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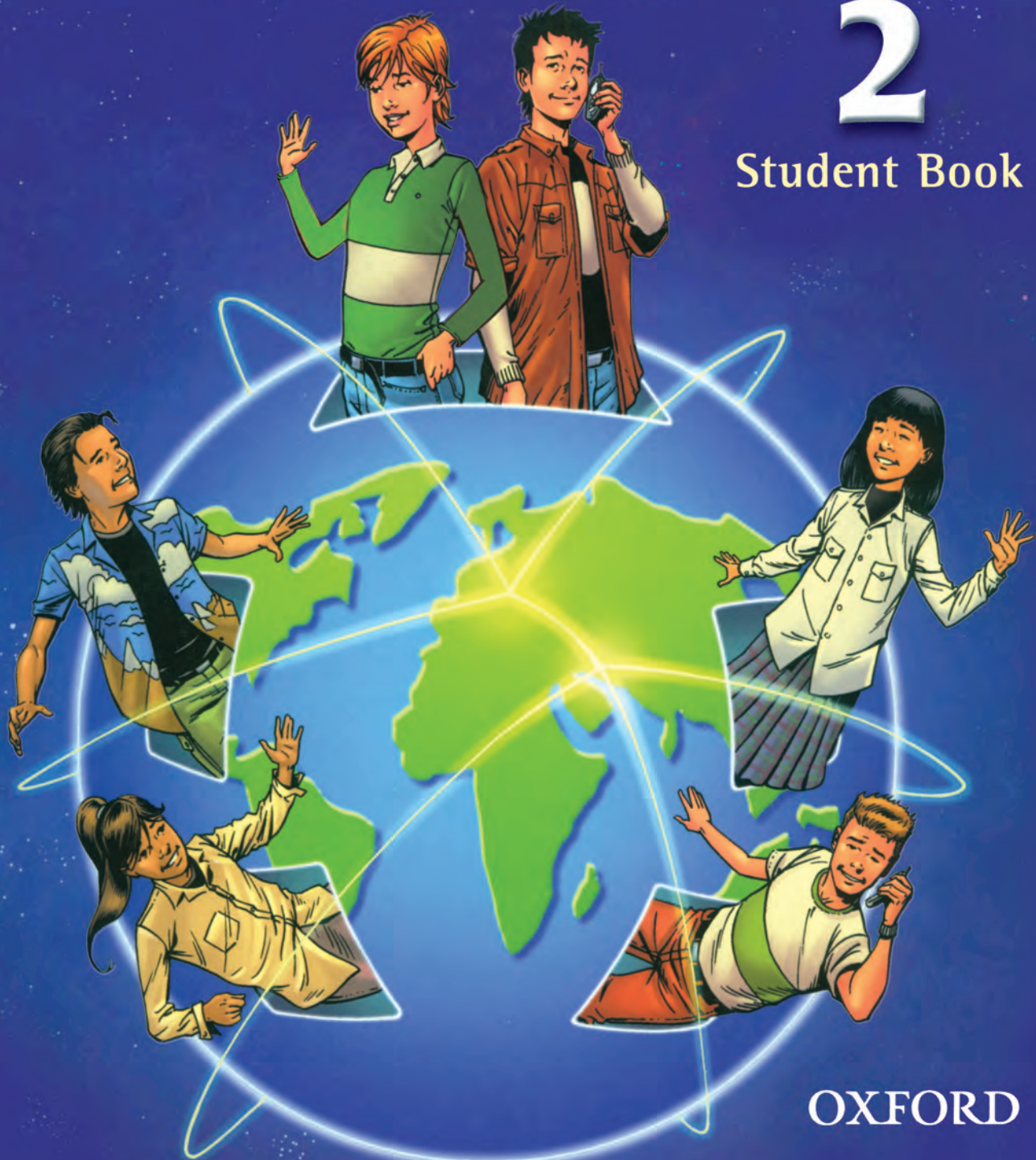
Bill Bowler and Sue Parminter

Happy Earth

American English

2

Student Book



OXFORD

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Our bodies

In shape



- 1 Write the missing vowels. Then match the words with the body parts in the pictures.

