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# Introduction

## About the Course

*Let's Talk, Second Edition*, is a fully revised edition of the successful speaking and listening course for adult and young adult students. Like the first edition, this three-level course in North American English is designed to develop oral communication skills and increase fluency. It can be used as the main text for speaking courses such as oral communication, or as a component in listening or integrated-skills classes. It can also be used as the basis for an intensive refresher course for students who need to develop their fluency in English.

Each level offers students 16 four-page units, focused on different topics and divided into two-page lessons. Engaging activities in each lesson are designed to stimulate students to share their ideas, opinions, and experiences. The topics are practical and interesting – the kinds of topics that students want to talk about in any language – and the activities are realistic, motivating, and challenging.

*Let's Talk 1* is intended for high-beginning to low-intermediate students, *Let's Talk 2* for intermediate-level students, and *Let's Talk 3* for high-intermediate students.

The second edition differs from the first in a number of ways. To provide additional language support, the second edition includes more models and useful language in the Student's Books, as well as a more systematic presentation and recycling of structures and vocabulary. New review sections, called Expansions, appear every four units to provide additional interactive communication activities. An expanded Self-study section now includes grammar, listening, and vocabulary practice, offering students additional opportunities for review and independent learning. A Self-study audio CD in each Student's Book includes recordings of the grammar paradigms and listening texts. The Teacher's Manual has been greatly expanded and includes teaching tips, photocopiable activities, model conversations, and an assessment program of quizzes and tests. An audio CD in each Teacher's Manual includes recordings of the listening portions of the quizzes and tests.

## Course components

### Student's Book

The Student's Book consists of 16 units, each containing two thematically related lessons. The units cover a wide range of high-interest topics. Since the emphasis of the course is on generating discussion and promoting fluency, it is not absolutely necessary to teach the units in strict chronological order or to complete every activity in the book. This flexibility allows you to adapt the material to the needs and interests of your students. For example, if your program has a strong emphasis on listening, you may wish to spend more time on the listening exercises and do fewer speaking activities.

Two-page **Expansions** appear after every four units. These board games provide students with another vehicle for interactive communicative practice while allowing



them to review structures and vocabulary from previous units. (For more information about how to use the Expansions, see page 82 in this manual.)

Most units contain a **Communication task**. A collection of Communication tasks, found in a section immediately following the 16 units, offer students additional communicative practice related to the lesson topics. The tasks simulate real-life conversations, where there is an “information gap” between speakers.

Each unit also has two pages of **Self-study** material provided in an expanded Self-study section following the Communication tasks. The first page of each Self-study now includes grammar paradigms with exercises, followed by a second page that has a listening and a vocabulary activity. Recordings of the grammar paradigms and listening texts appear on the Self-study audio CD included in the Student’s Book. (For more information about how to use the Self-study section, see page 83 in this manual.)

### **Class audio CDs**

Many new listening tasks have been added to *Let’s Talk, Second Edition*. The three Class audio CDs that accompany the Student’s Books feature interviews, conversations, news reports, and other interesting listening texts. The speakers have a variety of accents, and their speech contains the normal hesitations, pauses, and interruptions that occur naturally in spoken language.

### **Teacher’s Manual**

For each unit in the Student’s Book, the Teacher’s Manual contains:

- vocabulary glossaries listing important words that students will encounter in the activities
- detailed teaching notes with suggestions for how to use the material
- a teaching tip for making your use of the material even easier and more effective
- answers to many of the activities
- extension activities
- suggested writing topics
- audio scripts of the recorded material (see pages 84–111)
- a unit quiz (see pages 167–183)
- conversation starters to provide additional language support (see **Model conversations**, pages 112–145)
- additional photocopiable speaking activities (see **Talking points**, pages 146–166)

In addition, there are two tests to be used in the middle and at the end of each level (see pages 198–209 and pages 216–227).

The **Teaching notes** in this manual offer helpful suggestions for ways to teach each activity. Please don’t feel constrained by these procedures, however. You may think of better ways of doing some activities with your class, according to your students’ needs and interests.

The majority of the activities in *Let's Talk, Second Edition*, are most effective when learners work together in pairs or small groups of three to five students. The larger the class, the more these student-centered activities make sense because they:

- give every student opportunities to speak
- allow real conversations to develop, as opposed to isolated language practice
- free learners from the fear or discomfort of speaking in front of the whole class

## ***Making the most of the Let's Talk activities***

The Student's Books and Teacher's Manuals have been designed to ensure that both students and teachers enjoy and benefit from their experience with *Let's Talk*. Here are some insights about particular aspects of the course that may be helpful.

### **Listening activities**

Many new listening tasks have been added to *Let's Talk, Second Edition*. These tasks give students practice in listening to authentic English conversations and encourage them to develop skills that make them better listeners. **Listen** tasks in every unit are designed to help students understand the main points of the listening activities, which include conversations, interviews, and excerpts from radio or TV shows. New **Listen again** tasks allow students to listen to the same activity a second time for a different purpose, such as to identify specific information or to get new information. Students are discouraged from trying to listen to every single word and worrying about what they don't understand.

Complete audio scripts are on pages 84–111 of this manual. These scripts do not appear in the Student's Book because they might discourage students from concentrating on listening if they fall back on reading the words in their books. From time to time, however, you may want to photocopy an audio script for your students if a recording proves particularly difficult for them to understand.

### **Communication tasks**

There is a Communication task in nearly every unit. The purpose of these tasks is to simulate real-life conversations. When we talk to another person in typical everyday situations, we don't usually know exactly what information the other person has or what he or she is going to say. This gap in knowledge is known as an "information gap." The Communication tasks in *Let's Talk, Second Edition*, create information gaps like those that exist in real-life conversations. To do these tasks, students are directed to a separate section in the back of the Student's Book. For every task, each student is given a different set of information and can't see his or her partner's information. Students need to find out what their partners know and tell their partners what they know. You will find that students are motivated by the desire to exchange information in the realistic situations presented. By sharing information in this way, information gaps will be bridged – and meaningful communication will take place.

There are brief instructions in the teaching notes for how to do each Communication task. To get the most benefit from these tasks, allow students plenty of time to complete

them. Moreover, before they begin, tell students how much time they should spend on them. These tasks should be seen as an important and integral part of the units – and not “optional extras.”

### **Self-study**

The two-page Self-study material for each unit appears in a separate section on pages 94–125 of the Student's Book. These exercises and activities provide valuable additional practice in grammar, listening, and vocabulary. The first page contains a grammar paradigm, followed by a controlled exercise and an open-ended, personalized activity. The second page contains a listening task, where students listen for missing words in order to complete a conversation or set of instructions, and a vocabulary puzzle (crossword, word search, or scrambled word). Using key language that students have encountered in the units, these activities are intended to encourage independent learning and can be assigned as homework. During the next lesson, you may want to ask students to discuss any difficulties they experienced with this material. The answers to these exercises are included in the Student's Book so that students can check their own work and correct it as necessary. Recordings of the grammar paradigms and listening texts appear on the Self-study audio CD included in the Student's Book. For more information about how to use the Self-study section, see page 83 in this manual.

## ***Using Let's Talk, Second Edition: Frequently asked questions***

### **About how long should a lesson take to complete?**

Generally speaking, one lesson should take approximately 60 to 90 minutes to complete, depending on variables such as:

- how much preparation students may need
- how challenging students find the activities
- how much interest is generated by the activities
- how many of the activities you choose to teach
- how many questions students ask
- how much follow-up work you may need to do

### **What is the purpose of the *Getting started* unit?**

If your students have had little or no experience with pair work and group work, this unit introduces them gently to the kinds of tasks and exercises they will be doing during the course. If your students have had prior experience with pair and group work, this unit will serve to remind them why this student-centered approach to language learning can be so valuable.

### **Why is it necessary to give students a time limit for completing a task?**

It is important that students know how long their pair or group work is supposed to take. This allows them to pace themselves better and deal with questions in more depth.



Without a time limit, some groups may finish quickly and have nothing to do, while others may take longer and feel frustrated if they are interrupted before they have finished. If everyone has the same time limit, the discussions will be more interesting and satisfying, because students will feel encouraged to stay on task and share their ideas and opinions in a more relaxed way.

Accordingly, the **Teaching notes** in this manual include suggested time limits for all activities. These are meant to serve as general guidelines, however. With a talkative class, for example, you may discover that the suggested three-minute limit will shortchange your students, who will need at least four minutes; on the other hand, a less talkative class may need only two minutes. Your own judgment and knowledge of your students will help you determine when to shorten or lengthen the time for an activity.

### **What is the teacher's role during pair or group work?**

While students are working in pairs or groups, move around the class and listen to each pair or group for a few moments. When helpful, you may wish to join in occasionally and offer encouragement, advice, or suggestions. Make notes on any important mistakes you hear while walking around – but don't spend time correcting students' mistakes while they're trying to express themselves.

The teacher has three main responsibilities in doing pair or group work:

- getting things started (making sure every student knows what to do and has the necessary vocabulary to do it – and explaining how long the activity should take)
- monitoring the pairs or groups as they work and deciding when to stop the activity
- leading a short follow-up discussion after each activity (answering questions, pointing out significant mistakes, and giving additional practice)

If your class does not have an even number of students, you will need to place some students in groups of three with two members of the group doing the same task. Rearrange pairs and groups frequently so that students are exposed to different conversation styles and ideas. For some activities, you may want to place more outgoing learners together so they don't intimidate others. In other situations, you may want to pair the shy or less proficient students with more outgoing or proficient partners so they can be exposed to more language input.

### **What if an activity doesn't seem to be working?**

Some of the more open-ended activities in *Let's Talk, Second Edition*, are quite challenging. Students may not possess all the language they need to participate easily and fluently. There are several ways of preparing for this situation, not all of which will be necessary at the same time:

- Quickly go through a few vocabulary items students can use in the activity.
- Model or demonstrate the task so students understand what has to be done.
- Make sure students read the instructions or information carefully, and ask questions before they begin the activity (and as necessary during the activity).

- Sometimes it may be helpful to give students a few moments to think about what they are going to say, and perhaps make a few notes. Students should not write down full sentences, however.
- Photocopy and hand out the **Model conversations**. (See pages 112–145 of this manual.) Have students practice the conversation in pairs or groups, and then try the task again, using their own words.
- If an activity proves difficult, give students some helpful feedback and then have them try it again. This will help students feel they have made progress.
- Remind students that in real life, they may not have anyone to help them out and may have to cope by using their limited English resources in similar situations. The activities in this course will build their confidence in real-life situations.

### How can students be encouraged to speak only in English?

If students are tempted from time to time to use their native language, remind them that every member of the class has a common aim: to improve his or her English. Indeed, the activities in this course were created to foster a spirit of cooperation and friendship in the class and to give students the feeling that they are all members of a team with a common purpose and a role to play in the success of the course. Accordingly, ask students to agree on this rule: “Only English may be spoken in our class.”

These ideas may help students who find it difficult to follow the English-only rule:

- Remind students that your class may be their only opportunity to use English.
- Demonstrate what to do before students are split into pairs or groups, using one of your more confident students as your partner while the others listen. This modeling will help everyone get into the discussion or activity more quickly.
- If you overhear students using their native language, remind them of the rule.
- Separate students who persistently use their native language, and put them with students who do use only English in class.
- Make sure all students know basic transactional language that they can use to manage their conversations. Many of these useful statements and questions appear in the **Working together** pages of the Student’s Book (pages vi–vii). Go over these pages carefully to help students learn and remember this important language before you begin the units in the Student’s Book. You may also want to make a list of this language on the board (or create a poster for the classroom) and add further transactional language as the need arises.

### What should the teacher do when students make mistakes?

Although most students using *Let’s Talk, Second Edition*, probably already have a basic knowledge of English grammar, they will still make mistakes. Although accuracy is an important aspect of language learning and should never be ignored, it is more important for students to be able to communicate effectively. Many grammatical mistakes don’t seriously affect communication. For example, the meaning of what a student is trying to say – his or her message – may be clear to others in spite of an incorrect verb tense or article. Moreover, students should not be corrected every time they make a mistake. If that happened, most students would become inhibited and afraid to speak at all. Actually, mistakes play an important role because they are

an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require.

Students should certainly be corrected when they make serious errors. However, it's usually better not to interrupt students while they are doing an activity but to point out any mistakes *after* they have completed it. This allows students to focus on communicating with each other. While you are listening to students working in pairs or groups, you might make the occasional discreet correction without interrupting the flow of the conversation. It's usually better, however, to take notes on some of the important or frequent errors you overhear and point them out to the class later. Then individual students won't feel singled out for making mistakes, and all students can learn from one another.

In writing, where errors are more noticeable and may interfere more seriously with communication, accuracy is more important. When marking students' written work, you can't really overlook some of their mistakes as you might if they were talking. However, it's helpful to show students which of their mistakes in writing are more serious or less serious, and to distinguish among different kinds of mistakes.

When students submit written work, ask them to leave a wide margin so that there's sufficient room for you to add comments later. Give students a chance to correct their own mistakes by underlining the incorrect parts and showing in the margin whether there's a mistake in grammar (*G*), word order (*WO*), vocabulary (*V*), punctuation (*P*), or spelling (*Sp*). If there's a clearer way of saying something or a better word to use, you may want to write a comment to indicate that in the margin as a suggestion.

And don't highlight only mistakes. A checkmark (✓) is a nice way of showing that an idea has been well expressed. Words of encouragement are even more appreciated – especially if a student seems to have put a lot of effort into his or her work.

### **How should the teacher handle new vocabulary?**

As students work through *Let's Talk, Second Edition*, they will be learning more and more vocabulary. Some items are presented in vocabulary boxes, while others occur in context in the recordings and the activities.

The teaching notes for most activities include a glossary that highlights the important new vocabulary students will encounter in that activity. It is important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity so that they don't panic when they see an unfamiliar word. By focusing on essential vocabulary, you can use class time more efficiently.

Before presenting the definition of a word, ask the class if anyone can explain the word. If no one can, give the meaning provided in the Teacher's Manual. Alternatively, ask students to look up the word in a good learner's dictionary such as the *Cambridge Dictionary of American English*. Whenever possible, encourage students to guess the meaning of a word from its context – an important reading and listening skill. Students



may need your guidance at first, but as their skill develops, they will be able to do this on their own. Explain that guessing the meaning of a word from its context involves:

- looking in the text or at the other words in the vocabulary box for clues
- thinking about what they know about similar words
- using their knowledge of the world

If students figure out meanings for themselves, they're more likely to remember the new words than if you define the words for them in English or translate them.

Students may ask about other words that are not listed in the glossary for a particular activity. It's a good idea to preview the activities and the audio scripts of the recorded material so you can answer questions about any potentially difficult or unfamiliar words.

### **How can the teacher help students build their vocabulary?**

Recommend that students circle or underline new and /or important words and expressions in their Student's Book. Highlighting is particularly effective because it makes the language students want to remember "jump off" the page, reminding them of the key vocabulary items and showing the words in contexts. Moreover, going over previous lessons will help students review vocabulary easily and effectively.

Students should be encouraged to record new vocabulary in other ways as well. Suggest that they keep a vocabulary notebook, organized in one of two ways: alphabetically (like a dictionary) or by topic or subject matter.

### **What is the role of writing in *Let's Talk, Second Edition*?**

Although this course focuses on speaking and listening skills, you may also want your students to do some writing. To facilitate this, there is a **Writing option** activity at the end of the teaching notes for each unit. You may want to give students some class time to prepare for this activity; however, the actual writing should be assigned as homework. When the assignment is due, have students work in groups to take turns reading and commenting on one another's work. Then collect the assignments and add your comments before handing them back. (See the suggestions in *What should the teacher do when students make mistakes?* for ways to give corrections and comments.) Answer any questions students may have.

I hope you enjoy using *Let's Talk*!

*Clas Jones*

# Level 1 scope and sequence

Working together (pages vi–vii) Getting started (pages 2–3)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 1</b> (pages 4–7) <b>Communicating in English</b> <b>1A</b> Let's get to know each other! <b>1B</b> Personal information	Introducing yourself and others; asking for and giving personal information	Introductions; a radio interview; conversations about personal information	Phone numbers; addresses; e-mail addresses; ages; birthdays
<b>Unit 2</b> (pages 8–11) <b>All kinds of people</b> <b>2A</b> What do they look like? <b>2B</b> Your personality	Describing personal appearance; describing personality characteristics	Descriptions of physical appearance; descriptions of personality characteristics	Adjectives to describe appearance and personality
<b>Unit 3</b> (pages 12–15) <b>Free time</b> <b>3A</b> What are your interests? <b>3B</b> What sports do you like?	Talking about hobbies; describing sports characteristics; discussing extreme sports	Conversations about hobbies and interests; a description of an unusual sport	Hobbies and sports
<b>Unit 4</b> (pages 16–19) <b>People</b> <b>4A</b> Families <b>4B</b> Friends	Talking about families; discussing living arrangements; describing a good friend	A description of a family; conversations about best friends	Family members; characteristics of living arrangements and friends
<b>Units 1–4 Expansion</b> (pages 20–21)			
<b>Unit 5</b> (pages 22–25) <b>Money</b> <b>5A</b> Shopping and clothing <b>5B</b> Saving and spending	Talking about shopping habits and preferences; giving compliments; suggesting gifts; discussing spending habits and attitudes	Conversations about shopping; descriptions of recent purchases; interviews about spending habits	Places to shop; clothing; ways to save money; gifts
<b>Unit 6</b> (pages 26–29) <b>Travel and tourism</b> <b>6A</b> How was your trip? <b>6B</b> Travel near and far	Describing past trips; taking a vacation survey; discussing famous places; talking about things to take on a trip	Descriptions of trips; conversations about travel experiences	Adjectives to describe trips; vacation activities; famous places; things to take on vacation
<b>Unit 7</b> (pages 30–33) <b>Food and drink</b> <b>7A</b> Eating out <b>7B</b> Food around the world	Talking about food; describing eating habits; planning a meal; describing traditional meals and unusual foods	Mealtime conversations; descriptions of experiences with unusual foods	Foods and drinks; adjectives to describe food; places to eat
<b>Unit 8</b> (pages 34–37) <b>Entertainment</b> <b>8A</b> Let's see a movie! <b>8B</b> What's on TV tonight?	Discussing movies and TV shows; taking a TV survey; planning a TV schedule	Descriptions of movies; TV show segments	Types of movies and TV shows; adjectives to describe movies and TV shows

**Units 5–8 Expansion** (pages 38–39)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 9</b> (pages 40–43) <b>Health</b> <b>9A</b> A healthy lifestyle <b>9B</b> Sleep and dreams	Discussing healthy lifestyles; taking health and sleep habit quizzes; discussing sleep and dreams	A radio show about health; a talk about sleep and dreams	Adjectives to describe a healthy lifestyle; healthy activities; phrases to describe sleep habits
<b>Unit 10</b> (pages 44–47) <b>Self-improvement</b> <b>10A</b> Improve your memory! <b>10B</b> Good advice	Talking about ways to remember things; discussing problems and giving advice	Conversations about how to remember things; a radio show about problems and advice	Ways to remember things; things people forget; problems and advice
<b>Unit 11</b> (pages 48–51) <b>In the city</b> <b>11A</b> How to get there <b>11B</b> Plenty to do	Asking for and giving directions; talking about cities; recommending places; planning a fun day out	Directions; descriptions of cities and their characteristics	Prepositions of place and directions; characteristics of cities; places to visit
<b>Unit 12</b> (pages 52–55) <b>Customs</b> <b>12A</b> Holidays <b>12B</b> Good manners	Talking about ways people celebrate holidays; discussing and giving advice about manners; comparing customs	Descriptions of holidays in three countries; a conversation comparing different customs	Holidays; ways to celebrate holidays; expressions about manners and customs
<b>Units 9–12 Expansion</b> (pages 56–57)			
<b>Unit 13</b> (pages 58–61) <b>Famous people</b> <b>13A</b> Celebrities <b>13B</b> Still famous	Talking about celebrities; taking a quiz about celebrities; discussing famous people from the past	A radio show about two famous writers; old radio interviews with three famous inventors	Types of famous people; words and expressions to describe celebrities and famous people
<b>Unit 14</b> (pages 62–65) <b>Home, sweet home</b> <b>14A</b> My dream home <b>14B</b> Unusual homes	Talking about typical and unusual homes; describing things in a home; taking a survey about home preferences	Descriptions of dream homes; interviews about unusual homes	Furniture and things in homes; types of homes; characteristics of homes
<b>Unit 15</b> (pages 66–69) <b>Then and now</b> <b>15A</b> Childhood memories <b>15B</b> Fads and fashions	Talking about games; sharing childhood memories; talking about fads; discussing what's in and out of style	Descriptions of three childhood memories; a conversation about fads	Games; types of fads; toys; hairstyles and fashions
<b>Unit 16</b> (pages 70–73) <b>The future</b> <b>16A</b> Hopes and dreams <b>16B</b> The world in the future	Talking about past achievements and regrets; talking about hopes and dreams; making predictions; discussing the perfect future city	A conversation about past achievements and regrets; a conversation about hopes for the future; a news report from the future	Expressions about achievements and regrets; expressions to describe predictions
<b>Units 13–16 Expansion</b> (pages 74–75)			

**Communication tasks** (pages 76–91)  
 **Answers** (pages 92–93)  
**Self-study grammar, listening, vocabulary, and answer key** (pages 94–129)



# Getting started

**Overview** *Getting started* focuses on useful classroom language that will help students speak English together in class. It also introduces students to the types of activities they will do in the Student's Book: *Work alone*, *Pair work*, *Group work*, *Listening*, and *Communication task*.

## Before you begin . . .

Spend a few minutes explaining the aims of the course. Tell students they will do some tasks on their own, and they will also work in pairs and small groups. The aim is for all students to speak English all the time. Assure them that they don't need to know a lot of English to do this. The more they speak in English, the faster their English will improve, and the more comfortable they will feel using English.

## Getting started Model conversations – page 113

### Activity 1 page 2

**Objectives** To talk about different ways of practicing English; to speak English in pairs

#### Vocabulary

**audio program** a recording on cassette or CD  
**compare** to decide how things are similar or different

### A Work alone

1. Tell students they are going to think about the types of activities they like to do in English class.
2. Read the instructions aloud; then read the eight options aloud to the class. Explain any unfamiliar vocabulary.
3. Give students about two minutes to complete the chart.
4. Go around the class as students work, helping as needed.

### B Pair work

1. Have students form pairs.
2. Read the instructions aloud, and point out the model language in the speech balloon.
3. Go around the class as students work, making sure students understand the task and encouraging them to speak in English.

### Activity 2 page 2

**Objective** To learn useful classroom language and when to use it

#### Vocabulary

**explanation** a description or instructions that make something easy to understand

**pronounce** to say a word or letter in a certain way or in the correct way

**What are we supposed to do?** *What do we have to do?*

### A Work alone

1. Read the instructions aloud; then read the questions and the situations aloud. Explain any unfamiliar vocabulary.
2. Give students about two minutes to complete the task.
3. Go around the class as students work, helping as needed. Tell students they will check their answers when they do part B.

### B Pair work

1. Have students form pairs.
2. Read the instructions aloud. Tell students not to show each other their answers from part A, but to discuss them in English. Write an example on the board for students' reference. For example:  
A: *What can you say when you don't understand what to do?*  
B: *You can say, "What are we supposed to do?"*
3. When students have finished, check answers by taking the role of speaker A in the example conversation in step 2 above and having students respond as speaker B. This will give students additional practice with the classroom language.

### Answers

1. d 2. c 3. e 4. a 5. h 6. g 7. b 8. f

### Activity 3 page 3

**Objectives** To work in groups to complete a cooperative task; to listen to and practice a conversation

#### A Group work

1. Have students form groups of three.
2. Read the instructions aloud, and explain that students are going to work together to complete the conversation. Remind students that although they are writing in their own books, they should work together to decide which questions to write in the blanks. Give students about three minutes to complete the task.
3. When students have finished, tell them that they will check their answers when they do part B.

#### B Listen (CD 1, Track 2)

1. Read the instructions aloud.
2. Play the audio program, pausing a few times for students to check and correct their answers.
3. Check answers with the class.

### Answers

Hiro: What are we supposed to do?  
Hiro: Can you explain that again, please?  
Hiro: How much time do we have?  
Ming: What do you have for number 1?  
Ming: How do you pronounce this word?  
Sara: Can you say that again, please?  
Sara: What does that mean?  
Sara: How do you spell that?

4. Have students choose roles and practice the conversation three times, switching roles each time.
5. Go around the class as students work, listening in and encouraging students.

### Activity 4 page 3

**Objectives** To talk in groups about learning English; to learn how a *Communication task* works

#### A Group work

1. Have students form groups of three.

2. Read the instructions and the discussion questions aloud. Then read the model sentences aloud, and have students repeat them.
3. Give students about three minutes for their discussions. Go around the class as students work, encouraging them to ask one another questions and making sure all group members are participating.
4. When students have finished, ask the questions to the class and elicit responses from several students.

#### B Communication task

**Note:** It's important to read through the *Communication task* before the lesson, so that you know what students will have to do.

1. Have students stay in their groups from part A.
2. Tell students that it is important to complete the *Communication task* by sharing ideas in English. Discourage them from looking at one another's Student's Books.
3. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student looks at Task 1 on page 76, another at Task 10 on page 80, and another at Task 18 on page 84.

#### Part A

1. Tell students they are going to share ideas about how to improve their English.
2. Read the instructions aloud. Explain that students should ask one another questions and share the information in their charts. Point out the model language in the speech balloons. Give students about three minutes to complete the task.
3. Go around the class as students work, helping with vocabulary and encouraging students to speak English.
4. Have students compare charts to check their answers.

#### Part B

1. Read the instructions aloud, and give students about two minutes to add their own ideas to the chart.
2. Reassemble the class, and ask for volunteers to share their ideas.
3. Ask students if they have any questions about what they did in the *Getting started* lesson. Explain that they have practiced doing the types of activities they will do in this course and they are now ready to begin Unit 1.



# 1 Communicating in English

**Overview** Unit 1 focuses on using English to communicate with other people. In **Lesson 1A**, students practice meeting people for the first time and asking questions to get to know people better. In **Lesson 1B**, they practice using letters and numbers, and finding out more information about people they have just met.

## Before you begin . . .

1. Explain that most of the activities in this book are fluency activities with an emphasis on communicating ideas rather than on avoiding mistakes. Students should always try to continue talking, and they should ask for help with vocabulary or structures only when necessary.
2. If you find that students speak extensively in their own language, try to convince them that they *can* manage a discussion in English. Point out that students' sentences can be short and simple, and encourage classmates to help one another when working in pairs or groups.

Unit 1 Model conversations – pages 114–115

## 1A Let's get to know each other!

### Activity 1 page 4

**Objectives** To discuss meeting someone for the first time; to learn and practice what to say when meeting people

#### Vocabulary

**nervous** worried and uncomfortable  
**relaxed** calm and comfortable

#### A Pair work

1. Have students look at the pictures. Say the names of the six people aloud, and have students repeat them.
2. Ask the class to imagine what the people in the pictures are saying to one another. Elicit ideas from a few volunteers.
3. Read the instructions and the discussion questions below the pictures aloud. Point out the model language in the speech balloons.
4. Have students form pairs. If there is an uneven number of students in your class, make one group of three.
5. Give students two minutes to complete the task. Reassure them that they can use very simple English for this discussion. If students need more help, you may want to refer to the model conversations on pages 114–115.

6. Go around the class as students work, encouraging them and offering help as needed.
7. When students have finished, ask for a few volunteers to share their ideas with the rest of the class.

#### Teaching tip

##### Managing time

When students are aware of the time, they stay on task and do activities more thoroughly. Use a watch or clock to monitor the time, and periodically remind students of the time remaining to complete the task.

#### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud, and point out the example number 1 indicating the opening line of the first conversation. Point out that the second conversation is already in progress.
3. Give students about two minutes to complete the task. Go around the class as students work, offering help as needed.
4. Ask two pairs to read their conversations aloud for the class. Explain that students will listen to the conversations and check their answers in part C.



### C Listen (CD 1, Track 3)

1. Tell students they are going to hear the two conversations from part B.
2. Play the audio program once or twice, pausing after each conversation to give students time to check and correct their answers.
3. Check answers with the class.

#### Answers

##### Conversation 1:

- 1 Lisa: Hello, Ted. How are you?
- 2 Ted: Hi, Lisa. I'm good. How about you?
- 3 Lisa: I'm great. Oh, Ted, this is my friend Kate.
- 4 Kate: Hello, Ted. How are you doing?
- 5 Ted: Fine. It's nice to meet you, Kate.

##### Conversation 2:

- 1 Akiko: Do you two know each other?
- 2 Toby: No, we don't.
- 3 Akiko: Oh. Well, Bill, this is Toby. Toby, Bill.
- 4 Toby: Good to meet you, Bill.
- 5 Bill: It's good to meet you, too, Toby.

### D Group work

1. Have students form groups of three. If necessary, one or two groups can consist of four students.
2. Read the instructions aloud, and point out the model language in the speech balloons. Have group members choose roles.
3. Give students about three minutes to practice each conversation two or three times, changing roles each time. Remind students to use their own names.
4. Go around the class, and listen in as students work. Answer any questions students may have, but do not interrupt or correct errors at this stage.
5. When students have finished, ask two or three groups to perform their conversations for the class. If time allows, tell students what they did well, and suggest improvements.

### Activity 2 page 5

**Objectives** To ask and answer personal information questions; to understand personal information about someone

#### Vocabulary

**family name** last name

**fashion designer** someone who makes or draws plans for clothing

**guest** someone who is invited to speak on a television or radio show

**hobby** an activity you enjoy doing in your free time

**hometown** the town or city you are from or where you grew up

**host** someone who introduces guests on a television or radio show

**studio** the place where television and radio programs are made

### A Pair work

1. Read the instructions aloud; then read the questions aloud, and have students repeat them. Explain that the aim of these questions is to find out information about someone.
2. Have students form pairs. Give pairs about two minutes to write the questions in part A under the matching questions in part B.
3. When students have finished, answer any questions they may have and go over the answers by asking for volunteers to read the two questions in each item.

#### Answers

1. What's your family name?
2. What's your hometown?
3. What's your address?
4. What do you do?
5. What do you do in your free time?
6. What's your favorite kind of music?

### B Listen (CD 1, Track 4)

1. Read the instructions aloud. Some students may not be used to hearing authentic English. Tell them that the conversation they're going to hear has the hesitations, repetitions, and speed of everyday speech. Reassure students that it isn't necessary to understand every word. They should listen for specific information: the questions that the host asks the fashion designer.
2. Play the audio program once or twice, pausing after each question to allow students time to complete their answers.
3. Have students compare answers in pairs. You may want to play the audio program once more before you confirm the correct answers.

### Answers

1. What's your last name?
2. Where are you from?
3. Where do you live?
4. Where do you work?
5. What do you do in your free time?
6. What's your favorite kind of music?

### C Listen again (CD 1, Track 5)

1. Read the instructions aloud; then play the audio program, and have students complete the chart with Stella's answers. Encourage students to guess if they are unsure of the answers.
2. Have students compare answers in pairs.
3. You may want to play the audio program one more time to let students hear the correct answers in context.

### Answers

- |            |  |
|------------|--|
| 1. Kim     | 4. France                                  |
| 2. Toronto | 5. travel and reading                      |
| 3. Paris   | 6. all kinds, but<br>classical is favorite |

### Activity 3 page 5

**Objective** To practice asking questions to find out information about a classmate

### Vocabulary

**major** the main subject you study at a college or university

**nickname** an informal name, sometimes a shorter form of someone's real name, usually given by friends or family

### A Pair work

1. Read the instructions aloud; then read the questions aloud, and have students repeat them. You may want to review the intonation of questions: rising intonation for *yes-no* questions and falling intonation for *Wh-* questions.
2. Tell students they will have four minutes – two minutes per interview – to complete the task, and that you will tell them when to switch roles.
3. Go around the class as students work, offering help as needed.
4. After two minutes, tell students to switch roles.
5. When students have finished, answer any questions they may have.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Explain that students should take turns sharing information about their partners from part A.
3. Give students about five minutes to complete the task. Go around the class as students work, making sure all group members are participating.
4. If time allows, ask for several volunteers to introduce their partners to the rest of the class.

# 1B Personal information

## Activity 1 page 6

**Objectives** To practice using the alphabet to spell names and words; to build confidence in using English

### Vocabulary

**creative** good at using your imagination

## A Listen (CD 1, Track 6)

1. Read the instructions aloud.
2. Tell students they will hear an example of the task they are going to do. Play the audio program once or twice.
3. Have students form pairs, and give them about five minutes to complete the task. Remind students to try to think of more unusual words – for example, by thinking of several words first and then choosing the best one.
4. Go around the class, offering help with vocabulary and spelling as needed and making sure all students are participating. If students are stuck on a particular letter, encourage them to skip that one and come back to it later. Allow students to use a dictionary only when they can't come up with a word on their own.
5. Ask for volunteers to give their “best word” for each letter.
6. Answer any questions about spelling.

### Possible answers for difficult letters:

Q as in *question, queen, quiet*  
X as in *x-ray, xylophone, Xerox*  
Z as in *zip code, zebra, zero, zone, zoo*

## Extension activity

Have students try to do the “A as in . . .” activity with different categories. For example:

- animals (ant, bear, crocodile)
- countries (Australia, Belgium, China)
- things to eat or drink (apples, bread, coffee)

## B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloons. Explain that students should write down one another's full names – given name (or name they like to be called) and family name.
3. Give students about two minutes to complete the task.
4. Go around the class, making sure students ask for the spelling of one another's names, even if they think they know it.
5. When students have finished, ask for volunteers to write a class name list on the board.

## Activity 2 pages 6–7

**Objectives** To exchange personal information; to understand people giving personal information

### Vocabulary

**contract** an official written agreement between two people or groups  
**cute** charming and attractive, used especially for young people or small things  
**fill out** to give written information, usually when completing a form  
**form** a paper with spaces for putting in information  
**sign** to write your name at the end of a letter or a form  
**tag** a small piece of metal with information on it  
**tiny** very small

## A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Use the pictures to help students understand any unfamiliar vocabulary.
3. Tell students they will have about four minutes to discuss different ways of reading the information. Point out that there may be more than one way to say some of the numbers. For example, elicit that the number *zero* may also be read as *oh*. Call on a student to read the e-mail address in the speech



balloon aloud and have the class repeat it. (E-mail can also be written *email*.)

- Go around the class, offering help as needed and correcting any mistakes students may make.
- When students have finished check answers with the whole class.

### Answers

Top row:  
e-mail address      zip code      home phone number  
Bottom row:  
address      birthday      cell phone number

### Possible answers

#### From left to right

Top row:

e-mail address: Y underscore C-H-E-N two at C-U-P dot O-R-G

zip code: five-zero-five-three-zero; five-oh-five-three-oh

home phone: eight-zero-eight, five-five-five, eight-four-seven-two; eight-oh-eight, five-five-five, eighty-four-seventy-two

Bottom row:

address: one forty-five Main Street

birthday: April tenth; April the tenth; the tenth of April

cell phone: nine-one-seven, five-five-five, four-four-eight-eight; nine-one-seven, five-five-five, forty-four, eighty-eight; nine-one-seven, five-five-five, double four-double eight

- Play the audio program again before you check answers with the class.
- Answer any questions students may have.

### Answers

1. Home phone number: 845-555-8720  
Cell phone number: 845-555-3459  
E-mail address: johnny5@mail.com  
2. Man's first name: Edwin  
Man's last name: Horowitz  
Cat's name: Tiny

### C Group work

- Have students form groups of three.
- Read the instructions aloud. Explain that students should complete the first column of the chart with information about themselves, and then interview their group members.
- Give students five minutes to complete the task. Explain that students can make up information if they are not comfortable giving out real information.
- Go around the class as students work, helping with vocabulary as needed. Make sure students are asking questions to obtain the information, and not simply copying one another's charts.
- When students have finished, ask for several volunteers to share their personal information with the rest of the class.

### Activity 3 page 7

**Objective** To practice exchanging personal information

### Communication task

- Read the instructions aloud. Explain that in this activity, each partner has information that the other one needs.
- Have students form pairs, and tell them to turn to the appropriate pages in their Student's Books. One student looks at Task 2 on page 76, and the other at Task 19 on page 84. With a group of three, two students can share the information in Task 2.

### Part A

- Read the instructions aloud. Explain that students need to ask each other questions and share information to complete their charts.

### B Listen (CD 1, Track 7)

- Preview the conversations by having students look at the pictures and guess what is happening in each one.
- Read the instructions aloud. Remind students that they don't need to understand every word of the conversations to complete this task. They should listen for the numbers and names to fill in the information.
- Play the audio program, pausing after each conversation to allow students time to complete the task.
- Ask students to compare answers in pairs. If some students weren't able to write in all the information, reassure them that they will have another opportunity to listen.

- Give st the task offering

### Part B

When s their cha

### Ext

Write on the under

Have which go. T keyb Enc each Hav the Hav tim

2. Give students about five minutes to complete the task. Go around the class as students work, offering help as necessary.

### Part B

When students have finished, have them compare their charts; then check answers with the whole class.

### Extension activity

Write the letters from a computer keyboard on the board, leaving blank spaces for the underlined letters.

Q W E R T Y U I O P  
A S D F G H J K L  
Z X C V B N M

Have students form pairs. Ask them to decide which letters are missing and where they should go. Then tell them to say the letters on the keyboard aloud, row by row, from left to right. Encourage them to do this several times, faster each time.

Have students take turns saying the letters of the alphabet, starting with Z and ending with A! Have students do this several times, faster each time.

### Writing options

1. Have students write a brief self-introduction answering the questions on page 5 of the Student's Book.
2. Have students interview a classmate using the questions on page 5 (or their own questions), and write a paragraph introducing the classmate.

### Talking point 1 *Who is it?*

See page 151 for more speaking practice.

**Unit 1 Self-study** *Student's Book* pages 94–95

**Unit 1 Quiz** *Teacher's Manual* page 168

# 2 All kinds of people

**Overview** Unit 2 focuses on describing people. In **Lesson 2A**, students talk about people's physical appearance. In **Lesson 2B**, they describe people's personalities and discuss astrological signs.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 1, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 2 Model conversations – pages 116–117

## 2A What do they look like?

### Activity 1 page 8

**Objective** To describe people's physical appearance

#### Vocabulary

**appearance** the way someone looks  
**athletic** having a healthy body with strong muscles  
**attractive** pretty or beautiful  
**build** the particular form of a person's body  
**describe** to say or write what someone or something is like  
**kind of** a little bit  
**middle-aged** in the period of someone's life between the ages of 40 and 60

### A Pair work

1. Have students look at the pictures. Tell them to think about how they might describe each person's appearance.
2. Read the expressions in the boxes aloud, and have students repeat them. Answer any questions about the vocabulary.
3. Have students form pairs. Read the instructions aloud, and point out the model language in the speech balloons. You may want to ask for a volunteer to add to the description of Lucy.
4. Give students about three minutes to complete the task. Tell students that there is more than one way to describe each person.

5. Go around the class as students work, helping with vocabulary as needed and making sure all students are participating.
6. When students have finished, ask for several volunteers to share their descriptions with the rest of the class. This can be done as a guessing game with one student describing a picture and the rest of the class guessing which picture it is.

### B Pair work

1. Have students stay in their pairs from part A, or have them switch partners.
2. Read the words in the box and the headings in the chart aloud, and have students repeat them. Answer any questions about vocabulary.
3. Read the instructions aloud, and give students about three minutes to complete the task.
4. Go around the class as students work, helping with vocabulary as needed.
5. When students have finished, check answers with the class. Ask, "What other words can you use to describe you and your partner?"

#### Answers

Height	Build	Appearance
average height	athletic	attractive
short	muscular	cute
tall	thin	good-looking



### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the questions aloud.
3. Give students about five minutes to complete the task. Go around the class as students work, offering help as needed.
4. When students have finished, call on a student from each group to describe their best friend or someone from their family.

### Extension activity

Play a guessing game with the class. Have students take turns describing a famous person. Tell them to include details about the person's height, build, general appearance, and age. The rest of the class guesses who they are describing.

### Activity 2 page 9

**Objective** To understand descriptions of people

### Vocabulary

**assistant** a person who helps someone else to do a job  
**boss** the person who is in charge of an organization or a department and who tells others what to do  
**familiar** easy to recognize because you have seen the person or object before  
**guy** a man (informal)  
**gym** a room for sports, physical training, or exercise  
**picnic** an informal meal you take and eat outside  
**security guard** a person paid to protect a place  
**shy** nervous around other people and embarrassed to talk to them

### A Listen (CD 1, Track 8)

1. Have students look at the picture. Elicit a few words or phrases to describe each person.
2. Read the instructions aloud. Remind students to listen specifically for the words and phrases used to describe the people's physical appearance.
3. Play the audio program, pausing after each description for students to complete their answers.
4. Have students compare answers in pairs; then play the audio program again before checking answers with the class.

