse me₄ called
.....₅ ?

Lucy: It's₆

Alex: An₇ ?

Lucy:₈

Alex: Thanks.₉



Session 10

Track 10: Listen and repeat

I. Clothes

1. Shirt
2. Top
3. Sweater
4. Pants
5. Jeans
6. Skirt
7. Dress
8. T-shirt
9. Suit
10. Coat
11. Raincoat
12. Tights



1



2



3



4



5



6



7



8



9



10



11



12

II. Accessories

1. Scarf
2. Tie
3. Bow tie
4. Hat
5. Belt
6. Purse
7. Watch
8. Glasses
9. Sunglasses
10. A pair of socks
11. Umbrella
12. High heels
13. Barrette
14. A pair of gloves



1



2



3



4



5



6



7



8



9



10



11



12



13



14



Full name: Anna Penury
Age:19 Job: Singer
From: Spain



Full name: John Bob Anderson
Age:25 Job: Vet
From: Germany

Session 11

Classroom Speaking Practice

Use **possessive pronouns** (mine, hers, his,.....) and **possessive adjectives**(my, your, his,.....) to ask and answer questions. Pay attention to cross and check marks.

 <p>A: Are those hers? / Are those her shoes? B: Yes, They are hers. /They are her shoes.</p>	
 <p>A: Are those hers? / Are those her children? B: No, They are theirs. /They are their children.</p>	
 <p>A: Is that his? / Is that his dog? B: Yes, It is his. /It is his dog.</p>	 <p>A: Is that hers? / Is that her bicycle? B: No, It is his. /It is his bicycle.</p>

Session 11

Speaking Classroom Task

Teacher cuts all cards, shuffles and distributes among students. All students keep in mind what they have and give all cards back to the teacher. The teacher selects a student giving him some cards to go around the class and find their owners. Teacher informs students there are two of which items.



Session 11

I. Correct the words in bold with possessive adjectives (my, your, his,.....) and possessive pronouns(mine, yours, his,.....).

e.g. My brother is always on the phone with **he** friend.

his

1. Kim has a cat. **It** head is black, but **it** hands are white.

2. Whose keys are these? Are these **her**?

3. She doesn't have **she** bag.

4. Is that bag **you**?

5. **We** dog is white and black.

6. This bag isn't **my**. It's Ali's.

7. I have my keys, but they don't have **they**.

8. This isn't their car. It's **our**.

9. Ben is **I** best friend in the classroom.

10.Helen, Is that his cat or **you**?

11.Those are the children's toys. They are **their**.

12.Rose! I had no money. This money is **you**.

13. I have my book and Sonia has **her**.

14. I am sure I can pass **I** exam.

15.Tonight is Ali's birthday. **He** birthday is at 08:00.

16.Is it his car? No, it's **I**.

17. I have my picture and they have **their**.

18.He sits in his place and I sit in **my**.

19.We wash **we** hands everyday.

20.**She** friends have **she** phone number.

Session 11

II. Choose the possessive pronouns (*mine, yours, his, hers, ours, or theirs*) or possessive adjectives (*my, your, his, her, our, or their*) that best complete each sentence.

1. Hey, John! Is brother a plumber? Are these caps?
2. Can I take your pen? is at home.
3. John finishes homework early, but Rose does not do until later.
4. The little boy who lives next door plays with toys.
5. The furniture belongs to my mother. It is
6. You should clean room before you go to the party.
7. Mr. and Mrs. Rochester want to buy a desk for house.
8. That green shirt isn't John's. is blue.
9. Angela likes to wear skirt, but John likes to wear jeans.
10. Don't take these keys. They are not
11. A: Is their house old? B: No, is new. is very old.

III. Rewrite the underlined words using *mine, yours, his, hers, ours, or theirs*.

1. This is Ali's coat.
.....
2. It is my chocolate. Don't eat!
.....
3. That red book is not John's book. His book is blue.
.....
4. A: Look at these keys. Are they our keys?
.....
B: No, they are not your keys. They are my mother's keys.
.....
5. A: Are those your glasses or my glasses on the table?
.....
B: I think, they are your glasses. My glasses aren't on the table. They are in my bag.
.....