<input checked="" type="checkbox"/> a rm	<input type="checkbox"/> ch _ st	<input type="checkbox"/> h _ _ d
<input type="checkbox"/> b _ t t _ m	<input type="checkbox"/> b _ ck	<input type="checkbox"/> f _ c _
<input type="checkbox"/> h _ _ l	<input type="checkbox"/> sh _ _ ld _ r	<input type="checkbox"/> c _ lf
<input type="checkbox"/> h _ nd	<input type="checkbox"/> wr _ st	<input type="checkbox"/> th _ mb

- 2 Listen and check your answers.
Repeat the words.

L1.1

- 3 Do the quiz in pairs.

The Mind and Body Quiz

What does your brain know about your body?
Do this quiz to find out.

- 1 What is an average pulse rate when you are at rest?
a 70 b 50 c 150



- 2 What is an average pulse rate when you are doing exercise?
a 80 b 150 c 200

- 3 What is your body's aerobic system?
a Your heart, lungs, and blood.
b Your arms and legs.
c The clothes you wear to do aerobics.

- 4 Which is the best all-round exercise?
a cycling b jogging c swimming

- 5 Which of these activities helps to build up your strength?

a walking
b running
c rowing



SCORE A correct answer = 5 points.

GOLD 40-50

SILVER 20-39

BRONZE 0-19

You get the fabulous
"Mind and Body"
gold medal.

You get the
"Mind and Body"
silver medal. OK?

Sorry, but you only get
the "Mind and Body"
bronze medal.

Looking at Language

Talking about the future

Look at these sentences from the dialog and underline the future verb forms.

- 1 What are you doing this afternoon?
- 2 I'm not doing anything special.
- 3 What are you going to do on Wednesday?
- 4 Tomorrow I'm going to do some weights.

Which tense are sentences 1 & 2?

Which tense are sentences 3 & 4?

How do we talk about definite future events?

How do we talk about future intentions?

How do you say these sentences in your language?

We're playing a basketball match on Saturday.

I'm going to get fit this summer.



6 Which of these activities helps to build up your stamina?

- a jumping rope/skipping
- b horseback-riding
- c rock-climbing



7 Which of these activities helps flexibility?

- a windsurfing
- b weight-training
- c yoga



8 Which of these activities uses up the most calories per hour?

- a cycling 9 mph
- b running 6 mph
- c playing a game of football

9 How much exercise should you do every week to keep fit?

- a 5 hours
- b 1 hour
- c 15 hours

10 When should you do warm-up exercises?

- a when you are cold
- b before you do any exercise
- c after doing any exercise

4 Check your answers with your teacher and figure out your score.

5 Listen to Karina talking about her fitness plan. Mark the sentences T (True) or F (False).

L1.2

- a ☐ Today she's going to do 10 minutes of warm-up exercises.
- b ☐ Every week she does two stamina-building sessions.
- c ☐ Tomorrow she's going to go swimming.
- d ☐ She doesn't go to the gym on Wednesdays.
- e ☐ On Thursday, she's going to do an aerobics class.
- f ☐ She's going to go jogging on Friday.
- g ☐ She's playing a basketball game on Saturday.

6 Write a fitness list and compare it with a partner.

I'm going to find out the cost of the gym.

I'm going to start cycling to school.