### Answers

1. Helen is on the far left.
2. Sylvia is the sixth person from the left.
3. Danny is the second person from the left.
4. Ben is the fourth person from the left.

### Teaching tip

#### Pause as necessary.

When students are doing the listening tasks, it may be necessary to pause the audio program and give them time to write their answers or to think about what they heard. You may want to decide in advance where to pause the audio program by listening to it before the lesson and following the audio script. Use a pencil to mark each place in the script where you will pause.

### B Listen again (CD 1, Track 9)

1. Preview the task by having students read the partial sentences below the picture.
2. Read the instructions aloud. Tell students they should listen for the people's names from part A, as well as the words in the partial sentences below the picture: *security guard, boss, assistant, best friend.*
3. Play the audio program once or twice.
4. When students have finished, have them compare answers in pairs.
5. If there is disagreement, play the conversation again before you confirm the correct answers.

### Answers

- |          |           |
|----------|-----------|
| 1. Danny | 3. Ben    |
| 2. Helen | 4. Sylvia |

### C Pair work

1. Have students form pairs.
2. Read the instructions aloud. Give students about two minutes to complete the task. Encourage them to look back at page 8 if they need help with vocabulary.
3. Ask pairs to present one or two of their descriptions to the class. This can be done as a guessing game with one student describing a person in the picture and the rest of the class guessing which person it is.

### Possible answers

- 3rd from left: She is thin and average height with short brown hair.  
5th from left: He is tall and has short, black hair.  
7th from left: He is tall and good-looking, and has blond hair.  
far right: She is tall and thin, and has long, straight black hair.

### Activity 3 page 9

**Objectives** To use new vocabulary; to describe more physical features

#### A Pair work

1. Have students form pairs.
2. Read the instructions aloud. Make sure students understand that they should take turns describing the pictures and guessing.
3. Give students about two minutes to complete the task. Go around the class as students work, offering help and answering questions as needed. If necessary, remind students to speak in English.
4. When students have finished, ask for several volunteers to present their descriptions while the rest of the class guesses which picture they are describing.

#### B Communication task

1. Tell students they are going to describe the people in part B again, but this time the people are older.
2. Have students form pairs, and tell them to turn to the appropriate pages in their Student's Books. One partner looks at Task 3 on page 77, and the other at Task 20 on page 85. Remind students not to look at each other's tasks.
3. Give students five minutes to do both parts of the task. Go around the class as students work, helping with vocabulary and answering questions.
4. When students have finished, reassemble the class and ask for volunteers to say what was the same and different about each person in the two sets of pictures.

### Answers

#### Task 3, from left to right

Top row:

Kevin Hudson, David Jackson, Jack Wilson

Bottom row:

Alice Mason, Tina Lee, Sally Conner

#### Task 20, from left to right

Top row:

Sally Conner, Alice Mason, Tina Lee

Bottom row:

David Jackson, Jack Wilson, Kevin Hudson

#### Part B

#### Younger photos on page 9, from left to right

Top row: Jack Wilson, David Jackson,

Kevin Hudson

Bottom row: Alice Mason, Sally Conner, Tina Lee

### Extension activity

Cut out twelve large photos of people from magazines (not celebrities or people students will recognize), and bring them to class. Hold up each one for students to see. Display each picture for about 30 seconds, and then put it down. Have students describe people they want to see again, but without saying the gender. Model these sample expressions, and write them on the board:  
*Can we see the person with . . . again?*  
*Show us the one with . . .*

## 2B Your personality

### Activity 1 page 10

**Objectives** To talk about personality traits; to understand people talking about personality traits

#### Vocabulary

**adventurous** willing to try new and unusual things  
**calm** peaceful, quiet, or relaxed  
**careful** making an extra effort to avoid accidents or problems  
**careless** not making an effort to avoid accidents or problems  
**creative** having original and unusual ideas  
**flexible** able to change easily  
**funny** amusing; causing laughter  
**hardworking** continually doing a lot of work  
**lazy** not willing to work or use any effort  
**messy** untidy, with things out of place  
**neat** tidy and organized, with everything in its place  
**nervous** worried and anxious  
**quiet** not talking much  
**serious** thinking carefully about things and not laughing a lot  
**stubborn** not wanting to change because you think you are right  
**talkative** talking a lot  
**timid** shy, not confident  
**unimaginative** not creative or original

#### A Pair work

1. Tell students that they described what people look like in Lesson 2A. Now, in Lesson 2B, they will describe people's personalities.
2. Call on several students to read the adjectives in the box aloud. Answer any questions about pronunciation, modeling words as necessary and having students repeat them.
3. Have students form pairs.
4. Read the instructions aloud, and give students about two minutes to complete the task. Make sure students understand *opposites* (words that have a completely different meaning). Tell them they should use their dictionaries only if needed.
5. Before checking the answers with the whole class, ask students to compare their answers with other pairs sitting around them. Encourage students to ask questions and help one another understand the vocabulary.

#### Answers

adventurous – timid	funny – serious
calm – nervous	hardworking – lazy
careful – careless	neat – messy
creative – unimaginative	talkative – quiet
flexible – stubborn	

#### B Listen (CD 1, Track 10)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Explain that in this activity, students will hear people describing their friends. Students will not hear the words from the box in part A; instead, they will hear a “beep” tone. They should listen to the descriptions and choose the word that best describes each person.
3. Play the audio program, pausing after each beep.
4. Ask for volunteers to share their answers with the class. Explain that they will listen again and check their answers in part C.

#### C Listen again (CD 1, Track 11)

1. Tell students they are going to hear the conversation from part B again, but this time it will include the missing words.
2. Play the audio program, pausing after each description to give students time to check and correct their answers.
3. Check answers with the class.

#### Answers

Alex: funny	Chris: creative
Randy: adventurous	Megan: stubborn
Kelly: careless	Sam: lazy

#### D Group work

1. Have students form groups of three or four.
2. Read the instructions and the questions aloud.
3. Give students about three minutes to discuss the questions. Go around the class as students work, helping with vocabulary as needed.



## Activity 2 page 11

**Objective** To talk about personalities in relation to people's astrological, or star, signs

### Vocabulary

**astrology** the belief that the planets and stars influence human behavior  
**bossy** always telling other people what to do  
**characteristic** something that is typical about someone  
**confident** sure that you will do something well  
**critical** severely judging people or things  
**optimistic** believing good things will happen  
**restless** not satisfied and wanting new experiences

### A Group work

**Note:** Talking about star signs is a fun way to get students to discuss personalities. However, you may want to remind students that astrology is not based on scientific evidence, so they should not take this analysis too seriously.

1. Ask the class if anyone reads their horoscope in newspapers or magazines.
2. Read the star signs and the characteristics aloud, and have students repeat them.
3. Have students form groups, and give them about five minutes to discuss the questions.
4. Go around the class as students work, making sure all students are participating in the discussion.
5. When students have finished, ask for a few volunteers to tell the class whether or not their star sign characteristics describe them and why.

### B Group work

1. Read the instructions and the phrases aloud.
2. Give students two minutes to work individually to match the phrases to the appropriate star signs in part A.
3. Have students form groups of three or four, and give them about three minutes to discuss their answers.
4. Check answers with the class. If time allows, ask for volunteers to say how they chose the sign for each description. Ask, "What characteristic gave you the answer?"

### Answers

*enjoys working long hours:* Capricorn  
*likes to try new things:* Aries  
*makes people laugh:* Gemini  
*avoids making mistakes:* Scorpio  
*likes to help people:* Sagittarius  
*doesn't like to work:* Cancer

### Extension activity

Have students discuss other methods of characterizing or describing people, such as Chinese astrology.

## Activity 3 page 11

**Objectives** To use vocabulary for personality traits; to talk about personality traits more

### A Work alone

1. Tell students they are going to take a fun personality test.
2. Ask students to take out a sheet of paper. Tell them that they have two minutes to draw a picture of a dog. Tell students not to worry if they can't draw well; a simple sketch is fine. You may want to draw a simple example on the board.

### B Communication task

1. Read the instructions aloud.
2. Have students form pairs, and tell them to turn to the appropriate pages in their Student's Books. One partner looks at Task 4 on page 77, and the other at Task 21 on page 85.
3. Go around the class as students work, offering help and encouragement as needed. Remind students that this task is meant to be lighthearted and shouldn't be taken too seriously.
4. If time allows, ask for a few volunteers to say which method they think more accurately reflected their personality: this test or the star sign chart.

### Extension activity

Give the class another personality test. Read the following instructions aloud, and have students answer the questions individually; then form small groups and have students discuss the results.

#### Instructions:

Write the numbers 1 to 6 on the left side of a piece of paper. Listen, and write down your *first* answer to each question.

1. Imagine that you are on a sinking ship (like the *Titanic*). You swim to a lifeboat and climb in. How many people are in the lifeboat with you?
2. Your boat arrives on land, and you see a desert. You get supplies to cross the desert. How many pairs of shoes do you get?
3. From the hot desert, you can see a city far away. But soon you arrive at a place with water and palm trees. Do you stop a long time, rest just a minute, or keep going to the city?
4. You enter the city. You see a castle and go in. At the end of a long hall, you see a king and queen. If you're a woman, describe the king's appearance and personality. If you're a man, describe the queen's.
5. You leave and go down some dark stairs. If you are a woman, you pass a knight going up the stairs; if you are a man, you pass a lady. You only get a quick look at the face. It reminds you of someone. Who?
6. The stairs lead you to a dining room. On the table, there is a golden cup. There is water in the cup. How much water is there?

#### Answers:

1. This is the number of true friends you have.
2. This is the number of true loves you'll have before getting married.
3. This represents the way you do your work.
4. This represents your ideal mate.
5. This is the person you'll never forget for the rest of your life.
6. This is how much of yourself you give in a relationship.

### Writing options

1. Have students write a description of a famous person, including appearance and personality but leaving out the person's name. Then have them exchange papers with a partner and try to guess who the famous person is.
2. Have students write a paragraph describing a friend or family member, and discussing how their own personality is the same or different.

### Talking point 2 *Match it!*

See page 152 for more speaking practice.

**Unit 2 Self-study** *Student's Book* pages 96–97

**Unit 2 Quiz** *Teacher's Manual* page 169

# 3 Free time

**Overview** Unit 3 focuses on leisure activities and sports. In **Lesson 3A**, students talk about hobbies and other interests. In **Lesson 3B**, they discuss different sports.

**Before you begin...**

1. If you assigned the Self-study activities from Unit 2, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 3 Model conversations – pages 118–119

## 3A What are your interests?

### Activity 1 page 12

**Objectives** To talk about free-time activities and hobbies; to understand people talking about their hobbies

#### Vocabulary

**equipment** the tools and materials you need for a particular activity  
**hardly ever** almost never  
**magic tricks** actions, usually performed for entertainment, that make a person look like he/she has a special power  
**paperback** a book with a soft cover

#### A Pair work

1. Begin by asking students to suggest different free-time activities and hobbies. You may want to suggest a few yourself to get students started (for example, watching TV, meeting friends, playing or watching sports).
2. Read the questions aloud, and point out the model language in the speech balloon.
3. Have students form pairs.
4. Give students about two minutes to discuss the questions. Go around the class as students work, offering help with vocabulary as needed. If necessary, remind students that they shouldn't worry too much about making mistakes; the purpose of the activity is to share ideas.
5. When students have finished, ask for several volunteers to tell the class what they do in their free time.

#### Teaching tip

##### Choral repetition

Having students repeat words and phrases in chorus is a good way to build students' confidence in speaking English. When students repeat the language with the whole class, everyone has a chance to speak without worrying about making mistakes or sounding unnatural. Students need time to practice saying new expressions before they can say them fluently and confidently. Have students do choral repetition of the expressions from the speech balloons as well as any new vocabulary in the unit.

#### B Listen (CD 1, Track 12)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud; then read the names of the four people and the hobbies below the pictures aloud. Make sure students understand that they should write the letter of the hobby next to the person's name.
3. Play the audio program once or twice, pausing after each conversation.
4. Check answers with the class.

#### Answers

- |              |            |
|--------------|------------|
| 1. Claudia c | 3. Linda d |
| 2. Brian b   | 4. Evan a  |



### C Listen again (CD 1, Track 13)

1. Read the instructions aloud; then play the audio program, pausing between the conversations.
2. Have students compare answers in pairs after each conversation.
3. If there is disagreement, play the conversations again before you confirm the correct answers.

#### Answers

1. Reading doesn't cost much, but it makes me sleepy.
2. Cooking is creative, but it takes a lot of time.
3. Doing magic tricks is a good way to meet people, but sometimes it's boring.
4. Fishing is relaxing, but it's expensive.

### D Group work

1. Have students form groups of four.
2. Read the instructions aloud, and give students about two minutes to share their opinions and preferences. Go around the class as students work, helping as needed and making sure all group members are participating.
3. If time allows, reassemble the class and ask a few students to tell the rest of the class which hobbies they enjoy, and which ones they would like to try.

#### Extension activity

Have students ask you questions about *your* hobbies and interests, and why you enjoy them.

### Activity 2 page 13

**Objectives** To talk about personal hobbies and interests; to discuss unusual hobbies

#### Vocabulary

**calligraphy** the art of writing using special pens or brushes  
**chat online** to communicate with other people using the Internet  
**chess** a board game played by two people, in which each player can move 16 pieces in different directions  
**collect** to get and keep things that interest you  
**instrument** an object such as a piano, guitar, etc., that makes music  
**surf the Internet** to spend time finding and looking at things on the Internet  
**unusual** different from what is usual or common

### A Pair work

1. Read the instructions aloud; then read the phrases in the box aloud, and have students repeat them. Point out the model language in the speech balloon.
2. Have students form pairs, and give them about three minutes to complete the task.
3. When students have finished, ask for several volunteers to tell the class something interesting that they found out about their partners.

#### Answers

- |                              |                      |
|------------------------------|----------------------|
| 1. draw                      | 5. listen to music   |
| 2. play chess                | 6. surf the Internet |
| 3. take photos               | 7. do calligraphy    |
| 4. play a musical instrument | 8. collect stamps    |

### B Work alone

1. Read the instructions aloud; then read the list of activities aloud, and answer any questions students may have about vocabulary.
2. Tell students to complete the list with their own idea and then to check the six things they like to do the most. Give students about two minutes to complete the task.
3. Go around the class, offering help and answering questions as needed.

### C Group work

1. Have students form groups of three or four.
2. Read the instructions and the discussion questions aloud. Give students about five minutes for their discussions.
3. When students have finished, ask for a volunteer from each group to tell the class about the most interesting hobby they found out about.

#### Extension activity

Have students "show and tell" the class about a hobby or special interest. They might bring in an item they collect, a photograph they took, or a piece of pottery they made. Alternatively, have them demonstrate how to do something such as a yoga posture or a favorite recipe. Students who don't have hobbies can research one and show pictures to the class.

# 3B What sports do you like?

## Activity 1 page 14

**Objectives** To talk about different sports; to compare likes and dislikes

### Vocabulary

**go hiking** to take long walks in the mountains or country  
**just only**  
**missing** not there  
**team** a group of people who compete in a sport or game  
**winning** being the best in a sport or game

### A Pair work

1. Have students look at the pictures; then read the names of the sports aloud, and have students repeat them.
2. Have students form pairs. If necessary, form one or two groups of three.
3. Read the instructions aloud, and give students about two minutes to complete the task. Encourage them to guess if they're not sure about some of the items. Remind them that this isn't a test; it's simply a chance to practice speaking English and to learn some new words.
4. When students have finished, check answers with the class. Ask, "Which sport is missing?"

### Answers

- |                      |                      |
|----------------------|----------------------|
| 1. play tennis       | 6. go swimming       |
| 2. go biking         | 7. play soccer       |
| 3. play basketball   | 8. play volleyball   |
| 4. go skiing         | 9. play golf         |
| 5. play table tennis | (Hiking is missing.) |

3. Go around the class, helping with ideas and vocabulary as needed.
4. Tell students they will compare answers with their classmates in part C.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud. Give students about five minutes to compare answers and discuss the questions.
3. Go around the class as students work, helping with vocabulary as needed.
4. When students have finished, ask the class, "Which are your favorite sports?" Write – or ask a student to write – the names of the sports on the board.

## Activity 2 page 15

**Objectives** To talk about unusual and extreme sports; to understand people talking about an unusual sport

### Vocabulary

**awful** very bad  
**bungee jumping** jumping from a high place with a long piece of elastic rope attached to your ankle  
**No way!** an expression used to say that you will definitely not do something  
**washing machine** a machine that washes clothes

### A Listen (CD 1, Track 14)

1. Ask the class if anyone has heard of the sport called Zorb. Tell students that Zorb is a real sport, which was invented in New Zealand and is also done in Europe and North America.
2. Have students look at the pictures and try to guess how Zorb works. Give them a moment to guess the order of the pictures.
3. Have students sit in pairs as they listen, so they can compare answers later.
4. Play the audio program once or twice, pausing after each step to give students time to write their answers.
5. Have students compare answers in pairs. Then play the audio program again so students can check their answers.
6. Check answers with the class.

### B Pair work

1. Have students stay in their pairs from part A. Call on a few students to read the chart headings aloud. Answer any vocabulary questions that may arise. Point out that some of the sports use the verb *play*, while others use the verb *go*. Elicit some examples from the class.
2. Give students three or four minutes to complete the chart. Encourage them to discuss their answers before marking their opinions in the chart.



## Answers

The correct sequence is:

top left: 4      top right: 3  
bottom left: 2      bottom right: 1

## B Listen (CD 1, Track 15)

1. Tell students they will hear two people talking about their experiences trying Zorb. Ask the class to guess how the two people felt after trying it.
2. Have students sit in pairs while they listen, so they can compare answers at the end.
3. Read the instructions aloud; then play the audio program, pausing between speakers.
4. Before checking answers with the class, have students compare answers with other students sitting around them. If there is any disagreement, play the conversation again.

## Answers

Danny: sick / awful      Michelle: amazing

## C Pair work

1. Read the instructions and the discussion questions aloud.
2. Give students about two minutes to discuss the questions.
3. Go around the class as students work, helping with vocabulary as needed and answering any questions that may arise.

## Extension activity

Have sports fans in the class tell the others about a game or match they remember well. The rest of the class should ask questions to find out more information.

## Activity 3 page 15

**Objective** To talk about extreme sports and how students feel about them

## Vocabulary

**extreme sports** types of sports that are very challenging and often dangerous

## Group work

1. Read the instructions aloud. Then read the names of the sports in the pictures aloud, and have students repeat them.
2. Have students form groups of three or four. Read the questions aloud, and give students about three minutes for their discussions. You may want to mention that snowboarding and surfing are considered extreme sports when they are done in dangerous conditions, for example, on a steep mountain slope or in large waves.
3. Go around the class as students work, encouraging them and making sure all group members are participating.
4. When students have finished, ask for a volunteer from each group to share the group's ideas with the class.

**Note:** Here are some other extreme sports:

bungee jumping, canyoning, cave diving, extreme skiing, hang gliding, kayaking, mountain biking, mountaineering, rock climbing, scuba diving, skateboarding, skydiving, white-water rafting, windsurfing

## Extension activity

Lead a class discussion about nationally and internationally renowned athletes. Ask students who their favorite athletes are and why they admire them.

## Writing options

1. Have students write a paragraph about their favorite free-time activities from when they were a child or a teenager.
2. Have students write a letter to their favorite athlete, explaining why they like the sport and asking the athlete questions.
3. Have students write a description of their favorite hobby or sport, and explain why they like it.

## Talking point 3 Me, too!

See page 153 for more speaking practice.

**Unit 3 Self-study** Student's Book pages 98–99

**Unit 3 Quiz** Teacher's Manual page 170



# 4 People

**Overview** Unit 4 focuses on people and relationships. In **Lesson 4A**, students talk about family relationships and family life. In **Lesson 4B**, they discuss friendship and talk about their own friends.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 3, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 4 Model conversations – pages 120–121

## 4A Families

### Activity 1 page 16

**Objectives** To talk about family relationships; to understand vocabulary for describing families

### Vocabulary

**brother-in-law** your wife's or husband's brother  
**cousin** your uncle's or aunt's child  
**father-in-law** your wife's or husband's father  
**grandfather** your mother's father or your father's father  
**grandmother** your mother's mother or your father's mother  
**husband** the man a woman is married to  
**mother-in-law** your wife's or husband's mother  
**nephew** the son of your brother or sister  
**niece** the daughter of your brother or sister  
**related** belonging to the same family  
**relative** a person who belongs to the same family  
**wife** the woman a man is married to

### A Pair work

1. Have students look at the chart. Explain – or ask for volunteers to explain – any unfamiliar words.
2. Say the words in the chart aloud, and have students repeat them. Elicit the first couple of missing words in the chart.
3. Have students form pairs, and give them about two minutes to complete the task. You may want to write a model conversation on the board to get students started. For example:

A: What's the next missing word?

B: It's son, I think.

A: I think so, too. How do you spell son?

4. Answer any questions students may have, and go over the answers with the class. You may want to point out the word *cousin* to students and explain that in English, the same word is used for both a male and a female.

### Answers

**Male:** brother, grandfather, father, uncle, nephew

**Female:** sister, grandmother, mother, aunt, niece

**Male:** son, grandson, husband, father-in-law, cousin

**Female:** daughter, granddaughter, wife, mother-in-law, cousin

### B Listen (CD 1, Track 16)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Have students look at the picture and try to guess how the people might be related to each other.
3. Read the instructions aloud. Tell students they should listen specifically for each person's relationship to the speaker, James. They should write the words from part A.
4. Play the audio program once or twice.
5. Have students compare answers in pairs. If necessary, play the audio program again.
6. Check answers with the class, and answer any questions students may have.

### Answers

#### From left to right

Front row: uncle, son, grandmother, niece  
Back row: brother-in-law, cousin, aunt, sister

### C Listen again (CD 1, Track 17)

1. Read the instructions aloud; then read the people's names aloud, and have students repeat them.
2. Remind students to refer to the printed names if they need help with spelling. Play the audio program.
3. Have students compare answers in pairs.
4. If there is disagreement, play the audio program again before you confirm the correct answers.

### Answers

#### From left to right

Front row: Tony, Bobby, Anna, Clara  
Back row: George, Gloria, Mary, Sophia

### D Group work

1. Have students form groups of three or four.
2. Tell students they are going to describe their own families. Be aware that some students may not have siblings, may belong to one-parent families, or simply may not want to discuss their families for personal reasons. Tell them that they don't have to discuss everyone in their family, just the people they want to talk about.
3. To get students started, you may want to have them ask you questions about your own family. Then give groups about five minutes to take turns describing their own families.
4. Go around the class as students work, offering help as needed.
5. When students have finished, answer any questions that may arise. Ask the class questions about their families, and elicit responses from a few students. You can ask:
  - How many brothers and sisters do you have?
  - How often do you see your grandparents?
  - Who has nieces or nephews?

### Extension activity

If students have a good understanding of the family vocabulary presented in the unit, you may want to teach some or all of the following vocabulary:

**great-grandmother/grandfather/grandparents** your grandparents' mother and father are your great-grandparents; their grandparents are your great-great-grandparents

**half brother/sister** a blood relation; one parent is the same, the other is different

**only child** a person with no brothers or sisters

**siblings** brothers and sisters

**stepmother/father/brother/sister** not a blood relation; the relationship occurs through marriage (for example, your father remarries, so his wife is your stepmother and her children are your stepbrothers and stepsisters)

### Activity 2 page 17

**Objective** To talk about different living situations: with your family, with a roommate, or alone

### Vocabulary

**advantage** a positive point

**disadvantage** a negative point

**lonely** unhappy because you are alone

**pet** an animal you keep at home

**privacy** being able to be alone, and not be seen or heard by other people

**rent** the amount of money you pay to use a house, room, car, etc.

**roommate** someone you share a room, an apartment, or a house with

### A Pair work

1. Read the instructions aloud; then read the sentences in the box aloud, and have students repeat them. Tell students that this part of the activity will help prepare them for the group discussion in part C. The sentences in the box are just a starting point; they are ideas to discuss, not "correct answers."



- Have students form pairs. Give the class about three minutes to complete the chart. Go around the class, helping and encouraging pairs as needed.
- Tell students they will talk some more about their ideas in part B.

Possible answers		
If you live ... with your family	<b>Advantages</b> <ul style="list-style-type: none"> <li>You can save money.</li> <li>You don't have to cook or clean as much.</li> </ul>	<b>Disadvantages</b> <ul style="list-style-type: none"> <li>You have no privacy.</li> <li>Your parents tell you what to do.</li> <li>It can be noisy.</li> </ul>
with a roommate	<ul style="list-style-type: none"> <li>You can share the rent.</li> <li>You won't be lonely.</li> </ul>	<ul style="list-style-type: none"> <li>You may not get along.</li> <li>You have to share the cooking and cleaning.</li> </ul>
alone	<ul style="list-style-type: none"> <li>You can be messy.</li> <li>You can make a lot of noise.</li> <li>You can do what you like.</li> </ul>	<ul style="list-style-type: none"> <li>It can get lonely.</li> <li>It's expensive.</li> <li>You have to cook and clean for yourself.</li> </ul>

### B Join another pair

- Have pairs combine to form groups of four.
- Read the instructions aloud, and point out the model language in the speech balloons. Give groups about two minutes to compare their ideas.
- When students have finished, ask for a few volunteers to share their ideas with the class. If time allows, lead a class discussion about the three living situations in part A. Find out how many students live or have lived away from home. Ask them to share what they like(d) best and least about the experience.

### C Group work

- Have students stay in their groups from part B. Read the instructions and the questions aloud.
- Give students about five minutes for their discussions. Go around the class as students work, encouraging them and making sure all group members are participating.
- When students have finished, call on a student from each group to share the group's best ideas. Answer any questions that students may have. If time allows, ask the questions to the class and elicit responses from a few volunteers.

### Extension activity

Lead a class discussion about family life and traditions where students live. Have them discuss questions such as:

- At what age do young people usually move out of their parents' home?
- Is it common for people to share an apartment or a house with a roommate?
- Where do elderly family members live when they can no longer live on their own?

In a multicultural class, have students work in groups to compare family traditions from their cultures. Ask each group to summarize some differences and similarities among their various cultures.

4B

### Activit

**Objective**  
people ta  
their frien

### Vocabu

fresh a  
freshm  
college  
go can  
and sta  
go out  
how lo

### A Pair

- Have
- Read about comp that ther
- When

### B List

- Have can
- Read nan is T and
- Ca cha me the
- Pl co th
- Be st di



## Activity 1 page 18

**Objectives** To talk about friends; to understand people talking about what they like to do with their friends

### Vocabulary

**fresh air** clean air from outdoors  
**freshman year** the first year of high school or college  
**go camping** to set up a tent or shelter outdoors and stay there for a short time  
**go out to dinner** to eat dinner in a restaurant  
**how long** for how much time

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes to look at the pictures and complete the task. Make sure students understand that they should use their imaginations and that there are no "right answers."
3. When students have finished, ask for a few volunteers to share their ideas with the class.

### B Listen (CD 1, Track 18)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Tell students the names of the speakers' best friends: Ron's friend is Tom; Sally's friend is Susan; Ken's friend is Jim; and Alice's friend is Anna.
3. Call on students to read the activities in the chart aloud. Point out that some of the speakers mention more than one activity that they do with their best friend.
4. Play the audio program, pausing after each conversation to allow students time to complete their answers.
5. Before checking answers with the class, have students compare answers in pairs. If there is disagreement, play the conversations again.

### Answers

Ron: go camping  
 Sally: go to the movies  
 Ken: play tennis, play chess  
 Alice: play soccer, talk about sports

### C Listen again (CD 1, Track 19)

1. Read the instructions aloud; then play the audio program, pausing between the conversations. Remind students that they should listen specifically for numbers and the phrase *years ago*.
2. Have students compare answers in pairs after each conversation.
3. If there is disagreement, play the conversations again before you give the correct answers.

### Answers

Ron: 10  
 Sally: 25  
 Ken: 2  
 Alice: 3

### D Group work

1. Have students form groups of three or four.
2. Read the instructions and the questions aloud, and give students about four minutes for their discussions.
3. Go around the class, helping with vocabulary as needed. You may find that some students are not able to use the past tense correctly. If that is the case, make a note of some of the errors you overhear and plan some additional grammar practice.
4. When students have finished, ask for volunteers to share their group's best ideas. Answer any questions that students may have.

### Teaching tip

#### Linking grammar and fluency

In addition to assigning the Self-study sections, you may want to focus on grammar in classroom lessons from time to time. It is not always necessary to present and "teach" grammar; you can help students learn grammar by reacting to mistakes you overhear during class activities. Select a different grammar point to focus on in each lesson, ideally the same one that is covered in the Self-study section. Write down any related mistakes you overhear, and go over them with the class.

### Activity 2 page 19

**Objective** To talk about the qualities of a good friend

#### Vocabulary

**advice** an opinion you give to someone about what he / she should do

**behind your back** without your knowing about what is being said or done

**borrow** to use something that belongs to someone else

**call** to telephone someone

**chat** to talk in a friendly and informal way

**encourage** to help someone become confident or brave

**forget** to not remember to do something you should do

**forgive** to decide not to be angry at someone, although he / she has done something wrong

**lend** to let someone borrow something you own

**mistake** an action or a decision that is wrong

**secret** an idea, a plan, etc., that you try to hide because you don't want anyone to know about it

**truth** the actual facts about a matter; the opposite of a lie

#### A Work alone

1. Read the instructions aloud; then read the phrases aloud, and have students repeat them. Explain any unfamiliar vocabulary.
2. Make sure students understand that first they should add two more ideas; then they should check the five qualities that they value the most in a friend.

3. Give students about two minutes to complete the task. Go around the class, helping with vocabulary and ideas as necessary.
4. Tell students that they will have a chance to share their ideas in part B.

#### Possible answers

keeps you company when you're lonely, helps you, laughs at your jokes, cheers you up when you're sad

#### B Pair work

1. Have students form pairs, and give them about three minutes to compare ideas. Encourage students to share personal examples, as suggested in the speech balloon.
2. When students have finished, ask for volunteers to share their best ideas.

#### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud; then read the phrases aloud, and have students repeat them.
3. Give students about two minutes to complete the task. Make sure students understand that first they should add two more ideas; then they should check the things they agree with.

#### Possible answers

makes fun of you, loses touch with you, disappoints you, is unkind to you

4. When students have finished, ask for volunteers to share their ideas with the class.

### Activity 3 page 19

**Objectives** To use vocabulary from previous units; to talk about friends and personalities

#### Communication task

1. Read the instructions aloud. Explain that students are going to read about some possible "e-friends" - people they can meet online.
2. Have students form pairs; then tell them to turn to the appropriate pages in their Student's Books. One partner looks at Task 5 on page 78, and the other at Task 22 on page 86.

### Part A

1. Read the instructions aloud. Give students time to read through the information in the chart. Answer any questions they may have about vocabulary.
2. Point out the model language in the speech balloon on each of the two pages. Encourage students not to simply read the information but to try to describe the people naturally. You may need to demonstrate this, for example: "Let me tell you about Josh Harper. He's 32 years old, and he's a lawyer. He likes to read and play tennis. He says he is optimistic and talkative."
3. Have partners take turns describing the three people in their books. Give students about five minutes for this part of the task.

### Part B

1. Read the instructions aloud. Tell students to think about which person they would most like to be friends with, based on the information they have about each person. Encourage students to discuss the reasons why they chose the particular person.
2. When students have finished, reassemble the class and take a class survey to find out which of the six people was the most popular.

### Extension activity

Write the following quotations about friendship on the board, and lead a class discussion about what each one means. Have students share which quotation they like the best and why.

*Friends are the sunshine of life.* John Hay

*The best mirror is an old friend.* George Herbert

*Count your age with friends, not with years.* Anonymous

*Hold a true friend with both your hands.* Nigerian proverb

### Writing options

1. Have students write about a favorite relative. Ask them to describe the relative and say why they like him or her.
2. Have students write about their best friend. Have them explain how they first met, describe their friend's best qualities, and write about why their friendship is strong.

### Talking point 4 *Who has the most . . . ?*

See page 154 for more speaking practice.

**Unit 4 Self-study** *Student's Book* pages 100–101

**Unit 4 Quiz** *Teacher's Manual* page 171

### Units 1–4 Expansion

See page 82 for notes on how to use Expansions.



# 5 Money

**Overview** Unit 5 focuses on ways to spend and save money. In **Lesson 5A**, students talk about shopping and clothing. In **Lesson 5B**, they discuss ways of saving money, their own attitudes toward money, and appropriate gifts for different people.

**Before you begin . . .**

1. If you assigned the Self-study activities from Unit 4, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

## Unit 5 Model conversations – pages 122–123

### 5A Shopping and clothing

#### Activity 1 page 22

**Objective** To talk about different shopping destinations and items that may be bought there

#### Vocabulary

**convenience store** a store that sells food, newspapers, etc., and that is often open 24 hours a day

**department store** a large store divided into several different areas that sell different types of things

**discount store** a store with lower prices than most other businesses

**duty-free shop** a store that sells things that can be brought into the country without paying taxes on them (often located at international airports)

**outdoor market** an area outdoors where people buy and sell food, clothing, etc.

**secondhand store** a store that sells used, previously owned things

**shop online** to buy things through the Internet

**shopping mall** a large building with many stores and restaurants

**supermarket** a large store where many different foods and other goods used in the home are sold

**window-shop** to look at things in store windows without buying them

kinds of stores can you find there?” “What can you buy there?”

2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them.
3. Have students form pairs, and give them about two minutes to complete the task.

#### Answers

##### From left to right

supermarket  
department store  
shopping mall

#### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions and the discussion questions aloud. Explain that students should talk not only about the places in the pictures, but also about the places listed in the box in part A. To get students started, ask for volunteers to suggest some of the things they can buy in a convenience store (for example, candy, snacks, milk, soda, newspapers).
3. Give students about three minutes for their discussions. Go around the class as students work, helping with vocabulary as needed.
4. When students have finished, ask the questions to the whole class and elicit answers from a few volunteers.

#### A Pair work

1. Begin by asking students about a particular shopping district in their town or city. Ask: “What



## Activity 2 pages 22–23

**Objectives** To understand people talking about shopping; to talk about students' own recent purchases

### Vocabulary

**boarding pass** a piece of paper that allows you to get on an airplane  
**boots** shoes that cover your feet and the lower part of your legs  
**bucks** dollars (informal)  
**calculator** an electronic device used for doing mathematical processes  
**cost an arm and a leg** to be very expensive (informal)  
**exchange rate** the value of the money of one country compared to the money of another country  
**gloves** a covering for the hands and wrist with separate parts for the thumb and each finger  
**I'm a little short.** *I don't have much money.*  
**perfume** a liquid with a strong pleasant smell that you put on your skin  
**soda** a soft drink  
**wallet** a small, flat folding case for paper money

### A Listen (CD 1, Track 20)

#### Teaching tip

##### Listening for main points

Many students will want to understand every word in a listening exercise. Try to convince them that this isn't usually necessary. Remind students that we only need to understand the main points of information that people give us – not every single detail. Say: "Don't worry if you can't understand every word. Please just concentrate on listening for what you need to answer the questions."

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud, and answer any questions students may have about the words in the chart.
3. Tell students to listen carefully for information in the conversations that will help them figure out what each person is buying. Emphasize that the name of the item in each conversation is never said, so students will have to infer the answers from what they hear. Remind students that they should only complete the first column of the

chart; they will complete the second column in part B.

4. Play the audio program, pausing after each conversation.
5. Check answers with the class. If necessary, play the audio program again and have students listen to the correct answers in context.

### Answers

1. perfume      2. gloves      3. a jacket

### B Listen again (CD 1, Track 21)

1. Read the instructions aloud; then play the audio program, pausing between the conversations. Explain that the speakers do not directly say the places where they are shopping; students will have to listen carefully to figure out the answers.
2. Have students compare answers in pairs. If there is disagreement, play the conversations again before you confirm the correct answers.

### Answers

1. duty-free shop  
2. department store  
3. secondhand store

### Extension activity

Lead a brief class discussion about how students arrived at their answers to the listening tasks. For part A, ask students to identify some of the words and expressions that helped them guess what was being described. Write the ideas on the board, for example:

*the perfume: smell, bottle*

*the gloves: pair, fingers, warm*

*the jacket: sleeves, zip it up*

Do the same for part B:

*duty-free shop: exchange rate, boarding pass*

*department store: What floor, on the third floor, the elevator*

*secondhand store: It's used, A new one like this*

### C Group work

1. Read the instructions and the discussion questions aloud.
2. Have students form groups of three or four, and give groups about four minutes for their discussions.

3. Go around the class as students work, helping with vocabulary as needed.
4. When students have finished, ask for a few volunteers to say what they like and don't like about shopping.
5. Answer any questions students may have.

### Activity 3 page 23

**Objectives** To talk about different pieces of clothing; to compliment people on what they are wearing

#### Vocabulary

**baseball cap** a hat with a flat piece in the front, originally worn only by baseball players

**business suit** a formal set of matching clothes (a jacket and pants or a skirt) worn by a businessperson

**dress** a piece of women's clothing that covers the top of the body and all or part of the legs

**necktie** a long, thin piece of material worn by men that fits under a shirt collar

**pattern** a decoration of typically regular color, lines, or shapes

**plain** simple, without decoration

**polo shirt** a shirt with short sleeves and a collar, usually made of cotton

**purchase** something that you have bought

**sandals** light, open shoes that you wear in warm weather

**scarf** a piece of material that you wear around your neck, head, or shoulders

**shorts** pants that end above or at the knee

**sneakers** light shoes used for sports

**sweater** a warm knitted piece of clothing with long sleeves, often made of wool

**sweatshirt** a thick cotton shirt, often worn for playing sports

#### A Listen (CD 1, Track 22)

1. Read the instructions aloud. Explain that students should listen to find out which piece of clothing each person recently bought. Encourage students to listen for the details that will help them choose the correct piece of clothing.
2. Play the audio program, pausing after each conversation.
3. Have students compare answers in pairs. If there is disagreement, play the audio program again before you confirm the correct answers.

#### Answers

Jeff: 5    Andrea: 1    Terry: 3

#### B Pair work

1. Read the words in the box aloud, and have students repeat them. Explain any unfamiliar vocabulary by showing examples of the clothing you and students in the class are wearing.
2. Read the instructions aloud.
3. Have students form pairs. Tell them they will have three minutes to look around the class and talk about what their classmates are wearing.
4. When students have finished, ask for several volunteers to describe a classmate's clothing.

#### C Join another pair

1. Have pairs combine to form groups of four.
2. Tell students they are going to take turns giving one another compliments. You may want to replay the audio program from part A to remind students what type of conversations they should have.
3. Read the instructions aloud, and point out the model language in the speech balloons. Give students about three minutes to complete the task. Encourage them to have fun with the task, and tell them that they can also give compliments on non-clothing items like hairstyles, watches, cell phones, books, pens, etc.
4. Go around the class as students work, helping with vocabulary as needed.
5. To finish the lesson, answer any questions students may have about additional clothing vocabulary.

#### Extension activity

Bring in pictures from fashion magazines that illustrate a variety of clothing colors and patterns. Give each student one picture to study for one minute; then have students form groups of six to eight for a guessing game. Tell students to place all their pictures facedown on the desk, to mix them up, and then to turn them all faceup. Tell each student to describe his or her picture for their group to identify.





# 5B Saving and spending

## Activity 1 page 24

**Objectives** To talk about ways of saving money; to understand people talking about how they save money

### Vocabulary

**borrow** to use something that belongs to someone else and then return it to him / her  
**on sale** being sold at a lower price than usual  
**package** the box, bag, etc., that things are put in for selling  
**rent** to pay money to use something for a short time  
**used** previously owned, secondhand

### A Pair work

1. Read the instructions aloud.
2. Have students look at the pictures. Call on students to read the captions below the pictures. Answer any questions students may have about the money-saving ideas shown.
3. Have students form pairs, and give them about two minutes to discuss the ways they themselves try to save money.
4. When students have finished, lead a brief class discussion to find out which ways of saving money are most common in the class.

### B Listen (CD 1, Track 23)

1. Have students sit in pairs while they listen, so they can easily compare answers at the end.
2. Read the instructions aloud. Tell students to listen for information in the conversations and try to figure out how each person saves money. Tell them that each speaker mentions two ways he or she saves money.
3. Play the audio program, pausing after each conversation.
4. Have students compare answers in pairs. If there is disagreement, play the conversations again before you confirm the correct answers.