Session 12



Describe the photos.

The man's cap in the picture is black. His tie.....

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Listening 1



Track 11: Listen and fill in the blanks.

1.

A: Which is David?

B: David? There ¹..... He's wearing
a ²..... and ³..... And he has
reddish- blond hair.

A: Okay. Thanks.

3.

A: Which one is Nick?

B: He's wearing a dark ⁸..... and a tie
... and ⁹.....

A: Sneakers? Okay. Thanks.

5.

A: Who's Andrew?

B: He's wearing ¹⁴..... and a ¹⁵.....
He has short ¹⁶..... hair.

A: Oh, I see him. Thanks.

7.

A: Is Mary here tonight?

B: Yes, ²¹..... See her over there?
She's wearing ²².....

A: ²³..... and a ²⁴.....

B: Yes, and she's wearing a funny ²⁵.....

2.

A: I'm looking for Monica.

B: Oh, she's wearing a long ⁴.....
And she wears ⁵.....

A: Does ⁶..... have long hair?

B: No, ⁷..... really long.

4.

A: I'm looking for Emma.

B: There ¹⁰....., over there. She's
wearing ¹¹..... and a
red ¹².....

A: The one with a ¹³.....? B: Yeah.

6.

A: I'm looking for Kate.

B: Mm . . . There ¹⁷..... She's
wearing a ¹⁸....., a blue
¹⁹..... and red ²⁰.....

A: Thanks.

8.

A: Where's Ben?

B: Oh, the bodybuilder. ²⁶.....
wearing ²⁷....., ²⁸..... and a
tight ²⁹....., as usual.

A: A tight ³⁰.....?

B: Yeah, he likes to show off ³¹.....
muscles!

Listening 2

Track 12 ► Task 1

People are trying on clothes in a store. Listen and number the pictures.



CD 1-13 ► Task 2

Listen again. What does each person need? Circle the correct answer.

1. He needs a _____ pair.

- a. longer
- b. shorter
- c. cheaper

2. She needs a _____ one.

- a. prettier
- b. bigger
- c. smaller

3. She needs a _____ pair.

- a. tighter
- b. bigger
- c. smaller

4. He needs a _____ pair.

- a. bigger
- b. cheaper
- c. smaller

5. He needs a _____ one.

- a. tighter
- b. looser
- c. smaller

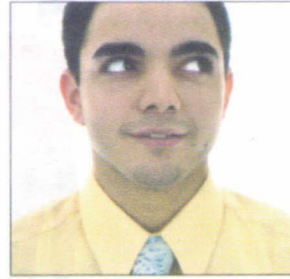
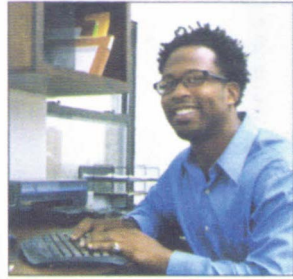
6. She needs a _____ size.

- a. smaller
- b. bigger
- c. more comfortable

Listening 3

Track13: **Task 1**

Does the information you hear match the description? Listen and check (✓) the correct answer.



	Correct	Incorrect
1. Sonia		
a. no jacket	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. bag	<input type="checkbox"/>	<input type="checkbox"/>
c. no earrings	<input type="checkbox"/>	<input type="checkbox"/>
d. black shoes	<input type="checkbox"/>	<input type="checkbox"/>
2. Matt		
a. new jeans	<input type="checkbox"/>	<input type="checkbox"/>
b. T-shirt	<input type="checkbox"/>	<input type="checkbox"/>
c. brown boots	<input type="checkbox"/>	<input type="checkbox"/>
d. no rings	<input type="checkbox"/>	<input type="checkbox"/>

	Correct	Incorrect
3. Kevin		
a. shirt	<input type="checkbox"/>	<input type="checkbox"/>
b. no tie	<input type="checkbox"/>	<input type="checkbox"/>
c. jeans	<input type="checkbox"/>	<input type="checkbox"/>
d. shoulder bag	<input type="checkbox"/>	<input type="checkbox"/>
4. Amy		
a. skirt	<input type="checkbox"/>	<input type="checkbox"/>
b. black jacket	<input type="checkbox"/>	<input type="checkbox"/>
c. bag	<input type="checkbox"/>	<input type="checkbox"/>
d. sneakers	<input type="checkbox"/>	<input type="checkbox"/>

Track13: **Task 2**

Listen again. What was each person wearing? Circle the correct answer.