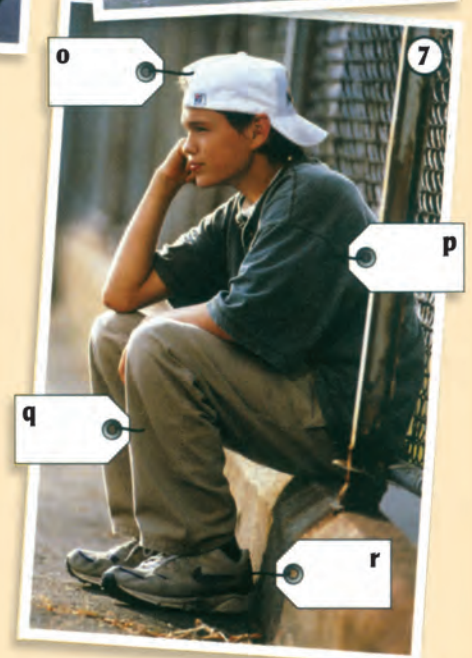
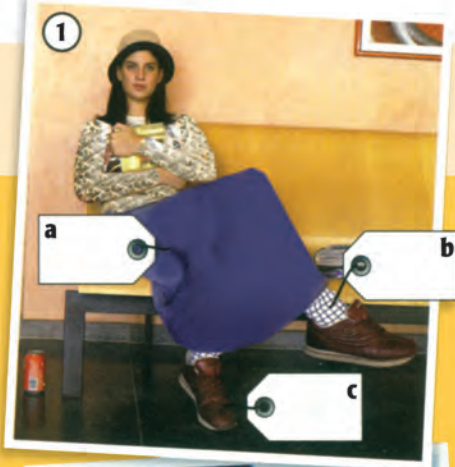
I'm not going to watch as much TV.

I'm going to join the school baseball team.

Fashion file

- 1 Read about the street fashions and label the clothes items.

Street Style



Who's wearing what?

- 1 Emily – patterned T-shirt (Ross \$6.99), checkered socks (Kohl's \$2.99), brown shoes (Payless \$12.99), and denim skirt (New York & Company \$24.99);
- 2 Madison – grey woolen coat (American Eagle Outfitters \$79.99) and plain hat (Express \$14.99);
- 3 Abigail – striped cotton dress (Express \$14.99);
- 4 Joshua – dark blue jacket with bright yellow lining (Banana Republic \$35.99) and mid blue sweatpants (Gap \$19.99);
- 5 Abigail – polka dot shirt (Old Navy \$15.99), padded maroon vest (American Eagle Outfitters \$24.99), and tight blue jeans (Dockers \$39.99);
- 6 Olivia – pale blue sweater (Old Navy \$12.99), baggy denim pants (Macy's \$19.99) and white belt with brass buckle (Forever \$8.99);
- 7 Ethan – white baseball cap (Target \$9.99), plain gray T-shirt (Ross \$5.99), pale brown pants (Gap \$29.99) and Nike sneakers (Foot Locker \$39.99).

- 2 Talk about the clothes in the pictures.

bright	tight	plain
striped	polka dots	pale
baggy	patterned	checkered

He's wearing baggy sweatpants.

- 3 What clothes do you like? Tell a partner.

- 4 Listen to the *Clothing Store Rap*. Match the phrases in A with the phrases in B.

L1.3

A	B
I hate tops	that are bright.
I like tops	that are plain.
I hate jeans	that are pale.
I like jeans	that are striped.
	that are patterned.
	that are tight.
	that are baggy.

Looking at Language

Simple present or present continuous?

Underline the verb forms in these sentences. What tense are they?

He's wearing baggy pants and a bright sweater.

Dad doesn't understand modern styles.

I go shopping every Saturday with my friends.

Complete the rules.

- a We use the _____ to talk about habits, routines or general truths.
- b We use the _____ + talk about actions now.

How do you say these sentences in your language?

I wear jeans to school every day.

Today I'm wearing my favorite top.



- 5 Listen to Brett talking about some of the things in his closet. Answer the questions.

L1.4



- a Which things belonged to his grandpa?
b Which things does he wear for good luck?
c Which is the thing he never wears?
d What is he going to wear to the prom?
e Which thing came from a yard sale?

- 6 Make notes about your special clothes. What are they like? Where did you get them?

Manchester United soccer shirt -
present / my uncle / trip to England

- 7 Work with a partner. Ask and answer questions about your things.