### Answers

	Rob	Kathy	Cliff
Do things yourself.			√
Buy things used.		√	
Shop at outdoor markets.	√		
Buy things on sale.	√	√	
Rent things.			√

### C Group work

1. Have students form groups of three or four.
2. Read the question aloud, and tell students they have about three minutes for their discussion.
3. Go around the class, helping with vocabulary as needed and making sure all group members are participating.
4. When students have finished, ask for volunteers from each group to share their best ideas for saving money.

## Activity 2 page 25

**Objective** To talk about attitudes toward money

### Vocabulary

**attitude** opinions and feelings that you have about something or someone  
**complain** to say you're unhappy  
**overcharge** to ask someone to pay too much money for something  
**refuse** to say you won't do something  
**save it for a rainy day** to save money for a difficult time when you will need it  
**undercharge** to ask someone for too little money for something

### A Pair work

1. Ask students to read the survey silently.
2. When students have finished reading, answer any questions they have about the survey.
3. Have students form pairs. Read the instructions aloud, and give students about four minutes to complete the survey together. Encourage them to talk about each of the choices and then to check the one that reflects their own attitude.
4. Go around the class, encouraging students and offering help as needed.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the questions aloud. Give students about five minutes to complete the task.
3. When students have finished, ask the class, "Do you think money can make you happy?" Call on several students to share their opinions.

### Activity 3 page 25

**Objective** To talk about typical gifts from students' own countries and gift ideas for different kinds of people

### A Group work

1. Start by asking the class where tourists shop in their city or town, and what kinds of things they might buy. Elicit ideas from several students.
2. Read the instructions aloud.
3. Have students form groups of four, and give groups about three minutes to discuss their ideas for appropriate gifts for each person. Encourage students to be creative and to think of a couple of choices for each person.
4. If time allows, ask several students to share their gift ideas with the class, and to say where the visitor might buy them.

### B Communication task

1. Have students stay in their groups from part A.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. Two students look at Task 6 on page 78, and the other two at Task 23 on page 86.

### Part A

1. Tell students they are going to suggest some gift ideas for each member of their group (and for you!). If students wish, they can also choose gifts not shown in the pictures.
2. Give students about three minutes to complete the task.

### Part B

1. Read the instructions aloud.
2. Give students about three minutes for their discussions.
3. When students have finished, ask for a volunteer from each group to share their group's best ideas. Answer any questions that may arise.

### Extension activity

Lead a class discussion about gift-giving in students' own cultures. Have students discuss the following questions:

- On what kinds of occasions do people usually give gifts?
- What kinds of gifts do people usually give for birthdays / weddings / graduations?
- Are there any gifts that are considered unlucky, or inappropriate for certain occasions, for example, a certain number or color of items?

### Writing options

1. Have students write a paragraph answering the following: *Imagine someone gave you \$1,000. What will you do with the money? Why?*
2. Have students write about a special gift they received. They can include information about when they received the gift, who gave it to them, and what made the gift special.

### Talking point 5 Can you remember?

See page 155 for more speaking practice.

**Unit 5 Self-study** *Student's Book* pages 102–103

**Unit 5 Quiz** *Teacher's Manual* page 172



# 6 Travel and tourism

**Overview** Unit 6 focuses on vacations, travel, and tourism. In **Lesson 6A**, students talk about different kinds of trips and what they like to do on vacation. In **Lesson 6B**, they discuss international travel and planning what to take when traveling.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 5, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 6 Model conversations – pages 124–125

## 6A How was your trip?

### Activity 1 page 26

**Objectives** To describe different kinds of vacations; to understand people talking about their vacation experiences

### Vocabulary

**active** always doing things  
**amusement park** a large park where people can play games, go on large rides, and see performances  
**boring** not interesting  
**frightening** causing fear; making you feel afraid  
**fun** enjoyable  
**interesting** holding one's attention  
**relaxing** causing you to feel calm and comfortable  
**stressful** causing you to worry a lot  
**tiring** causing you to feel you have no energy  
**trip** an occasion when you travel from one place to another  
**unusual** different from what is usual or expected

### A Pair work

1. Begin by having the class brainstorm different travel destinations, types of transportation, places to stay, and fun activities to do while on vacation.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Point out the model language in the speech balloons.
3. Have students form pairs, and give them about three minutes to complete the task.

4. When students have finished, ask for a few volunteers to give their opinions of each trip pictured. Encourage students to explain their opinions.

### B Listen (CD 1, Track 24)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud; then call on students to read the adjectives in the chart aloud. Explain that students should listen for information in the conversations to find out what the speakers expected their trips to be like, and what the experience was really like.
3. Play the audio program once or twice, pausing after each conversation.
4. Have students compare answers in pairs. If there is disagreement, play the audio program again.

### Answers

Sarah: frightening, fun  
Charlie: fun, boring  
Annie: stressful, tiring

### C Listen again (CD 1, Track 25)

1. Read the instructions aloud.
2. Play the audio program, pausing between the conversations.
3. Have students compare answers in pairs. If there is disagreement, play the audio program again before you confirm the correct answers.



### Answers

Sarah: seeing the stars at night  
Charlie: going to an amusement park  
Annie: shopping

### D Group work

1. Have students form groups of three or four. Ask them to think about their own vacation travel experiences.
2. Read the instructions and the discussion questions aloud, and give students about three minutes to complete the task.
3. When students have finished, ask for a few volunteers to share some of their travel experiences.

### Activity 2 page 27

**Objective** To talk about things that people do on vacation

### Vocabulary

**catch up on** to do something that needs to be done that you haven't had time to do in the past  
**festival** a time of public celebration  
**historical site** a place where something important or interesting happened  
**island** a piece of land completely surrounded by water  
**lake** a large area of water surrounded by land  
**relatives** members of your family  
**sightseeing** visiting interesting places while on vacation  
**souvenir** something that you keep to remind yourself of an experience or a place you visited  
**theme park** an amusement park based on one subject such as water or space travel  
**tour** a trip to visit different places in an area  
**youth hostel** a cheap hotel for young people

### A Pair work

1. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Explain that these are common expressions used when talking about vacations.
2. Have students form pairs, and give them about three minutes to complete the task.
3. Go around the class, offering help as needed. Encourage students to skip the expressions they don't know and come back to them later.

4. When students have finished, check answers with the class. Answer any questions students may have.

### Answers

- |                |                  |
|----------------|------------------|
| 1. alone       | 6. souvenirs     |
| 2. nothing     | 7. youth hostels |
| 3. sightseeing | 8. relatives     |
| 4. a beach     | 9. photos        |
| 5. volleyball  | 10. new foods    |

### Teaching tip

#### Leave time for questions.

Don't forget to allow enough time for students to ask questions after they finish each activity. Just asking "Do you have any questions?" may not be enough. It may be necessary to elicit questions about specific aspects of the lesson – for example: "Are there any questions about vocabulary?" "Did you have any problems with the activity?" "Do you have questions about grammar?"

### B Pair work

1. Have students stay in their pairs. Explain that they are going to use the expressions from part A to talk about their own vacation likes and dislikes.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about three minutes for their discussions.
4. When students have finished, ask for volunteers to explain why they like or dislike doing certain activities. Have the class brainstorm a list of other activities they like to do on vacation.

### C Pair work

1. Have students change partners.
2. Read the instructions aloud. Make sure students understand that first, they should add three more ideas to the survey; then they should interview their partner.
3. Give students about five minutes to complete the task. Go around the class as students work, offering help as needed.

### Possible answers

go swimming, go biking, go camping, eat in nice restaurants, lie in the sun

### D Join

1. Have
2. Read
3. Give the ta  
maki
4. Wh  
disc  
vaca

#### **D Join another pair**

1. Have pairs combine to form groups of four.
2. Read the instructions and the questions aloud.
3. Give students about five minutes to complete the task. Go around the class, offering help and making sure all group members are participating.
4. When students have finished, lead a class discussion on what constitutes the "perfect" vacation.

#### **Extension activity**

Have students think of a place where they have been on vacation in the past. Give them time to make some notes on how they got there, where they stayed, and what they did during the vacation.

Divide students into pairs to play "Twenty Questions." Students take turns asking each other *yes-no* questions to find out where their partner went. For example: "Did you go there by plane?" "Was it near the beach?" "Did you eat seafood?" They can ask up to twenty questions before guessing the place.

## 6B Travel near and far

### Activity 1 pages 28-29

**Objectives** To talk about famous tourist destinations; to understand people talking about their vacations

#### Vocabulary

**flight** a trip in an airplane  
**jet lag** the feeling of being very tired after traveling a long distance in a plane  
**karaoke bar** a place where you sing along with a machine that plays the music to popular songs  
**palace** a large house where a king or queen lives  
**parasailing** a recreational activity where a person is pulled behind a boat while attached to a parachute  
**unfortunately** a word to show that you are saying something that you wish were not true

#### A Pair work

**Note:** After students have done this task, you may want to share some historical information about the places shown in the pictures.

**Tower Bridge**, London, England – opened in 1894, a suspension bridge located over the Thames River  
**the Eiffel Tower**, Paris, France – an iron tower built for the World's Fair in 1889

**Machu Picchu**, Urubamba Valley, Peru – an ancient city created by the Inca in the 1400s

**Gyeongbok Palace**, Seoul, Korea – built in 1395, the main and largest palace of the Joseon Dynasty and one of the Five Grand Palaces built by the Joseon Dynasty

**the Taj Mahal**, Agra, India – built in the mid-1600s as a tomb for the Emperor's wife

**the Sphinx**, Giza Plateau, Egypt – a giant half-human, half-lion statue built around 2500 BCE

1. Have students look at the pictures. Ask the class which places they know, and if anyone has visited any of them.
2. Read the names of the countries and the famous places aloud, and have students repeat them.
3. Have students form pairs. Reassure the class that this is not a test, but rather, a chance to share information and ideas.

4. Give students about two minutes to complete the task.
5. When students have finished, have them check their answers on page 92.

#### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the questions aloud, and give students about three minutes for their discussions. You may want to brainstorm a list of famous travel destinations with the class and write them on the board for students' reference.
3. Go around the class as students work, helping with vocabulary as needed.
4. When students have finished, ask for volunteers to share their answers to the second and third questions with the class.

#### Extension activity

Have students write the names of the following continents on a piece of paper: *Africa, Asia, Europe, North America, South America.*

Have students form pairs, and tell them they will have three minutes to think of and write the English names of as many countries as they can in each continent. When the time limit has expired, have pairs combine to form groups of four to compare answers. If a world map or an atlas is available, have students check their answers.

#### C Listen (CD 1, Track 26)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Tell students to listen for information in the conversations that will help them figure out which country the speakers went to. Remind students that they don't need to understand every word to do this task.
3. Play the audio program once or twice, pausing after each conversation.
4. Have students compare answers in pairs. If necessary, play the audio program again before you confirm the correct answers.



### Answers

1. South Korea
2. Australia
3. Japan

### D Listen again (CD 1, Track 27)

1. Read the instructions aloud.
2. Play the audio program, pausing between the conversations. Encourage students to disregard any details they don't understand and to listen specifically for what happened to each person. Make sure students understand they will check more than one box for each speaker.
3. Have students compare answers in pairs. If there is disagreement, play the audio program again before you confirm the correct answers.

### Answers

Paul: took great photos, lost his passport  
 Beth: tried surfing, missed her flight  
 Mike: met old friends, had bad weather

### Activity 2 page 29

**Objectives** To talk about what to take on vacation; to talk about what can go wrong on a vacation

### Vocabulary

**day trip** a trip that lasts from morning to night  
**overnight** continuing all night  
**overseas** to a foreign country that is across the ocean

### A Work alone

1. Read the words in the box aloud, and have students repeat them.
2. Read the instructions aloud, and give students about two minutes to complete the task.
3. Have students compare answers in pairs; then check answers with the class.

### Answers

- |      |      |      |
|------|------|------|
| 1. d | 4. a | 7. i |
| 2. e | 5. b | 8. g |
| 3. f | 6. h | 9. c |

### B Pair work

1. Have students form pairs.
2. Read the instructions and the chart headings aloud. Point out the model language in the speech balloon. Give students about three minutes to complete the task. You may want to have students use a separate piece of paper, so that they can write as many things as they like.
3. Go around the class as students work, helping with vocabulary.
4. When students have finished, elicit answers for each column from several volunteers.

### Possible answers

an overnight camping trip	a day trip to the beach	an overseas trip
bug spray	beach towel	guidebook
flashlight	sunscreen	passport
matches	water	umbrella
sleeping bag	book	dictionary

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the questions aloud. Give students about five minutes to compare their answers and discuss the questions.
3. When students have finished, answer any questions they may have. Ask for volunteers from each group to share any interesting or funny anecdotes from their discussions.

### Writing options

1. Have students write about a vacation they took in the past. They may choose to write about their most recent vacation, or their best (or worst) vacation.
2. Have students write about a country / countries they would like to visit, and why.

### Talking point 6 A great trip

See page 156 for more speaking practice.

**Unit 6 Self-study** *Student's Book* pages 104–105

**Unit 6 Quiz** *Teacher's Manual* page 173

# 7 Food and drink

**Overview** Unit 7 focuses on food, drink, and eating out. In **Lesson 7A**, students talk about different kinds of foods and courses served at various restaurants. In **Lesson 7B**, they discuss foods from around the world.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 6, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

## Unit 7 Model conversations – pages 126–127

### 7A Eating out

#### Activity 1 page 30

**Objectives** To talk about favorite foods and drinks, and types of meal courses; to talk about the taste of different foods

#### Vocabulary

**appetizer** food eaten before the main course  
**bitter** having a taste like strong tea or coffee  
**bland** having no strong taste or flavor  
**creamy** tasting like cream  
**dessert** sweet food eaten at the end of a meal  
**greasy** tasting of too much grease or fat  
**main course** the most important part of a meal, often consisting of meat or fish  
**salty** tasting of salt  
**side dish** a food served with the main course  
**sour** having a taste like a lemon; not sweet  
**spicy** having a taste like hot chilis or pepper  
**sweet** having a sugary taste

#### A Pair work

1. Have students look at the pictures.
2. Read the instructions aloud; then read the names of the foods aloud, and have students repeat them.
3. Have students form pairs. Reassure them that although they may not recognize all the foods, it's all right for them to match the ones they know and guess the rest.

4. Give students about two minutes to complete the task.
5. Answer any questions students may have, and go over the answers with the class.

#### Answers

Top row: 2, 1  
Middle row: 3, 4, 7, 5  
Bottom row: 6, 9, 8

#### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud; then call on a student to read the chart headings aloud. Explain any unfamiliar vocabulary.
3. Give groups about three minutes to complete the chart. You may want to mention that some foods can go under more than one category (for example, *fruit salad* may be a side dish or a dessert).
4. Go around the class as students work, helping with vocabulary as needed.
5. When students have finished, ask for volunteers to say which foods they have tried, which ones are their favorites, and which ones they would like to try.

### Teaching tip

#### Have students write in pencil.

Students are often hesitant to write answers if they're unsure, especially if they're filling out a chart in their books. If they use pencil, they can easily change their minds and make corrections. It's better for students to write a guess or an answer they aren't completely sure of, rather than wait until the teacher tells them the correct answers. Also, if students use a separate piece of paper instead of writing in their textbooks, they may feel less worried about making mistakes.

### Possible answers

#### Appetizers

chicken wings  
onion soup  
dumplings

#### Side dishes

mixed salad  
mashed potatoes  
French fries

#### Main courses

beef curry  
kebabs  
spaghetti  
pizza

#### Desserts

cheesecake  
fruit salad  
ice cream  
chocolate cake

### Possible answers

*bitter*: black coffee, strong tea, dark chocolate  
*bland*: mashed potatoes, white bread, milk  
*creamy*: cheesecake, hot chocolate, milk shakes  
*greasy*: chicken wings, French fries, hamburgers  
*salty*: onion soup, soy sauce, potato chips  
*sour*: plain yogurt, lemons, grapefruit juice  
*spicy*: curry, chili peppers, salsa, hot sauce  
*sweet*: fruit salad, honey, apple pie, ice cream

### Extension activity

Lead a brief class discussion about the following questions:

- What are your favorite foods and drinks? Why?
- What foods and drinks don't you like? Why not?

### Activity 2 page 31

**Objectives** To talk about places to eat; to understand people talking about what they're going to eat

### Vocabulary

**buffet restaurant** a restaurant where you serve yourself from food dishes on a table, for a fixed price

**cafeteria** a restaurant where you are served food at a counter, and pay before you eat

**deli** a store specializing in cooked meats, cheeses, and sandwiches

**fast food** food prepared and served quickly – for example, hamburgers and pizza

**food stall** a small shop, stand, or table where food is sold

**pie** a baked dessert, often with fruit inside

**recommend** to say that something is good

**upscale** luxurious; expensive

### C Group work

1. Have students stay in their groups from part B.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Use examples to explain any unfamiliar vocabulary, for example: "Black coffee is bitter. Lemons are sour. Chili peppers are spicy. White bread is bland."
3. Give students about three minutes to complete the task. Go around the class as students work, offering help with vocabulary as necessary.
4. When students have finished, ask the class for ideas for each category. Point out that describing tastes is sometimes difficult. Some foods and drinks can be described in different ways; people sometimes disagree about tastes, and some dishes have a combination of tastes. For example, some curries can be sweet, sour, and spicy.



### A Pair work

1. Have students look at the pictures. Read the names of the types of restaurants aloud, and have students repeat them.
2. Have students form pairs.
3. Read the instructions aloud, and give students about three minutes for their discussions.
4. When students have finished, ask for a few volunteers to talk about other places they eat.

### B Listen (CD 2, Track 1)

1. Have students sit in pairs as they listen, so they can compare answers at the end.
2. Explain to students that they will hear people eating in different restaurants. Students will not hear the types of the restaurants directly, so they will need to listen for clues in the conversations, including background sounds, to help them get the answers.
3. Play the audio program once or twice, pausing after each conversation.
4. Go over the answers with the class. Ask for volunteers to share what clues in the conversations helped them get the answers.

#### Answers

1. cafeteria
2. upscale restaurant
3. buffet restaurant

### C Listen again (CD 2, Track 2)

1. Read the instructions aloud; then play the audio program, pausing between the conversations.
2. Have students compare answers in pairs. If necessary, play the audio program again before you confirm the correct answers.

#### Answers

1. beef curry, rice, lemonade
2. pie, ice cream, coffee, tea
3. chicken, salad, soup, juice

### Extension activity

Draw the chart below on the board (without the answers), and ask students to copy it.

Play the audio program again, and tell students to fill in their charts with the foods that the man orders, the woman orders, and what both people order. Have students compare answers in pairs.

	Conversation 1	Conversation 2	Conversation 3
Man		vanilla ice cream, tea	chicken, potato salad, soup, juice
Woman		coffee	mixed salad
Both	beef curry, rice, lemonade	apple pie	

### D Group work

1. Read the instructions and the discussion questions aloud.
2. Have students form groups of three or four, and give them about five minutes to discuss the questions.
3. When students have finished, ask the questions to the whole class and elicit answers from a few volunteers.

### Activity 3 page 31

**Objectives** To use new vocabulary; to talk about foods students like and dislike

### Group work

1. Have students form groups of four. Tell them they are going to work together to plan a menu. You may want to have them choose a special occasion or a holiday around which to plan their meal.
2. Read the instructions aloud, and give students about five minutes for their discussions.
3. Go around the class as students work, making sure all group members are participating.
4. When students have finished, ask each group to share their menu with the class. Have students ask questions about the other groups' choices. If time allows, take a class vote on which menu was the best, the most creative, the healthiest, etc.

## 7B

### Activit

**Objective**  
countries

### Vocabul

**brownie**  
**chips** (U  
English,  
**enchila**  
with tort  
covered  
**feijoad**  
beans, f  
**gado g**  
made w  
sauce  
**kimchi**  
pickled  
**meze**  
**miso** /

### A Pair

1. Read  
and b
2. Have
3. Read  
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Enco  
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4. Hav

### B Joi

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2. Wh  
vol  
eth

# 7B Food around the world

## Activity 1 page 32

**Objective** To talk about foods from different countries

### Vocabulary

**brownies** a chocolate dessert baked in a pan

**chips** (U.K.) French fries (Note: in American English, *chips* are *potato chips*)

**enchiladas** /ɛnˈtʃɪˈlɑdɒz/ a Mexican dish made with tortillas filled with meat or cheese and covered with a spicy sauce

**feijoada** /fɛʒˈwɑdə/ a spicy Brazilian stew with beans, meat, and vegetables

**gado gado** /ˈɡɑdɒ ˈɡɑdɒ/ an Indonesian dish made with vegetables, eggs, tofu, and peanut sauce

**kimchi** /ˈkɪmtʃi/ a Korean dish made of spicy pickled cabbage

**meze** /ˈmɛzɛ/ various Turkish appetizers

**miso** /ˈmɪsɒ/ a Japanese soup

### A Pair work

1. Read the names of the countries and foods aloud, and have students repeat them.
2. Have students form pairs.
3. Read the instructions aloud, and give students about three minutes to complete the task. Encourage students to guess and to try to agree on each answer.
4. Have students check their answers on page 92.

### B Join another pair

1. Have pairs combine to form groups of four. Ask students to compare answers from part A and then discuss the questions. Give them about three minutes to complete the task.
2. When students have finished, ask for several volunteers to tell the class about their favorite ethnic foods.

## Activity 2 pages 32-33

**Objectives** To understand people talking about unusual foods; to talk about unusual foods

### Vocabulary

**garlic** a plant of the onion family that has a strong taste and smell and is used to add flavor to food

**pistachio** a nut with a green color

### A Listen (CD 2, Track 3)

1. Tell students they will hear three people talking about unusual foods. Read the instructions aloud, and answer any questions students may have about the vocabulary in the chart. Make sure students understand that they should check only one food for each person.
2. Play the audio program once or twice, pausing after each conversation.
3. Check answers with the class.

### Answers

Julie: garlic soup

Andy: alligator

Kurt: green tea ice cream

### B Listen again (CD 2, Track 4)

1. Read the instructions aloud, and play the audio program.
2. Have students compare answers in pairs before you confirm the correct answers.

### Answers

Julie: Yes

Andy: Yes

Kurt: No

### C Group work

1. Have students form groups of three or four.
2. Read the instructions and the questions aloud.
3. Give students about three minutes to discuss the questions. Go around the class as students work, offering help as needed.



4. When students have finished, ask groups to share their most interesting experience with the rest of the class.

### Activity 3 page 33

**Objective** To talk about traditional meals in different countries

#### Vocabulary

**chopsticks** a pair of narrow sticks used for eating in many East Asian countries  
**couscous** a North African dish of steamed crushed wheat, often served with meat or vegetables  
**mint** a plant whose leaves are used to add flavor to food and drinks

#### A Pair work

1. Have students form pairs. Tell them they are going to read and compare information about traditional meals in three countries.
2. Read the instructions aloud, and answer any questions students may have about the vocabulary in the chart.
3. Give students about three minutes for their discussions. Go around the class as students work, offering help as needed.

#### B Work alone

1. Read the instructions aloud, and call on students to read the questions aloud. Encourage students to write more than one thing on each line. If students are all from the same country, you may want to have them write about typical meals in their own families.
2. Give students about three minutes to write their answers. Go around the class as students work, offering help as needed.

#### C Group work

1. Have students form groups of three or four. Encourage them to compare and contrast their countries' or families' customs as appropriate.
2. Give students about five minutes for their discussions.
3. When students have finished, ask groups to share their most interesting ideas with the class.

### Activity 4 page 33

**Objective** To explain how to cook something from a recipe

#### Vocabulary

**bake** to cook in the oven  
**foil** a very thin sheet of metal  
**melt** to heat to make liquid  
**mixture** a combination of different things

#### Communication task

1. Have students form pairs.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student looks at Task 7 on page 79, and the other at Task 24 on page 87. Explain that students should take turns asking each other questions to find the missing information, and write it down.
3. Give students five minutes to complete the task. Go around the class as students work, encouraging them to ask questions and offering help as needed.
4. When students have finished, ask for volunteers to take turns explaining the steps of the recipe.

#### Writing options

1. Have students write about a wonderful meal they have had. Have them describe what was served for each course, what was in each dish, and how the food tasted.
2. Have students research and write about traditional foods in different cultures. They may choose to describe several common dishes from a particular culture, or compare foods eaten in different countries to celebrate a particular holiday, such as the New Year.

#### Talking point 7 Think fast!

See page 157 for more speaking practice.

**Unit 7 Self-study** Student's Book pages 106–107

**Unit 7 Quiz** Teacher's Manual page 174



**Overview** Unit 8 focuses on movies and television. In **Lesson 8A**, students talk about different kinds of movies, and discuss what kinds of movies they like and dislike. In **Lesson 8B**, they talk about television shows and learn about one another's television-watching habits.

**Before you begin . . .**

1. If you assigned the Self-study activities from Unit 7, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

**Unit 8 Model conversations** – pages 128–129

## 8A Let's see a movie!

### Activity 1 page 34

**Objective** To describe movies and understand people talking about movies

#### Vocabulary

**clever** original and interesting  
**educational** something you can learn from  
**exciting** making you feel happy and enthusiastic  
**funny** amusing, causing laughter  
**interesting** holding one's attention  
**moving** making you feel strong emotions  
**romantic** relating to love  
**sad** making you feel unhappy  
**scary** frightening  
**violent** using force to hurt or attack

#### A Pair work

**Note:** Movie titles often differ from country to country. Check the local titles of the movies mentioned in this unit before the lesson to help avoid confusion.

1. Begin by asking the class if anyone has seen any of the movies in the pictures. It doesn't matter if students haven't seen these particular movies; in fact, the activity works best if some students haven't. Don't ask students to describe or assess the movies yet; they will do that in part D.
2. Read the adjectives in the box aloud, and have students repeat them. Answer any questions about the vocabulary.

3. Have students form pairs.
4. Read the instructions aloud, and give students about three minutes to complete the task. Encourage students to use their own words to describe the movies in addition to the vocabulary provided in the box.
5. Go around the class as students work, helping with vocabulary as needed. Remind students not to worry too much about making mistakes – the purpose of the activity is to share ideas.
6. When students have finished, ask for volunteers to describe each of the movies.

#### B Listen (CD 2, Track 5)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Remind students that they should listen specifically for the name of the movie each person saw. (The name comes at the end of the description, so students will also hear clues about each movie before they hear the name.)
3. Play the audio program, pausing after each conversation.
4. Have students compare answers in pairs; then check answers with the class.

#### Answers

Becky: *Madagascar*  
Rich: *Pride and Prejudice*  
Laura: *March of the Penguins*

### C Listen again (CD 2, Track 6)

1. Tell students they are going to listen again. This time they should listen for the adjectives each speaker uses to describe the movies. Give students time to read the adjectives in the chart, and point out that they may need to check more than one word.
2. Play the audio program. If necessary, pause between the conversations.
3. Have students compare answers in pairs. If there is disagreement, play the audio program again before you confirm the correct answers.

#### Answers

Becky: exciting, funny, clever

Rich: funny, romantic

Laura: sad, interesting

### D Group work

1. Have students form groups of four or five.
2. Read the instructions and the questions aloud. Give groups about five minutes to discuss the questions.
3. Go around the class as students work, helping as needed and making sure all students are participating.
4. When students have finished, ask for a few volunteers to tell the class about their favorite kinds of movies.

#### Teaching tip

##### *Have students think silently first.*

Help students prepare for group discussions by giving them a few moments to silently read through the questions and organize their thoughts and ideas. This extra preparation time often leads to a more thorough and interesting discussion.

#### Extension activity

Have students interview you about your all-time favorite movie.

Then have students work in small groups to describe other movies they have seen. Have them take turns describing movies using the vocabulary in the box on page 34 in the Student's Book. You may want to give them a model on the board to get them started, for example:

A: *I thought Pirates of the Caribbean was exciting.*

B: *Me, too. Some parts were a little violent, but I liked it.*

### Activity 2 page 35

**Objective** To talk about favorite movies in different genres

#### Vocabulary

**action movie** a movie with a lot of exciting things happening

**animated movie** a movie where the characters are drawings or puppets that move and appear to be alive

**comedy** a movie that is amusing or funny

**documentary** a movie or television program that gives true facts and information about something

**drama** a serious play, movie, or television program

**horror movie** a movie that causes strong feelings of shock and fear

**science-fiction movie** a movie about imaginary worlds or imaginary developments in science

**thriller** a movie or book that tells an exciting story, often about a crime

### A Pair work

1. Read the list of movie genres aloud, and have students listen and repeat them. Explain any unfamiliar vocabulary. You may want to ask the class to give an example of a movie title for each genre.
2. Have students form pairs.
3. Read the instructions aloud. Explain that each partner should write his or her own information; the purpose of working in pairs is for students to help each other. Point out the model language in the speech balloons.
4. Go around the class as students work, helping as necessary. Tell students that, if necessary, they may write non-English titles or leave blank any categories that neither partner can complete. (Some students may never go to horror movies, for example, so they will not have an all-time favorite.) Give students about five minutes to complete the task.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about three minutes to complete the task.
3. As students work, go around the class offering advice on ways to describe movies. If necessary, remind students to discuss the movies – and not just compare answers.



4. As a follow-up, lead a class discussion about the types of movies students like most and least – and why.

### C Group work

1. If possible, bring in several copies of a local English-language newspaper to distribute to the groups. Or look in the paper yourself, and make a list on the board of movies that are showing at the local theaters. Include the names of the theaters and the starting times. Alternatively, print out the listings from the Internet. If none of these options are available, ask students to help you list the titles of current movies on the board, and create your own schedule.
2. Have students work in small groups to decide on a few movies to see together. Give students about three minutes to complete the task. Encourage them to take turns suggesting movies to see, and responding to one another's suggestions, giving reasons why they want (or don't want) to see certain movies.
3. Go around the room as students work, helping with vocabulary as needed and making sure all group members are participating.
4. When students have finished, ask each group to tell the class which movies they chose, and where and when they are playing.

### Activity 3 page 35

**Objectives** To use new vocabulary; to discuss movies and decide on a DVD to watch together

#### Vocabulary

**adopt** to legally have someone else's child become a part of your family  
**by accident** in a way that is not intended or planned  
**cautiously** carefully  
**disastrous** very bad or ending in failure  
**killer** a person that kills  
**oddly** strangely  
**planet** a large object in space, such as Earth or Mars  
**profile** a description that gives important information about someone  
**terrifying** very frightening

### Communication task

**Note:** Make sure you read all three movie descriptions before the lesson, so that you can answer students' questions easily. In order to encourage students to read the information carefully, the three movies are not well-known hits that most students will already know.

1. Have students form groups of three.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One should look at Task 8 on page 79, another at Task 25 on page 87, and another at Task 34 on page 91. Explain that they are going to choose a DVD to watch from these three: *Must Love Dogs*, *Identity*, and *The Martian Child*.

#### Part A

1. Read the instructions for part A aloud.
2. Give students time to read their own descriptions silently. Answer any questions about unfamiliar vocabulary.

#### Part B

1. Read the instructions aloud, and have students take turns asking about one another's DVDs and describing them. Point out the model questions under the DVD descriptions.
2. Go around the class as students work, encouraging them to ask and answer questions – and not to read the movie descriptions verbatim.
3. When students have finished, ask for volunteers from the groups to say which DVD they chose – and why.

#### Extension activity

Have students work individually to list their top-ten favorite movie actors. Then have students form pairs to compare lists. Have pairs discuss the following questions about the actors:

- What kinds of movies does he / she usually play in?
- What's your favorite movie starring [actor's name]?
- What was the last movie [actor's name] was in? What was it about?



# 8B What's on TV tonight?

## Activity 1 page 36

**Objectives** To talk about different kinds of TV shows; to identify clips from TV shows

### Vocabulary

- channel** a particular television station  
**game show** a television show where people play games or answer questions to win money and prizes  
**news** a program that reports important events in the world, the country, or the local area  
**nurse** someone whose job is to take care of sick or injured people, usually in a hospital  
**patient** someone who is getting medical attention  
**reality show** a television program that shows how ordinary people behave in everyday life or in situations that are intended to represent everyday life  
**sitcom** a funny television program in which the same characters appear in different situations each week  
**soap opera** a dramatic, often romantic, television story about the daily lives of the same group of characters  
**sports program** a program that reports information or news about professional sports  
**talk show** a television program in which people answer interview questions or discuss important topics

### A Pair work

1. Have students look at the pictures. Ask, "Which of the shows would you like to watch?"
2. Read the TV show types aloud, and have students repeat them.
3. Have students form pairs.
4. Read the instructions aloud, and give students about two minutes to complete the task. Make sure students understand that there are two words or phrases that they will not use.
5. Go around the class as students work, helping as needed.
6. When students have finished, go over the answers with the class.

### Answers

Top row: sports program, documentary  
Middle row: soap opera, game show  
Bottom row: the news, talk show

### B Listen (CD 2, Track 7)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Tell students they are going to listen to audio clips of several TV programs. Explain that they should listen for information in the clips to figure out what types of show they are. Reassure students that they don't need to understand everything in order to complete the task.
3. Play the audio program, pausing after each clip.
4. Have students compare answers in pairs before you check answers with the whole class. If there is disagreement, play the audio program again before you confirm the correct answers.

### Answers

Top row: 1, 4  
Middle row: 5, 2  
Bottom row: 3, 6

### C Listen again (CD 2, Track 8)

1. Read the instructions aloud. Give students time to read the sentences and the answer choices.
2. Play the audio program.
3. Have students compare answers in pairs; then check answers with the class.

### Answers

- |                |              |
|----------------|--------------|
| 1. lose        | 4. sleep     |
| 2. play again  | 5. a patient |
| 3. give advice | 6. past      |

### D Group work

1. Ask the class, "What other kinds of TV shows are there?" Brainstorm some other types of TV shows, and write them on the board (for example, police / detective shows, cooking programs, crime shows).

2. Have students form groups of three or four.
3. Read the instructions and the questions aloud.
4. Give students about five minutes to complete their discussions. Go around the class as students work, helping with vocabulary as needed.
5. When students have finished, ask for a volunteer from each group to summarize the group's discussion. If time allows, continue the discussion as a class.

## Activity 2 page 37

**Objective** To talk about television-watching habits

### Vocabulary

**commercial** an advertisement on television or radio

**habit** something you do regularly

**snack** a small amount of food you eat between meals

### A Pair work

1. Ask students to read through the survey. Answer any questions they may have.
2. Have students form pairs.
3. Read the instructions aloud, and give students about four minutes to complete the survey.
4. Go around the class as students work, making sure all students are participating.

### B Join another pair

1. Have pairs combine to form groups of four. Give students about two minutes to compare their surveys.
2. Ask a few volunteers to report on any answers they found surprising.

## Activity 3 page 37

**Objective** To use vocabulary from the unit in a creative, fun way

### A Pair work

1. Read the instructions aloud. Explain that this is intended to be a fun activity. Encourage students to be as creative as possible.

2. Have students form pairs. Give them about five minutes to design the TV schedule.
3. Go around the class as students work, helping with vocabulary as needed.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloon. Give students about three minutes to compare their schedules.
3. Ask for volunteers from the groups to say which shows they thought were the most interesting, most creative, funniest, etc.
4. To wrap up, have groups present their schedules to the class, and have students vote on the best schedule.

### Extension activity

Lead a class discussion about television programming in your area. Ask students to comment on what types of programs they would like to see more or less of, the quality of the news and entertainment programs, convenience of the schedule, etc.

### Writing options

1. Have students write about their favorite movie of all time, saying what type of movie it is, what it's about, and why they like it. Alternatively, have them write about a movie they have seen recently.
2. Have students write about a TV show they like, describing the show in detail and saying why they like it.

### Talking point 8 Movie clues

See page 158 for more speaking practice.

**Unit 8 Self-study** *Student's Book* pages 108–109

**Unit 8 Quiz** *Teacher's Manual* page 175

**Test 1, Units 1–8** *Teacher's Manual* page 198

### Units 5–8 Expansion

See page 82 for notes on how to use Expansions.

# 9 Health

**Overview** Unit 9 focuses on ways of staying healthy and on sleeping and dreaming. In **Lesson 9A**, students talk about healthy lifestyles and keeping fit. In **Lesson 9B**, they discuss dreams and healthy sleeping habits.

**Before you begin . . .**

1. If you assigned the Self-study activities from Unit 8, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

*Unit 9 Model conversations – pages 130–131*

## 9A A healthy lifestyle

### Activity 1 page 40

**Objective** To talk about healthy and unhealthy lifestyles

#### Vocabulary

**active** always doing things, or always ready and able to do something  
**busy** having a lot to do  
**fit** healthy and strong  
**junk food** food that is unhealthy because it has a lot of fat or sugar  
**lifestyle** the way that someone lives, including his / her work and activities  
**relaxed** calm and comfortable  
**stressed** tired, worried, and unable to relax

#### A Pair work

1. Begin by asking students whether they think they have a healthy lifestyle. Ask for a few volunteers to respond and say why or why not. Explain that this lesson looks at different ways of staying healthy.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Answer any questions students may have.
3. Have students form pairs, and give them about three minutes to complete the task.
4. Go around the class as students work, helping with vocabulary as necessary.
5. When students have finished, lead a brief class discussion about what constitutes a healthy lifestyle.

#### B Pair work

1. Have students stay in their pairs from part A, or have them change partners.
2. Read the instructions aloud. Give students time to read the suggestions silently, and answer any questions they may have. Make sure students understand that they should first add two ideas of their own; then they should check the suggestions they think they can do.
3. Give students about four minutes to complete the task. Go around the class as students work, helping and encouraging them as needed.

#### Possible additional answers

spend less time working  
eat more fruits and vegetables  
take yoga classes  
get enough sleep  
don't eat candy and other sweets

#### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about two minutes to compare their answers. Remind them to ask their partners about the activities they did not check.
3. Reassemble the class. Ask for volunteers to share their additional suggestions.
4. If time allows, continue the discussion as a whole-class activity.



## Activity 2 page 41

**Objectives** To talk about health problems; to understand people talking and giving advice about health problems

### Vocabulary

**candy** a sweet food made mostly from sugar  
**headache** a pain in your head  
**lose weight** to become lighter and thinner  
**make the most of** to get the most advantage that is possible from a situation  
**snack** to eat a small amount of food between meals

### A Pair work

1. Have students form pairs. Give them about two minutes to look at the pictures and discuss the people's possible problems. Point out the model language in the speech balloon. This task will help prepare students for the listening tasks that follow.
2. When students have finished, ask for a few volunteer pairs to share their ideas with the class.

### B Listen (CD 2, Track 9)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Give students time to read the advice in the chart, and answer any questions they have about vocabulary. Ask students to listen and to check the advice the callers receive. Point out that more than one piece of advice may be given.
3. Play the audio program, pausing after each conversation.
4. Before checking answers with the class, have pairs compare answers. If there is disagreement, play the conversations again.

### Answers

Kris: Have fruit, not candy. Eat a good breakfast.  
Tim: Don't work late on Fridays. Sleep late on weekends.  
Jill: Take long walks. Learn to relax.

### C Listen again (CD 2, Track 10)

1. Read the instructions aloud; then play the audio program.

2. Have students compare answers in pairs. If there is disagreement, play the conversations again before confirming the correct answers.

### Answers

Kris: Yes      Tim: No      Jill: Yes

3. As a follow-up activity, ask students to say whether they agree or disagree with the advice, and to give other suggestions for the callers' problems.

## Activity 3 page 41

**Objective** To use vocabulary from the unit to talk about healthy and unhealthy habits

### Vocabulary

**all the time** very often or too much  
**reduce** to make less

### A Pair work

1. Have students form pairs. Give them time to read the survey silently, and answer (or ask for volunteers to answer) any questions they may have about vocabulary.
2. Read the instructions aloud, and give students about three minutes to complete the survey.
3. Go around the class as students work, helping as necessary.
4. Have students turn to page 92 to check their scores. Give them about two minutes to discuss their results.
5. Ask for volunteers to share their survey results with the class.

### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud, and give students about two minutes to complete the task. Encourage them to give reasons why they agree or disagree with the analysis.
3. When students have finished, have the class brainstorm more ways to stay healthy, reduce stress, and keep fit in order to have a healthy lifestyle.

## 9B Sleep and dreams

### Activity 1 page 42

**Objective** To talk about personal sleeping habits

#### Vocabulary

**anywhere** in any place, when it does not matter exactly where

**comfortable** giving a feeling of physical relaxation

**get to sleep** to fall asleep

#### Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud. Answer any questions students have about vocabulary.
3. Give students about three minutes for their discussions.
4. Lead a brief class discussion on sleeping habits. Find out who is a heavy / light sleeper, who sleeps the most / least hours each night, who wakes up the earliest / latest on weekends, etc.

### Activity 2 pages 42-43

**Objectives** To understand people talking about sleeping and dreams; to discuss sleeping habits

#### Vocabulary

**blank** an empty space

**cure** something that solves a health problem

**evidence** facts or signs that make you think something exists or is true

**in no time** soon or quickly

**insomnia** the condition of not being able to sleep

**nightmare** a very upsetting or frightening dream

**sound** deep; complete

**still** without moving

#### A Pair work

1. Have students form pairs. Read the survey questions aloud as students listen. Answer any questions students have about vocabulary.