1. Sonia was wearing a _____ skirt.

- a. yellow
- b. black
- c. dark blue**

2. Matt was wearing a _____ belt.

- a. red
- b. wide
- c. silver

3. Kevin was wearing _____ pants.

- a. brown
- b. white
- c. green

4. Amy was wearing _____ glasses.

- a. expensive
- b. black
- c. beautiful

Session 13

II. Read the paragraph and then write a new paragraph by changing the subject to “*He*”.

I am a doctor. I look after sick people. I usually get up at six o'clock. Today I am late, it is **six-thirty (06:30)** and I am still in bed. I usually take the train to work. I arrive at work at 6:30 every morning, but it is 7:30 now and I am still on the car.

It's **noon** now. I always have my lunch at **12:00**, but today I'm very busy and I don't want to eat lunch. I usually take the bus home. I usually watch TV at **a quarter to seven (=06:45)**, because my favorite program starts at **a quarter to seven**. I have my dinner at **half past nine (=09:30)** every day.

It is **midnight (=00:00)** now and I am in the bed. I always go to bed at **midnight**.

He is a doctor......
.....
.....
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.....

Session 14

I. Look at the pictures and the time given and complete the blanks

04:30 P.M.



03:15 P.M.



01:15



06:10 P.M.



10:15 P.M.



08:00



06:30



e.g. He's at University.

What's the time?

It's eight o'clock in the morning.

A. He's at the park.

What's the time?

.....1.....

B. He arrives at university.

.....2.....

.....3.....

C.....4.....

What time is it?

It's ten fifteen in the evening.

D.5.....'s at home.

.....6.....

.....7.....

E. He's at the gym.

.....8.....

.....9.....

F. He's at the office.

.....10.....

.....11.....

G.....12.....

What's the time?

It's ten after six in the evening.

Session 14

II. Read about my typical day.

🎧 Track 14: Listen and repeat



I usually **get up** at 6.



I **have a shower**.



I eat a **light breakfast**.



I **get dressed**.



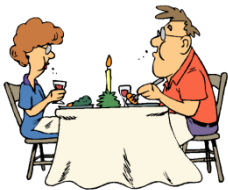
I **get out of home** at 6:45. I **begin work** at 7:30.



I **finish work** at 5.



I **arrive home** at 6 P.M.



I **have dinner**.



I **watch TV**.



I **brush my teeth**.



I **go to bed** at 11:00.

III. What's your father's typical day like?

.....

.....

.....

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Session 15

Speaking Classroom Task.

I. Go around the class and ask one of your classmates about his/her *typical day*. (Ask for the time of activities) You can get more information at the end by asking questions. Then go to the board and report to your class about your partners' typical day.

II. Teacher selects one student to read the text about Charlie's typical day and then report it to the class. All students listen carefully and take notes. Then all students talk about the text in pairs.

I get up at 7:20 A.M. I don't take a shower in the morning. I get dressed fast. I don't eat breakfast at home. I eat a light breakfast at work with my friends. I leave home at 7:45. I always drive to work. I get to work late on weekdays, because traffic is heavy. It's good that my boss is my best friend. We work hard. We don't eat lunch in the kitchen or restaurant, we eat lunch at our desks. We finish our work at 7 in the evening. I go to the gym after work on Mondays and Wednesdays. I arrive home at 10 P.M. I make (=cook) dinner. I have a shower and then I eat dinner and watch some TV. I brush my teeth and go to bed at midnight.

Session 15

III. Complete the conversation with a form of verb *be(am, is, are)* or *do/does*.



Kevin: Hi, I'm Kevin. I.....₁ the boss of this office.

John: Hello, thank you for calling me to the interview.

Kevin: You're welcome.₂ you want coffee?

John: No, I.....₃. I just drink tea.