My first special thing is a baseball shirt.

What's it like?

Focus on food



- 1 Look at the pictures and discuss the questions with a partner.
- Which of the foods are high in calories?
 - Which of the foods contain protein?
 - Which of the foods are good sources of carbohydrates?
 - How often do you eat or drink the different things?

2

Listen. What are they going to do? Write the names with the tasks.

L1.5



- a Alice b Kylie c Jason
- get the dish ready
 - grate the cheese
 - buy some butter
 - make the salad
 - buy some ice cream

3

Listen to some phrases from the conversation. How many words do you hear?

L1.6

- a b c d e

Looking at Language

Offers and suggestions

Complete these sentences.

What _____ we make?

I _____ go down to the store and get some.

Jason and I _____ make the salad.

_____ I get anything else?

_____ we make a salad too?

Complete the rules.

In questions we use _____ + I / we?

In statements we use I / we + _____.

How do you say these sentences in your language?

I'll help you.

Should we make a salad?

Should I go to the store?



4 Read the clock pizza recipe and complete the blanks with these words.

arrange



cut



grate



slice



spread



sprinkle



CLOCK PIZZA

Ingredients

frozen pizza base
 tomato sauce
 1 cup grated cheese
 2 anchovies
 6 black olives
 2 hard-boiled eggs



Method

- 1 _____ tomato sauce over the pizza base.
- 2 _____ the cheese. _____ it on top of the tomato sauce.
- 3 _____ the eggs. _____ 12 slices around the edge of the pizza like numbers on a clock.
- 4 _____ the olives in half. Place one half on each slice of egg.
- 5 _____ the anchovies in the center like clock hands.
- 6 Cook until the cheese melts and the base is done.

5 Work with a partner. Choose a food item and invent a fun recipe.

a special sandwich
 a drink
 an ice-cream sundae

Vote for the best class recipe.

6 Work in groups. You are going to organize a class party. Decide where and when to have the party. Decide who is going to do what.

- send out invitations
- buy food and drink
- prepare food
- put up decorations
- choose music

Swap meet advertisement

1 You need:

- sheets of colored card
- a pen
- colored pencils
- a large bulletin board, or an empty wall
- thumbtacks

2 Look at the Grade 8 "Swap Meet" bulletin board. Would you like any of the clothes?

3 Think of an item of clothing you have that you would like to trade for something else. Write an advertisement, and draw a picture.

4 Put all your advertisements on a board or wall.

5 Read the advertisements and organize a swap meet day in class.



L1.11

Earthmail Café



Help Todd and Kim to work out the name of the party.

What's the name of the main airport in Hawaii? Write letter 5.

Who was the first king of the kingdom of Hawaii? Write letter 2.

What's the popular Hawaiian instrument? Write letter 1.

Turn to page 88. Write the name in the red boxes

At leisure

Sporting life

1

L2.1

Listen to an interview with basketball player Robin Davison. Choose the correct answers.

- a He could touch the net for the first time when he was ...
- 1 20
 - 2 15
 - 3 12
- b When he was a teenager he couldn't go out with his friends because ...
- 1 he was at high school.
 - 2 he didn't have any time.
 - 3 he was too tall.
- c He'd like to be able to ...
- 1 play the trumpet well.
 - 2 listen to more music.
 - 3 play a different sport well.
- d When he was 14 he was able to get past the opposing team because ...
- 1 he was taller than the other players.
 - 2 he was running toward the wrong basket.
 - 3 the coach helped him.

2

Work with a partner. Use these phrases to talk about yourself.

I can really well.

I could — very well when I was —.

I can't — at all.

I wasn't able to — until I was —.

I couldn't — when I was younger.

I'd like to be able to —.



Looking at Language

Talking about ability

Discuss the questions.

What are the different forms of *can*?

How do we talk about ability in the present?

How do we talk about general past ability?

Look at this sentence:

He got the ball and was able to score because no one stopped him.

Complete the rule.