2. Read the instructions aloud, and give students about two minutes to complete the survey. Encourage them to work together and to discuss their answer choices. Tell students they'll hear an expert's answers in part B.
3. When students have finished, ask for a few volunteers to share their guesses.

#### B Listen (CD 2, Track 11)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud; then play the audio program, and have students check their guesses.
3. Have students compare answers with their partners; then check answers with the whole class.

#### Answers

- |      |      |
|------|------|
| 1. F | 5. F |
| 2. F | 6. T |
| 3. F | 7. T |
| 4. T | 8. F |

#### C Listen again (CD 2, Track 12)

1. Read the instructions aloud. Give students time to identify the false statements in the survey. Tell them that they should listen for the correct information.
2. Play the audio program, pausing after each piece of correct information is given.
3. Have students compare answers in pairs. If there is disagreement, play the audio program again before confirming the correct answers.

#### Answers

1. There's no difference.
2. How much people move in bed has nothing to do with how soundly they sleep.
3. Most of us need eight hours of sleep a night.
5. Everyone dreams.
8. There's no evidence of this at all.



### Extension activity

Play the audio program again, and have students write down points that surprised or interested them. Then lead a brief class discussion, and have students share what they wrote down.

#### Possible answers:

Don't take sleeping pills.  
Making your mind a blank can help you sleep.  
Some people have up to seven dreams a night.  
Two hours every night is spent dreaming.

### D Group work

1. Have students form groups of three or four.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, encouraging them and making sure all group members are participating.

### Extension activity

Have students work in groups to tell one another about interesting or memorable dreams they have had. Then ask groups to share one or two especially interesting dreams from their discussions.

### Teaching tip

#### Encourage students to speak English.

Remind students that your class may be their only opportunity to use English during the week. Whenever you overhear a pair or group speaking their native language, remind them to try to speak English. You may want to pair students who often use their native language with students who do use English in class.

### Activity 3 page 43

**Objectives** To use new vocabulary; to talk some more about sleep habits

### Vocabulary

**alarm clock** a clock that makes a noise to wake you up  
**early bird** a person who gets up early  
**night owl** a person who stays up late

### A Pair work

1. Have students form pairs. Call on students to read the survey questions aloud. Answer any questions students have about vocabulary.
2. Read the instructions aloud, and give students about four minutes to complete the survey.
3. Have students turn to page 92 in the Student's Book to add up their scores and read the analysis together.

### B Pair work

1. Give students a minute or two to discuss the analysis.
2. When students have finished, read the survey questions one by one and have students raise their hands if they do the activity *very often*, *sometimes*, or *hardly ever*. Tally the results on the board, and have the class assess whether, as a group, they have healthy sleeping habits.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and ask for volunteers to read the discussion questions aloud. Answer any questions about vocabulary.
3. Give students about four minutes for their discussions. Go around the class as students work, encouraging them and making sure all group members are participating.
4. When students have finished, ask the questions to the class and elicit responses from several volunteers.

### Writing options

1. Tell students to imagine that they are 100 years old. Have them write about the healthy habits and lifestyle choices that helped them live so long.
2. Tell students to imagine that they are a doctor. Have them write to one of their patients and give him or her some advice about how to cure insomnia.

### Talking point 9 Dreams

See page 159 for more speaking practice.

**Unit 9 Self-study** Student's Book pages 110–111

**Unit 9 Quiz** Teacher's Manual page 176



# 10 Self-improvement

**Overview** Unit 10 focuses on advice for improving one's memory and for solving common problems. In **Lesson 10A**, students talk about different ways of remembering and memorizing information, focusing on long-term memory. In **Lesson 10B**, they discuss solving problems and giving advice.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 9, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

*Unit 10 Model conversations – pages 132–133*

## 10A Improve your memory!

### Activity 1 page 44

**Objectives** To preview the topic of memory; to discuss challenges and techniques for remembering things

### Vocabulary

**upside down** with the top at the bottom and the bottom at the top

### Teaching tip

#### Building successful activities

Don't worry if an activity fails to take off with a particular class. Open-ended activities are inherently unpredictable. Keep in mind the attitudes and interests of your class when you are selecting activities, and be prepared to "sell" an activity to your students if you believe it to be a particularly worthwhile one. The ease with which students complete an activity may have more to do with the opinions, imagination, experience, versatility, and knowledge they bring to class than with the level of English required for the activity.

### Communication task

**Note:** For this task to work properly, students must follow the instructions in the Student's Book; that is, when they do part B, they should not look back at the picture to help them. Please make sure students

understand and agree to this point. Some students may need to be reassured that this is for fun – and is not a test of their intellect.

Be sure to familiarize yourself with the task before the lesson: Task 9 on page 80, and the analysis on page 92.

### Part A

1. Tell students to look at Task 9 on page 80.
2. Read the instructions and set a timer for 20 seconds.
3. When the time limit has expired, tell students to stop and cover the picture with a piece of paper.

### Part B

1. Read the instructions aloud.
2. Have students work alone to list the things they remember from the picture. Remind students that they should work from memory and not look at the picture again.
3. Give students about two minutes to complete their lists. Go around the class as students work, helping with vocabulary as needed.

### Part C

1. Have students form pairs.
2. First, have students compare their lists and discuss any differences between them. Then have them uncover the picture and note anything that may be missing from their lists.

3. Ask for several volunteers to tell the class how much they were able to remember from the picture, and any strategies they used to help them.

### Part D

1. Have students look on page 92 to check their scores and read the analysis.
2. Lead a class discussion about the scores and the analysis. Ask for volunteers to say whether they agree with the analysis and to give reasons why or why not.

## Activity 2 page 44

**Objectives** To understand people talking about memory techniques; to read about other memory techniques; to discuss what is difficult and easy to remember

### Vocabulary

**break down** to divide something into parts  
**highlight** to mark written words with a pen or on a computer so you can see them more easily  
**password** a secret word or number that you have to use to enter a computer or bank account  
**pattern** a design made from shapes, colors, etc., arranged in a regular way

### A Listen (CD 2, Track 13)

1. Read the instructions aloud. Read the ideas listed, and have students listen. Answer any questions that may arise.
2. Have students sit in pairs while they listen, so they can compare answers at the end.
3. Play the audio program, pausing after each conversation.
4. Ask students to compare answers in pairs. If there is disagreement, play the conversations again before you confirm the correct answers.

### Answers

#### People's names:

Write down the name when you first meet.  
Try to remember the first letter of the name.  
Think of the place where you first met.

#### Important numbers:

Write down the number several times.  
Say the new numbers aloud several times.  
Break the number down into smaller numbers.

#### English vocabulary:

Say the new words aloud several times.  
Look at example sentences in a dictionary.  
Highlight the new words.

### B Group work

1. Have students form groups of three or four.
2. Read the instructions and the discussion questions aloud. Give students about four minutes for their discussions. Encourage them to consider the advice that the speakers didn't give as well as the advice they gave.
3. When students have finished, ask for volunteers to say what types of things they think are easy and difficult to remember.

## Activity 3 page 45

**Objective** To discuss the challenges of remembering information in the longer-term

### Communication task

**Note:** Be sure to familiarize yourself with the task before the lesson; it is in four parts.

### Part A

1. Tell students to look at Task 33 on page 91 in their Student's Books.
2. Read the instructions aloud, and give students about two minutes to try to remember the things on the table from Activity 1 (Task 9, page 80) and to write them down.

### Part B

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes to complete the task.
3. Go around the class as students work, encouraging them to discuss the challenges they had and anything that helped them remember particular objects.

### Part C

1. Have students work alone.
2. Read the instructions aloud, and give students about one minute to complete the task. Encourage them to choose names, numbers, and words that are not too short or easy to remember.

### Part D

1. Have students work with their partner from part B.
2. Have students exchange Student's Books and look at their partner's chart in part C. The challenge is to memorize their partner's names, numbers, and words without writing them down. Give students about a minute to complete the task.

### Activity 4 page 45

**Objectives** To discuss types of information people often have to remember; to talk about various memory techniques

#### Vocabulary

**appointment** a meeting that has been arranged for a particular time and place

**gadget** a small tool or machine that makes a job easier

**lock combination** a series of numbers or letters you need to open a combination lock

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then call on students to read the words in the list aloud. Answer any questions students have about vocabulary.

3. Give students about three minutes to complete the task. Point out the model language in the speech balloons.
4. Go around the class as students work, answering any questions that arise.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud. Give students about three minutes for their discussions. Point out the model language in the speech balloons.
3. Go around the class as students work, helping as needed and making sure all students are participating.
4. If time allows, ask students if they have any funny or interesting stories to share.

### Activity 5 page 45

**Objective** To consolidate the information students have encountered in the unit

### A Work alone

1. Read the instructions aloud.
2. Have students try to remember the information from Activity 3 (Task 33, page 91) and write it down. Give students about two minutes to complete the task.

### B Pair work

1. Have students work with their partners from Activity 3 (Task 33, page 91).
2. Give students about a minute to check each other's answers to part A.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and ask for a volunteer to read the discussion questions aloud.
3. Give students about three minutes to complete their discussions. Point out the model language in the speech balloon.
4. Ask each group to share their best ideas – and other memory techniques they have found helpful.



# 10B Good advice

## Activity 1 page 46

**Objective** To talk about difficult situations and discuss solutions to them

### Vocabulary

**accept** not to feel angry or upset about something  
**fail** to be unsuccessful at something  
**forget about** to stop thinking or worrying about someone or something  
**improve** to get better  
**patient** accepting problems without complaining or getting angry

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes to look at the pictures and discuss the situations. Go around the class as students work, encouraging them and answering any questions that arise.
3. Ask for a few volunteers to say whether they've had experiences similar to the ones pictured.

### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud, and call on students to read the advice.
3. Give pairs about three minutes to discuss what advice they would give the people in part A. Tell them they can use the advice in the box, as well as their own ideas. Go around the class as students work, helping as necessary.

### Possible answers

#### From left to right

Top row:

Be patient. / Don't worry about it. / Get there earlier next time.

Accept the situation. / Be patient. / Wait for the next bus.

Bottom row:

Ask for help. / Be patient. / Try again. / Learn from your mistakes.

Talk to a friend about it. / Explain how you feel. /

Don't worry about it.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about two minutes to compare their answers from part B.
3. Have each group decide whose advice is the best for each situation and then share the advice with the class.

### D Group work

1. Have students work in their groups from part C.
2. Read the instructions aloud; then call on students to read the problems aloud. Give students about four minutes to discuss the advice they would give.
3. Go around the class as students work, making sure all group members are participating. Encourage students to make their advice as detailed as possible. Rather than saying simply, "Ask for help," they should be specific by adding information – for example, "Maybe you need to ask a tutor for help."
4. If time allows, ask each group to share their best advice for each problem. List advice on the board for *I don't think my English is improving*. Have students discuss which pieces of advice they think are the most useful.

## Activity 2 page 47

**Objectives** To understand advice being given; to give advice

### Vocabulary

**appreciate** to understand the value of someone or something  
**cheerful** happy and positive  
**compliment** to express approval, admiration, or respect; to praise  
**disappoint** to fail to satisfy hopes or expectations  
**impress** to make someone feel admiration and respect

### A Listen (CD 2, Track 14)

1. Read the instructions aloud. Tell students they are going to hear a radio show with people calling in for advice. You may want to point out that these conversations are also from "How Can I Help?" – which they heard in Lesson 9A. The expert's name is Jessica Richards.

2. Give students time to read the problems and advice in the chart. Have students repeat any new vocabulary, and explain any unfamiliar words.
3. Have students sit in pairs while they listen, so they can compare answers at the end.
4. Play the audio program, pausing after each conversation. Remind students that they should only listen for the problems the people are calling about, and mark only the *Problem* column in the chart.
5. Have students compare answers in pairs. If there is disagreement, play the conversations again before you confirm the correct answers.

#### Answers

Billy: I don't want to disappoint my parents.  
 Tanya: I want to be a better friend.  
 Henry: I want people at work to appreciate me.

### B Listen again (CD 2, Track 15)

1. Read the instructions aloud.
2. Play the audio program, pausing after each conversation.
3. Go over the answers with the class.

#### Answers

Billy: Compliment your parents.  
 Be a good listener.  
 Tanya: Buy little gifts for them.  
 Ask them questions.  
 Henry: Ask for help when you need it.  
 Learn from your mistakes.

### C Group work

1. Read the questions aloud, and give students about three minutes to answer the questions.
2. Go around the class as students work, making sure all students are participating.

### Activity 3 page 47

**Objective** To ask for and give advice

#### A Pair work

1. Have students form pairs.
2. Read the instructions aloud. Some students may feel uncomfortable or awkward doing this task if

they have serious problems they don't want to talk about. Tell students it's OK to list friends' or family members' problems, or even to invent amusing fictitious problems. Give students about four minutes to complete the task. Remind students that they should only list problems at this stage. They will come up with advice when they do part B.

3. Go around the class as students work, encouraging them and making sure all the group members are participating.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about four minutes to complete the task.
3. Go around the class as students work, making sure all students are participating.
4. Reassemble the class, and ask each group to report on the most interesting or amusing problems and the advice that was given.

### Extension activity

1. Write these phrases on the board:  
*a friend a parent an aunt or uncle a teacher  
 a grandparent a stranger*
2. Ask students to work in groups to describe the best advice they have received from these people.
3. Reassemble the class, and ask each group to report on the best advice.

### Writing options

1. Have students write a letter giving advice to a classmate who is failing English class.
2. Have students write about how a good (or bad) piece of advice they received changed their life in some way.

### Talking point 10 I need advice.

See page 160 for more speaking practice.

**Unit 10 Self-study** *Student's Book* pages 112–113

**Unit 10 Quiz** *Teacher's Manual* page 177



# 11 In the city

**Overview** Unit 11 focuses on visiting and living in cities. In **Lesson 11A**, students talk about transportation and giving directions. In **Lesson 11B**, they discuss sightseeing and leisure activities.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 10, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 11 Model conversations – pages 134–135

## 11A How to get there

### Activity 1 page 48

**Objective** To understand people asking for and giving directions

#### Vocabulary

**all the way** the entire distance  
**cab** taxi  
**change trains** to get off one train and onto another train  
**roller coaster** an amusement park ride with open cars that travel quickly along a steep, curved track  
**stop** bus stop or subway stop

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes to complete the task.
3. Ask for a few volunteers to tell the class which place interests them the most and why.

### B Listen (CD 2, Track 16)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud. Tell students they will hear three tourists in New York City, and they should listen for and write the specific places the people want to go.
3. Play the audio program, pausing after each conversation.

4. Tell the class you will check answers after they have completed part C.

### C Listen again (CD 2, Track 17)

1. Read the instructions aloud. Give students time to read the information in the chart.
2. Play the audio program, pausing between the conversations if necessary.
3. Have students compare answers in pairs; then go over the correct answers for both parts B and C.

#### Answers

**Tourist 1:** Central Park, bus, 10 mins.  
**Tourist 2:** Rockefeller Center, walk, 20 mins.  
**Tourist 3:** Coney Island, subway, 1 hour

### Activity 2 page 49

**Objective** To follow and give directions

#### Vocabulary

**along** from one end of something to the other  
**block** the distance from one street to the next in a city or town  
**corner** the place where two streets meet each other  
**opposite** facing; across from



### A Listen (CD 2, Track 18)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Give students time to familiarize themselves with the places on the map. Tell them to read the street names and to notice the names of the places.
3. Read the instructions aloud, and make sure all students have located the police station on their maps.
4. Play the audio program, pausing between the conversations.
5. Have students compare answers in pairs; then check answers with the class.

#### Answers

- |                |                |
|----------------|----------------|
| 1. post office | 2. Grand Hotel |
|----------------|----------------|

### B Pair work

1. Have students form pairs.
2. Read the instructions and the names of the places aloud. Then read the language for giving directions, and have students repeat.
3. Explain that students should take turns asking for and giving directions to the places on the map. Point out the model language. Give students about three minutes to complete the task. Tell students that there may be various possible routes to each destination.
4. When students have finished, ask for some volunteers to give directions to various destinations on the map while the rest of the class listens and follows the directions.

### C Communication task

1. Have students form pairs.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One partner looks at Task 11 on page 81, and the other at Task 26 on page 88.

### Part A

1. Read the instructions aloud. Remind students not to look at each other's pages.
2. Give students about four minutes to complete the task. Go around the class as students work, helping as necessary.

### Part B

1. Read the instructions aloud.
2. Have students change roles and continue asking for and giving directions.
3. When students have finished, have them compare their maps and check their answers.

### D Group work

1. Have students form groups of three or four.
2. Read the instructions aloud, and call on students to read the discussion questions aloud.
3. Give students about three minutes to complete their discussions.
4. Reassemble the class, and ask each group to report on their discussion.

#### Teaching tip

##### Managing group work

Sometimes when students are in groups, one or two of them do all the talking and the others find themselves just listening. You can prevent this by appointing one member as "team captain," whose job it is to make sure everyone gets an equal chance to speak and give their opinions. This person can also be the one who reports back to the whole class at the end of the discussion.

#### Extension activity

Have students form groups to practice giving directions to places in their city. Tell students to include an error when giving their directions. The error should be obvious, and students should keep it secret until they have finished giving the directions. Partners should try to catch and correct the error. Have one or two groups role-play a tourist asking for directions to local destinations, while the rest of the class listens and tries to identify the error.

# 11B Plenty to do

## Activity 1 pages 50-51

**Objectives** To understand people talking about their cities; to talk about sightseeing attractions in different cities

### Vocabulary

**double-decker** a bus with two levels  
**ferry** a boat that carries people across a narrow area of water such as a river  
**fine** nice  
**harbor** an area of water next to land where the water is calm so boats can be left there  
**kangaroo** an Australian animal with large strong legs for jumping; it carries its babies in a pouch on its front  
**koala** an Australian animal like a small bear that climbs trees and eats leaves  
**mix** combination of different people or things  
**overlook** to have a view of something from above  
**pass** an official document that shows you have already paid for something  
**play** a story performed by actors in a theater  
**tip** a piece of advice

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes to discuss the pictures. Remind students to say why they would like to visit the places.
3. Go around the class as students work, listening in and helping as needed.
4. Reassemble the class, and ask for volunteers to share which cities they chose and their reasons for wanting to visit them.

### B Listen (CD 2, Track 19)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Give students time to read the sentences before they listen. Answer any questions that arise.
3. Read the instructions aloud. You may want to point out that although all the points are probably true, each speaker mentions only three things.

4. Play the audio program, pausing after each speaker.
5. Have students compare answers in pairs before you check answers with the class. If there is disagreement, play the audio program again.

### Answers

Karen: It's easy to get around on buses.  
You can walk to many famous places.  
The British Museum is excellent and free.  
Andrew: The people are very friendly.  
It has the largest harbor in the world.  
You can see koalas and kangaroos at the Taronga Zoo.  
Grace: Singapore is great for shopping.  
There is a great mix of people.  
It's a good place for different kinds of Asian food.

### C Listen again (CD 2, Track 20)

1. Read the instructions aloud.
2. Tell students to listen carefully for the one thing that each speaker says is the best thing about the city.
3. Play the audio program.
4. Check answers with the whole class.

### Answers

Karen: The British Museum is excellent and free.  
Andrew: It has the largest harbor in the world.  
Grace: There is a great mix of people.

### D Group work

1. Have students form groups of four.
2. Read the instructions and the discussion questions aloud.
3. Give students about five minutes for their discussions. Go around the class as students work, offering help with vocabulary as needed.
4. When students have finished, ask each group to report on their discussion.



### Extension activity

Have students work in groups to discuss their country's attractions. Tell each group to make a list of five reasons people should visit their country, similar to those in Activity 1B. Have each group share their list with the class. Find out if students agree on the reasons.

### Activity 2 page 51

**Objective** To talk about things to do in a city

#### Vocabulary

- art gallery** a building where people can look at famous paintings and other types of art  
**castle** a large building built in the past by a king or other important person as protection from an attack  
**historic monument** a building or other large structure built to remind people of an important event or a famous person  
**lake** a large area of water surrounded by land  
**palace** a large, highly decorated house, usually the official home of a king or queen  
**recommend** to suggest that a particular place should be visited, or an action should be done  
**river** water that flows naturally through a narrow channel of land  
**scenic viewpoint** a place with beautiful views of nature  
**zoo** an area in which wild animals are kept so that people can look at them

### A Pair work

**Note:** If students live in a small town, have them talk about a bigger city they know about, such as the national or regional capital.

1. Have students form pairs.
2. Read the instructions aloud; then read the list of places aloud, and have students repeat them. Answer any questions students have about vocabulary.
3. Give students about three minutes to come up with a list of sights. Point out the model language in the speech balloons.
4. Go around the class as students work, helping as needed and making sure all students are participating. Encourage students to speak in full sentences, as in the model language.

5. When students have finished, ask for several volunteers to share their ideas. Have students choose the top five places they would recommend to a visitor to their city.

### B Pair work

1. Have students stay in their pairs from part A, or have them change partners.
2. Read the instructions aloud. Give students about five minutes to complete the task. Point out the model language in the speech balloons. Encourage students to recommend and share information about places they have been.
3. Go around the class as students work, helping as necessary.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and call on a student to read the model language in the speech balloon.
3. Give students about three minutes to discuss their plans. Go around the class as students work, answering questions and helping with ideas as needed.
4. Reassemble the class, and ask for several volunteers to present their plans to the class.

#### Writing options

1. Have students write a letter to a pen pal from another country who is coming to visit. Have them propose fun and interesting things they can do together, and describe how they will get there, and how long it will take.
2. Have students write a paragraph or two describing a famous place in their city or town and give directions to get there.

### Talking point 11 A day in New York

See page 161 for more speaking practice.

**Unit 11 Self-study** *Student's Book* pages 114–115

**Unit 11 Quiz** *Teacher's Manual* page 178



# 12 Customs

**Overview** Unit 12 focuses on customs in different parts of the world. In **Lesson 12A**, students talk about holidays in the U.S. and elsewhere. In **Lesson 12B**, they discuss manners, customs, and appropriate and inappropriate behavior.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 11, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

*Unit 12 Model conversations – pages 136–137*

## 12A Holidays

### Activity 1 page 52

**Objective** To talk about various holidays and celebrations in the U.S.

#### Vocabulary

**celebrate** to do something special because of a particular event or special occasion

**costume** clothes you wear to look like someone else, especially for a party or a special event

**fireworks** pattern of colorful explosions in the air, usually to celebrate a special day

**Halloween** a holiday on October 31, when children wear costumes, play tricks, and walk from house to house to get candy

**independence** political freedom from control by another country

**meal** an occasion when food is served and eaten

**New Year's Eve** a holiday on December 31, the last day of the year in Western countries

**Thanksgiving** a holiday in the U.S. and Canada when families have a large meal and are thankful for food, health, etc.

#### Possible answers

**Independence Day:** People attend picnics, parades, and fireworks. The holiday celebrates the U.S.'s independence from England in 1776.

**Thanksgiving:** People have a family meal with roast turkey, served with mashed potatoes, sweet potatoes, stuffing, cranberry sauce and gravy, followed by pumpkin pie.

**Valentine's Day:** Couples send each other cards, buy each other chocolates and flowers, and go out for a romantic dinner.

#### Teaching tip

##### Demonstrating progress

It's difficult for students to feel that their English skills are improving when they do progressively harder speaking activities. You can help students recognize their own progress by redoing an activity from earlier in the book. Doing the task again will show students that they have more knowledge and confidence, and that they have made progress.

### A Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes to complete their discussions. Point out the model language in the speech balloons.
4. When students have finished, ask for volunteers to say what they know about each U.S. holiday.

### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud, and give students about two minutes to complete the task.
3. When students have finished, have them check their answers on page 93.
4. Ask for volunteers to say which dates they knew and which holidays they were familiar with.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud. Point out the model language in the speech balloons.
3. Give students about three minutes for their discussions. Go around the class as students work, helping as necessary and making sure all group members are participating.
4. Ask for a few volunteers to say what they think the most important holiday is and why.

### Activity 2 page 53

**Objectives** To understand people talking about holidays; to talk about favorite holidays

### Vocabulary

**April Fools' Day** April 1 in the U.S. and Canada, a day for playing tricks (surprising someone and making them laugh)  
**ceremony** a set of actions performed to recognize a traditional or religious occasion or event  
**come of age** to become a particular age, usually 18 or 21, when you are considered legally responsible for your own actions  
**highlight** the most important part of a time period, a movie, a sporting event, etc.  
**kimono** a loose piece of clothing, usually with wide sleeves, traditionally worn in Japan  
**parade** a public celebration when musical bands, decorated vehicles, etc., move down the street  
**skeleton** the frame of bones supporting a human or animal body  
**skull** the bones of a person's or an animal's head  
**suit** a set of clothes made of the same fabric, including a jacket and pants  
**traditional** following ideas and methods that have existed for a long time

### A Listen (CD 3, Track 1)

1. Read the instructions aloud.
2. Read the names of the three countries and holidays aloud, and have students repeat them. Tell students they should listen for the date of each holiday and write it on the line.
3. Play the audio program, pausing between conversations.
4. Ask for volunteers to write the answers on the board. If there is disagreement, play the audio program again.

### Answers

*New Year's Day:* January 1  
*Coming-of-Age Day:* the second Monday in January  
*Day of the Dead:* November 1

### B Listen again (CD 3, Track 2)

1. Read the instructions aloud. Give students time to read the sentences in the chart silently. Answer any questions that arise. Make sure students understand that some of the things will be checked for more than one holiday.
2. Play the audio program, pausing between the conversations if necessary.
3. Ask students to compare answers in pairs before you confirm the correct answers.

### Answers

*New Year's Day:*  
They have a big family meal.  
They stay up all night.  
They watch TV.  
They exchange greeting cards.

*Coming-of-Age Day:*  
They have a special ceremony.  
They stay up all night.  
Young men wear suits.  
Young women wear traditional clothes.

*Day of the Dead:*  
They have a big family meal.  
They have a parade.  
They sing and dance.  
They stay up all night.

### C Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about four minutes to complete the chart.
3. Go around the class as students work, helping with vocabulary as needed.

### D Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about three minutes to complete the task.
3. When students have finished, take a class poll to find out students' favorite holiday and why they like it.



# 12B Good manners

## Activity 1 page 54

**Objective** To talk about polite and impolite behavior

### Vocabulary

**cut in line** to unfairly go in front of other people waiting to do something

**emergency** a dangerous or serious situation, such as an accident

**invitation** a request that invites someone to do something or go somewhere

**It depends.** Since you don't know what will happen yet, you can't decide.

**leftover** food remaining at the end of a meal and kept to eat later

**sidewalk** a path for people to walk on along the side of a street

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and point out the model language in the speech balloons. Give students about three minutes to discuss the pictures.
3. When students have finished, ask for volunteer pairs to say whether they agreed on all of the behaviors; then ask the class which behavior they think is the most impolite and why.

### B Work alone

1. Read the instructions and the questions in the chart aloud. Answer any questions students have about vocabulary.
2. Give students about three minutes to work individually to complete the chart. Go around the class as students work, helping with vocabulary as needed.

### C Group work

1. Have students form groups of three.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about three minutes to compare and discuss their answers from part B. Go around the class as students work, answering questions

and making sure all the group members are participating.

4. When students have finished, take a class poll to find out their answers to the chart in part B, and tally the responses on the board. Lead a class discussion about why students think the behaviors are OK or impolite, and in which situations the ones they marked *It depends* would be OK or not OK to do.

### Extension activity

Have students discuss appropriate and inappropriate behavior at school or work. Divide the class into small groups. Tell each group to develop a list of *Dos and Don'ts* for either place. Then have each group share their list with the class.

## Activity 2 page 55

**Objectives** To understand people talking about customs; to talk about customs in students' own countries

### Vocabulary

**cheek** the soft round part of your face below your eyes

**flower** the part of a plant or tree that is often brightly colored and with a pleasant smell

**look someone in the eye** to look directly at someone while he / she is looking at you

### A Listen (CD 3, Track 3)

1. Have students sit in pairs while they listen, so they can compare answers at the end.
2. Read the instructions aloud; then call on students to read the customs aloud. Answer any questions students have about vocabulary.
3. Tell students that they should concentrate on listening for and marking the things Jean-Pierre says about his country, France. They will complete the *U.S.* column when they do part B.
4. Play the audio program. If necessary, pause a few times during the conversation so students can mark their answers.



## B Listen again (CD 3, Track 4)

1. Read the instructions aloud.
2. Play the audio program. This time, students should mark the things that Amy says about the U.S.
3. Have students compare answers in pairs. If there is disagreement, play the conversation again before going over the correct answers with the class.

### Answers

#### France:

Take flowers or chocolates as a gift.  
Arrive a little early.  
Kiss your hostess on both cheeks.  
Shake hands with all the guests.  
Use first names with all the guests.

#### the U.S.:

Arrive a little late.  
Kiss your hostess on one cheek.  
Look people in the eye during conversations.  
Use first names with all the guests.

## C Group work

1. Have students form groups of three or four.
2. Read the instructions and the discussion questions aloud, and give students about four minutes for their discussions.
3. When students have finished, ask for volunteers to share any interesting points from their discussions.

### Activity 3 page 55

**Objectives** To use new vocabulary; to talk about various customs

### Vocabulary

**business card** a card that shows your name, and the name, phone number, and address of your company

## A Group work

1. Have students form groups of three or four.
2. Read the instructions aloud, and ask for volunteers to read the topics aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, encouraging them and making sure all group members are participating.

## Unit 12

4. When students have finished, ask each group to share their top five important pieces of advice for a visitor to their country.

## B Communication task

1. Have students form groups of three.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student looks at Task 12 on page 81, another at Task 13 on page 82, and another at Task 27 on page 88. This is a fun quiz about customs in other countries.
3. Give students about five minutes to complete the task. Go around the class as students work, encouraging them to ask questions to find out more information.
4. When students have finished, ask the class which customs they found surprising, and which ones are the same or different in their own country.

### Extension activity

Lead a brief class discussion about how manners or customs have changed in their country since the past. It may be interesting to have students speak to an older relative such as a parent or grandparent to find out their opinion and then report what they learned to the class.

### Writing options

1. Tell students to imagine that they are studying or working in the United States for one year. Have them write a letter to a friend or family member explaining how the customs are different.
2. Tell students to imagine that a foreign friend has asked their advice on eating customs in their country. Have them write to him or her and explain some important customs and polite behavior tips.

**Talking point 12 World holiday quiz**  
See page 162 for more speaking practice.

**Unit 12 Self-study** Student's Book pages 116–117

**Unit 12 Quiz** Teacher's Manual page 179

### Units 9–12 Expansion

See page 82 for notes on how to use the Expansions.

# 13 Famous people

**Overview** Unit 13 focuses on famous people of the present and the past. In **Lesson 13A**, students discuss people who are famous now. In **Lesson 13B**, they talk about famous people from the past.

**Before you begin . . .**

1. If you assigned the Self-study activities from Unit 12, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 13 Model conversations – pages 138–139

## 13A Celebrities

### Activity 1 page 58

**Objective** To talk about celebrities from different parts of the world

#### Vocabulary

**celebrity** a famous person, especially someone in the entertainment business

**Colombian** from Colombia, a South American country

#### A Pair work

1. Elicit an explanation of *celebrity*, and ask students to name a few celebrities they know.
2. Have students form pairs.
3. Read the instructions aloud, and give students about three minutes to try to match the information to the pictures.
4. When students have finished, tell them to turn to page 93 to check their answers. Then ask the class what else they know about the four celebrities.

#### B Pair work

1. Have students stay in their pairs from part A, or have them change partners.
2. Read the instructions aloud, and give students about two minutes to complete the task. Remind them that this is a fun quiz, not a “test.” Encourage students to guess the answers they don’t know or to figure them out by process of elimination.

3. When students have finished, have them check their answers on page 93. Then lead a brief class discussion about which facts students already knew, and what information they found most surprising, interesting, etc.

#### C Pair work

1. Have students stay in their pairs from part B.
2. Read the instructions aloud. To help students get started, you may want to have the class brainstorm a couple of celebrities and say why they are famous.
3. Give students about four minutes to complete the task. Go around the class as students work, helping as needed.

#### D Join another pair

1. Have students form groups of four.
2. Explain that students will play a guessing game about the celebrities on their lists. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about five minutes to play the game.
4. When students have finished, have them share some of the celebrities on their lists. Take a class poll to find out who are currently the most popular celebrities.



## Activity 2 page 59

**Objectives** To understand people talking about two famous writers; to learn background information about two famous writers

### Vocabulary

- initial** the first letter of a name  
**literature** writing that has lasting, artistic value  
**magic power** a secret power used for controlling events or doing impossible things  
**manuscript** the original copy of a book before it is printed  
**publisher** a person or company that arranges the writing, printing, and selling of books, magazines, etc.  
**throw away** to get rid of something you don't want or need  
**translator** someone who changes writing or speech into another language  
**tune in** to listen to a particular radio program

### A Listen (CD 3, Track 5)

1. Ask the class what they already know about J. K. Rowling and Stephen King and if they can name any books they've written.
2. Read the instructions aloud. Have students read through the information in the chart. Answer any questions that may arise. Tell students they should listen specifically for the facts they will hear about each of the writers.
3. Play the audio program once or twice.
4. Have students compare answers with a partner. If there is disagreement, play the audio program again before you confirm the correct answers.

### Answers

#### J. K. Rowling:

1. in 1965
2. in Scotland
3. in Portugal
4. a boy with magic powers

#### Stephen King:

1. in 1947
2. in the U.S.
3. in a high school
4. a girl with magic powers

### B Listen again (CD 3, Track 6)

1. Read the instructions aloud, and give students time to read the partial sentences.
2. Play the audio program, pausing once or twice if necessary.

3. Have students compare answers in pairs; then check answers with the class.

### Answers

1. 10, 10

2. 4, 4

### Teaching tip

*Have students make notes before speaking.*

Students may have more thorough discussions if they first read through the questions and write a few notes to remind them of what they want to say. Giving students a few minutes of preparation time can lead to longer and more successful discussions.

### C Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, helping and encouraging them as needed.
4. If time allows, ask the class to discuss any of the books by either J. K. Rowling or Stephen King that they may have read (or movie adaptations they may have seen). Ask them to recommend their favorites to the rest of the class.

## Activity 3 page 59

**Objectives** To use new vocabulary; to talk about favorite celebrities

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about three minutes to complete the chart.
3. Go around class as students work, helping and encouraging them as needed.

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloon. Give students about three minutes to ask and answer questions about their favorite celebrities.
3. When students have finished, take a class poll to find out their favorite celebrities.



# 13B Still famous

## Activity 1 page 60

**Objectives** To understand people talking about inventions; to talk about inventions

### Vocabulary

**factory** a building where products are made in large quantities  
**gas lighting** lights that are produced by gas, not by electricity  
**handmade** made by a person, not by a machine  
**inventor** someone who has made, designed, or produced something for the first time  
**lightbulb** the glass object in a lamp that produces light  
**room** space

### A Pair work

1. Tell students they are going to talk about some famous people from the past.
2. Have students form pairs.
3. Read the instructions and the names of the inventors aloud. Give students about two minutes to complete the task.
4. When students have finished, call on a few students to say what they know about the inventors, and what they think each inventor is famous for. Tell students they will find out more about the inventors when they do part B.

### B Listen (CD 3, Track 7)

**Note:** Explain to students that the radio interviews they will hear are fictional. (Radio broadcasting didn't start until the 1920s.)

1. Read the instructions aloud. Explain that students should listen only to check whether their guesses for part A were correct.
2. Play the audio program, pausing after each interview.
3. Check answers with the whole class.

### Answers

*Alexander Graham Bell:* the telephone  
*Thomas Edison:* the lightbulb  
*Karl Benz:* the automobile

### C Listen again (CD 3, Track 8)

1. Read the instructions aloud; then call on students to read the statements in the chart aloud. Answer any questions students have about vocabulary.
2. Play the audio program, pausing between the conversations.
3. Have students compare answers in pairs before you confirm the correct answers.

### Answers

*Alexander Graham Bell:*

1. False      2. False      3. True

*Thomas Edison:*

1. True      2. False      3. True

*Karl Benz:*

1. True      2. False      3. False

### D Group work

1. Have students form groups of three or four.
2. Read the instructions aloud; then call on a few students to read the discussion questions aloud.
3. Give students about four minutes for their discussions. Go around the class as students work, helping with vocabulary as necessary.
4. If time allows, ask students for their opinions on which invention was the most important.

## Activity 2 page 61

**Objective** To talk about famous people from the past

### Vocabulary

**charity work** giving money and / or help to people who need it

**Nobel Prize** an award given each year to people who have done important work in science, literature, and other fields

**physics** the scientific study of matter and energy, and their effects on each other

**role model** someone you admire and try to imitate

**self-portrait** a painting or drawing that you do of yourself

**tragically** very sadly

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the names of the five people aloud, and have students repeat them.
3. You may want to preview some of the more difficult vocabulary from the biographies (see vocabulary box above) by writing it on the board and explaining – or having students explain – the meaning.
4. Tell students they should read the biographies and try to find a mistake in each one. Explain that the mistakes are related to the information in the biographies, and not grammar or spelling. Give students about three minutes to complete the task.
5. When students have finished, have them check their answers on page 93.
6. Ask students which information they already knew, and to share any additional information they know about each person.

### B Group work

1. Have students form groups of four.
2. Read the instructions and the discussion questions aloud.
3. Give students about four minutes for their discussions. Go around the class as students work, answering questions and making sure all group members are participating.
4. When students have finished, ask each group to report on their discussion.

### C Communication task

1. Have students form pairs.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student looks at Task 14 on page 82, and the other at Task 28 on page 89.
3. Make sure students can pronounce the names of the people: Bob Marley, John Lennon, Elvis Presley, and Karen Carpenter.

4. If you think students will need more guidance to perform the task, have the class brainstorm the questions they need to ask and write the questions on the board. For example:

*When was Bob Marley born?*

*What was his nationality?*

*What was one of his famous songs?*

5. Give students about five minutes to complete the task. Go around the class as students work, encouraging them to ask each other the necessary questions to fill in their missing information.
6. When students have finished, ask for volunteers to give the answers and write them on the board.

### Extension activity

Have students discuss and vote on the most important composers, artists, scientists, and writers of all time.

### Writing options

1. Have students choose a famous person from the present or the past that they would like to learn more about. Have them research the person's life and write a biography about the person.
2. Have students imagine they are a famous inventor. They may choose a real inventor from the present or past, or create their own fictional invention / inventor. Have them write a few paragraphs describing their inventions.

### Talking point 13 *Who am I?*

See page 163 for more speaking practice.

**Unit 13 Self-study** *Student's Book* pages 118–119

**Unit 13 Quiz** *Teacher's Manual* page 180



# 14 Home, sweet home

**Overview** Unit 14 focuses on types of homes, rooms, and furnishings. In **Lesson 14A**, students talk about their own homes and dream homes. In **Lesson 14B**, they discuss unusual types of homes.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 13, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 14 Model conversations – pages 140–141

## 14A My dream home

### Activity 1 pages 62–63

**Objectives** To talk about rooms and furniture; to discuss different tastes in home styles

### Vocabulary

**bathtub** a container large enough for someone to sit in and take a bath  
**bookcase** a piece of furniture with shelves to hold books  
**closet** a small room or space in a wall where you can store things  
**cushion** a soft pillow that you sit or lie on  
**dishwasher** a machine that washes dishes  
**living room** the main room of a house, where you relax, watch TV, etc.  
**mirror** a piece of flat glass that you can see yourself in  
**modern** existing in the present or recent time  
**refrigerator** a large piece of equipment for keeping food cold  
**rug** a piece of thick cloth for covering part of a floor  
**stove** a piece of kitchen equipment on which you cook food in pots and pans  
**traditional** following ideas, methods, etc., that have been established for a long time

3. Give students about three minutes for their discussions. Go around the class as students work, listening in and helping as needed.
4. Lead a brief class discussion to find out which place students like the best / least.

### B Pair work

1. Have students stay in their pairs from part A, or have them change partners.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them.
3. Give students about three minutes to complete the task.
4. As a follow-up activity, call on a few students to describe one or more rooms in their homes.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud. Explain any questions students may have about vocabulary.
3. Give students about three minutes for their discussions. Go around the class as students work, answering questions and making sure all group members are participating.
4. When students have finished, ask for volunteers to describe their favorite rooms.

### A Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud.



### Teaching tip

#### Monitoring discreetly

Some students may stop talking when you get near them. This could be because they don't want to make mistakes in front of you. Try listening to the students behind you while appearing to listen to the ones in front. This enables you to get a better impression of how students speak when they aren't nervous or trying to impress you.