Kevin: So, John.₄ you American?

John: Yes, I.....₅. I'm from New York

Kevin:₆ you live here in Los Angeles?

John: Yes, I₇. I live on Park Street.

Kevin:₈ your father work at a bank?

John: Yes, He₉. He works at National bank.

Kevin:₁₀ your mother a housewife?

John: Yes, she₁₁.

Kevin:₁₂ you work?

John: No, I.....₁₃. I'm a university student.

Kevin:₁₄ you like music?

John: Yes, I₁₅. I listen to music all the time.

Kevin:₁₆ you free in the afternoon?

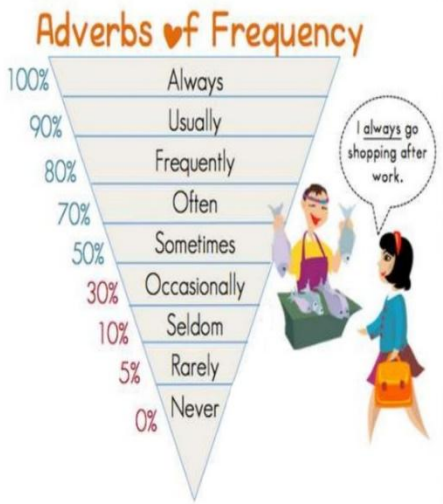
John: Yes, I.....₁₇.

Kevin:₁₈ your best friend work here?

John: Yes, he₁₉

Session 16

How often do you go shopping? “I go shopping **three times a year**”



on the weekend: on Saturday and Sunday

during the week: from Monday to Friday

stay in: Stay at home

once a week: one time in every week

twice a week: two times in every week

come round: come to my home

go out: leave home to go to a bar, cinema, etc.

go shopping: go to the shops to buy clothes, CDs, etc.

e.g. I **never** go shopping.

I am **seldom** late.

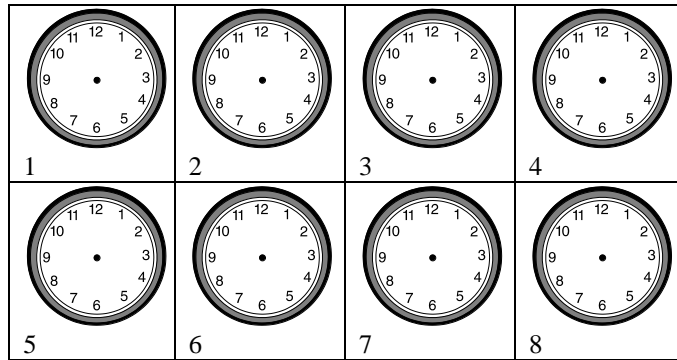
- I. Write a paragraph and say *how often you go to these places and how you get around?*
Who do you go with? “restaurant, park/cinema/stadium/ shopping/gym/English class/
library/ swimming pool”

I usually go to the restaurant, because I live alone. I drive to my favorite restaurant. I often go there with my best friend.

Session 16

Show the time on each clock:

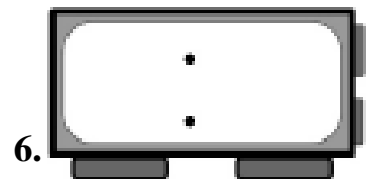
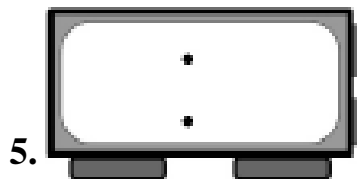
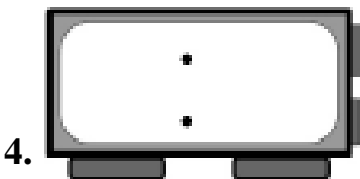
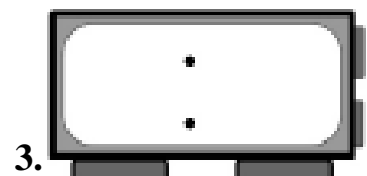
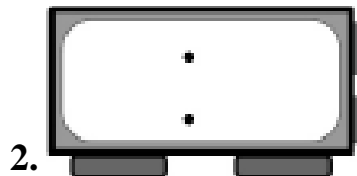
1. Twenty to two
2. Three fifteen
3. Ten after ten
4. Two thirty
5. Three fifty-five
6. Six forty-five
7. Two o'clock
8. Five after ten