We use _____ for ability to do something at one specific time in the past.



3 Look quickly at the magazine article.
What is it about?

- a How to start snowboarding.
- b The pleasures of snowboarding.
- c A snowboarding team.

All for one and snow for all

Snowboarding is an individual sport, but members of the Boulder Mountain snowboard team love being part of a group. For them the important parts of teamwork are:

- the support they get from their team-mates
- the support they can give their team-mates
- sharing a group identity

Most of the fifteen teenagers in the team go to Boulder High School in Colorado. They cooperate and compete very well. "Practicing is all about having fun with your buddies," says Stefan Sayre, 16, "but taking part in competitions is great, too." The team members regularly descend the snowy slopes of Boulder Mountain (10649 feet) together during practice sessions.

The team practices and competes from December through May. Team members attend four two-hour practices every week, plus a whole-day seven-hour session on the weekend. "I hate it when the weather is bad," says Chris Wolfe, 15, "but we practice in snow, wind, and even sub-zero temperatures."

They enter snowboarding championships as individuals, but even here their team spirit is strong. "When you have the team rooting for you, you don't mind losing," says Kathleen Keating, 16. "It's not a problem if you mess things up," adds David Doucette, 15. "The others on the team will do OK, even if you don't." "Snowboarding is fast and can be frightening, so you need to have guts, be fit, and have style to be a good snowboarder," says Phil Graham, the Boulder Mountain coach, "but the really special thing about the team is how well these guys get along with each other."



4 Read the article again and answer the questions.

- a How many people are there on the Boulder snowboarding team?
- b How old are the team members?
- c How many hours a week do they train?
- d Do they always like training?
- e What is special about the members of the team?

5 Discuss with a partner.

Can you do any of the outdoor activities?

Which of the activities would you like to be able to do?

Which of the activities do you think you would be good at? Why?

scuba diving
climbing
kayaking
go-karting

bungee jumping
hot air ballooning
hang-gliding
rafting

Festivities

- 1 Match the greetings with the dates.

Happy Valentine's Day!

Merry Christmas!

Trick or Treat!

Happy New Year!



- 2 Listen to the chant and match the dialogs with the pictures.

1.2.2



- 3 Read about the history of festive customs and answer the questions.

- What do people in the United States do with pumpkins at Halloween?
- What do people in the United States do with pumpkins at Thanksgiving?
- Where did people first celebrate birthday parties?
- Who sent the first Valentine card?
- In which country did people first decorate Christmas trees?
- When do people in Britain put up mistletoe?
- Who put the first candle on a Christmas tree?

Festive Customs



It was the Ancient Egyptians who first celebrated the birthdays of their Kings, Queens, and Princes. The earliest birthday party on record was held in 3000 BC.

Shaking hands under the mistletoe is a romantic British Christmas time custom which was started in 200 BC by British Druids. Mistletoe was a lucky plant for them. They hung it in their houses, and guests embraced under it to bring good luck.



Fir trees were first decorated at Christmas time in the 16th century in Germany. Paper roses, apples, and candies were all used as decorations. It was Martin Luther who had the idea of adding candles.

Looking at Language

Subject and object questions

Read the sentence then compare the questions.

The Duke of Orleans sent the first Valentine card in history to *his wife* in 1415.

Who sent the first Valentine card?

Who did the Duke of Orleans send the card to?

Find the rules.

- a We don't use *did* + infinitive ...
 - b We use *did* + infinitive ...
- 1 when the question word is the subject of the verb.
 - 2 when the question word is the object of the verb.

How do you say these questions in your language?

Who gave you that birthday present?

Who did you give that birthday present to?



In 1840, Queen Victoria's husband, Prince Albert, introduced Christmas trees to England.