### Activity 2 page 63

**Objectives** To understand people talking about dream homes; to talk about dream homes

### Vocabulary

**air conditioning** a system of machines that make the air of a room or building stay cool  
**balcony** a narrow floor that is attached to the outside of a building above the ground  
**fireplace** the open place in a wall of a room where you can burn wood to heat the room  
**garden** the part of someone's land used for growing flowers, vegetables, etc.  
**spacious** having a lot of space  
**sunlight** natural light that comes from the sun  
**yard** the land around a house

### A Listen (CD 3, Track 9)

1. Give students about a minute to look at the pictures. To preview the task, you may want to have students work in pairs to describe each home.
2. Read the instructions aloud. Tell students they should listen for specific information that will help them choose each speaker's dream home. Point out that one of the pictures will not be labeled.
3. Play the audio program once or twice.
4. Have students compare answers in pairs before discussing them with the class.

### Answers

Ann: Picture on right  
Tom: Picture in middle

### B Listen again (CD 3, Track 10)

1. Call on several students to read the list of home features aloud. Answer any questions about vocabulary.

2. Read the instructions aloud. Make sure students understand that not all of the features are mentioned by the speakers.
3. Play the audio program, pausing a few times if necessary.
4. Have students compare answers in pairs or small groups. If there is disagreement, play the conversation again before you confirm the correct answers.

### Answers

Ann:  
air conditioning  
lots of sunlight  
a porch  
big closets  
a fireplace

Tom:  
a garage  
three bathrooms  
a swimming pool  
spacious rooms  
a home theater  
a yard or garden

### C Pair work

1. Have students form pairs.
2. Read the instructions aloud, and give students about two minutes for their discussions. Remind students to ask each other questions and to give reasons for why they would prefer a certain home.
3. Go around the class as students work, helping as needed.
4. When students have finished, ask for volunteers to say which home they would prefer and why.

### D Work alone

1. Read the instructions aloud. Give students about a minute to circle their preferred features from part B. Remind them to add two features.
2. Go around the class as students work, answering questions and helping as needed.

### E Group work

1. Read the instructions aloud. Before students form groups, you may want to give them a few minutes to think about how they will describe their dream homes. Have them imagine the location, what the outside and the inside of the house would look like, and what each room would contain. Point out the model language in the speech balloons.
2. Have students form groups of four.
3. Give students about five minutes to complete the task. Encourage group members to ask questions.
4. When students have finished, ask for volunteers to tell the class about their dream homes.

# 14B Unusual homes

## Activity 1 page 64

**Objectives** To listen to people talking about unusual homes; to talk about aspects of unusual homes that students find appealing

### Vocabulary

**barbecue** a party where food is cooked and eaten outdoors  
**cabin** a small house made of wood  
**contrast** a large difference between two things  
**efficiently** working well and quickly – without wasting time, energy, or effort  
**keep ... company** to stay with someone so he / she doesn't feel lonely  
**motor home** a large vehicle with beds, a kitchen, etc., used for traveling  
**nature** things that are not controlled by humans, such as plants and animals  
**on your own** alone  
**regret** sadness you feel about something in the past that you wish had not happened  
**sunset** the colorful appearance of the sky at the time when the day is ending and the sun is going down

### A Pair work

1. Have students form pairs.
2. Read the instructions and the labels under the pictures aloud.
3. Give students about two minutes for their discussions. Go around the class as students work, listening in and helping as needed.
4. If time allows, lead a brief class discussion about the homes that look the most and least comfortable. Encourage students to give reasons for their opinions.

### B Listen (CD 3, Track 11)

1. Read the instructions aloud.
2. Tell students they don't need to understand every word in order to complete the task. Assure them that a general understanding will be enough, since all they have to do is to write the name of each speaker under the type of home he or she lives in.
3. Play the audio program, pausing after each conversation.

4. Before checking answers with the class, have students compare answers in pairs or small groups. If there is disagreement, play the audio program again.

### Answers

beach house: Grant      motor home: Nicole  
tree house: Matt      cabin: Jean

### C Listen again (CD 3, Track 12)

1. Read the instructions aloud. Ask for volunteers to read the features of the homes in the chart aloud. Answer any questions students have about vocabulary. Make sure students understand that they will mark more than one feature for each speaker.
2. Play the audio program, pausing between the conversations if necessary.
3. Have students compare answers in pairs or small groups. If there is disagreement, play the conversations again before you confirm the correct answers.

### Answers

Matt: the nice view, the unusual location  
Jean: the quiet location, the fishing nearby, the fresh air  
Grant: the large rooms, the friendly neighbors  
Nicole: the low cost, the freedom to travel

### D Group work

1. Have students form groups of three or four.
2. Read the instructions aloud, and point out the model language in the speech balloon.
3. Give students about two minutes for their discussions.
4. When students have finished, ask for volunteers to tell the class what they'd like and dislike about each home.

## Activity 2 page 65

**Objectives** To talk about opinions on housing preferences; to discuss housing in students' countries



### Vocabulary

**basement** a room of a house under the level of the ground

**first floor** the floor of a building that is at ground level

**roommate** someone with whom you share a room, an apartment, or a house

**suburb** an area away from the center of a city, but still part of it

### A Work alone

1. Have students read through the questions and answer choices. Answer any questions that may arise.
2. Read the instructions and explain the task, pointing out that students should talk to as many classmates as possible. Tell them to keep track of the answers they receive by making checkmarks in pencil and then adding them up.
3. Give students about five minutes to complete the task.

### B Group work

1. Have students form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloon.
3. Give students about four minutes to complete the task.
4. When students have finished, ask each group to say what the most common answers were.

### C Group work

1. Read the instructions aloud, and call on students to read the discussion questions aloud.
2. Give students about four minutes for their discussions.
3. Ask for a volunteer from each group to report on their discussion.

### Activity 3 page 65

**Objective** To talk about how personal tastes reflect personality traits

### Vocabulary

**detail** a single fact or piece of information  
**succeed** to do well

### A Work alone

1. Read the instructions and the six steps aloud. Answer any questions students have about the procedure.
2. Make sure each student has a piece of paper, and give students about two minutes to complete their drawings.
3. As students work, go around the class to make sure everyone understands the task.

### B Communication task

1. Have students form pairs.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student looks at Task 15 on page 82, and the other at Task 29 on page 89. Point out that the task is in two parts.

### Part A

1. Read the instructions aloud. Have students read the sentences silently. Encourage them to ask their partners to explain any unfamiliar vocabulary; then explain anything students still do not understand.
2. You can have students exchange drawings or keep their own to do the analysis.
3. Go around the class as students work, helping as necessary.

### Part B

1. Read the instructions aloud, and give students about a minute to discuss whether they agree or disagree with the analysis and why or why not.
2. Reassemble the class, and ask for students' opinions of the analysis.

### Writing options

1. Have students write a few paragraphs describing their ideal home. Have them describe the outside and inside of the house, and describe each room's features in detail.
2. Have students write a few paragraphs about their own home, explaining what they like about it and what, if anything, they would like to change or add.

**Talking point 14 Find the differences.**  
See page 164 for more speaking practice.

**Unit 14 Self-study** Student's Book pages 120–121

**Unit 14 Quiz** Teacher's Manual page 181



# 15 Then and now

**Overview** Unit 15 focuses on past memories and trends and fads from the past. In **Lesson 15A**, students talk about games and experiences they remember from their childhood. In **Lesson 15B**, they discuss fashions and fads of recent years.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 14, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 15 Model conversations – pages 142–143

## 15A Childhood memories

### Activity 1 page 66

**Objective** To talk about memories of childhood games

#### Vocabulary

**catch** the game of throwing and receiving a ball back and forth with another person

**hide-and-seek** a game in which several children hide while another child counts to a particular number without watching and then tries to find the others

**hopscotch** a game in which a grid of squares is drawn on the ground and children hop through it

**marbles** a child's game in which small glass balls are rolled on the ground

**soccer** a sport in which two teams try to score points by kicking a ball into the other team's goal

**tag** a game for children in which one child tries to chase others and touch one of them

### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, helping with vocabulary as needed.
4. When students have finished, ask for volunteers to share their answers to the last two questions.

### Activity 2 pages 66–67

**Objectives** To understand descriptions of childhood memories; to talk about childhood memories.

#### Vocabulary

**fault** responsibility for a mistake

**goalie** the player on a sports team who tries to stop the ball from entering the goal

**lightning** a bright flash of light in the sky caused by electricity during a thunderstorm

**midnight** 12 o'clock at night

### A Pair work

1. Tell students they are going to think and talk about the games they used to play as children.
2. Have students form pairs.
3. Read the instructions aloud; then read the names of the games aloud, and have students repeat them.
4. Give students about two minutes to match the games with the pictures, and then have them check their answers on page 93.

### A Listen (CD 3, Track 13)

1. Read the instructions aloud. Explain to students that they should listen carefully for information that will allow them to guess the game each person is talking about. Point out that the speakers never actually say the names of the games, so

students will have to listen carefully to figure out the answers.

2. Play the audio program, pausing after each conversation.
3. Before checking answers with the class, have students compare answers in pairs. If there is disagreement, play the audio program again.

#### Answers

1. Cindy: hide-and-peek
2. Howard: soccer
3. Ellen: catch

### B Listen again (CD 3, Track 14)

1. Read the instructions aloud. To preview the task, give students time to read the partial sentences. Explain that students will not hear the exact sentences on the audio program; they need to listen carefully and understand the content of the story in order to complete the sentences.
2. Play the audio program, pausing between the conversations.
3. Have students compare answers in pairs or small groups. If there is disagreement, play the conversations again before you confirm the correct answers.

#### Answers

1. were playing, hid, find, hid, saw, angry
2. park, thunderstorm, big tree, coffee shop, tree, lucky
3. catching, throwing, lemonade, ball, living room window, laughed and laughed

### C Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud.
3. Give students about two minutes for their discussions. Go around the class as students work, helping with vocabulary as needed.
4. If time allows, ask for several volunteers to tell the class about their experiences.

### Activity 3 page 67

**Objective** To share childhood memories

#### Vocabulary

**award** a prize given for a special reason  
**cry** to produce tears from your eyes, usually because you are unhappy or hurt  
**embarrassed** ashamed, anxious, or nervous in front of other people  
**emotion** a strong feeling  
**get in trouble** to do something that causes someone in authority to be angry with you  
**proud** feeling pleased with something you've done well  
**punish** to make someone suffer because he / she has done something wrong  
**scared** frightened

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the sentence stems aloud, and have students repeat them. Answer any questions students have about vocabulary.
3. Give students about three minutes to complete the task. Encourage them to ask questions and make suggestions to help each other complete the sentences. (If some students find it hard to remember their childhoods, you may want to tell them it's OK to invent some experiences.)

### B Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloon.
3. Give students about three minutes to share their experiences from part A.

#### Extension activity

Have students write three additional sentences about their childhood similar to the sentences in part A. Tell them that two of the sentences should be true events that happened in their childhood, and one sentence should be false.

Have students form groups of three and take turns saying their sentences aloud. The other group members should try to guess which sentences are true and which one is false.

### **C Work alone**

1. Read the instructions aloud; then read the example ideas aloud, and have students listen.
2. Explain the task: students should prepare to tell a story about a childhood memory using one of the prompts given. Before students begin, you may want to give them a model by sharing a childhood memory of your own.
3. Give students about three minutes to write their notes. Go around the class as students work, offering help and encouragement.

### **D Group work**

1. Have students form groups of three or four.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about five minutes to share their stories. Go around the class as students work, making sure all group members are participating.
4. When students have finished, ask for volunteers from each group to share their best stories.



# 15B Fads and fashions

## Activity 1 page 68

**Objectives** To understand people talking about fads; to talk about fads

### Vocabulary

**fad** something that someone likes or does, or that is fashionable, for a short time

**fifties, sixties, etc.** 1950s, 1960s, etc.

**souvenir** something you keep to remind yourself of a special time or place

### Teaching tip

#### Rearranging pairs and groups

Rearrange pairs and groups frequently so that students are exposed to different speech styles and ideas. For some activities, you may want to place outgoing learners together so they don't intimidate others. In other situations, you may want the shy learners paired with more outgoing partners so they can learn from them.

### A Pair work

1. Have students form pairs.
2. Read the names of the fads aloud, and have students repeat them. Answer any questions students may have.
3. Read the instructions aloud, and give students about three minutes to discuss the fads.
4. When students have finished, ask for a few volunteers to tell the class about the fads they're familiar with.

### B Listen (CD 3, Track 15)

1. Read the instructions aloud. Tell students they are going to listen to a conversation about the fads in part A. Make sure they understand that they should listen for the specific year each fad appeared.
2. Play the audio program, pausing once or twice to give students time to write their answers.
3. Have students compare answers in pairs or small groups. If there is disagreement, play the audio program again. Tell the class you will go over the answers after they complete part C.

### C Listen again (CD 3, Track 16)

1. Read the instructions aloud. Point out that this time, students should focus on the decade when each fad became popular in the U.S.
2. Play the audio program.
3. Have students compare answers in pairs. If necessary, play the conversation again before you confirm the correct answers to both parts B and C.

### Answers

yo-yo	1928, 1960s
Frisbee	1948, 1950s
hula hoop	1957, 1960s
skateboard	1959, 1970s
bubble tea	1987, 1990s
Hello Kitty	1974, 1980s
the Macarena	1995, 1990s
Tamagotchi	1996, 1990s

### D Group work

1. Have students form groups of three or four.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, helping with vocabulary as necessary.
4. Lead a brief class discussion about fads that are popular now.

## Activity 2 page 69

**Objective** To talk about styles and more fads

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the labels below the pictures aloud, and have students repeat them. Ask the class which fads they are familiar with and if they know when they were popular.
3. Give students about three minutes for their discussions.
4. When students have finished, ask for a few volunteers to report on their discussions. You may want to point out that some people may find some of the things attractive.

### B Pair work

1. Have students stay in their pairs from part A, or have them change partners.
2. Read the instructions aloud; then read the words and phrases aloud, and have students repeat them.
3. Give students about three minutes to complete the task. Assure students that it's OK to have more than one thing in some categories and none in others.
4. Go around the class as students work, helping as necessary.

### C Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about three minutes to compare their ideas from part B. Point out the model language in the speech balloon, and remind students to discuss things that are out of style as well as things that are in style now.
3. As a follow-up, have students list things on the board in two categories: *in style* and *out of style*. Then lead a brief class discussion about why some things stay in style longer than others.

### D Communication task

1. Have students form groups of three.
2. Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. One student should look at Task 16 on

page 83, another at Task 30 on page 89, and another at Task 31 on page 90.

3. Give students about five minutes to complete the task. Explain that students should ask one another the questions on the left side of the chart and share information in order to complete their charts. Go around the class as students work, helping as needed.
4. When students have finished, ask a few students to say whether they typically follow fads, and if so, to say what types of popular items they own, or have owned.

#### Writing options

1. Have students write a few paragraphs about a memorable experience from their childhood. Have them begin their essays with "I'll never forget the time . . ."
2. Have students write about a game they played or a fad they were interested in as a child.

#### Talking point 15 Changes

See page 165 for more speaking practice.

**Unit 15 Self-study** *Student's Book* pages 122–123

**Unit 15 Quiz** *Teacher's Manual* page 182



# 16 The future

**Overview** Unit 16 focuses on future events and aspirations. In **Lesson 16A**, students talk about past achievements and what they hope to achieve in the future. In **Lesson 16B**, they discuss global issues and make predictions about the future.

## Before you begin . . .

1. If you assigned the Self-study activities from Unit 15, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 16 Model conversations – pages 144–145

## 16A Hopes and dreams

### Activity 1 page 70

**Objectives** To understand people talking about their achievements; to talk about achievements and regrets

### Vocabulary

**encouraging** giving you hope and confidence  
**freshman** a student in the first year of high school or college  
**grade** a number or letter that shows how well you've done in a class at school  
**strict** insisting that rules be followed

### A Pair work

1. Tell students they are going to talk about their past memories and how their lives have changed.
2. Have students form pairs.
3. Read the instructions aloud, and point out the model language in the speech balloon.
4. Give students about two minutes to discuss the questions.
5. When students have finished, call on several students to tell the class how much they've changed since they were in school.

### B Listen (CD 3, Track 17)

1. Read the instructions aloud; then ask for volunteers to read the points that will be mentioned by Mark and Susan. Answer any questions students may have about vocabulary. Make sure students

understand that they should listen and mark either *M* or *S* for each of the phrases.

2. Play the audio program once or twice.
3. Have students compare answers in pairs. If necessary, play the audio program again before you confirm the correct answers. Tell students they will find out more about Mark and Susan later in this lesson.

### Answers

S got pretty good grades	M got OK grades
S was on the swim team	M was on the soccer team
M learned to speak Spanish	S learned to play the guitar
S had encouraging parents	M had strict parents
S took a great trip to Canada	M took a great trip to Mexico
S regrets not playing more sports	M regrets not learning the piano

### C Work alone

1. Read the instructions and the questions aloud. Have students work alone to answer the questions about their own lives. Point out that by answering these questions, they are preparing for the group discussion in part D.
2. Give students about three minutes to complete the task. Go around the class as students work, encouraging them and helping as needed.



### D Group work

1. Have students form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about three minutes to compare their ideas.
4. When students have finished, ask for volunteers to share some of their responses with the class.

### Activity 2 page 71

**Objectives** To understand people talking about their future aspirations; to talk about future aspirations

### Vocabulary

**ambitious** having a strong wish to be successful or powerful  
**graduate** to finish your high school or university studies  
**idealistic** having high standards or goals, even if they may be very difficult or impossible to achieve  
**kids** children  
**meaningful** useful or important  
**optimistic** believing that good things will happen  
**practical** making decisions and behaving in ways that relate to the realities of the world  
**retire** to stop working, usually because of old age

### A Listen (CD 3, Track 18)

1. Tell students they're going to learn more about the two people they heard in Activity 1: Mark and Susan.
2. Read the instructions aloud, and call on students to read the phrases aloud. Answer any questions students may have about vocabulary.
3. Play the audio program once or twice.
4. Have students compare answers in pairs or small groups; then check answers with the class. Tell students they will find out even more about Mark and Susan later in this lesson.

### Answers

S travel to Europe	M travel to Australia
M get an interesting job	S get a well-paid job
S get married soon	M get married later
S have two kids	M have four kids
M buy an apartment in the city	S buy a house by the ocean
M start his or her own company	S make a lot of money and retire early

### B Listen again (CD 3, Track 19)

1. Read the instructions; then read the adjectives aloud, and have students repeat them.
2. Explain that students should listen for the adjectives that the speakers use to describe each other and themselves.
3. Play the audio program.
4. Have students compare answers in pairs before checking answers with the class.

### Answers

M optimistic	S practical
S ambitious	M idealistic

### Activity 3 page 71

**Objective** To talk about personal hopes and dreams

### A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the words in the box aloud as students listen. Encourage students to ask each other questions about unfamiliar vocabulary.
3. Give students about three minutes to make their lists. Go around the class as students work, helping with vocabulary as needed.

### **B Join another pair**

1. Have pairs combine to form groups of four.
2. Read the instructions aloud, and give students about three minutes to share their hopes and dreams.
3. When students have finished, ask for several volunteers to share their hopes and dreams with the class; then have the class say which adjectives describe the person.

### **C Group work**

1. Have students stay in their groups from part B.
2. Read the instructions and the discussion questions aloud.
3. Give students about four minutes for their discussions.
4. When students have finished, ask for volunteers from each group to share some of their ideas with the class.

### **D Communication task**

1. Have students form pairs. Tell them they are going to look into the future to find out what happens to Mark and Susan (the two speakers from Activities 1 and 2 in this unit).
2. Tell students to turn to the appropriate pages in their Student's Books. One student should look at Task 17 on page 83, and the other at Task 32 on page 90.

### **Part A**

1. Read the instructions aloud. Explain that students should ask each other questions and share information in order to complete their charts. Point out the model language in the speech balloons.
2. Give students four minutes to complete the task.
3. Go around the class as students work, encouraging them to ask each other questions.
4. When students have finished, have them compare their charts to check answers.

### **Part B**

1. Read the instructions aloud.
2. Give students about four minutes to complete the task. Go around the class as students work, listening in and helping as needed.
3. When students have finished, ask the class whether Mark and Susan achieved their dreams. Elicit opinions and reasons.

# 16B The world in the future

## Activity 1 pages 72-73

**Objective** To make predictions about the future

### Vocabulary

**currency** the particular type of money that a country uses

**regular mail** letters delivered by the postal service

**replace** to take the place of

### A Pair work

1. Have students look at the pictures. Read the instructions aloud.
2. Have students form pairs, and give them about two minutes to discuss the pictures.
3. Lead a brief class discussion to find out which visions of the future seem most and least likely.

### B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud; then read the predictions aloud, and have students repeat them. Answer any questions students may have about vocabulary.
3. Explain that students should discuss the predictions and mark them according to how likely they think they are to happen. Point out the model language in the speech balloons.
4. Give students about three minutes to complete the task. Go around the class as students work, helping as needed.
5. When students have finished, read the predictions aloud and take a class poll to find out students' opinions.

### C Pair work

1. Have students change partners.
2. Read the instructions and the topics aloud. Make sure all students have a piece of paper. You may want to have students work alone first, then exchange papers and read each other's predictions. Give students about three minutes to complete the task. Refer them to the predictions in part B, telling them to model their own sentences on these.

3. Go around the class as students work, encouraging them and helping with vocabulary and spelling as needed.

### Teaching tip

#### Motivating students to write

If students write only for you, they may be concentrating on making fewer mistakes, rather than on communicating ideas. However, if they write for other students to read, their work will usually be more entertaining and interesting. Students will be more likely to try to write to entertain and inform their readers – and they'll enjoy writing more – if they know their classmates are their audience.

### D Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud.
3. Give students about five minutes for their discussions. Go around the class as students work, listening in and helping as needed.
4. When students have finished, ask for volunteers from the groups to write their best predictions on the board. Then lead a class discussion about how likely students think the predictions are to come true.

## Activity 2 page 73

**Objectives** To understand a detailed description; to share ideas about students' own city in the future

### Vocabulary

**uniform** a set of clothes worn by the members of the same organization or group of people

### A Listen (CD 3, Track 20)

1. Have students sit in pairs so they can compare answers at the end.
2. Read the instructions aloud. Tell students they are going to hear a TV report from New York City in the year 2050. Assure them that they don't need to understand every word in order to complete the



task. They should listen for the main idea, or what kind of place the reporter describes.

3. Play the audio program once or twice.
4. Have students compare answers in pairs; then check the answer with the class.

#### Answer

a happy and welcoming place

### B Listen again (CD 3, Track 21)

1. Read the instructions aloud; then call on students to read the phrases aloud. Answer any questions students may have.
2. Play the audio program.
3. Have students to compare answers in pairs; then check answers with the class.

#### Answers

- |                    |                            |
|--------------------|----------------------------|
| 1. no private cars | 4. police in red uniforms  |
| 2. flying buses    | 5. lots of people on bikes |
| 3. same buildings  | 6. warm, sunny weather     |

### C Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud. Give students about two minutes for their discussions.
3. When students have finished, ask a few pairs to share their ideas with the rest of the class.

### Activity 3 page 73

**Objective** To talk about hopes for society in the future

#### Group work

1. Have students form groups of three or four.
2. Tell them they are going to design their perfect city of the future. Read the instructions and the topics aloud. Point out the model language in the speech balloons.
3. Give students about five minutes for their discussions. Go around the class as students work, encouraging them and making sure all group members are participating.
4. When students have finished, ask for volunteers from each group to share their ideas with the class.

### Extension activity

Have students work in pairs to prepare a role-play interview about their own city in the year 2050. One student plays a reporter and the other a resident of the city. The reporter interviews the resident about what life is like in the year 2050.

When students have prepared their interviews, ask for volunteers to perform them for the class.

### Writing options

1. Tell students to imagine themselves 25 years from now. Have them describe where they will be, what they will be doing, and what their life will be like.
2. Write the following topics on the board. Tell students to choose one and write a detailed description of what they think it will be like 15, 25, and 50 years from now.

education	family life	transportation
weather	work	communication

### Talking point 16 What do you say?

See page 166 for more speaking practice.

**Unit 16 Self-study** *Student's Book* pages 124–125

**Unit 16 Quiz** *Teacher's Manual* page 183

**Test 2, Units 9–16** *Teacher's Manual* page 216

### Units 13–16 Expansion

See page 82 for notes on how to use Expansions.

# Expansions

## Introduction

There are four *Expansions* in the Student's Book: one after every four units. Each *Expansion* focuses on the topics and language introduced in the corresponding units. The format of each *Expansion* is a conversation-based board game. The discussion tasks for each game are designed to encourage students to use the vocabulary and structures they have practiced throughout the *Let's Talk, Second Edition*, course in a new and fun context.

## Using the Expansions

Use the *Expansions* as a fun, wrap-up activity when students have finished the corresponding Student's Book units. The *Expansions* serve to review and consolidate the language students have practiced. You can also use the *Expansions* as an opportunity to assess students' grasp of the material presented in the Student's Book. If you notice that students are struggling with particular *Expansion* questions or topics, you may want to revisit the corresponding unit and review those points.

Allow at least twenty to thirty minutes to play the game. This should give students time to ask follow-up questions and enjoy communicating with their classmates.

## Preparation

1. Tell students that they are going to play a game with their classmates to review the topics and language they have practiced so far in the *Let's Talk* course.
2. Divide the class into groups of three or four. Give each group a die, and have each student choose a token. They can use coins, erasers, or similar small objects. Tell each group to open one Student's Book to the *Expansion* and place it where all group members can see it.

*Units 1-4 Expansion*, pages 20-21

*Units 5-8 Expansion*, pages 38-39

*Units 9-12 Expansion*, pages 56-57

*Units 13-16 Expansion*, pages 74-75

## Playing the game

1. Read the instructions aloud. Make sure all students put their tokens in the space marked "Start."
2. To make the instructions clear, demonstrate each step with one group while the other groups watch. Roll the die. Then move a student's token that many spaces. Read the game question or topic aloud, and give your response. Explain that if a student's token lands on a square marked "Free Question," the other students in the group should agree on a question to ask that student. For large classes, you might have one member from each group come and watch while you demonstrate with one group; then those students can go back and teach their own groups how to play.
3. Give students twenty to thirty minutes to play the game. Encourage them to volunteer additional information and ask follow-up questions. Go around the class while students are playing, encouraging them and helping as necessary.

## Notes

- Point out to students that there is no reward for getting around the board more quickly than the other players; rather, the "winners" are the ones who most thoroughly practice their English! If one group finishes early, the players can continue around the board, answering questions they didn't land on before.
- If there is a question someone doesn't want or isn't able to answer, the other students in the group can ask the person a different question.
- The *Expansions* are designed to promote communication and fluency in a fun and natural way, so it is not a good idea to interrupt students while they are playing to make corrections. However, it is a good idea to take notes on errors you hear while students are playing; that way, you can give students corrective feedback later, after they finish playing.
- Students may enjoy playing the game more than once. Changing groups each time keeps the information fresh and interesting.



# Self-study

## Introduction

The *Self-study* material provides further practice in the vocabulary and structures presented in the *Let's Talk, Second Edition*, Student's Book. There are two pages of *Self-study* exercises for each of the sixteen units in the Student's Book. Each *Self-study* has three sections: grammar, listening, and vocabulary. The grammar section includes a grammar paradigm, which is included on the *Self-study* audio CD, and follow-up grammar exercises. In the listening section, students listen to and complete conversations similar to those presented in the Student's Book listening tasks. These conversations are also found on the *Self-study* audio CD. The vocabulary section offers a variety of fun word puzzles, including crosswords, word searches, and scrambled words.

The *Self-study* units can be found on pages 94–125 of the Student's Book, and the answer key can be found on pages 126–129. The audio program is included on a separate CD packaged in the Student's Book.

## Using the *Self-study* pages

The *Self-study* pages may be used as a regular homework assignment at the end of a unit, or in class for additional practice or review material. You can also assign particular pages as make-up work for students who have missed class, or for students you feel need additional practice.

## Preparation

Explain to students that the *Self-study* pages are designed to give them extra practice in the vocabulary and structures they are learning in the course, as well as an opportunity to expand their English skills outside of class as independent learners. Do an orientation to the *Self-study* pages in class to show students how the pages are organized and how they should use the material. Point out that the audio CD in the back of the Student's Book includes recordings of the grammar paradigms for the part A grammar sections and of the conversations for the listening sections of the *Self-study* units.

Explain to students the following procedures for doing the *Self-study* pages. Because most students will probably work on the *Self-study* pages outside of class, you may want to prepare a handout for students explaining these procedures:

1. Look over the unit in the Student's Book to review the topics, vocabulary, and structures.
2. Read through the two *Self-study* pages before you begin.
3. Play the audio program for part A of the grammar section once or twice. Listen and repeat the examples.
4. Complete parts B and C. If necessary, use the grammar box in part A to help you.
5. Play the audio program for the listening section once and listen. Play it one more time, and complete the conversation. If you missed any items, use the clues at the bottom of the page to help you. Then play the audio program again, and check your answers.
6. Complete the vocabulary section puzzle. If necessary, use the clues at the bottom of the page to help you.
7. Check your answers using the *Self-study* answer key on pages 126–129 of your Student's Book.
8. Make a note of any items you missed, or any challenges you had, and ask about them in class.

## Notes

- Tell students they will not be graded on their scores for the *Self-study* pages. However, you may choose to grade students on whether or not they completed the pages.
- You can go over the *Self-study* pages at the beginning of the class as a warm-up, or at the end of class. Have students show you their books, so you can see that they have completed the assignment, and let them ask you any questions they have. If several students had problems, it may be helpful to go over the exercise in class.



# Student's Book audio scripts

## Getting started

### page 3 Activity 3B (CD 1 Track 2, 1 minute 30 seconds)

**Hiro:** What are we supposed to do?

**Sara:** We have to go over our answers together.  
Then we can go through the discussion questions.

**Hiro:** Can you explain that again, please?

**Sara:** Sure. We compare our answers as a group.  
Then we discuss these questions.

**Hiro:** Oh, I see. Thanks. How much time do we have?

**Ming:** About five minutes. What do you have for number one?

**Hiro:** I wrote "alone."

**Sara:** Me, too. How about you, Ming?

**Ming:** I wrote "co-"...um..."coop-" How do you pronounce this word?

**Hiro:** Cooperation.

**Sara:** I'm sorry. Can you say that again, please?

**Hiro:** Cooperation.

**Sara:** I don't know that word. What does that mean?

**Ming:** It means "working together."

**Sara:** Oh, good answer! How do you spell that?

**Ming:** It's C-O-O-P-E-R-A-T-I-O-N.

## 1A Let's get to know each other!

### page 4 Activity 1C (CD 1 Track 3, 1 minute)

#### Conversation 1

**Lisa:** Hello, Ted. How are you?

**Ted:** Hi, Lisa. I'm good. How about you?

**Lisa:** I'm great. Oh, Ted, this is my friend Kate.

**Kate:** Hello, Ted. How are you doing?

**Ted:** Fine. It's nice to meet you, Kate.

#### Conversation 2

**Akiko:** Do you two know each other?

**Toby:** No, we don't.

**Akiko:** Oh. Well, Bill, this is Toby. Toby, Bill.

**Toby:** Good to meet you, Bill.

**Bill:** It's good to meet you, too, Toby.

### page 5 Activity 2B & 2C (CD 1 Tracks 4 & 5, 1 minute 50 seconds)

**Host:** Now it's time for my guest. It's Stella, the fashion designer. She has a really exciting new collection, and she's here with us today. Thanks for coming to the studio, Stella. We're very happy to see you.

**Stella:** Oh, it's my pleasure.

**Host:** OK, let me ask you some questions. First, we all know you as "Stella." W-w-what's your last name?

**Stella:** It's Kim. My name is Stella Kim.

**Host:** Hmm. I guess just "Stella" is easier to remember! Where are you from?

**Stella:** Oh...uh...I'm originally from Toronto.

**Host:** Oh. Where do you live? Do you still live in Canada?

**Stella:** No, I live in Paris now. But my family still lives in Toronto.

**Host:** I see. Well, Stella, where do you work?

**Stella:** Uh...well, I guess I work mainly in France. My company is in Paris.

**Host:** And what do you do in your free time?

**Stella:** Hmm. . . . Well, I love to travel. Oh, and I read a lot.

**Host:** Interesting. And what's your favorite kind of music?

**Stella:** I like all kinds of music, really. But, uh, well, I would say classical music is my favorite.

**Host:** Really. OK, Stella. Oh! Well, I'm afraid we're just about out of time. Thanks again for being a guest on our program.

**Stella:** You're welcome!

**Host:** And if you want to see Stella's designs, go to our Web site. That's [www.radio23](http://www.radio23). . .

## 1B Personal information

### page 6 Activity 1A (CD 1 Track 6, 1 minute 15 seconds)

**Man:** It says, "Be creative." What does that mean?

**Woman:** It means we should make the chart interesting. You know, fun.

**Man:** So, let's not write *A* as in "apple" or *B* as in "big."

**Woman:** OK. Let's write *A* as in... "address" and *B* as in...

**Man:** "Birthday"!

**Woman:** That's good! It's B-I-R-T-D-A-Y. Right?

**Man:** No. It's B-I-R-T-H-D-A-Y.

**Woman:** OK. And C as in... "class"?

**Man:** How about C as in "creative"?

**Woman:** Yeah, I like that.

**Man:** OK. Let's write it down. And D as in...

### page 7 Activity 2B (CD 1 Track 7, 3 minutes 10 seconds)

#### Conversation 1

**Clerk:** OK, Mr. Brown. Have you decided what kind of car you want?

**Mr. Brown:** Yes. I think I'll go with the sports car. The red sports car.

**Clerk:** Oh-ho! Good choice. Let me just finish completing the contract for you. I have your name and address already. I just need your phone number, please.

**Mr. Brown:** OK. My home phone number?

**Clerk:** Yes, please.

**Mr. Brown:** It's 845-555-8720.

**Clerk:** 845-555-8720?

**Mr. Brown:** Yes.

**Clerk:** And do you have a cell phone number, too?

**Mr. Brown:** Sure. That number is 845-555-3459.

**Clerk:** 845-555-3459?

**Mr. Brown:** That's right.

**Clerk:** Thank you, Mr. Brown. Oh, just one more thing. How about an e-mail address? Do you have one?

**Mr. Brown:** Yes, I do. It's johnny5 - that's J-O-H-N-N-Y five - at mail dot com.

**Clerk:** Johnny five at mail dot com. Is that M-A-I-L?

**Mr. Brown:** Yes.

**Clerk:** Johnny5 at mail dot com. Fine. Oh, please sign your contract here. . . . And here's your copy.

**Mr. Brown:** Thanks.

**Clerk:** And we'll bring your car around in a couple of minutes. You can just take a seat over there.

**Mr. Brown:** Great! Thanks.

#### Conversation 2

**Edwin:** Can you help me, please?

**Officer:** Yes?

**Edwin:** I found this, uh, cat in...in my kitchen.

**Officer:** You want to report a lost cat?

**Edwin:** No, I *found* a cat. I think someone probably wants this cat back.

**Officer:** All right. We need to fill out a form. . . . Your name?

**Edwin:** It's Edwin Horowitz.

**Officer:** Uh, can you spell that, please?

**Edwin:** Sure. Edwin: E-D-W-I-N. And last name, Horowitz: H-O-R-O-W-I-T-Z.

**Officer:** OK. And what's the cat's name?

**Edwin:** The cat's name? I don't know.

**Officer:** Is there a tag? Look at the tag around its neck.

**Edwin:** Oh. Um...OK. Let's see. It's...Tiny: T-I-N-Y.

**Officer:** Oh, what a cute name!

**Edwin:** Yeah, whatever. OK, so can I leave the cat here, officer?

**Officer:** Sure. I'll take care of it.

**Edwin:** Thanks very much!

## 2A What do they look like?

page 9 Activity 2A & 2B (CD 1 Tracks 8 & 9, 1 minute 50 seconds)

**Patricia:** Do you want some more juice, Carl?

**Carl:** No, thanks. But please, tell me who some of these people are before I talk to them.

**Patricia:** Ha-ha. Sure.

**Carl:** OK. First, uh...which one is your boss?

**Patricia:** Oh, Helen. Um...she's the woman over there in that group. See – the tall one there with the short blond hair. Do you see who I mean?

**Carl:** Oh, yeah. The woman on the left?

**Patricia:** Yes. And that's Sylvia, my best friend at the office.

**Carl:** Oh, Sylvia, the one you're always talking about. Which one is she?

**Patricia:** She's the one with the curly black hair, with the round face. Um...she's sitting with the guy in the blue shirt. She's really funny – we always make each other laugh.

**Carl:** And who's that guy over there with the...uh... dark eyebrows and dark hair?

**Patricia:** Oh, um...the big guy? The one who's talking to Helen? That's Danny, the security guard. He's really helpful.

**Carl:** And...uh...how about that muscular guy there – who's he? He looks familiar.

**Patricia:** Oh, the man in blue jeans? He's not very tall, right? That's...um...Helen's assistant.

**Carl:** What's his name?

**Patricia:** Oh, that's Ben.

**Carl:** I think I've seen him at the gym.

**Patricia:** Well, come on, Carl. Don't be shy. Let me introduce you around, and then we can find out exactly...

## 2B Your personality

page 10 Activity 1B & 1C (CD 1 Tracks 10 & 11, 2 minutes)

**Matt:** So, Diane, tell me about your friend Alex.

**Diane:** Oh, Alex is always telling jokes and making people laugh.

**Matt:** Oh, so you mean he's very funny.

**Diane:** That's right.

**Matt:** And what about Randy?

**Diane:** Oh, Randy will try anything. He climbs mountains, goes surfing, likes snowboarding. He even jumps out of airplanes with a parachute.

**Matt:** Oh-ho! So, he's really adventurous.

**Diane:** Oh, yeah. Matt, tell me about your friends. What's your friend Kelly like?

**Matt:** Well, Kelly is always breaking things and dropping things. She should be more careful and pay more attention.

**Diane:** So, she's pretty careless.

**Matt:** Yeah.

**Diane:** And what about Chris?

**Matt:** Oh, Chris is full of great ideas. He can solve all kinds of problems, but most of all, he's a wonderful painter.

**Diane:** He sounds very creative.

**Matt:** Yeah, he is. Now, tell me about your friend Megan.

**Diane:** Megan? Oh, well, once she decides to do something, she won't change her mind.

**Matt:** I see. So, she's really stubborn.

**Diane:** Oh, yes. Well, tell me about your friend Sam.

**Matt:** Hmm. Well, Sam's not very active, and he watches too much TV. He doesn't really like to work.

**Diane:** He sounds kind of lazy.

**Matt:** Ha-ha, mm. Yeah, I guess that's the right word for Sam! But we love him anyway!



### 3A What are your interests?

page 12 Activity 1B & 1C (CD 1 Tracks 12 & 13, 3 minutes 20 seconds)

One: **Claudia.**

**Interviewer:** So, do you get much free time, Claudia?

**Claudia:** Ha! Free time? Not really! But when I do, um...I really like to read.

**Interviewer:** Oh, read?

**Claudia:** Yeah. I like all kinds of books. Um...I read in the evening after dinner and in bed. See, reading is good because it doesn't cost much, and I can borrow books for free – from friends or from the library. Or...buy paperbacks, which are, you know, pretty cheap. I love reading. But, uh, there's just one problem.

**Interviewer:** Uh...what's that?

**Claudia:** It makes me sleepy. I sometimes fall asleep while I'm reading! Ha-ha!

**Interviewer:** Ha-ha! Oh!

Two: **Brian.**

**Interviewer:** And...uh...how about you, Brian? Do you have any hobbies?

**Brian:** Well, ah...in my free time, I enjoy cooking.

**Interviewer:** Ooh, cooking?

**Brian:** Yeah. I love to spend time in the kitchen preparing meals.

**Interviewer:** Ah. You know, cooking is pretty creative, isn't it?

**Brian:** Creative? Oh, yes. I like to try new ideas when I'm cooking. The only problem is...uh...time. I hardly ever have enough time.

**Interviewer:** Oh, does it take a lot of time to cook well?

**Brian:** Yes, it does. It takes a lot of time to cook a really good meal.

**Interviewer:** Hmm, I see.

Three: **Linda.**

**Interviewer:** OK, Linda. What's your hobby?

**Linda:** Oh, well, it's...uh...pretty unusual.

**Interviewer:** Oh, well, come on, tell me.

**Linda:** I like doing magic tricks.

**Interviewer:** Oh, wow! Really?

**Linda:** Yes. My grandfather did magic tricks, and I learned a lot of tricks from him. It's really fun, and it's a good way to meet people. On weekends, I often give shows at kids' birthday parties.