Routines

 Track 15: Listening 1

I. What time is each person saying? Listen and write the correct time on each clock.



Session 16



Track 16: Listening 2 Task 1

What time does each person get up and go to bed? Listen and write the times.

	gets up	goes to bed
1.Sandra	5:00	(1).....
2.John	(2).....	(3).....
3.Sam	(4).....	(5).....
4.Grace	(6).....	(7).....
5.Mia	(8).....	(9).....
6.James	(10).....	(11).....



Task 2



Track 16: Listen again. Circle the correct statement.

- | | |
|---|---------------------------------------|
| 1.a. Sandra studies before school. | 4.a. Grace is a night person. |
| b. Sandra studies at night. | b. Grace is a morning person. |
| 2.a. John looks happy. | 5.a. Mia gets up early to go to work. |
| b. John looks tired. | b. Mia gets up early to take a walk |
| 3.a. Sam usually goes running in the morning. | 6.a. James likes his new job. |
| b. Sam usually sleeps late in the morning. | b. James likes working at night. |

Session 16 Task 3



Track 17: Listen again and fill in the blanks.

1.

A: Hey, Sandra, do you want to go₁..... tonight?

B: Maybe... what time?

A: How about the₂..... show?

B: Oh, that's too late for me... I usually₃..... at eight thirty.

A: So early?

B: Yeah.... I have to get up at five a.m. to study before school.

A: Five a.m.? Why don't you study₄.....?

B: I don't like to stay up late. I'm₅.....

2.

A: You look tired, John.

B: Yeah, well, I'm always tired.

A: Really?₆.....?

B: Usually around₇..... I like to stay up late. But I have to get up at₈..... to go to work.

3.

A: Do you want to go running tomorrow morning, Sam?

B: It depends... what time? A: How about six o'clock?

B: Six o'clock? I don't get up until around₉.....!

A: Wow, you get a lot of sleep!

B: Not really.... I usually stay up until about three in the morning.

4.

A: Are you a₁₀..... or a night person, Grace?

B: Oh, definitely a night person. A: Really?

B: Yeah. I can't fall asleep before midnight. I usually go to bed around one a.m.

A: Huh. Do you sleep late₁₁.....?

B: Not really. I usually get up at₁₂.....

5.

A: Did you watch the eleven o'clock news last night, Mia?

B: No... I was asleep. I usually₁₃..... around ten.

A: Ten o'clock? That's pretty early, isn't it?

B: Yeah, well, I'd like to stay up late... but I have to₁₄..... to go to work.

6.

A: Hi, James,₁₅.....?

B: Well, I got a new job a few weeks ago.


A: Really? Congratulations! How do you like₁₆.....?

B: Well,₁₇..... great, except for the hours. I work the night shift.

A: Oh, no! When do you sleep?

B: Well, I go to bed₁₈..... I sleep all day, and get up at four in the afternoon.

Listening 3

 Track 18: **Task 1**

IV. People are talking about their daily routines.
Listen and check the things each person does.



	Peter	Amelia	Charlie
1. gets up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. goes running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. takes the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. takes the subway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. texts friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. goes to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. plays video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. watches TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. hangs out with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 2

 Track 18:

V. Listen again. Are these Statements true or false? Check the correct answer.

	True	False
1. a. Peter has a big breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
b. Peter gets to work before 7:00 in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
c. Peter reads the newspaper on the subway.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. Amelia drinks tea with her breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
b. While Amelia is on the bus, she texts her family.	<input type="checkbox"/>	<input type="checkbox"/>
c. Amelia plays video games for half an hour every day.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. Charlie has a job.	<input type="checkbox"/>	<input type="checkbox"/>
b. Charlie eats a big lunch.	<input type="checkbox"/>	<input type="checkbox"/>
c. Charlie looks for job online.	<input type="checkbox"/>	<input type="checkbox"/>