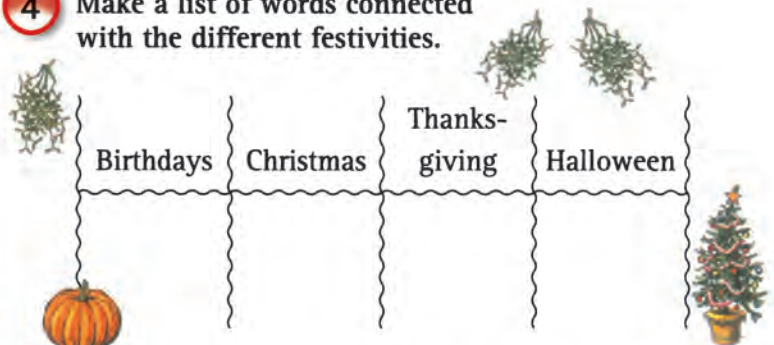
A Thanksgiving meal, which consists of turkey with cranberry sauce, and sweet pumpkin pie to follow, is a popular fall custom in the United States and Canada. The custom of Thanksgiving was started in North America by the Pilgrim settlers in 1621. It was a way of giving thanks for a good harvest. In the USA Thanksgiving Day is celebrated on the fourth Thursday in November. In Canada it is on the second Monday in October.



In the 1840s, people began the custom of making jack-o'-lanterns from pumpkins. Now this is a popular tradition in the United States. Lots of people put a jack-o'-lantern in their window on the night of October 31st as a Halloween decoration.



- 4 Make a list of words connected with the different festivities.



- 5 Choose a popular festivity in your country. Complete the chart with words connected with the festivity. Use a dictionary to help you.

word	English translation	explanation	picture

- 6 Write a short text about the history of your festivity.

Weekend world

1

L2.3

Listen to a conversation between Steve and his father.

- a What does Steve want?
- b What does his father want?
- c What happens in the end?



2

Listen and complete Steve's family pact.

Family Pact

Steve promises ...

- to help with the
- not to at home
- to if he's going to be home late
- to clean up his room
- to at school

Mom and Dad promise

- to let him on weekends
- not to go

3

Talk about your own home.

What household chores do you have to do?

What must you not do?

What rules do you have about going out?

Looking at Language

Talking about obligation

Match the sentences with the rules.

- a I have to clean up my room.
- b You must do your share.
- c I don't have to clean up my room during the week.
- d I must not use bad language.



4

L2.4

Look at the photos. Listen and say which photo.



a roller coaster



b water ride

- 1 expresses strong external obligation
- 2 expresses strong obligation from the speaker
- 3 expresses negative obligation or prohibition
- 4 expresses a lack of obligation

How do you say these sentences in your language?

I have to clean up my room.

I must not use bad language at home.

I don't have to iron my clothes.

You must wash the dishes.

Happy Earth

American English

Happy Earth is a topic-based course with a communicative emphasis that builds on previous language development. By drawing on a wide range of factual information, it develops the children's language skills along with their general knowledge.

Happy Earth 2 offers...

For the student:

- The **Student Book** features fascinating real-world material. It follows an integrated-skills approach with special emphasis on literacy skills. Every unit contains catchy songs, raps and chants, an *Action File* with a clear language focus, and an imaginative *Earthmail Café* puzzle story provides insights into different cultures and countries. A selection of information-rich texts at regular intervals helps to promote extended reading.
- Packaged with the Student Book, the **MultiROM** features vocabulary review and extension activities, songs and plays to perform at home, plus tasks formatted in the style of Young Learners' Exams.
- The **Activity Book** provides vocabulary and grammar practice activities, a step-by-step guided writing syllabus with real-life tasks, systematic pronunciation practice, regular self-assessment opportunities, and an Exam skills practice section.
- Website: www.oup.com/elt/happyamerican

For the teacher:

- The **Teacher's Book** provides detailed notes on topics and cultural background, clear teaching ideas, advice on classroom management, unit and review tests, plus extra photocopiable activities.
- 2 Class Audio CDs contain the complete listening program from the Student Book, including songs, chants and pronunciation rhymes, and the listening sections of the tests.

Happy at all levels of Primary!



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