**Interviewer:** Oh, that's fantastic. It sounds wonderful.

**Linda:** Yes. I love it. M-m-most of the time. But...uh...sometimes it's boring to do the same tricks over and over. Oh, that's why I'm always trying to learn new tricks.

**Interviewer:** Well, I...I'd love to see your show one of these days!

Four: **Evan.**

**Interviewer:** So, Evan. Do you have a hobby?

**Evan:** Yes, actually, I do. And my hobby is extremely relaxing.

**Interviewer:** Really? Well, what do you do?

**Evan:** I like to fish.

**Interviewer:** Huh. You like fishing?

**Evan:** Oh, yeah. On weekends, I go to the river and, well, I try to catch some fish.

**Interviewer:** You try? Uh...do you catch many?

**Evan:** Ha-ha. Well, no, not really. But it's great to sit outdoors, in the fresh air, you know.

**Interviewer:** Yeah, sounds nice.

**Evan:** But...

**Interviewer:** But?

**Evan:** It's an expensive hobby. I mean, you know, you need good equipment, and good fishing equipment is, well, expensive.

**Interviewer:** I see. Well, you know, thanks, Evan.

## 3B What sports do you like?

page 15 Activity 2A (CD 1 Track 14, 1 minute 30 seconds)

**Interviewer:** Zorb is the name of the latest exciting sport to come out of New Zealand – the country that gave the world bungee jumping.

**Man:** That's right. Now, let me tell you about it. Zorb can be really exciting. Imagine this: There are two large clear balls. One ball fits inside the other ball. If you decide to try Zorb, you climb inside the smaller ball. Now, are you comfortable?

You're almost ready to go, but not quite. Now, before you go, someone pours cold water inside the ball. Now you get ready!

And then someone pushes you down the hill. As you roll down the hill, the ball goes faster and faster. And you go so fast that you're pushed up against the walls of the ball. But don't worry. Nobody gets hurt doing Zorb!

And when you stop at the bottom of the hill, you climb out of the ball. And you're completely wet! Now, it's time for someone else to try Zorb. Or do you want to go again?

page 15 Activity 2B (CD 1 Track 15, 1 minute)

**Interviewer:** Danny has just tried Zorb. Danny, how do you feel?

**Danny:** Not too good. I feel a little sick. It was OK at first, but it...it just got worse and worse. I thought...I thought I was going to die! I feel awful. Ohh. I just want to lie down and try to forget all about it. Ohh!

**Interviewer:** Oh, well, uh...how about you, Michelle? How do you feel?

**Michelle:** Oh, ha-ha! That was amazing! Oh, I...I feel like I've just been in a...a washing machine. I-I can't really stand up. But i-i-it was great. I loved it! Ha-ha!

**Interviewer:** So, do you both want to go again?

**Danny:** No way!

**Michelle:** Yes!

## 4A Families

page 16 Activity 1B & 1C (CD 1 Tracks 16 & 17, 2 minutes)

**Woman:** James, who are all the people in this photo? Wait, let me guess! That guy in the front looks like he's your grandfather. Am I right?

**James:** No, actually that's my dad's older brother, Tony.

**Woman:** So, Tony is your uncle?

**James:** Yeah.

**Woman:** OK. And is the older woman with the birthday cake your grandmother?

**James:** Yes, she's my father's mother. Her name's Anna.

**Woman:** So, who is the other older woman?

**James:** Oh, that's Mary – she's my father's sister.

**Woman:** Oh. Your aunt, then?

**James:** Right. And can you guess who the girl in the

middle is? The one with the long brown hair?

**Woman:** She's pretty. Uh...is she your sister?

**James:** No, she's Uncle Tony's daughter, Gloria.

**Woman:** Really? She's your cousin?

**James:** Yes. The girl on the right is my sister.

**Woman:** Sophia?

**James:** Sophia, yes. And the little girl in front of her's Clara, her daughter. She's my niece.

**Woman:** So, you're her Uncle James! How about the cute little boy? Is that Clara's brother?

**James:** No. That's Bobby.

**Woman:** Bobby?

**James:** Yeah. He's my little boy.

**Woman:** Oh, of course! He looks just like you! Ah...so who's the man in the back row, then?

James: That's Sophia's husband. His name's George.

Woman: So...he's your...

James: My brother-in-law.

Woman: Right.

## 4B Friends

page 18 Activity 1B & 1C (CD 1 Tracks 18 & 19, 3 minutes 20 seconds)

First, Ron.

Interviewer: Ron, who's your best friend?

Ron: My best friend is a guy named Tom.

Interviewer: Mm-hmm. And w...what do you do together? Do you go fishing?

Ron: No, I like to be alone when I fish. Tom and I love to go camping.

Interviewer: In the mountains?

Ron: Yeah. It's great to be out in the fresh air. Seeing the stars at night.

Interviewer: I know what you mean. And when did you two first meet?

Ron: It was when we were in high school. We were in the same history class. That was, let me think, ten years ago.

Interviewer: And you're still good friends.

Ron: Yes, the best!

Next, Sally.

Interviewer: OK. Sally. How about you? Who's your best friend?

Sally: My best friend's name is Susan.

Interviewer: Mm-hmm. And what do you two like to do together?

Sally: Oh, all kinds of stuff. We spend a lot of time together.

Interviewer: OK, but what's your favorite thing to do? Do you two go camping like Ron and Tom?

Sally: No, we never go camping. No, what we like to do is go to the movies. We go almost every Friday night.

Interviewer: I see. And...uh...when did you first meet?

Sally: Ahh, a long time ago. When we were both seven years old.

Interviewer: You were seven?

Sally: Yes, a very long time ago, almost 25 years ago.

Interviewer: That is a long time ago! (Ha-ha.) Ha-ha-ha!

Next, Ken.

Interviewer: Do you have a best friend, Ken?

Ken: Oh, yeah. My best friend is Jim.

Interviewer: And how long have you known each other?

Ken: Uh...not so long. About a year – oh, wait, no, uh...two years. Yeah, we met at the tennis club two years ago.

Interviewer: Oh, so you play tennis with each other?

Ken: Well, *against* each other, really. You know, we both try to win.

Interviewer: And who usually wins – you or him?

Ken: Eh...definitely Jim. I almost always lose. I'm not very good at tennis. Uh...but I usually win when we play chess.

Interviewer: Ah! You guys play chess, too?

Ken: Oh, yeah. And I'm definitely a better chess player than he is!

Finally, Alice.

Interviewer: Alice, how about you? Do you have a best friend?

Alice: Ah, yes, I do. Her name's Anna.

Interviewer: When did you meet her?

Alice: Um...let me see. Oh, it was in our freshman year – so, three years ago.

Interviewer: A-ha. Did you meet in high school?

Alice: No, freshman year of college. We're on the same team.

Interviewer: Oh. So, what do you play?

Alice: Oh, soccer. We're both on our college soccer team.

Interviewer: Soccer's a great game. Do you like to watch soccer, too?

Alice: Well, not really. But Anna and I talk about all kinds of sports when we're together.

Interviewer: OK, thanks, Alice. And good luck in your next game!



## 5A Shopping and clothing

page 22 Activity 2A & 2B (CD 1 Tracks 20 & 21, 2 minutes 50 seconds)

### Conversation 1

**Man:** Oh, wow, look. It's cheaper here than at home.

**Woman:** I don't know. After you calculate the exchange rate, it may not be so cheap.

**Man:** Really? Ah, yeah. I guess you're right.

**Woman:** Oh, here, smell this. Mmm.

**Man:** Mmm, that's really nice. Is that for Rachel?

We really should get her something special.

**Woman:** Yeah, she'll like this, I'm sure. The bottle is pretty, too. Um...excuse me.

**Salesperson:** Yes?

**Woman:** We'd like this, please.

**Salesperson:** All right. Is that all?

**Woman:** Uh, yeah.

**Salesperson:** OK. May I see your boarding pass, please?

**Woman:** Hmm. Oh. Yes, here it is. Do you have to...?

### Conversation 2

**Salesperson:** Oh, the ones over here are nice, and...uh...they're half price today.

**Woman:** Oh, yeah, they are nice. But you know what? I-I was looking for a black pair.

**Salesperson:** A black pair. Hmm. OK, let's see. . . . Oh, here. These will keep your hands warm. Oh, and they go very nicely with your coat.

**Woman:** Mmm. Yeah, you're right. Mm, they fit pretty well, too. And, ooh, they're warm. You know, my fingers feel warm already.

**Salesperson:** Ha-ha-ha! Well, they're...uh...they're one hundred percent wool.

**Woman:** Oh, great. I-I'll take them. Uh...here's my credit card. Oh, I also need to get a new CD player. What floor is the electronics department on?

**Salesperson:** Uh...electronics is upstairs - on the third floor. You can take the elevator up there.

### Conversation 3

**Man:** Are you sure it's real leather?

**Woman:** Yeah, it must be. Feel it.

**Man:** Oh, yeah...it is. Hey, how do you think it looks?

**Woman:** Good. The sleeves are just the right length for you.

**Man:** Good.

**Woman:** Go ahead, zip it up.

**Man:** Well?

**Woman:** Very stylish! And, you know, it doesn't matter that it's used because leather looks much nicer when it's older.

**Man:** Well, yeah, that's true. A new one like this would cost me an arm and a leg.

**Woman:** That's for sure.

**Man:** You know, I think I'll get it.

**Woman:** Good.

**Man:** Um...could you maybe, you know, lend me a couple bucks?

**Woman:** Oh, no! I should have seen this coming.

**Man:** Ha-ha. I'm sorry, I'm a little short this week and, well, if you could maybe advance me . . .

**page 23 Activity 3A (CD 1 Track 22, 1 minute 40 seconds)**

**First, Jeff.**

**Amy:** Oh, Jeff, I really like your sweatshirt!

**Jeff:** Oh, thanks, Amy. I just got it yesterday.

**Amy:** It looks good on you.

**Jeff:** Yeah, I like it, too. It's kind of plain, but I don't like sweatshirts with stripes or anything.

**Amy:** Me neither. Where did you get it?

**Jeff:** In that new store in the shopping mall. I can't remember where it is exactly...

**Next, Andrea.**

**Kevin:** Andrea, what a cool scarf! It looks really good on you.

**Andrea:** Well, thank you, Kevin.

**Kevin:** I...I love the pattern.

**Andrea:** Thanks. I love it, too. Um...it was a gift from my grandparents. They always give me nice things for my birthday.

**Kevin:** Oh, no! Your birthday! I completely forgot it!

**Andrea:** That's OK. Don't worry about it. I...I know...

**Finally, Terry.**

**Cheryl:** That's a great shirt, Terry!

**Terry:** Oh, thanks, Cheryl. Do you really like it?

**Cheryl:** Yes, I really do. Green is a good color for you.

**Terry:** Thanks. It's really comfortable, too. And the shirt was really cheap.

**Cheryl:** Ah! Where did you get it? I think my brother would like one like that.

**Terry:** Oh, I-I got it at the outdoor market. There was this stall...

## **5B Saving and spending**

**page 24 Activity 1B (CD 1 Track 23, 3 minutes 20 seconds)**

**First, Rob.**

**Interviewer:** Most of us have to save money – we can't just spend, spend, spend. But different people save money in different ways. We're going to talk to three people to see what they do. Excuse me, what's your name?

**Rob:** Uh, I...I'm Rob.

**Interviewer:** Well, hi, Rob. (Hi.) Now, Rob, do you try to save money?

**Rob:** Oh, sure. Well, I-I'm a student, so I *have* to save money.

**Interviewer:** Ohh! Well, now how do you save money?

**Rob:** Oh, well, let's see. Ah...I try not to shop in department stores or shopping malls except, y-you know, when...when things are on sale. And...ah, let's see, I always buy clothes only if they're on sale. I never pay full price, you know. And, you know, I like shopping at outdoor markets – you can usually find some real bargains there.

**Interviewer:** Well, that's great. Thank you very much, Rob.

**Next, Kathy.**

**Interviewer:** How about you?

**Kathy:** Oh, uh...me?

**Interviewer:** Yes, hi. Can you tell us your name?

**Kathy:** Hi, oh...I'm Kathy.

**Interviewer:** Hi, Kathy. Now, do you try to save money, Kathy?

**Kathy:** Ha-ha. Yeah, of course. See, I'm not really interested in having, like, the very latest or the most fashionable things. But, well, I think I still look pretty good. Don't you?

**Interviewer:** Oh, ...yes, you look great, actually. Love your outfit. It...that's very...uh...original!

**Kathy:** Thanks. Well, you see, some of my clothes are used, like these jeans and, well, this blouse, too.

**Interviewer:** Really?

**Kathy:** Yeah. I bought them in a secondhand store. You know, I buy a lot of used things.

**Interviewer:** Oh.

**Kathy:** And my shoes? Well,...well, they're not used – but I bought them in a department store – but they were on sale.

**Interviewer:** Oh. Well, thank you. Thank you very much, Kathy.

**Kathy:** Sure.

**Finally, Cliff.**

**Interviewer:** And you, sir?

**Cliff:** Huh? Who? Me?

**Interviewer:** Yes. What's your name?

**Cliff:** Oh, ha-ha. I'm...I'm Cliff.

**Interviewer:** Cliff, now you try to save money, too, don't you?

**Cliff:** Oh, well, sure. You know, the best way to do

that, though, is...is not to pay people to...to fix things for you.

**Interviewer:** What...uh...wh...what do you mean, Cliff?

**Cliff:** Well, you know, I...I...I fix things myself. You know, I...I try to...uh...like I fix my car, or sometimes I repair things just around the house.

**Interviewer:** Oh, that sounds really smart.

**Cliff:** Oh, and you know, there's...there's one other thing that I do. Uh...well, I never buy things like...like DVDs – I always rent them. That's the smart thing to do. Y...you can save a lot of money that way.

**Interviewer:** Well, I'm sure you're right. Thank you very much, Cliff.

## 6A How was your trip?

page 26 Activity 1B & 1C (CD 1 Tracks 24 & 25, 3 minutes 40 seconds)

**First, Sarah.**

**Friend:** Sarah, hi. How was your hiking trip?

**Sarah:** Oh, it was really fun. We hiked all day, and then camped out every night. But I wasn't looking forward to it at all.

**Friend:** Why not?

**Sarah:** Well, I've never camped before, so I thought it might be a little frightening.

**Friend:** Frightening? Were you alone?

**Sarah:** No, but I was worried about snakes.

**Friend:** Oh, no!

**Sarah:** Yeah, but it was fine. Um, there weren't any snakes, or even any insects. We had a lot of fun.

**Friend:** What was the best thing about the trip?

**Sarah:** Oh, seeing the stars at night.

**Friend:** Really?

**Sarah:** Yeah. Out in the country you can see all the stars in the sky. You never see them in the city. It was wonderful.

**Friend:** So, you might go camping again?

**Sarah:** Sure!

**Next, Charlie.**

**Friend:** So, Charlie, how was your trip to the ocean? You said it was going to be fun.

**Charlie:** Well, yes, I thought it would be fun.

**Friend:** And? Was it fun?

**Charlie:** Huh. Not really. Friday afternoon was OK. It was nice and sunny, so we swam in the ocean.

**Friend:** Oh, that sounds good.

**Charlie:** But then it got cloudy, and the rain came.

**Friend:** Rain? Oh, no!

**Charlie:** Yeah, and it rained all day on Saturday.

**Friend:** Oh, really?

**Charlie:** Yeah, so we had to stay indoors. That was pretty boring.

**Friend:** Oh, that's too bad.

**Charlie:** Yeah, we were all pretty disappointed, you know.

**Friend:** I hate to ask this, but what was the best thing about the trip?

**Charlie:** Oh, uh...we went to an amusement park on Sunday, and we went on all the rides. That was OK, but I felt a little sick after that roller coaster ride.

**Friend:** Oh. So, it wasn't really a very fun trip.

**Charlie:** Not really. It was kind of boring.



Finally, Annie.

**Friend:** Annie, where were you last weekend? I tried calling you.

**Annie:** Oh, I went with some other people to Hong Kong.

**Friend:** Hong Kong? Wow! How exciting!

**Annie:** Yes, it was. But I was kind of nervous about the trip.

**Friend:** Why is that?

**Annie:** The other people knew each other very well, and I didn't really know all of them. I sometimes get nervous around people I don't know well.

## 6B Travel near and far

pages 28 & 29

Activity 1C & 1D (CD 1 Tracks 26 & 27, 4 minutes 10 seconds)

**First, Paul.**

**Friend:** Paul, how was your vacation?

**Paul:** Oh, good, really good. Thanks for asking.

**Friend:** Oh, sure, well, tell me about it.

**Paul:** All right. Well, uh...we traveled all over the country.

**Friend:** Yeah?

**Paul:** We even did some hiking in the mountains.

(Oh.) Yeah, unfortunately, we didn't have hiking boots, so we had to wear regular shoes. (Oh.) That wasn't very comfortable. (Yeah.) So, you want to see my pictures? They're here on my laptop. I took some great shots – about a thousand altogether!

**Friend:** Ooh! Sorry, but I really don't have time right now. Maybe some other time. Yeah, so, no problems, right?

**Paul:** Mm, not really. Oh, well. We did have one problem, now that I think about it.

**Friend:** What?

**Paul:** Well, I lost my passport. That was while we were in Seoul.

**Friend:** Oh, my gosh, that's pretty serious. What happened?

**Paul:** Well, I left it in our hostel, under the bed. (Oh.) But the receptionist called me on my cell phone and told me she found it, and she mailed it to where we were staying in Busan.

**Friend:** Wow! That was lucky. So, do you think you'll go back to South Korea again?

**Paul:** Sure! You should go, too, you know. It's kind

**Friend:** So, you thought it was going to be stressful?

**Annie:** Yeah! But it wasn't at all. We all got along really well. But we did so much and saw so much – we were all really tired!

**Friend:** Yes, sightseeing can be very tiring.

**Annie:** Actually, we didn't really do any sightseeing. All we did was shop and eat and talk. It was really tiring, but we had a wonderful time.

**Friend:** So, what was the best part?

**Annie:** Oh, you know me! Shopping!

**Friend:** Oh, of course!

of expensive to get there, but it's a wonderful country.

**Next, Beth.**

**Friend:** Beth, you're back! You look great!

**Beth:** Thanks.

**Friend:** Tell me about your vacation.

**Beth:** Well, we spent a lot of time on the coast. We went all the way up to Brisbane and then Cairns.

**Friend:** Oh, did you do a lot of swimming?

**Beth:** No, the water was too rough for swimming. But we did take a few surfing lessons. And...and then we went on a boat trip and visited the Great Barrier Reef.

**Friend:** Wow! So, are you a good surfer now?

**Beth:** Well, not too bad. That was fun, but the reef was incredible! All those fish!

**Friend:** Yes, sounds wonderful! So, did anything go wrong?

**Beth:** Uh...well, not till the very end of the trip!

**Friend:** Uh-oh! What happened?

**Beth:** Well, it was time to come back, but I couldn't find my plane ticket.

**Friend:** You lost your ticket?

**Beth:** No, I did find it in the end. But, by the time I got to the airport in Sydney, it was really late. It was past the check-in time, and they wouldn't let me on the plane.

**Friend:** So, you missed your flight?

**Beth:** Yes, I had to wait 24 hours till the next flight.

**Friend:** Ohh! So, do you think you'll go back to Australia again?

**Beth:** Oh, definitely! I can't wait to go again.

**Finally, Mike.**

**Friend:** Mike, you're back! How was your trip?

**Mike:** Great. Ah...I spent a lot of time with Ken and Haro, which was nice. (Mm-hmm.) They took me around and helped me with things like ordering food. That's pretty hard when you can't read the menu. The food was excellent, though.

**Friend:** Oh, wow. How are Ken and Haro? I haven't seen them for so long.

**Mike:** They're fine, same as ever. Oh, they have a little girl now. She's four years old.

**Friend:** Oh, I knew they had a baby. She's four already? Wow! Oh, um...and how about jet lag? Was that...um...a problem?

**Mike:** Not at all. I just slept a lot when I got there, and I was fine.

**Friend:** How was the weather?

**Mike:** Oh, not so good. (Oh.) It rained a lot, and it was too warm for me. It was really rainy when I went to Kyoto.

**Friend:** But...um...but you had a good time?

**Mike:** Oh, yes.

**Friend:** So, do you think you'll go back to Japan again?

**Mike:** Oh, yes, I'd love to. There are so many places to see. But next time, I'll go in the spring or the fall – when it's not so rainy!

## 7A Eating out

page 31 Activity 2B & 2C (CD 2 Tracks 1 & 2, 2 minutes 50 seconds)

### Conversation 1

**Man:** Hello.

**Woman:** Oh, hi. How're you doing?

**Man:** Good, thanks. What are you going to get?

**Woman:** Uhh...not sure yet.

**Server:** Uh, what can I get you?

**Woman:** Um...do you have any fish left?

**Server:** No, sorry. It's all gone today.

**Woman:** Oh, OK. Is that beef curry?

**Server:** Yes.

**Woman:** I'll have that. Oh, and some rice, please.

**Man:** The same for me.

**Server:** OK.

**Woman:** Ooh, they have lemonade. Do you want some?

**Man:** No, thanks, I'll just have water.

**Woman:** Are you sure? It's fresh.

**Man:** Well, OK.

**Woman:** Two lemonades, please.

**Server:** Sure. Ice with both?

**Man and woman:** Yes, please.

### Conversation 2

**Waiter:** Are you finished?

**Woman:** Oh, yes, thank you.

**Man:** Everything was very good.

**Waiter:** Would you like any dessert?

**Woman:** Uh...yes, please. What do you recommend?

**Waiter:** We have apple pie and chocolate cake. Both are homemade and they're very nice.

**Man:** Hmm. Uh...I'll have the apple pie.

**Woman:** Yes, me, too.

**Man:** Oh, can I get some vanilla ice cream with mine?

**Waiter:** Sure.

**Woman:** Oh, no ice cream for me. Just the pie.

**Waiter:** Oh, OK, and would you like coffee?

**Woman:** Yes, please. Black coffee would be great.

**Waiter:** Uh...sir?

**Man:** Hm? Oh, uh...no coffee for me. Uh...can I have some hot tea?

**Waiter:** Certainly. So, it's one coffee and one tea.

**Man:** Thanks.



### Conversation 3

**Woman:** Wow! It's hard to choose, isn't it? There's so much.

**Man:** I'm pretty hungry. This chicken looks good. I'm going to have some. Can I give you some?

**Woman:** Oh, no, thanks, I don't eat chicken. I'll just have some salad.

**Man:** Ooh! This potato salad looks nice.

**Woman:** I just want some of this mixed salad. It looks really fresh, doesn't it?

**Man:** W...is that all you want? Take some more.

**Woman:** Oh, no, I have enough. I'll come back later if I'm still hungry. Ooh, there's soup. I didn't notice that.

**Man:** Ooh, I'll have some of that. You, too?

**Woman:** Ohh, not today.

**Man:** Now, where are the drinks?

**Woman:** Oh, over there – look! . . . What can I get you?

**Man:** Is there any orange juice?

**Woman:** Yeah. A big glass or a small one?

**Man:** Ha-ha-ha. You know me!

## 7B Food around the world

page 32

Activity 2A & 2B (CD 2 Tracks 3 & 4, 2 minutes 10 seconds)

**First, Julie.**

**Man:** Hey, Julie, what's the most unusual thing you've ever eaten?

**Julie:** Oh, uh...well, when I was in Mexico, my friends took me to a really nice restaurant. (Yeah?) Usually I start a meal with a salad, but they wanted me to try a local soup. They said it was famous and I had to try it. (Uh-oh.) It was a soup made out of...uh . . .

**Man:** Made of what?

**Julie:** Garlic.

**Man:** Garlic?

**Julie:** Yeah. With an egg floating in it. Garlic soup! Ha-ha. Actually, it was delicious.

**Man:** Really?

**Julie:** Yeah. Different, but really good.

**Next, Andy.**

**Woman:** Hey, Andy!

**Andy:** Hey.

**Woman:** Hey. Um, what's the most unusual thing you've eaten?

**Andy:** Um, well, one time I had something very strange in Florida. (Uh-huh.) I thought it would taste like fish, like shark or something. But it just tasted like chicken. It wasn't bad at all.

**Woman:** So, what was it?

**Andy:** It was, uh...alligator.

**Woman:** Oh, alligator? (No!) Yuck!

**Andy:** No, no. It was good. You should try it sometime, if you get the chance.

**Woman:** Um...I don't think so.

**Finally, Kurt.**

**Woman:** Hey, Kurt, what's the most unusual thing you've ever eaten?

**Kurt:** Oh, well, let's see. I was in Japan one time, and it was this really hot day. (Uh-huh.) So, I went into the ice-cream shop. And there was this, like, green ice cream. (Eww.) I thought it was pistachio, or maybe mint.

**Woman:** It wasn't?

**Kurt:** Nope.

**Woman:** Oh, don't tell me it was *fish* ice cream.

**Kurt:** Ha-ha. No, it was green tea ice cream.

**Woman:** Oh. Well,...did you like it?

**Kurt:** Not really. It just wasn't sweet enough. I like my ice cream really sweet.



## 8A Let's see a movie!

page 34 Activity 1B & 1C (CD 2 Tracks 5 & 6, 2 minutes 30 seconds)

**First, Becky.**

**Friend:** Hey, you know that DVD you saw yesterday?

**Becky:** Yeah.

**Friend:** Did you enjoy it?

**Becky:** Well, actually, yeah, it was pretty good. (Huh.) The scenes with the penguins, they were the best. (Uh-huh.) But the main story was all about a lion, um...a zebra, a giraffe, and a hippo. And...ah... they all live in a zoo in New York. (OK.) So, they travel to Africa and have all kinds of adventures.

**Friend:** Oh, cool.

**Becky:** The dialog was really funny, and the animation was very clever. Um...it was funny because I-I know the characters weren't real animals, but the story was very exciting. (Huh.) I didn't expect that.

**Friend:** Huh. And what was it called again? *Mozambique*?

**Becky:** No. *Madagascar*.

**Friend:** Oh, yeah. It sounds good.

**Next, Rich.**

**Friend:** Hey, Rich, what was that DVD you saw last night like?

**Rich:** Huh? Oh, that was great. Uh...the story takes place in England...uh...about 200 years ago. (Uh-huh.) And...uh...there's a young woman and

man, and they don't...they don't really like each other - but then, of course, in the end, they end up falling in love.

**Friend:** Ooh! Very romantic!

**Rich:** Yeah, yeah, it was all right. It made me laugh a lot. I mean, some parts were really funny. I...I really like Keira Knightley, too.

**Friend:** Uh-huh. And...um...what was it called?

**Rich:** Um, *Pride and Prejudice*. . . . I don't...I don't remember.

**Friend:** *Pride and Prejudice*?

**Rich:** There you go.

**Friend:** Yeah. Ha-ha.

**Finally, Laura.**

**Friend:** Did you see that film?

**Laura:** Yes, it was very interesting to find out about how the fathers look after the eggs all winter long. And how the mothers go off to the ocean, leaving them alone.

**Friend:** Did it make you laugh?

**Laura:** No, it made me cry! It was pretty sad. Gosh, I don't remember the title exactly. What...uh... something with...was it *The Walk of the Penguins*?

**Friend:** No, *March of the Penguins*.

**Laura:** Oh, yeah, that was it. I really enjoyed it.

**Friend:** Really? I didn't like it that much.

## 8B What's on TV tonight?

page 36 Activity 1B & 1C (CD 2 Tracks 7 & 8, 4 minutes 40 seconds)

**One.**

**Sue:** So, Len, what do you think of the game so far?

**Len:** Well, Sue, this sure is turning out to be one exciting game! The Lakers were expected to win easily. They won their last game by 12 points, and the Hornets have lost their last four games. But here we are near the end of the fourth quarter, and the Hornets are leading the Lakers 84 to 63. It's really amazing and nobody expected it,

especially given that the Hornets . . .

**Two.**

**Game show host:** Well, that's absolutely correct! OK, Donna, what are you going to do now? Do you want to stop there, or do you want to spin the wheel?

**Donna:** Uh...I...uh...oh, oh, I think maybe I'd like to -

**Host:** Now don't forget! If you stop now, you can go home with five hundred dollars.

**Audience:** Ohh!

**Donna:** Yes, I know.

**Host:** But if your number comes up on the wheel, that amount could go up to five thousand dollars. (Oh!) Or you could lose everything. (Ooh!) So, what are you going to do, Donna?

**Donna:** Ah...I'm going to continue. I want five thousand dollars – not five hundred! OK, let's spin that wheel!

**Three.**

**Ted:** ... no further comment at this time. And we have reports just coming in of a storm warning tonight for the whole metro area. Tania Williams is in Hunterville with the details. Tania?

**Tania:** Thank you, Ted. Yes, indeed. Heavy snow is already falling here, as you can see. We're in Hunterville – that's 50 miles south of the city – and forecasters are saying this snow is moving very rapidly north. It could get much worse within an hour or so. Ted?

**Ted:** Uh...Tania, do you have any warnings for drivers?

**Tania:** Oh, absolutely. As you can see behind me, traffic is backed up for miles. Stay home if at all possible.

**Ted:** Tania, how long before the snow reaches us here in the city?

**Tania:** Well, they're saying about an hour, Ted. So, my advice to everyone: Stay warm and dry, and don't go outside.

**Ted:** Good advice. Thanks a lot. ...

**Four.**

**Narrator:** ... It's a beautiful sunset, and the lions

are resting now. It was a difficult kill, and they've all eaten their share. So, now it's time for some after-dinner sleep – for most of them. One of the females stays awake – she's watching the cubs, who're playing. But wait! She's now noticed that something is wrong. She's looking into the distance, and she can see ...

**Five.**

**Maria:** ... checked the x-rays and it looks very serious, Dr. East.

**Dr. East:** Maria, I wish you'd call me Kevin.

**Maria:** I'm sorry, doctor. We both know it just won't work.

**Dr. East:** But, Maria, I can't stop thinking about you.

**Maria:** Dr. East, there's a patient in room three, and he needs your attention now!

**Dr. East:** All right. But remember what I said. And remember: There'll always ...

**Six.**

**Jackie:** ... OK, that's great. And now please welcome my next guest, Bobby Lee Brown!

**Audience:** Hooray!

**Jackie:** So, Bobby, how are you doing?

**Bobby:** I'm doing great, Jackie. How are you?

**Jackie:** Fine, just fine, thanks. So, uh...Bobby, you haven't been here on my show for, well, quite a while now.

**Bobby:** I know. That's right, Jackie, I've been lucky enough to be working a whole lot the past year or two.

**Jackie:** Uh-huh. So, tell us what you've been doing since the last time you were here. Have you been doing ...?

## 9A A healthy lifestyle

page 41 Activity 2B & 2C (CD 2 Tracks 9 & 10, 4 minutes)

**First, Kris.**

**Greg:** Welcome to "How Can I Help?" – where you ask me, Greg Hunter, for advice with your problems. Our number is 555-1234. Roz, who is our first caller?

**Roz:** Well, Greg, our first caller is Kris, and she's on line one.

**Kris:** Hi, Greg. Um...I want to lose weight. My problem is that I always eat between meals. I... uh...well, I can't control myself, and I don't know



what to do. Oh-ho, I'm always hungry, and I love candy!

**Greg:** Ah-ha, now what do you have for breakfast?

**Kris:** Uh...well...uh...just coffee.

**Greg:** Well, see, Kris, that's your first mistake. You should eat a good breakfast every morning – it's so important. And what is it you snack on between meals?

**Kris:** Hmm...uh...candy, usually.

**Greg:** Now, see, that's awful! L...if you feel hungry between meals, eat fruit. Have an apple or an orange, but please don't eat candy!

**Kris:** Ah...oh...OK. You're right. I'll try to do that but, oh-ho, i-it's going to be hard!

**Next, Tim.**

**Roz:** OK, Greg, our next caller is Tim.

**Greg:** Hi, Tim. How can I help?

**Tim:** Well, I work 12 hours a day. If I leave work early, my boss thinks I'm lazy. Some days I don't get home till midnight.

**Greg:** Well, Tim, that's a tough one. How many days a week do you work?

**Tim:** Five – Monday to Friday. Not weekends.

**Greg:** OK. Then I think you should make the most of your weekends. You know, sleep late, get plenty of fresh air, and just relax with your family and friends. And you should never work late on Friday nights. That should be the beginning of your weekend.

**Tim:** Hmm, you know, that...that's easy to say. Friday is our busy day. That's the day I really have to work late.

**Greg:** Talk to your boss. Tell him –

**Tim:** Ah, her!

**Greg:** OK, tell her that you can't work such long hours.

**Tim:** You don't know my boss. That's impossible...

**Greg:** ... Tim? Oh, Tim?

**Roz:** I think we lost him, Greg.

**Finally, Jill.**

**Greg:** OK. Who's next, Roz?

**Roz:** Well, we have time for just one more caller, Greg. It's Jill – line two.

**Greg:** Go ahead, Jill. How can I help?

**Jill:** Oh, well, I have a lot of stress in my life, Greg. I get a lot of headaches.

**Greg:** And can you tell me when you get these headaches?

**Jill:** Oh, well, every little problem gives me a headache. It's terrible.

**Greg:** Well, Jill, do you play any sports or do any exercise?

**Jill:** Ah, not really. I don't have time.

**Greg:** Well, you really should make time – to go for a long walk at least, say, three times a week.

**Jill:** Well, I really don't have much free time.

**Greg:** Well, you need to learn to relax. Like...uh...if you have a problem, take a deep breath and close your eyes. Think about happy things.

**Jill:** OK, I'll try. I know you're right. Thanks, Greg.

**Greg:** You're welcome, Jill. OK, Roz, listeners, time's up. Join us again next week for "How Can I Help?"

## 9B Sleep and dreams

page 42 Activity 2B & 2C (CD 2 Tracks 11 & 12, 2 minutes 50 seconds)

**Susan:** Dr. Richard Taylor is the director of the National Sleep Center. He's here to answer your questions on sleeping and dreaming. Welcome, Dr. Taylor.

**Dr. Taylor:** Oh, thank you, Susan.

**Susan:** Now, first, a question from Amy in Baltimore. Do women sleep less than men?

**Dr. Taylor:** Ha-ha! Well, that's a good question, Amy! No, actually, there's no difference.

**Susan:** Now here's one from Bob in Denver. Does a sound sleeper move less than a light sleeper?

**Dr. Taylor:** Well, Bob, people move around while they're trying to get comfortable before they fall asleep. But when they're asleep, mm, some people stay pretty still while others move quite a bit. It has nothing to do with how soundly they sleep.

**Susan:** And how much sleep do we need, Dr. Taylor?



**Dr. Taylor:** There are a few people who need only a few hours, Susan, but most of us need eight hours. If we don't get eight hours, we feel sleepy during the day.

**Susan:** Actually, I find it hard to get to sleep. What's the best cure for insomnia? Sleeping pills?

**Dr. Taylor:** Oh-ho, no, that's the worst thing you can do. The best cure is to try to make your mind a blank. Think of white clouds or green trees. What works for many people is reading. Read a book until you feel sleepy. Then you can turn off the light, and you'll be asleep in no time!

**Susan:** Thank you. Now this next question is from Tom in Cleveland. How many dreams does a person usually have in one night?

**Dr. Taylor:** Uh-huh. Well, Tom, some people will tell you that they never dream, but everyone

dreams. In fact, the average person has about four dreams per night, but some may have up to as many as seven dreams in one night. During a full eight-hour sleep, two hours of it is spent dreaming. But many people can't remember anything that they dream about. That's why they think they don't dream at all.

**Susan:** Now we have a question from Wilma in Portland. Is it true that eating before bed can give you bad dreams – you know, nightmares?

**Dr. Taylor:** Ah, well, Wilma, lots of people say that. But there's no evidence of this at all. A big meal may stop you from getting to sleep in the first place, though. But there's nothing wrong with a snack or a hot drink.

**Susan:** But not coffee or tea.

**Dr. Taylor:** Oh-ho! No! Ha-ha.

## 10A Improve your memory!

page 44 Activity 2A (CD 2 Track 13, 3 minutes 50 seconds)

**First, people's names.**

**Ben:** I met that new guy yesterday, you know, but it was really embarrassing.

**Maggie:** Really?

**Ben:** L...I couldn't remember his name. I still can't. You know who I mean, don't you?

**Maggie:** Mm, sorry, Ben, but I don't know who you mean. You need to improve your memory.

**Ben:** Ha-ha! I know.

**Maggie:** The way I remember names, is I think of the place where I first met the person and who they were with. Then it's easier to remember their name.

**Pam:** Hmm, good idea. But here's what I think: You should try to remember the first letter of their name. If it's Bob, think B...B.

**Maggie:** Mm, yes. Or you should write down their name the first time you meet. In a notebook.

**Ben:** Oh, OK. I'll try those ideas. Now, I still can't remember that guy's name, though! Ha-ha!

**Next, important numbers.**

**Maggie:** My problem is that I can't remember numbers.

**Pam:** Uh...what? Like phone numbers?

**Maggie:** I sometimes forget phone numbers, but I have more of a problem with other numbers. You know, like my social security number or PIN numbers.

**Ben:** Hmm, well, you should say new numbers aloud several times.

**Pam:** Mm, I think you should write the number down – and not just once, but several times.

**Ben:** Oh, you can also break the number down into smaller numbers.

**Maggie:** Mm...uh...how do you mean?

**Ben:** Well, let's say you want to remember this number: one-three-five-seven-nine-zero.

**Maggie:** OK.

**Ben:** Well, think of it as one-three...five-seven...nine-zero. You know, as pairs of numbers.

**Maggie:** Oh, OK. I'll try that.

**Finally, English vocabulary.**

**Pam:** Hiroshi! Hi! Have a seat.

**Hiroshi:** Hi!

**Pam:** These are my friends. Guys, this is Hiroshi.

**Maggie:** Hello. I'm Maggie.

**Hiroshi:** Hey, Maggie.

**Ben:** Uh, Hiroshi. Hi, yeah, we met yesterday.

**Hiroshi:** Oh, I remember you. Hi, Ben.

**Pam:** We were just talking about ways to remember things.

**Hiroshi:** Really? Well, I'm still learning English, and I find it really hard to remember new vocabulary. Any ideas?

**Ben:** Hmm. You should say new words aloud several times. You can say them quietly to yourself, but it's the pronunciation that's important with new words.

**Maggie:** That's right, and always use a dictionary, and look at the example sentences in the dictionary – not just at the meanings. The

sentences show how to use the word. That's important.

**Hiroshi:** OK. That sounds like a good idea.

**Ben:** Oh, and you should highlight each new word when you see it in a book. A yellow highlighter pen is always good.

**Hiroshi:** A highlighter pen?

**Ben:** Yeah, do you have one?

**Hiroshi:** No, I need to get one.

**Maggie:** Here, Hiroshi. You can have this one.

**Hiroshi:** Oh, thanks very much, Maggie. Any more tips?

**Pam:** Hmm. Yes! Here's another one. When you hear a new word write it down in a book ...

## 10B Good advice

page 47 Activity 2A & 2B (CD 2 Tracks 14 & 15, 3 minutes 40 seconds)

**First, Billy.**

**Roz:** And sitting in today for Greg Hunter on "How Can I Help?" is Jessica Richards. She's waiting to take your calls.

**Jessica:** Thanks, Roz.

**Roz:** Sure.

**Jessica:** Hi, everybody. Our number is 555-1234, and the lines are open now. Roz, who's our first caller?

**Roz:** Well, Jessica, here's Billy on the line. He's 18 years old.

**Jessica:** Thanks, Roz. (Sure.) Billy, how can I help?

**Billy:** Uh, hi, Jessica, I-I love my mom and dad a lot, but sometimes I think I disappoint them.

**Jessica:** Oh. Well, uh...let's see, Billy, I think there are plenty of things you can do. Now, everybody appreciates compliments, even your mother and father. Compliment them on things that they've done. And take time to talk to them and to listen. It's important to be a good listener. And, well, I think if you do all that, they'll think you're a good son.

**Billy:** OK. Well, thanks.

**Next, Tanya.**

**Roz:** OK, Jessica, now here's Tanya on the line.

**Jessica:** All right-y. Hi, Tanya. How can I help?

**Tanya:** Um...well, I really like what you said to that guy Billy. Um...anyway, here's my question: How can I be a better friend?

**Jessica:** OK, good question, Tanya. Friendship is very important, and you have to work at it all the time. First, let's see, you may want to buy your friends little gifts from time to time. Oh, I mean, not expensive gifts. Just get little things to show you care, like a postcard, a flower, or maybe a paperback book. These kinds of things make a friend feel special. Also, remember to ask your friends questions. It shows that you're interested in them.

**Tanya:** Oh, OK. Great ideas. Thanks. I'll give them a try.

**Finally, Henry.**

**Roz:** All right, Jessica, are you ready for our last caller?

**Jessica:** Sure am!

**Roz:** All right, we've got Henry on line three.

**Jessica:** Henry, hi. How can I help?

**Henry:** Hi, Jessica. Well, I just got a new job. I want some advice on how to be a good employee. See, I want my boss and my co-workers to appreciate me.



**Jessica:** OK, great, Henry. Well, work is an important part of our lives. So, first of all, don't be afraid to say "I don't know" or "Can you help me?" You need to remember that everyone makes mistakes. And when you make mistakes, just try to learn from them.

## 11A How to get there

page 48 **Activity 1B & 1C (CD 2 Tracks 16 & 17, 2 minutes 40 seconds)**

**Tourist one.**

**Tourist:** Excuse me.

**Woman:** Yes. Can I help?

**Tourist:** Yeah, I...I'm trying to get to Central Park. Is it this way?

**Woman:** Oh, no, you're walking in the wrong direction. It's north of here.

**Tourist:** Oh. Uh...how long does it take to get there?

**Woman:** Well, it's best to go by bus, I think. You can get on the M104 at the stop right over there. See it?

**Tourist:** Yeah. Thanks.

**Woman:** It'll only take about ten minutes. And get off at Columbus Circle.

**Tourist:** Oh, OK. Great. Thank you so much.

**Woman:** Oh, you're welcome.

**Tourist two.**

**Tourist:** E-excuse me. We're trying to get to Rockefeller Center. Is it far from here?

**Man:** Oh, no, it's not far.

**Tourist:** Do we have to take a taxi?

**Man:** No, no, you don't need a cab. You can walk there from here. Are you guys going to the Top of the Rock?

**Tourist:** Yes, yes we are. They say the view from there is fantastic.

**Man:** Oh, it sure is. Look, you...you just go down

**Henry:** Well, should I try to do things like get to work very early in the morning?

**Jessica:** Oh, no, no. You don't need to do that. But getting to work a little early is always a good idea.

**Henry:** Thanks, Jessica, but my real problem is I wonder if I really am gonna...

this street, and turn left on Fifth Avenue.

**Tourist:** Fifth Avenue. OK. How long will it take to walk there?

**Man:** Oh, not...not long at all, it's only about, oh, 20 minutes.

**Tourist:** Thank you. Thanks a lot.

**Man:** My pleasure. Have fun!

**Tourist three.**

**Tourist:** Umm, excuse me, sir. We're on our way to Coney Island, but...uh...we...we're lost.

**Man:** Coney Island. It's kind of far.

**Tourist:** Oh, no. Really?

**Man:** Don't worry. It's easy to get there. You can take the subway from here, and you don't need to change trains.

**Tourist:** Oh, good. Uh...which subway is it?

**Man:** You can get the N train or the Q train. They both go all the way. Coney Island is the last stop.

**Tourist:** OK, the N or Q train. And...uh...about how long will it take?

**Man:** Oh. About an hour, I guess.

**Tourist:** Great. OK, come on, kids. Thank you very much.

**Man:** You're very welcome. Have fun!

**Tourist:** Thanks.

page 49 **Activity 2A (CD 2 Track 18, 1 minute 10 seconds)**

**One.**

**Man:** OK, we're on Second Avenue in front of the police station. Go up Second Avenue one block to Main Street. Turn left and walk past the supermarket. It's on the corner, next to the supermarket.

**Two.**

**Woman:** OK, so we're outside the entrance of the Police station on Second Avenue. Um, walk down to Green Street and then turn left. Um...walk along Green Street one block to Third Avenue. Then, turn left and...um...go up Third Avenue for two blocks. It's on the corner of Park Street and Third Avenue, across from City Park.



# 11B Plenty to do

page 50 Activity 1B & 1C (CD 2 Tracks 19 & 20, 2 minutes 40 seconds)

**First, Karen.**

**Karen:** London's a really great place to visit. I go everywhere by bus – you know, the famous double-decker red buses. It's so easy to get around by bus. You can get a cheap all-day bus pass and go on any bus all day and all night. Actually, many of the famous places are quite close to each other. So, on a fine day, you can walk between them. That's my favorite way to get around the city. If you want my tip for the best place to go, it's the British Museum – the museum with exhibits from all over the world. It's an old museum, but it has a wonderful modern glass roof. And, like all the museums in London, it's free!

**Next, Andrew.**

**Andrew:** You'll really enjoy Sydney – it's a wonderful place for a visit, and there's so much to see and do. I mean, everyone knows the Opera House – it's one of the most famous buildings in the world. And the people in Sydney will always be ready to help you. They're very friendly to strangers. And Sydney Harbor is the biggest in the

world – you can travel the ferries all around the harbor. And Sydney has fantastic sandy beaches. Oh, and there's one place you really must go on a ferry, and that's the Taronga Zoo. It overlooks the harbor and is a great place to see Australian animals, such as kangaroos and koalas. But, you know, for me, the best thing about Sydney is the harbor.

**Finally, Grace.**

**Grace:** Visitors love Singapore for the shopping. It's excellent, and you can get some real bargains here. Oh, the food is great, too, you know – all kinds of Asian food and not expensive at all. The outdoor food markets are the best places to eat. You order your food, and then it's cooked right in front of you. And then you go and eat it at a table outside. It's fun and a great way to meet people! But what I think you'd like most about Singapore is the great mix of different people – Chinese, Malay, Indian, and European. For me, that's the best thing about Singapore.

# 12A Holidays

page 53 Activity 2A & 2B (CD 3 Tracks 1 & 2, 3 minutes 20 seconds)

**Turkey, New Year's Day.**

**Man:** So, uh...tell me, what holidays are there in the winter in Turkey?

**Woman:** Oh, the highlight of the winter is New Year's Day. (Oh.) We celebrate the end of the year that has passed and the beginning of the new year. Starting a few weeks before, people send greeting cards for the coming of the new year. We give each other small gifts. The main event is a big meal where the whole family gets together. And...uh...the TV channels broadcast their best programs, so... uh...we watch a lot of television. Ha-ha. Lots of people go out to clubs and restaurants, where they sing and dance all night.

**Man:** Oh, that's great. So, all of this happens on New Year's Day, o-on January 1st?

**Woman:** No, no. It starts in the afternoon of December 31st, and it goes on all through the night. We stay up all night!

**Japan, Coming-of-Age Day.**

**Man:** What's a big holiday in Japan?

**Woman:** There are lots of holidays. But the favorite for young people is Coming-of-Age Day.

**Man:** Oh.

**Woman:** This day is for all the young men and women who have turned 20 years old during the current school year – you know, from the previous April to the following March. The local governments organize a special ceremony for people in the morning at the town hall. Then people often go to a shrine or temple.

**Man:** OK.

**Woman:** The young men mostly wear suits, but the young women wear a special traditional kimono bought or rented for the occasion. After the ceremonies, everyone begins partying together.

**Man:** Nice.

**Woman:** And they stay up all night having fun.

**Man:** And what's the date of this holiday?

**Woman:** It's not a fixed date – it's on the second Monday in January. We spend the whole weekend getting ready for it!

**Mexico, Day of the Dead.**

**Woman:** So, ah...what's the most important holiday in Mexico?

**Man:** Oh, without a doubt, the Day of the Dead.

## 12B Good manners

page 55

Activity 2A & 2B (CD 3 Tracks 3 & 4, 2 minutes 30 seconds)

**Amy:** So, Jean-Pierre, is this your first visit to the United States?

**Jean-Pierre:** Yes, it is. I-it's all a bit confusing. You know, some friends invited me to their home for dinner next week. What should I take...uh...as a gift?

**Amy:** Oh, well, it's probably best to take some flowers – or maybe a small gift, like something typical from your country.

**Jean-Pierre:** Yes. Well, in France, flowers are a good idea, too. Or a...a box of chocolates. And in France, it's polite to arrive a little early. Is it the same here?

**Amy:** Well, in the U.S., we don't arrive exactly on time, but you should arrive no more than 15 minutes late. If you're going to be later than that, you really should call so they don't think you've gotten lost – or forgotten to come.

**Jean-Pierre:** Oh, I wouldn't want that!

**Amy:** No. Now, in France, how do you greet your host or hostess when you arrive?

**Woman:** The Dead? Wow, uh...that sounds depressing!

**Man:** Not at all – it's a whole lot of fun. It's based on an old belief that the souls of the dead people visit Earth for one day each year – and the living people welcome them. There's a big parade where people wear skull masks and dress as skeletons. Children get candy in the shapes of skulls. It sounds depressing, but it's actually a very happy and peaceful day. At the end of the day, everyone has a big meal. And then we stay up for the rest of the night partying – there's lots of singing, and everyone dances.

**Woman:** Wow, when do you celebrate this holiday?

**Man:** It's the 1st of November.

**Woman:** Oh.

**Jean-Pierre:** Well, when you get there, it's normal to kiss your hostess on both cheeks. If you're a man, you shake hands with the host – we...you don't kiss him.

**Amy:** OK, well, here we sometimes kiss our hostess on one cheek, not both. Generally, we don't kiss our host. It kind of depends on how well you know your host and hostess.

**Jean-Pierre:** Oh, another thing: In France, you shake hands with all the other guests. If you don't, it's not polite. What about here?

**Amy:** Well, here it's usually OK just to say hello. Oh, it's also important to look people in the eye when you talk to them. People may think you're unfriendly if you don't. And use their first names.

**Jean-Pierre:** In the past, people were formal, too, in France – uh...they...they didn't use first names. Now, we generally use first names, too. You know, if someone is close enough to you and, you know, you've met them before . . .



# 13A Celebrities

page 59 Activity 2A & 2B (CD 3 Tracks 5 & 6, 4 minutes 20 seconds)

**Sue:** Good morning, everyone. We have an exciting program for you today on "Literature Today." We're going to talk about two of the world's most popular authors. Who should we start with, Jim?

**Jim:** Well, I guess about the most popular author in the world right now is Joanne Rowling.

**Sue:** Now, not many people know her first name. Isn't that right?

**Jim:** Right, that's true. She's usually called J. K. Rowling. You see, her publisher asked her to use her initials on her first book so her readers wouldn't know if she was a man or a woman.

**Sue:** I see.

**Jim:** That's because her first book was about a young boy with magic powers – that's Harry Potter, of course.

**Sue:** Of course.

**Jim:** Her publisher wanted to make sure that boys would read her book.

**Sue:** OK, now, can you give us a little history on her? Where was she born?

**Jim:** Uh...she was born in England in 1965, but she lives in Scotland now. And she started writing at a very early age – she was...uh... just six years old. (Wow.) Later, she worked as a translator and as an English teacher in Portugal. She got the idea for her first Harry Potter book while she was riding a train.

**Sue:** OK. And now she's the richest woman in England. A-amazing! How does she do it? I mean, what's her secret?

**Jim:** Well, for one thing, she writes every day. Some days she only writes for ten minutes, but most days she writes for ten hours.

**Sue:** You're kidding! Ten hours? (Yeah!) Well, I have to tell you, I just love her books!

**Sue:** Now, who would you say is the most famous American author?

**Jim:** Well, that's a hard question to answer. But I can talk about one of my favorite authors, and that's Stephen King.

**Sue:** Uh-huh!

**Jim:** He's from the east coast of the United States, just like I am, and he still lives there.

**Sue:** Now, uh...is he older or younger than J. K. Rowling?

**Jim:** Oh, he...he's older. He was born in 1947.

**Sue:** And...uh...when did he start writing?

**Jim:** Well, he also started writing when he was a child. In fact, in high school, he used to write the stories of movies he'd just seen and then he would sell the stories to his friends!

**Sue:** Oh, my gosh, you're kidding! Really?

**Jim:** And when his teachers caught him, they made him give back the money.

**Sue:** Oh, ho-ho, wow! Now, did he get a job as a writer as soon as he finished school?

**Jim:** No, apparently he first worked as a high school English teacher. And then he wrote some short stories for magazines, and finally he wrote the manuscript for his first big success, *Carrie*, the one about the girl with magic powers.

**Sue:** Mm-hm!

**Jim:** Now, King didn't like the book at first, and he actually threw it away!

**Sue:** You're kidding?

**Jim:** No, and his wife took it out of the garbage and encouraged him to finish it and, of course, it was published in 1974.

**Sue:** Huh, now, do all of King's stories deal with magic powers?

**Jim:** Well, I think all his books – or at...at least most of them – are scary stories.

**Sue:** I see.

**Jim:** I find them pretty frightening.

**Sue:** Yeah.

**Jim:** But they're very well-written. And, well, many of them have been made into movies.

**Sue:** Yeah, that's true. Now, does King write every day?

**Jim:** Oh, yes. In fact, his advice to anybody who wants to be a writer is to read for four hours every day, and then to write for four hours every day.

**Sue:** Wow! You know, I don't think I could be a writer, then. Ha-ha!



**Jim:** No, I don't think I could, either! But...uh...I sure enjoy being a reader.

**Sue:** And so does our audience, I'm sure. Thanks for tuning in to "Literature Today," and we hope

## 13B Still famous

page 60 Activity 1B & 1C (CD 3 Tracks 7 & 8, 3 minutes 20 seconds)

First, Alexander Graham Bell.

**Interviewer:** Mr. Bell?

**Bell:** Yes?

**Interviewer:** What's this?

**Bell:** It's called the telephone. It's a new word. *Télé* means "long distance," and *phone* means "sound."

**Interviewer:** Oh.

**Bell:** There are two parts to it – one part you speak into, and the other part you listen to.

**Interviewer:** Oh, and how do you use this telephone?

**Bell:** Well, we don't need to send messages by telegraph anymore.

**Interviewer:** Ah!

**Bell:** With the telephone, we can actually speak to each other over long distances.

**Interviewer:** Hmm. Can I try it?

**Bell:** Sure. Just go into the other room, and pick up the telephone.

**Interviewer:** OK.

**Bell:** Then we can continue this interview over the telephone.

**Interviewer:** All right – if you're sure it's safe . . .

**Bell:** Hello?

Next, Thomas Edison.

**Interviewer:** So, Mr. Edison. Tell us about your new invention.

**Edison:** Well, this is going to make a big difference in people's lives. It's going to make people's homes more pleasant and the streets safer.

**Interviewer:** Yes, I can see how the streets might be safer. What do you call your invention?

**Edison:** I call it an electric lightbulb. Look, I'll show you how it works. I turn on the electricity and . . .

**Interviewer:** Wow! That's so bright!

to have you back with us next week, when we'll discuss the question: Which was better, the book or the movie?

**Edison:** Yes. Yes, it is. Now, don't touch it.

**Interviewer:** And where will these...uh...these lightbulbs be used?

**Edison:** Oh, in homes and streets – they'll replace gas lighting. I'm building a machine to make them in a factory, so the price will not be expensive. Soon every home will have them.

**Interviewer:** So, the future is "bright," Mr. Edison?

**Edison:** Ha-ha-ha. It sure is!

**Interviewer:** Ha-ha-ha.

Finally, Karl Benz.

**Interviewer:** Mr. Benz, how does this vehicle work?

**Benz:** Well, yeah, I'll show you. It's called a *motor car* or an *automobile*. Now, this motor in the back pushes the wheels around. The motor uses gasoline.

**Interviewer:** And how do you control the direction?

**Benz:** Ah! This handle here turns the front wheel. If you want to go to the right, you push it to the left.

**Interviewer:** How fast does it go?

**Benz:** The top speed is about eighteen miles per hour.

**Interviewer:** Oh, that's fast! Can I have a ride?

**Benz:** Yes, yes, yes, absolutely. There's room for two people.

**Interviewer:** Oh, good.

**Benz:** I'll just ask my assistant to start the motor. Gustav!

**Interviewer:** Oh-ho! Ha-ha!

**Benz:** Ha-ha. Very nice, huh?

**Interviewer:** Yes!

## 14A My dream home

page 63

Activity 2A & 2B (CD 3 Tracks 9 & 10, 2 minutes)

**Tom:** Ann, what would your dream home be like?

**Ann:** My dream home? Well, let's see. I definitely want a porch so that I can sit outside in the warm weather. And big windows, so I get lots of sunlight. Oh, and a fireplace so that I can sit in front of a fire in cold weather. And air conditioning is a must, too.

**Tom:** Ha! Anything else?

**Ann:** And I want to have really big closets so that there's plenty of room for all my clothes and shoes.

**Tom:** How about the location?

**Ann:** Oh, well, I want to be next to a sandy beach and watch the sunset over the ocean every evening.

**Tom:** Oh, wow! How about a garage?

**Ann:** Well, I don't have a car, so I don't need a garage.

**Ann:** So, Tom, how about *your* dream home?

**Tom:** Well, for me, plenty of space is important. I want to have rooms that are really spacious. And another important thing is bathrooms. It has to have plenty of bathrooms – three at least. And my home would have a big yard with flowers and grass. Oh, and a swimming pool! Ha-ha!

**Ann:** Ha-ha, wow! Anything else?

**Tom:** Yeah. One very important thing: a home theater with a big TV and satellite and DVD player. I want to sit in comfort watching movies!

**Ann:** How about a garage?

**Tom:** I'm going to have a big expensive car. I'll need a garage. Ha-ha. That's essential!

## 14B Unusual homes

page 64

Activity 1B & 1C (CD 3 Tracks 11 & 12, 4 minutes 40 seconds)

**First, Matt.**

**Interviewer:** Matt, this is a really amazing home. I...I just can't believe you actually live here!

**Matt:** Well, it's not just me – there are four of us: me and my wife and our two kids. We like the unusual location, and we don't mind that it's small. All we have to do if we want more space is climb down and enjoy the forest around us. There's plenty of room there.

**Interviewer:** You know, Matt, what I really like is the way you seem to be part of nature. But, you know, it seems like it might be a bit dangerous. Do you have any accidents?

**Matt:** No, nothing serious so far. And the view is pretty nice, too. Look over there – you can just see the ocean, and we get fantastic sunsets looking west. We really love it here!

**Interviewer:** So, do you stay here all through the winter, too? I mean, it must get pretty cold.

**Matt:** Well, yes, it does get cold sometimes, but we don't mind.

**Next, Jean.**

**Interviewer:** Uh... Jean, this is an unusual place to live. What's it like living here?

**Jean:** The best thing is that it's a long way from anywhere. It's an hour to the nearest stores, and you don't see too many other people.

**Interviewer:** It must get lonely out here all alone in the middle of nowhere.

**Jean:** No, you soon get used to being on your own. And I have my dogs to keep me company. That's right, isn't it, boys? (*Dogs bark.*)

**Interviewer:** So, what else is good about living out here?

**Jean:** Oh, there are so many things. The flowers in the spring, the fresh air, and the lake – the lake is just outside the door.

**Interviewer:** The lake?

**Jean:** Yes. I have fresh fish for dinner every day. I go out in my boat every afternoon to catch dinner. The boys like fish, too. Don't you, boys? (*Dogs bark.*)



Next, Grant.

**Interviewer:** Wow, Grant, uh...you have a fantastic home! This is a perfect location!

**Grant:** Thanks, mate. I really love it.

**Interviewer:** So, tell me something: What do you think are the best things about it, huh?

**Grant:** It's such a relaxing place to be.

**Interviewer:** I'll say.

**Grant:** You arrive, open the front door, and walk in – and immediately feel free and relaxed. (Yeah.) Such a contrast from the city apartment where we used to live. The living room and the bedrooms are really big – we love that!

**Interviewer:** Man, they sure are big.

**Grant:** And the other thing that surprised us when we came here, is how friendly all the other people are around here.

**Interviewer:** Oh, really?

**Grant:** They're so helpful and generous. We spend a lot of time visiting with our neighbors – having barbecues, just hanging out together.

**Interviewer:** That's great. So, uh...how about in the winter? I mean, I'm guessing you get a lot of bad storms, right?

**Grant:** We do, but we enjoy them!

Finally, Nicole.

**Interviewer:** Wow, Nicole, so this is where you live all year round?

**Nicole:** Yes, of course. We sold our apartment in the city, and this is our home now. We love it! Our home on wheels!

**Interviewer:** That's...uh...that's great. Uh...so, what do you love about it? It seems pretty small for a family of four.

**Nicole:** Absolutely not! Everything is arranged so efficiently that we have just enough room. We all agreed to give away all our unnecessary possessions when we left our apartment. We just have what we need. This means we can live really simply and cheaply. The low cost is a big plus. And we can travel anywhere we want. When the school vacation comes, we just drive off to explore different places – no expensive air fares or hotels to pay for.

**Interviewer:** So, you, I mean, you-you have no regrets about your new lifestyle? What do your kids think about it?

**Nicole:** Regrets? Ha-ha-ha! You love this home of ours, don't you, kids?

**Boy and girl:** Yeah, we love it. It's great!

**Nicole:** See?

## 15A Childhood memories

page 66 Activity 2A & 2B (CD 3 Tracks 13 & 14, 4 minutes 20 seconds)

First, Cindy.

**Man:** When did this happen?

**Cindy:** Oh, in the summer. (Yeah?) We were all playing together one evening – there were six of us, I think. The game was: One person had to find somewhere to hide where the others couldn't find him.

**Man:** All right.

**Cindy:** And then the others counted to one hundred, and then they started looking for the hidden person. It was Kevin's turn to hide, and...we...he went off and hid somewhere. Well, we counted to a hundred and shouted, "Ready or not! Here we come!" (Uh-huh.) And, well...then we started looking, but we didn't find him. And then we realized it was almost bedtime, so...

**Man:** Uh-oh.

**Cindy:** Yeah, w...we all went home.

**Man:** Oh-ho, no!

**Cindy:** Well, Kevin went on hiding and didn't go home. His parents were worried and started looking for him but, you know, they couldn't find him, either.

**Man:** Oh, man!

**Cindy:** Yeah, well, then, at midnight, Kevin went home and said to his parents, "I won! Nobody found me!"

**Man:** Were his parents angry?

**Cindy:** Oh, yes! When his parents saw him, they were very angry.

**Man:** I'll bet.

**Cindy:** Yeah, and they wouldn't let Kevin play with us ever again, which, you know, wasn't fair because we didn't tell him to hide...



**Next, Howard.**

**Woman:** So, you were playing in the park?

**Howard:** We were playing in the park, yes, and I was the goalie, as usual.

**Woman:** Uh-huh.

**Howard:** Uh...I was always the goalie because I wasn't very athletic – I was pretty heavy back then. Anyway, the other kids kept shooting the ball at me, and...uh...I saved it, every time. I was...uh...a pretty good goalie, actually. But then the sky suddenly got darker and darker, and...uh...we knew there was going to be a thunderstorm. So, we all got under a big tree.

**Woman:** Oh, no! Well, that's the worst place!

**Howard:** Yes, I know. Well, luckily, this...uh...man came by and saw us there and yelled at us, "Don't stand there! Go to the coffee shop!" And we were like, "But they won't let us stay there if we don't buy something." And he just said, "Come with me."

**Woman:** So, you just, like, went with him to the coffee shop?

**Howard:** Yes, and it was OK. We stayed there till the storm was over. And it was good that we did because the big tree in the park was struck by lightning.

**Woman:** Wow!

**Howard:** We were so lucky.

**Woman:** Oh, no! Well, did you continue your game?

**Howard:** No way. We all went right home and stayed indoors!

**Finally, Ellen.**

**Man:** You were playing with your cousin?

**Ellen:** Yes, uh...my cousin Bobby. We were playing outside our grandmother's house in her yard. And...um...well, we found this old baseball, and we were throwing it to each other. Now, I was good at throwing but terrible at catching and, ha-ha, well, Bobby was not very good at throwing but a great catcher. So, we spent a lot of time not catching the ball and losing it. We were both getting a little bored with the game.

**Man:** So, what did you do?

**Ellen:** Well, just then, um...my grandma came out of the house and shouted, "I've made some cold lemonade. Do you want some?" And we both yelled, "Yes!" And this was just as Bobby was throwing the ball to me. But, well, I was already running to the house, so of course I didn't catch it, and it went through the living room window. Smash!

**Man:** Oh, no!

**Ellen:** We both yelled, "It's not my fault!"

**Man:** And your grandmother was very angry, I'm guessing, right?

**Ellen:** No, not at all, actually. I mean, she laughed and laughed. She saw that it was her own fault, really, for interrupting our game.

## 15B Fads and fashions

page 68 Activity 1B & 1C (CD 3 Tracks 15 & 16, 3 minutes 10 seconds)

**Grandpa:** Look, Tracey. I found this box in the garage. Look what's inside it!

**Tracey:** Oh, wow, Grandpa! That looks like an original yo-yo.

**Grandpa:** Well, no, it's not an original. After I opened the box and looked inside, I did some research on the Internet. I found that the first yo-yos came out in 1928. I had this one when I was in college. That was in the sixties. They were really popular in the U.S. in the sixties.

**Tracey:** Oh, cool, and you have a Frisbee, too.

**Grandpa:** Frisbees first appeared in...uh...1948, and they started being really popular in the fifties. I had this one when I was in high school.

**Tracey:** Hm, frisbees are still popular. I have one.

**Grandpa:** Oh, oh, oh, look at this. Do you...do you know what it is?

**Tracey:** Uh...I'm not sure.

**Grandpa:** It's a hula hoop. The first ones came out in...ah...1957. They were really popular with little kids and teenagers in the sixties. Ah, and here's your dad's old skateboard. Ha-ha. Skateboards

were invented in 1959, but they didn't really get popular until the 1970s. You still see them a lot.

**Tracey:** Mm, yes, but it's mostly boys who ride skateboards.

**Grandpa:** Oh-ho, you're probably right. And I kept this cup as a souvenir. Look – it's from the first time I saw bubble tea, back in...1987. Bubble tea was really popular here in the nineties. You remember that?

**Tracey:** Yeah, sure. But you never see it now. How about this little character on my shirt? Do you know who she is?

**Grandpa:** Of course I know. That's Hello Kitty. The Japanese Sanrio company invented the character in 1974, and she was really popular in the eighties.

**Tracey:** Oh, she's still popular. But only with girls!

**Grandpa:** Ha-ha, I see that.

**Tracey:** How about that song? And the dance that people always did at parties. Mm, remember that?

**Grandpa:** W...w...what song?

**Tracey:** "Macarena" – you know...

**Grandpa:** Ha-ha.

**Tracey:** Duh-duh-duh-duh-duh. I think I was three or four when it came out.

**Grandpa:** Oh, ha-ha, yeah. I remember that dance – the Macarena. It came out in 1995 and was popular for a couple of years.

**Tracey:** Then it went out of fashion.

**Grandpa:** Right. And what...what about that tiny electronic creature you had when you were little? Remember? You had to take care of it.

**Tracey:** Um...oh, my Tamagotchi. Y...you don't see them anymore.

**Grandpa:** Tamagotchi. Right. Here it is!

**Tracey:** Oh!

**Grandpa:** Now, they came out in...uh...1996 and were popular in the late nineties. And how about your Cabbage Patch Dolls, uh? Ha-ha. Oh, and...?

## 16A Hopes and dreams

page 70 Activity 1B (CD 3 Track 17, 2 minutes 30 seconds)

**Doug:** Uh, Susan and Mark, do you have a few minutes?

**Susan:** Oh, sure.

**Mark:** Yeah, my next class isn't till eleven.

**Doug:** Ah, great. OK, I'm going to ask you some questions about what you did before college, OK?

**Susan:** OK.

**Mark:** Shoot.

**Doug:** First of all, how did you do in high school? Susan?

**Susan:** Well, my grades were pretty good.

**Mark:** Mine were OK, I guess. But not excellent.

**Doug:** And how about sports in high school?

**Mark:** I did (Oh.) all...kinds of sports. Uh, swimming and soccer were my favorites.

**Susan:** I liked swimming, too. Oh, I was into running, too.

**Mark:** Did you swim on a team?

**Susan:** Yeah, I was on the school swim team!

**Mark:** Huh. I didn't know that. I was on the soccer team!

**Doug:** Um...what were you most proud of in high school? And...um...what did you learn?

**Susan:** Hmm.

**Mark:** All kinds of things.

**Susan:** Yeah.

**Mark:** But I guess the best thing was learning Spanish. I can speak it pretty well now. Listen: *Buenos días. Me llamo Marco y hablo español.*

**Susan:** Wow! (Yeah!) I'm terrible at languages. But I did learn to play guitar.

**Doug:** Oh! Did your parents help you guys a lot?

**Mark:** My parents made me work hard. I often wanted to go out with my friends, but I always had to do my homework first.

**Susan:** Yeah, well, my parents weren't so strict – they just made me feel good about myself. You know, they always encouraged me in everything I did.

**Doug:** And tell me what you did this past summer – a...after high school graduation?



**Mark:** Well, uh...I wanted to go to Europe...(Mm)... but I didn't have enough money.

**Susan:** It was the same for me.

**Doug:** So, you guys didn't go anywhere?

**Susan:** No, I...I...I did take a trip. My friend Brenda and I took a road trip. We drove north.

**Mark:** My friends and I went south.

**Susan:** Oh!

**Doug:** Ha-ha. So, Susan, you what? Went to Canada?

**Susan:** Yes.

**Mark:** And we went to Mexico!

**Susan:** Oh!

**Mark:** We had such a great time!

**Doug:** Do you have any regrets about your time in high school?

**Susan:** Oh, I loved playing sports, but there just wasn't time to do as much as I wanted. No, I had to study.

**Mark:** I wish I had learned to play the piano. I'm too old to learn now.

**Susan:** Oh, no you're not. You know, I have a friend who gives piano lessons. Really? Do you want me to give you the...?

**page 71 Activity 2A & 2B (CD 3 Tracks 18 & 19, 2 minutes 40 seconds)**

**Doug:** Susan and Mark, um...can I talk to you again?

**Susan:** Oh, sure.

**Mark:** Yeah, OK.

**Doug:** Great, thanks. Um...so, this time I want to ask you about the future.

**Susan:** OK.

**Doug:** Like, what do you plan to do when you graduate?

**Susan:** Oh, I want to travel.

**Mark:** Me, too!

**Doug:** Yeah, where to?

**Susan:** Well, I really want to visit Europe.

**Mark:** Australia is where I want to go.

**Doug:** Oh, that sounds like fun.

**Susan:** Yeah.

**Doug:** Wh...uh...what do you plan to do after that? I mean, you kn...after you travel.

**Susan:** Oh, well, I'll look for a job. You know, I'll need to earn some money.

**Mark:** Yeah, me too, I guess.

**Doug:** So, what kind of jobs will you look for?

**Susan:** Umm...

**Mark:** Well, um...for me, the main thing about a job is that it should be interesting.

**Susan:** Mm.

**Mark:** And meaningful. You know, a job that helps people.

**Susan:** Well, that's great, Mark. It's very idealistic of you. For me, money is more important. I mean, one day I want to get married and have kids.

**Doug:** Ha-ha. Well, yeah, that's practical. (Yeah.) So, uh...what about marriage? Do you think you'll get married soon?

**Susan:** Oh...

**Mark:** Not really! I don't want to get married until later, when I'm older. Maybe 30.

**Susan:** Oh, well, I want to get married sooner.

**Mark:** Really?

**Susan:** You know, yeah, in the next few years. I want to start a family.

**Doug:** OK, and how many children do you think you'll each have?

**Susan:** Oh...

**Mark:** Ha-ha-ha! Uh, I don't know, uh...maybe four!

**Susan:** Four? No way! Two will be enough for me. A boy and a girl would be wonderful.

**Doug:** I see. That's interesting. Wh...what kind of home do you think you'll have?

**Susan:** Oh, I'd love to buy a nice house near the ocean, with a nice view.

**Mark:** How ambitious!

**Susan:** I know. Ha-ha! Well, maybe after I get married and have kids.

**Mark:** I think an apartment in the city will be fine for me.

**Susan:** Oh-ho. I don't know about that, Mark. With four kids, you'll need a big apartment! Ha-ha.

**Mark:** Ha-ha-ha! Yeah. Yeah, I guess.

**Doug:** OK, last question. So, where do you see yourselves in the future? I mean, what do you think you'll be doing later in your lives?



**Susan:** Well, w...I don't want to go on working too long. I mean, I want to retire when I've made a lot of money. So, maybe in 20 or 25 years?

**Mark:** I want to start my own company – you know, a small, successful company. I want to be the boss!

**Susan:** The boss! Ha-ha!

**Mark:** Hey, why not? It's good to be optimistic!

**Doug:** Ha-ha!

**Susan:** Yeah, but you're never on time for . . .

## 16B The world in the future

page 73

Activity 2A & 2B (CD 3 Tracks 20 & 21, 2 minutes 50 seconds)

**Reporter:** Wooh! What a journey! Well, ladies and gentlemen, here I am in the heart of New York City, in January 2050.

**Reporter:** Oops! Uh, sorry.

**Man:** That's OK.

**Reporter:** Sorry. I...I didn't see you coming.

**Man:** It's OK. No problem.

**Reporter:** OK, now, let me tell you what I can see around me. Here in the streets, there are plenty of taxis. All yellow. But there are no private cars at all. And up in the air, there are some blue and white things flying around. What is it? Is it a bird? Is it a plane? No, it's a bus! And another one. There's another bus at this bus stop next to me, and it's taking off into the air. Amazing! These buildings around me look the same as I remember them. There aren't any new buildings. Hmm. Uh...a...and there are men and women in uniforms walking around and riding bikes. The uniforms are really colorful, so they're easy to see. Uh...bright red. Excuse me, uh...who are those people in bright red uniforms?

**Woman 1:** Oh, ha, they're cops. You know, police. What color uniforms do they wear where you come from?

**Reporter:** Blue.

**Woman 1:** Ha-ha! How can you see them in blue? That's crazy.

**Reporter:** Ha-ha. Yes, red is easy to see. Thank you. Uh...there don't seem to be many people on the sidewalk, which is strange. But the streets are full of cyclists. The streets are full of yellow cabs and people riding bikes. And the most amazing thing of all is this: Everyone looks so happy! They're all looking happy and smiley. I'll just talk to this woman who has stopped at the red light. Excuse me. Why are you smiling?

**Woman 2:** Oh, because it's a nice day. It's warm and it's sunny – a typical January day in the city. Oh, it's a great place to be. Oh, the light's green. I have to pick up my daughter. I don't want to be late. Bye.

**Reporter:** Bye! Thanks for talking to us.

**Woman 2:** Oh, you're welcome. Have a nice day!

**Reporter:** Ha-ha. Thank you. You, too!

# Unit quizzes

The *Let's Talk* unit quizzes cover the topics, vocabulary, and key language structures presented in the Student's Book. The purpose of the quizzes is to assess students' progress in the *Let's Talk* course. If students have been successful with the exercises in the Student's Book, they should also be successful with the quizzes. The quizzes can also be used for additional in-class study or as review material.

There is one quiz for each unit in *Let's Talk*. Each quiz has 15 items, drawn from both lessons in each Student's Book unit:

- 6 *Listening* items: Students hear a question and then choose the most appropriate response.
- 5 *Vocabulary* items: Students choose the correct words to complete a sentence.
- 4 *Language in context* items: Students choose the correct words to complete a paragraph or a conversation.

## Preparation

- Photocopy one quiz for each student.
- Tell students to mark their answers directly on the quiz; there is no separate answer sheet. Remind students not to use their dictionaries during the quiz.
- Allow 15 to 20 minutes of class time for each quiz.

## Administering the quizzes

- Give students a few minutes to look over the Student's Book unit to review the topics, vocabulary, and key language structures.
- If possible, arrange the seating in your classroom so that students are sitting apart from one another. Distribute the quizzes.
- Play the audio program for the *Listening* section. You may wish to pause the audio program between items to give students time to complete their answers.
- Have students complete the *Vocabulary* and *Language in context* sections on their own. Remind students how much time they have to complete the quiz, and tell them to check their work before they hand in the quiz.

## Scoring

- Collect the quizzes, and use the Answer key on pages 186–187 of this Teacher's Manual to check answers. Alternatively, have students check their own or a partner's quiz.
- If you want to assign a score or grade to the quizzes, divide the number of items the student answered correctly by 15. For example, if a student missed two items, you would divide 13 by 15 for a score of 87%.
- If students missed any items, go over these answers with the class. It can be helpful to discuss why the correct answer is the appropriate one, and why the other answer choices are incorrect. Audio scripts for the quizzes can be found on pages 184–185 of this Teacher's Manual.
- If you assign grades to the quizzes and plan to use them again in future classes, collect the quizzes from the students after they have seen their scores.
- For your convenience, a Class score sheet is provided on pages 188–189.

# Unit 1 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 2

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I'm a fashion designer.  
**b.** It's nice to meet you.  
**c.** I'm good. How about you?
2. **a.** Yes, we do.  
**b.** We're from Japan.  
**c.** I'm a college student.
3. **a.** I like jazz.  
**b.** No, I don't.  
**c.** Tennis and soccer.
4. **a.** It's Lee.  
**b.** L-E-E.  
**c.** Yes, I do.
5. **a.** It's my family name.  
**b.** I don't have a nickname.  
**c.** It's Buster.
6. **a.** It's 87544.  
**b.** No, it's G as in "girl."  
**c.** That's my home address.

### B Vocabulary

Choose the best word to complete each sentence.

1. Your last name is your \_\_\_\_\_ name.  
**a.** family      **b.** best      **c.** nickname
2. My \_\_\_\_\_ is math.  
**a.** major      **b.** college      **c.** student
3. What do you like to do in your \_\_\_\_\_ time?  
**a.** favorite      **b.** free      **c.** home
4. 845-555-2495 is my \_\_\_\_\_ phone number.  
**a.** free      **b.** live      **c.** cell
5. What's your e-mail \_\_\_\_\_ ?  
**a.** address      **b.** code      **c.** number

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a. friend**      **b. from**      **c. hobbies**      **d. hometown**      **e. large**      **f. sisters**

Megan: Do you have a \_\_\_\_\_<sub>1</sub> family, Kemal?

Kemal: Yes, I do. I have two brothers and two \_\_\_\_\_<sub>2</sub>. They live with my parents in Turkey.

Megan: Oh, really? What's your \_\_\_\_\_<sub>3</sub> ?

Kemal: I'm \_\_\_\_\_<sub>4</sub> Istanbul.

Megan: Wow. I hear that's a beautiful city.



# Unit 2 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 3

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I have a brother and a sister.  
**b.** He's short and muscular.  
**c.** He likes playing soccer.
2. **a.** He's the one with dark curly hair.  
**b.** He's very talkative.  
**c.** I have green eyes.
3. **a.** She's my assistant.  
**b.** I'm a Virgo.  
**c.** She's not adventurous.
4. **a.** Yes, I can.  
**b.** No, I don't.  
**c.** Yes, I am.
5. **a.** She's a movie star.  
**b.** I'm flexible and hardworking.  
**c.** I'm a Capricorn.
6. **a.** It's at 3:00.  
**b.** It's April 11.  
**c.** I'm from Korea.

### B Vocabulary

Choose the best word to complete each sentence.

1. My mother has \_\_\_\_\_ hair.  
**a.** gray      **b.** old      **c.** tall
2. I'm \_\_\_\_\_ height.  
**a.** short      **b.** athletic      **c.** average
3. Jim likes to try new things. He's very \_\_\_\_\_.  
**a.** attractive      **b.** careful      **c.** adventurous
4. Shelly's not neat at all. She's very \_\_\_\_\_.  
**a.** messy      **b.** critical      **c.** stubborn
5. Greg likes to make people \_\_\_\_\_.  
**a.** enjoy      **b.** laugh      **c.** helpful

### C Language in context

Choose the best answers to complete the paragraph.

Kevin Reynolds is my best friend. Which words \_\_\_\_\_<sub>1</sub> him? Well, Kevin is very creative and friendly. But he's a little \_\_\_\_\_<sub>2</sub>. He doesn't like working \_\_\_\_\_<sub>3</sub>! He's a Cancer. His \_\_\_\_\_<sub>4</sub> is July 28.

1. **a.** about      **b.** characteristics      **c.** describe
2. **a.** lazy      **b.** wavy      **c.** boss
3. **a.** long hours      **b.** making mistakes      **c.** new things
4. **a.** personality      **b.** birthday      **c.** star sign

# Unit 3 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 4

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I like chatting online.  
**b.** Reading makes me sleepy.  
**c.** I hate to cook.
2. **a.** No, I'm not.  
**b.** Yes, you can.  
**c.** Yes, I do.
3. **a.** No, but I want to try it.  
**b.** Yes, I like to watch TV.  
**c.** I don't have a computer.
4. **a.** I like to watch tennis.  
**b.** Soccer and baseball.  
**c.** I can't swim.
5. **a.** It's popular in Korea.  
**b.** It's an extreme sport.  
**c.** No, I haven't.
6. **a.** No, you don't need a team.  
**b.** Yes, kite surfing.  
**c.** Winning isn't important.

### B Vocabulary

Choose the best word to complete each sentence.

1. What do you like to do in your \_\_\_\_\_ time?  
**a.** relaxing    **b.** free    **c.** alone
2. My friends like to \_\_\_\_\_ the Internet.  
**a.** surf    **b.** play    **c.** do
3. I don't like watching TV. It's \_\_\_\_\_.  
**a.** boring    **b.** expensive    **c.** creative
4. Soccer is a very \_\_\_\_\_ sport in my country.  
**a.** hobby    **b.** liked    **c.** popular
5. You need a \_\_\_\_\_ to play volleyball.  
**a.** book    **b.** team    **c.** basketball

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a. extreme    b. chess    c. paragliding    d. play    e. tried    f. watch**

Lynn: What sports do you like?

Adam: Let's see. I like skiing, surfing, and \_\_\_\_\_<sub>1</sub>.

Lynn: Wow, you really like \_\_\_\_\_<sub>2</sub> sports! You're very adventurous.

Adam: Oh, I don't do those sports – I \_\_\_\_\_<sub>3</sub> them on TV. How about you?

Lynn: I've \_\_\_\_\_<sub>4</sub> surfing, but I didn't like it.

# Unit 4 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 5

### A Listening

Listen and choose the correct answer for each question.

1. **a.** She's my aunt.  
**b.** I live with my family.  
**c.** No, I don't.
2. **a.** You can save money.  
**b.** I have two brothers.  
**c.** Yes, it can get lonely.
3. **a.** I live alone.  
**b.** He's my cousin.  
**c.** My mother's name is Mary.
4. **a.** Her name is Lily.  
**b.** We went to the same school.  
**c.** She always tells me the truth.
5. **a.** Encourages you.  
**b.** About ten years ago.  
**c.** My friend is a teacher.
6. **a.** A friend doesn't borrow money.  
**b.** We go to the movies together.  
**c.** I never tell secrets.

### B Vocabulary

Choose the best word to complete each sentence.

1. Your wife's father is your \_\_\_\_\_.  
**a.** grandfather    **b.** husband    **c.** father-in-law
2. One disadvantage of living with a roommate is that you have no \_\_\_\_\_.  
**a.** rent    **b.** privacy    **c.** pets
3. I have three roommates. Sometimes it can be \_\_\_\_\_.  
**a.** lonely    **b.** typical    **c.** noisy
4. A good friend doesn't talk \_\_\_\_\_ your back.  
**a.** behind    **b.** about    **c.** with
5. My best friend forgives my \_\_\_\_\_.  
**a.** advice    **b.** mistakes    **c.** problems

### C Language in context

Choose the best answers to complete the paragraph.

My best friend? That's my 1 sister, Anya. We do a lot of things 2. We play games and go to the movies. I can tell her my secrets, and she gives me good 3. I never feel 4 when I'm with my sister.

1. **a.** family    **b.** older    **c.** typical
2. **a.** together    **b.** meet    **c.** same
3. **a.** truth    **b.** money    **c.** advice
4. **a.** messy    **b.** lonely    **c.** privacy



# Unit 5 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 6

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I'm glad you like it.  
**b.** No, I don't have a computer.  
**c.** Yes, I'm wearing a sweater.
2. **a.** At a department store.  
**b.** They're black.  
**c.** I just got it.
3. **a.** Jeans and a T-shirt.  
**b.** At the shopping mall.  
**c.** I prefer to window-shop.
4. **a.** I was overcharged.  
**b.** I prefer to complain.  
**c.** I buy things used.
5. **a.** I don't wear business suits.  
**b.** It's a sweatshirt.  
**c.** At a discount store.
6. **a.** Yes, I do things myself.  
**b.** Yes, I should save more.  
**c.** No, I refuse to lend money.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. It's cold today, so I'm wearing \_\_\_\_\_.  
**a.** sandals                      **b.** shorts                      **c.** a sweatshirt
2. Carlos bought some hiking \_\_\_\_\_.  
**a.** boots                      **b.** sneakers                      **c.** jeans
3. Annie got some perfume at the airport \_\_\_\_\_.  
**a.** convenience store      **b.** secondhand store      **c.** duty-free shop
4. Do you shop at \_\_\_\_\_ markets?  
**a.** outdoor                      **b.** outlet                      **c.** mall
5. I often \_\_\_\_\_ things to save money.  
**a.** undercharge              **b.** borrow                      **c.** buy

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a. jeans      b. sale      c. save      d. hat      e. spend      f. used**

Akemi: I love your \_\_\_\_\_. Where did you buy it?

Jill: I made it myself. It's my hobby, and it's also a great way to \_\_\_\_\_ money.

Akemi: That's true. I try to save money by buying things on \_\_\_\_\_.

Jill: Do you ever buy things \_\_\_\_\_?

Akemi: No, I prefer to buy new things.

# Unit 6 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 7

### A Listening

Listen and choose the correct answer for each question.

1. **a.** No, it was boring.  
**b.** Yes, I did.  
**c.** I tried local foods.
2. **a.** They're frightening.  
**b.** I can save money.  
**c.** I do a lot of walking.
3. **a.** It was perfect.  
**b.** Go sightseeing.  
**c.** To an island.
4. **a.** With friends.  
**b.** A famous place.  
**c.** In India.
5. **a.** Bug spray and a flashlight.  
**b.** I met some old friends.  
**c.** I'd like to visit England.
6. **a.** I had good food.  
**b.** An overseas trip.  
**c.** Yes, we do.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. Our vacation wasn't stressful at all. It was very \_\_\_\_\_.  
**a.** tiring                      **b.** relaxing                      **c.** unusual
2. I like to \_\_\_\_\_ for souvenirs.  
**a.** play                      **b.** try                      **c.** shop
3. I want to be alone and \_\_\_\_\_ my reading.  
**a.** catch up on                      **b.** stay in                      **c.** go to
4. Oh, no! I \_\_\_\_\_ my flight!  
**a.** missed                      **b.** lost                      **c.** stayed
5. You don't need \_\_\_\_\_ when you go to the beach.  
**a.** a beach towel                      **b.** sunscreen                      **c.** a flashlight

### C Language in context

Choose the best answers to complete the paragraph.

My friend and I are planning a trip to Brazil. We're going to save money by staying in \_\_\_\_\_ <sup>1</sup> and camping on the beach. I hope we have nice \_\_\_\_\_ <sup>2</sup>! We want to visit a lot of historical \_\_\_\_\_ <sup>3</sup>, but we're not going to take any tours. I think they're \_\_\_\_\_ <sup>4</sup>.

1. **a.** youth hostels                      **b.** museums                      **c.** nice hotels
2. **a.** clubs                      **b.** travel                      **c.** weather
3. **a.** groups                      **b.** countries                      **c.** sites
4. **a.** active                      **b.** boring                      **c.** frightening

# Unit 6 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 7

### A Listening

Listen and choose the correct answer for each question.

1. **a.** No, it was boring.  
**b.** Yes, I did.  
**c.** I tried local foods.
2. **a.** They're frightening.  
**b.** I can save money.  
**c.** I do a lot of walking.
3. **a.** It was perfect.  
**b.** Go sightseeing.  
**c.** To an island.
4. **a.** With friends.  
**b.** A famous place.  
**c.** In India.
5. **a.** Bug spray and a flashlight.  
**b.** I met some old friends.  
**c.** I'd like to visit England.
6. **a.** I had good food.  
**b.** An overseas trip.  
**c.** Yes, we do.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. Our vacation wasn't stressful at all. It was very \_\_\_\_\_.  
**a.** tiring                      **b.** relaxing                      **c.** unusual
2. I like to \_\_\_\_\_ for souvenirs.  
**a.** play                      **b.** try                      **c.** shop
3. I want to be alone and \_\_\_\_\_ my reading.  
**a.** catch up on                      **b.** stay in                      **c.** go to
4. Oh, no! I \_\_\_\_\_ my flight!  
**a.** missed                      **b.** lost                      **c.** stayed
5. You don't need \_\_\_\_\_ when you go to the beach.  
**a.** a beach towel                      **b.** sunscreen                      **c.** a flashlight

### C Language in context

Choose the best answers to complete the paragraph.

My friend and I are planning a trip to Brazil. We're going to save money by staying in \_\_\_\_\_<sup>1</sup> and camping on the beach. I hope we have nice \_\_\_\_\_<sup>2</sup>! We want to visit a lot of historical \_\_\_\_\_<sup>3</sup>, but we're not going to take any tours. I think they're \_\_\_\_\_<sup>4</sup>.

1. **a.** youth hostels                      **b.** museums                      **c.** nice hotels
2. **a.** clubs                      **b.** travel                      **c.** weather
3. **a.** groups                      **b.** countries                      **c.** sites
4. **a.** active                      **b.** boring                      **c.** frightening



# Unit 7 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 8

### A Listening

Listen and choose the correct answer for each question.

1. **a.** No, it's a main course.  
**b.** Yes, I'll have cheesecake.  
**c.** I don't like vegetables.
2. **a.** Chicken and fish.  
**b.** At fast-food restaurants.  
**c.** A side dish.
3. **a.** Green salad.  
**b.** A cafeteria.  
**c.** Lemonade.
4. **a.** No, it's from Indonesia.  
**b.** We eat with chopsticks.  
**c.** Yes, green tea ice cream.
5. **a.** No, I don't.  
**b.** It's spicy.  
**c.** Last year.
6. **a.** The U.K.  
**b.** It's salty.  
**c.** Pretty strange.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. My favorite side dish is \_\_\_\_\_ potatoes.  
**a.** bitter                      **b.** mashed                      **c.** appetizer
2. It's not sweet. It's \_\_\_\_\_.  
**a.** sour                      **b.** dessert                      **c.** fruit salad
3. You order food at the table in \_\_\_\_\_.  
**a.** a deli                      **b.** a buffet restaurant                      **c.** an upscale restaurant
4. Many people eat this dish in my country. It's \_\_\_\_\_.  
**a.** traditional                      **b.** foreign                      **c.** unusual
5. Have you ever \_\_\_\_\_ shark?  
**a.** liked                      **b.** enjoyed                      **c.** tried

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a.** like      **b.** beef      **c.** side dish      **d.** eat out      **e.** soup      **f.** spicy

Rob: What food should I try when I \_\_\_\_\_<sub>1</sub> in Mexico?

Lin: Let's see. You should try enchiladas.

Rob: What are enchiladas \_\_\_\_\_<sub>2</sub>?

Lin: There are lots of different kinds. They're usually made with \_\_\_\_\_<sub>3</sub> or chicken, and they have a \_\_\_\_\_<sub>4</sub> sauce.

Rob: They sound delicious.

# Unit 8 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 9

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I saw it last year.  
**b.** I really like romantic movies.  
**c.** It was very dramatic.
2. **a.** Yes, I have.  
**b.** Yes, I do.  
**c.** No, it isn't.
3. **a.** It's a documentary.  
**b.** It stars Johnny Depp.  
**c.** It's playing tonight.
4. **a.** My favorite shows are sitcoms.  
**b.** I never watch commercials.  
**c.** I don't like game shows.
5. **a.** I change the channel.  
**b.** I don't like sports programs.  
**c.** I prefer the news.
6. **a.** In the evening.  
**b.** About two hours.  
**c.** In a movie theater.

### B Vocabulary

Choose the best word to complete each sentence.

1. This movie is a thriller. It's very \_\_\_\_\_.  
**a.** educational      **b.** moving      **c.** exciting
2. What movie is \_\_\_\_\_ tonight?  
**a.** playing      **b.** interesting      **c.** seeing
3. That movie looks funny. It must be a \_\_\_\_\_.  
**a.** documentary      **b.** comedy      **c.** drama
4. What \_\_\_\_\_ do you watch the most?  
**a.** channel      **b.** commercial      **c.** TV
5. Do you like to watch \_\_\_\_\_ shows?  
**a.** soap      **b.** sitcom      **c.** reality

### C Language in context

Choose the best answers to complete the paragraph.

If you like action 1, you should see *The Protector*. It 2 Tony Jaa.  
There's a lot of fighting, so it's pretty 3 in some parts, but it's also very 4.  
I laughed a lot.

1. **a.** sitcoms      **b.** commercials      **c.** movies
2. **a.** stars      **b.** plays      **c.** is called
3. **a.** violent      **b.** sad      **c.** dramatic
4. **a.** romantic      **b.** funny      **c.** animated

# Unit 9 Quiz

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Score: \_\_\_\_\_

## Track 18

### A Listening

Listen and choose the correct answer for each question.

1. **a.** Yes, I exercise a lot.  
**b.** Yes, I take the subway.  
**c.** Yes, I often get sick.
2. **a.** I can't lose weight.  
**b.** I go dancing.  
**c.** It's too expensive.
3. **a.** All the time.  
**b.** Learn to relax.  
**c.** I love candy.
4. **a.** Yes, sometimes.  
**b.** On the train.  
**c.** Eight hours.
5. **a.** I don't remember my dreams.  
**b.** No, I only sleep at night.  
**c.** I'm a sound sleeper.
6. **a.** I'm a night owl.  
**b.** I read a book.  
**c.** I wake up feeling tired.

### B Vocabulary

Choose the best word to complete each sentence.

1. I try to \_\_\_\_\_ junk food because I want to be healthy.  
**a.** take                      **b.** avoid                      **c.** lose
2. I need to \_\_\_\_\_ weight. I should eat less candy.  
**a.** lose                      **b.** get                      **c.** exercise
3. It's important to exercise \_\_\_\_\_.  
**a.** regularly                      **b.** easily                      **c.** recently
4. I can't sleep on \_\_\_\_\_ bed.  
**a.** an early                      **b.** a tired                      **c.** a hard
5. What's the longest you've ever \_\_\_\_\_ awake?  
**a.** tried                      **b.** had                      **c.** stayed

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a.** asleep      **b.** awake      **c.** exercise      **d.** late      **e.** sleep      **f.** tired

Jun Ho: I always wake up feeling \_\_\_\_\_. I don't know what to do.

Kenji: Do you go to bed very \_\_\_\_\_ at night?

Jun Ho: No, I don't. But I don't fall \_\_\_\_\_ easily.

Kenji: Well, you shouldn't eat before bed. And maybe you should \_\_\_\_\_ more.

Jun Ho: That's a good idea. Tomorrow I'll go for a long walk in the evening.



# Unit 10 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 19

### A Listening

Listen and choose the correct answer for each question.

1. **a.** Yes, I write down people's names.  
**b.** I forgot my friend's birthday.  
**c.** No, I often forget things.
2. **a.** It's very difficult.  
**b.** I forgot my wallet.  
**c.** Highlight the new words.
3. **a.** New vocabulary.  
**b.** Yes, it's easy.  
**c.** No, I don't.
4. **a.** My new job is stressful.  
**b.** Ask for help.  
**c.** Smile and be friendly.
5. **a.** Buy him a little gift.  
**b.** Talk to him about it.  
**c.** Learn from your mistakes.
6. **a.** No, don't worry about it.  
**b.** Yes, I will.  
**c.** Yes, I think it's very helpful.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. To remember vocabulary, look at \_\_\_\_\_ sentences in a dictionary.  
**a.** pattern                      **b.** special                      **c.** example
2. I often get lost. It's very difficult to remember \_\_\_\_\_.  
**a.** people's names              **b.** combinations              **c.** directions
3. I think you should \_\_\_\_\_ the situation.  
**a.** accept                      **b.** complain                      **c.** learn
4. To be a good employee, learn from your \_\_\_\_\_.  
**a.** parents                      **b.** mistakes                      **c.** friends
5. I don't want to \_\_\_\_\_ my parents.  
**a.** disappoint                      **b.** improve                      **c.** accept

### C Language in context

Choose the best answers to complete the paragraph.

What helps you remember English <sup>1</sup> \_\_\_\_\_? If you just <sup>2</sup> \_\_\_\_\_ a new word in a notebook, you will probably forget it. Next time, say the new word <sup>3</sup> \_\_\_\_\_ several times. Then use it in conversation as much as possible. Be <sup>4</sup> \_\_\_\_\_. Slowly you will learn new vocabulary.

1. **a.** situations                      **b.** vocabulary                      **c.** directions
2. **a.** write down                      **b.** think of                      **c.** learn from
3. **a.** as possible                      **b.** break down                      **c.** aloud
4. **a.** improving                      **b.** accept                      **c.** patient

# Unit 11 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 20

### A Listening

Listen and choose the correct answer for each question.

1. a. By subway.  
b. About ten minutes.  
c. On the corner.
2. a. Go up Main Street and turn right.  
b. You should go hiking.  
c. I want to visit the park.
3. a. By taxi.  
b. On the left.  
c. More than an hour.
4. a. No, I haven't.  
b. It's expensive.  
c. The people are friendly.
5. a. London or Paris.  
b. A boat tour.  
c. The weather.
6. a. A scenic viewpoint.  
b. In the evening.  
c. Visit a castle.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. Is it easy for you to \_\_\_\_\_ directions?  
a. follow      b. know      c. do
2. Go \_\_\_\_\_ the bus station and turn right.  
a. left      b. opposite      c. past
3. I've never \_\_\_\_\_ lost.  
a. gone      b. gotten      c. done
4. I want to visit a historic \_\_\_\_\_.  
a. gym      b. monument      c. bus stop
5. The city has a great \_\_\_\_\_ of people.  
a. harbor      b. viewpoint      c. mix

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

a. get around      b. get to      c. public      d. take      e. taxi      f. turn

Min Hee: Excuse me. How can I \_\_\_\_\_<sub>1</sub> the shopping mall?

Tanya: Let me see. Go down Harlow Road and \_\_\_\_\_<sub>2</sub> right on Second Street. Then walk to Grand Avenue, and it's on the corner.

Min Hee: How long does it \_\_\_\_\_<sub>3</sub> to walk?

Tanya: About twenty minutes. Or you can use \_\_\_\_\_<sub>4</sub> transportation. There's a bus stop over there.

# Unit 12 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 21

### A Listening

Listen and choose the correct answer for each question.

1. **a.** Fireworks.  
**b.** April.  
**c.** New Year's Day.
2. **a.** On Thanksgiving.  
**b.** People have picnics.  
**c.** It's traditional.
3. **a.** It's on October 31.  
**b.** It's my favorite holiday.  
**c.** They wear costumes.
4. **a.** Arrive a little late.  
**b.** It depends.  
**c.** I'd cut in line.
5. **a.** At a school.  
**b.** When you visit someone's home.  
**c.** Kiss her on both cheeks.
6. **a.** We shake hands.  
**b.** We have the same custom.  
**c.** I use my cell phone.

### B Vocabulary

Choose the best word(s) to complete each sentence.

1. Many people \_\_\_\_\_ all night on New Year's Eve.  
**a.** come over    **b.** stay up    **c.** wake up
2. How do you \_\_\_\_\_ that holiday?  
**a.** invite    **b.** have    **c.** celebrate
3. Americans sometimes take \_\_\_\_\_ food home from a restaurant.  
**a.** leftover    **b.** left    **c.** old
4. Do you ever \_\_\_\_\_ your teacher by her first name?  
**a.** ask    **b.** say    **c.** call
5. In my country, we don't look people \_\_\_\_\_ the eye.  
**a.** with    **b.** in    **c.** to

### C Language in context

Choose the best answers to complete the paragraph.

Independence Day in the U.S. is on July 4. On this 1, people don't go to work, and schools and most stores are closed. Many towns have 2 on the main street. It's also a popular 3 for many families to have a picnic. In the evening, when it gets dark, everyone gathers to watch 4.

1. **a.** holiday    **b.** vacation    **c.** country
2. **a.** parades    **b.** costumes    **c.** family meals
3. **a.** ceremony    **b.** suit    **c.** custom
4. **a.** clothes    **b.** fireworks    **c.** presents



# Unit 13 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 22

### A Listening

Listen and choose the correct answer for each question.

1. a. No, he's English.  
b. He's a soccer player.  
c. He has three children.
2. a. He's a writer.  
b. I like Brad Pitt.  
c. He isn't famous.
3. a. She plays golf.  
b. Yes, I like to watch TV.  
c. Yes, I would.
4. a. From 1900 to 1945.  
b. The personal computer.  
c. Alexander Graham Bell.
5. a. He was an inventor.  
b. William Shakespeare.  
c. She won a Nobel Prize.
6. a. In 1756.  
b. A composer.  
c. German.

### B Vocabulary

Choose the best word to complete each sentence.

1. Where was J. K. Rowling \_\_\_\_\_?  
a. lived                      b. born                      c. written
2. Tiger Woods \_\_\_\_\_ on TV when he was two years old.  
a. appeared                      b. invented                      c. weighed
3. This \_\_\_\_\_ has a top speed of 70 kilometers per hour.  
a. distance                      b. vehicle                      c. crash
4. Mozart composed many \_\_\_\_\_.  
a. symphonies                      b. portraits                      c. inventions
5. Princess Diana was famous for her \_\_\_\_\_ work.  
a. model                      b. electric                      c. charity

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

a. celebrity      b. died      c. famous      d. like to      e. want      f. was born

Chen: What \_\_\_\_\_<sub>1</sub> would you like to meet?

Anita: I'd like to meet Isabel Allende. She's a Chilean writer.

Chen: What's her most \_\_\_\_\_<sub>2</sub> work?

Anita: Well, my favorite is *Eva Luna*. But she's still writing. She \_\_\_\_\_<sub>3</sub> in 1942.

If I could meet her, I'd \_\_\_\_\_<sub>4</sub> ask her where she gets her ideas.

# Unit 14 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 23

### A Listening

Listen and choose the correct answer for each question.

1. a. The kitchen.  
b. A sofa and some chairs.  
c. It's modern.
2. a. My bedroom.  
b. Lots of sunlight.  
c. A balcony.
3. a. No, I don't.  
b. Traditional.  
c. A dishwasher.
4. a. It's expensive.  
b. With several roommates.  
c. The quiet location.
5. a. A tree house.  
b. An apartment.  
c. The beach.
6. a. A park.  
b. The kitchen.  
c. The low cost.

### B Vocabulary

Choose the best word to complete each sentence.

1. I have a lot of clothes, so I need a big \_\_\_\_\_.  
a. cushion      b. garage      c. closet
2. My dream home has a \_\_\_\_\_ theater.  
a. home      b. garden      c. guest
3. The \_\_\_\_\_ is in the kitchen.  
a. refrigerator      b. bathtub      c. yard
4. There's a beautiful beach \_\_\_\_\_.  
a. around      b. about      c. nearby
5. I'd like to live on the top \_\_\_\_\_.  
a. basement      b. floor      c. suburbs

### C Language in context

Choose the best answers to complete the paragraph.

I can't decide whether I should look for another apartment. My kitchen is very old, and I don't have a 1. The living room has big windows and gets lots of 2, but it's very hot and I don't have air conditioning. But I like the place because it's in a quiet 3 and it has 4 rooms. I don't know what to do.

1. a. mirror      b. dishwasher      c. room
2. a. cushions      b. sunlight      c. nice view
3. a. fresh air      b. neighbor      c. location
4. a. spacious      b. nearby      c. low cost

# Unit 15 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 24

### A Listening

Listen and choose the correct answer for each question.

1. **a.** My childhood.  
**b.** Hide-and-seek.  
**c.** In school.
2. **a.** Happy and proud.  
**b.** I got a gift.  
**c.** I was ten years old.
3. **a.** With my parents.  
**b.** I had fun.  
**c.** I was six.
4. **a.** Platform shoes.  
**b.** They're not popular.  
**c.** In the 1960s.
5. **a.** Spiked hair.  
**b.** Yes, I wore suspenders.  
**c.** No, they're out of style.
6. **a.** No, I didn't.  
**b.** Yes, they're in style.  
**c.** A popular gadget.

### B Vocabulary

Choose the best word to complete each sentence.

1. I got in \_\_\_\_\_ when I broke the window.  
**a.** funny                      **b.** trouble                      **c.** frightening
2. I felt \_\_\_\_\_ when I made a mistake.  
**a.** embarrassed              **b.** proud                      **c.** happy
3. You play \_\_\_\_\_ with a ball.  
**a.** marbles                      **b.** hopscotch                      **c.** catch
4. \_\_\_\_\_ bottoms were in style when I was young.  
**a.** Beehive                      **b.** Bell                      **c.** Lava
5. The Macarena was a popular \_\_\_\_\_ in the 1990s.  
**a.** gadget                      **b.** fashion                      **c.** dance

### C Language in context

Choose the correct words to complete the conversation. Write the letters. (There are two extra words.)

**a.** 1980s      **b.** childhood      **c.** style      **d.** music      **e.** fashions      **f.** fads

Tina: Do you have good \_\_\_\_\_<sub>1</sub> memories?

Ann: Yes, I do. I went to high school in the \_\_\_\_\_<sub>2</sub>, and there were some really fun and crazy \_\_\_\_\_<sub>3</sub>, like Rubik's cubes and calculator watches.

Tina: What kinds of \_\_\_\_\_<sub>4</sub> did kids wear?

Ann: Well, a lot of girls wore miniskirts. And everybody wore jeans – they'll always be in style.



# Unit 16 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

## Track 25

### A Listening

Listen and choose the correct answer for each question.

1. **a.** I have great friends.  
**b.** I didn't go to college.  
**c.** No, I don't.
2. **a.** I want an interesting job.  
**b.** I got excellent grades.  
**c.** I wasn't a serious student.
3. **a.** I'm thankful for my family.  
**b.** I want to travel.  
**c.** I was ambitious.
4. **a.** No, it probably won't happen.  
**b.** No, there weren't.  
**c.** We'll travel to the moon.
5. **a.** We'll all be richer.  
**b.** The future will be better.  
**c.** There will be more electric cars.
6. **a.** We definitely will.  
**b.** It will be clean and modern.  
**c.** It's already happening.

### B Vocabulary

Choose the best word to complete each sentence.

1. I want to \_\_\_\_\_ from my job when I'm 65 years old.  
**a.** travel                      **b.** participate                      **c.** retire
2. Mark wants to work hard and be successful someday. He's \_\_\_\_\_.  
**a.** idealistic                      **b.** ambitious                      **c.** optimistic
3. What kind of \_\_\_\_\_ will people use to buy and sell things?  
**a.** leisure                      **b.** communication                      **c.** currency
4. What will the future be like? What's your \_\_\_\_\_?  
**a.** imagination                      **b.** prediction                      **c.** perfection
5. Do you think the Internet will \_\_\_\_\_ newspapers and magazines?  
**a.** replace                      **b.** grow                      **c.** have

### C Language in context

Choose the best answers to complete the paragraph.

This summer, I'll graduate from college. I'm 1 of my good grades and of how much I've learned. In the future, I want to have a 2 job. I feel pretty 3, because I've had a lot of work experience. I'll 4 start looking for a job soon. I don't think it will take me too long to find one.

1. **a.** regret                      **b.** thankful                      **c.** proud
2. **a.** well-paid                      **b.** supportive                      **c.** leisure
3. **a.** richer                      **b.** optimistic                      **c.** welcoming
4. **a.** probably                      **b.** happening                      **c.** well

# Quiz audio scripts

## Quiz 1

### A (CD Track 2)

1. **Woman:** Hi. How are you doing?
2. **Man:** Do you two know each other?
3. **Woman:** What sports do you play?
4. **Man:** How do you spell your last name?
5. **Woman:** What's your cat's name?
6. **Man:** Is that Z as in "zip code"?

## Quiz 2

### A (CD Track 3)

1. **Woman:** What does your brother look like?
2. **Man:** Which one is your teacher?
3. **Woman:** Who is Jennifer?
4. **Man:** Are you stubborn?
5. **Woman:** What is your star sign?
6. **Man:** When is your birthday?

## Quiz 3

### A (CD Track 4)

1. **Man:** What do you like to do in your free time?
2. **Woman:** Do you prefer to do things alone?
3. **Man:** Do you play chess?
4. **Woman:** What sports are popular in your country?
5. **Man:** Have you tried tae kwon do?
6. **Woman:** Do you want to try an extreme sport?

## Quiz 4

### A (CD Track 5)

1. **Woman:** Do you have a large family?
2. **Man:** What's one advantage of living with a roommate?
3. **Woman:** How is Steven related to you?
4. **Man:** How did you meet your best friend?
5. **Woman:** What does a good friend do?
6. **Man:** What do you do with your friends?

## Quiz 5

### A (CD Track 6)

1. **Man:** Do you shop online?
2. **Woman:** Where did you buy those boots?
3. **Man:** What are you wearing?
4. **Woman:** How do you save money?
5. **Man:** Where did you get your necktie?
6. **Woman:** Do you spend a lot of money?

## Quiz 6

### A (CD Track 7)

1. **Man:** Was your trip exciting?
2. **Woman:** Why do you like to stay in youth hostels?
3. **Man:** What do you like to do on vacation?
4. **Woman:** Where is the Taj Mahal?
5. **Man:** What would you take on a camping trip?
6. **Woman:** Do we need a guidebook?

## Quiz 7

### A (CD Track 8)

1. **Man:** Is that an appetizer?
2. **Woman:** Where do you like to eat out?
3. **Man:** What do you like to drink?
4. **Woman:** Have you tried any unusual foods?
5. **Man:** What's kimchi like?
6. **Woman:** Where are fish and chips from?

## Quiz 8

### A (CD Track 9)

1. **Woman:** What's your favorite kind of movie?
2. **Man:** Have you seen *March of the Penguins*?
3. **Woman:** Who's in that new drama?
4. **Man:** What kinds of TV shows do you dislike?
5. **Woman:** Would you rather watch the news or a documentary?
6. **Man:** How much TV do you watch each week?

### Quiz 9

#### A (CD Track 18)

1. **Man:** Do you have a healthy lifestyle?
2. **Woman:** Why can't you go to a gym?
3. **Man:** How often do you eat junk food?
4. **Woman:** Do you ever sleep in class?
5. **Man:** Do you take naps?
6. **Woman:** What do you do when you can't sleep?

### Quiz 10

#### A (CD Track 19)

1. **Man:** Do you have a good memory?
2. **Woman:** How easy is it for you to remember phone numbers?
3. **Man:** What things are difficult to remember?
4. **Woman:** What do you do when you have a problem?
5. **Man:** My roommate is very messy. What should I do?
6. **Woman:** Do you agree with your friend's advice?

### Quiz 11

#### A (CD Track 20)

1. **Man:** How long does it take to get there?
2. **Woman:** How can I get to the park?
3. **Man:** How are you going to get to the museum?
4. **Woman:** What's the best thing about your city?
5. **Man:** What city do you want to visit?
6. **Woman:** What are you going to do on vacation?

### Quiz 12

#### A (CD Track 21)

1. **Man:** What's the most important holiday in your country?
2. **Woman:** When do people celebrate with a family meal?
3. **Man:** What do people do on Halloween?
4. **Woman:** Would you ever eat food while walking on the street?
5. **Man:** When should you give your hostess a gift?
6. **Woman:** What do you do when you meet someone for the first time?

### Quiz 13

#### A (CD Track 22)

1. **Woman:** Is David Beckham American?
2. **Man:** Who's your favorite movie star?
3. **Woman:** Would you like to be a sports star?
4. **Man:** What do you think was the most important invention of the 20th century?
5. **Woman:** What famous person would you like to meet?
6. **Man:** When was Mozart born?

### Quiz 14

#### A (CD Track 23)

1. **Man:** What's in your living room?
2. **Woman:** What's your favorite room?
3. **Man:** Do you prefer a modern or a traditional style?
4. **Woman:** What do you like about your home?
5. **Man:** What type of unusual home would you like?
6. **Woman:** What would you like to see from your window?

### Quiz 15

#### A (CD Track 24)

1. **Man:** What game did you play as a child?
2. **Woman:** How did you feel when you won the award?
3. **Man:** How old were you in 1995?
4. **Woman:** When were hula hoops in style?
5. **Man:** Are beehive hairstyles popular now?
6. **Woman:** Are tattoos still popular?

### Quiz 16

#### A (CD Track 25)

1. **Man:** What is one thing you regret?
2. **Woman:** What do you hope to achieve?
3. **Man:** What were you like in high school?
4. **Woman:** Do you think robots will replace police someday?
5. **Man:** What will transportation be like in the future?
6. **Woman:** What will your city be like in 2050?



# Quiz answer key

## Quiz 1

**A**

1. c 2. a 3. c 4. b 5. c 6. b

**B**

1. a 2. a 3. b 4. c 5. a

**C**

1. e 2. f 3. d 4. b

## Quiz 2

**A**

1. b 2. a 3. a 4. c 5. c 6. b

**B**

1. a 2. c 3. c 4. a 5. b

**C**

1. c 2. a 3. a 4. b

## Quiz 3

**A**

1. a 2. c 3. a 4. b 5. c 6. b

**B**

1. b 2. a 3. a 4. c 5. b

**C**

1. c 2. a 3. f 4. e

## Quiz 4

**A**

1. c 2. a 3. b 4. b 5. a 6. b

**B**

1. c 2. b 3. c 4. a 5. b

**C**

1. b 2. a 3. c 4. b

## Quiz 5

**A**

1. b 2. a 3. a 4. c 5. c 6. b

**B**

1. c 2. a 3. c 4. a 5. b

**C**

1. d 2. c 3. b 4. f

## Quiz 6

**A**

1. a 2. b 3. b 4. c 5. a 6. c

**B**

1. b 2. c 3. a 4. a 5. c

**C**

1. a 2. c 3. c 4. b

## Quiz 7

**A**

1. a 2. b 3. c 4. c 5. b 6. a

**B**

1. b. 2. a 3. c 4. a 5. c

**C**

1. d 2. a 3. b 4. f

## Quiz 8

**A**

1. b 2. a 3. b 4. c 5. c 6. b

**B**

1. c 2. a 3. b 4. a 5. c

**C**

1. c 2. a 3. a 4. b

### Quiz 9

**A**

1. a 2. c 3. a 4. a 5. b 6. b

**B**

1. b 2. a 3. a 4. c 5. c

**C**

1. f 2. d 3. a 4. c

### Quiz 10

**A**

1. c 2. a 3. a 4. b 5. b 6. c

**B**

1. c 2. c 3. a 4. b 5. a

**C**

1. b 2. a 3. c 4. c

### Quiz 11

**A**

1. b 2. a 3. a 4. c 5. a 6. c

**B**

1. a 2. c 3. b 4. b 5. c

**C**

1. b 2. f 3. d 4. c

### Quiz 12

**A**

1. c 2. a 3. c 4. b 5. b 6. a

**B**

1. b 2. c 3. a 4. c 5. b

**C**

1. a 2. a 3. c 4. b

### Quiz 13

**A**

1. a 2. b 3. c 4. b 5. b 6. a

**B**

1. b 2. a 3. b 4. a 5. c

**C**

1. a 2. c 3. f 4. d

### Quiz 14

**A**

1. b 2. a 3. b 4. c 5. a 6. a

**B**

1. c 2. a 3. a 4. c 5. b

**C**

1. b 2. b 3. c 4. a

### Quiz 15

**A**

1. b 2. a 3. c 4. c 5. c 6. b

**B**

1. b 2. a 3. c 4. b 5. c

**C**

1. b 2. a 3. f 4. e

### Quiz 16

**A**

1. b 2. a 3. c 4. a 5. c 6. b

**B**

1. c 2. b 3. c 4. b 5. a

**C**

1. c 2. a 3. b 4. a

# Tests

The *Let's Talk* tests are designed to measure students' progress. There are two tests; Test 1 covers Units 1–8, and Test 2 covers Units 9–16. Because the tests cover the vocabulary and language structures presented in the Student's Book units, students who have been successful with the exercises in the Student's Book should also be successful with the tests.

Each test is composed of two parts: a Multiple-choice section and a Speaking section. The Multiple-choice section can be given to the whole class at the same time. The Speaking section can be given to students working individually with a teacher, in pairs, or in groups.

The chart on page 194 of this Teacher's Manual indicates the unit each test item comes from. If you skipped certain units, simply tell students to skip the items that pertain to those units.

## Multiple-choice section

Each Multiple-choice section consists of three parts: *Listening*, *Vocabulary*, and *Language in context*.

For each test, there are two versions of the Multiple-choice section:

**Test 1, Version A:** pages 198–201

**Test 2, Version A:** pages 216–219

**Test 1, Version B:** pages 202–205

**Test 2, Version B:** pages 220–223

Both versions contain the same items; however, the answer choices are arranged differently. Administering both versions allows you to administer the test without changing seating arrangements or being concerned about students sharing answers.

## Administering the Multiple-choice section

The Multiple-choice section takes approximately 60 minutes to complete: 30 minutes for the *Listening* section, and a total of 30 minutes for the *Vocabulary* and *Language in context* sections.

- Photocopy one answer sheet and one test for each student. If you decide to use both versions of the test, have students using Version A sit next to those using Version B, and ask students to indicate on their answer sheets which version of the test they are using.
- Tell students that they should mark their answers on the answer sheet provided (page 215 for Test 1, and page 233 for Test 2). Students should not write directly on the test pages.
- Begin with the *Listening* section. The audio program contains eight conversations. Each conversation is recorded only once.



- Pause the audio program between items if you feel that students require more time to complete their answers. You may also choose to play the conversation a second time, if necessary.
- When students have completed the *Listening* section, have them go on to the *Vocabulary* and *Language in context* sections. Tell them how much time they have to complete the remainder of the test.
- When students have finished, collect the tests and answer sheets. Score them using the answer keys provided (page 214 for Test 1, and page 232 for Test 2).

## Scoring

The Multiple-choice section is scored according to the following point breakdown:

<i>Listening</i> (16 items) 1.5 points per item	= 24 points
<i>Vocabulary</i> (12 items) 1 point per item	= 12 points
<i>Language in context</i> (14 items) 1 point per item	= 14 points
Total: 42 questions	Total: 50 points

A Test score sheet can be found on page 195 of this Teacher's Manual.

## Speaking section

The purpose of the Speaking section is to evaluate how well students have developed their communication skills in five areas: communication, interaction, accuracy, fluency, and pronunciation. See the Speaking section evaluation guide on pages 196 – 197 of this Teacher's Manual.

The amount of time required to administer the Speaking section varies, depending on the number of students to be tested and the amount of time you choose to devote to each student.

Part A of each test contains two banks of discussion questions, and Part B consists of two sets of pictures, labeled "Speaker A" and "Speaker B." Each discussion question bank offers more questions than you need, so you should select the items you feel best meet your assessment needs. The goal is to have the students talk about the topics covered in the Student's Book, so that you can listen and assess their progress. Students' answers will vary, and there are no "right answers." The test items are discussion questions and are designed to allow students to show how well they can communicate.

There are two types of tasks in the Speaking section:

- **Discussion question bank** Students ask and answer questions that are modeled on material presented in the Student's Book. The questions are designed to encourage discussion.
- **Picture description** Students describe or compare what they see in a picture or in a set of pictures. The pictures are also modeled on material presented in the Student's Book.

Before beginning the Speaking section, familiarize yourself with the tasks and the level descriptions on pages 196 – 197. Decide if you will test students individually, in pairs, or in groups. The method will depend on the number of students in your class, the amount of time and space you have available, and the administrative requirements of your institution.

The best place to administer the Speaking test is a private place where students are unlikely to be overheard or distracted, such as an office or an unused classroom.

## **Administering the Speaking section**

### **Putting students at ease**

It's difficult for students to show how well they can speak English when they're afraid of making mistakes. Here are some things you can say to students to put them at ease before the Speaking section:

*I'm just going to listen to you while you have a conversation in English.*

*There are no right answers to the questions. Just give your opinions.*

*Try to relax, concentrate on your conversation, and have fun!*

*Please talk to each other, not to me. Pretend that I'm not here.*

*I'm going to listen to the way you communicate, and not look for mistakes.*

### **Getting started**

Before students start the Speaking section, give them a few moments to read over the questions that they will ask each other. You may want to pre-select questions from the discussion question bank so that students understand that they don't need to cover all the items. Students should not begin immediately asking the questions to each other without having thought about them.

### **Dealing with errors**

As the Speaking section measures students' communicative competence, the mistakes that students make during the Speaking section do not matter very much, unless they lead to misunderstandings. If there is a communication problem, you may need to intervene to help the students understand each other.

### **Asking follow-up questions / encouraging fuller answers**

Once the conversation is under way, you may need to ask follow-up questions to encourage students to give fuller answers. Students who answer questions with just a short phrase aren't demonstrating how much they know. If necessary, encourage more complete responses using the following prompts:

*Can you give me an example? Tell more about that. Why do you think so?*

## **Speaking section alternatives:**

### **Method 1 – Student-student pairs (1 teacher + 2 students)**

Evaluating student-student pairs is the most effective way to administer the Speaking section. Each student is given a different set of questions. They then ask each other

and answer the questions while you listen and assess their communication. You may need to interrupt the discussion in order to encourage a less talkative student to say more, or to discourage an over-talkative student from dominating the conversation. Your role is that of a facilitator in the conversation. You should focus your attention on assessing each student.

Try to match students who are friendly with each other and who are similar in ability. Alternatively, if you are testing two separate classes that are both using *Let's Talk*, you could work with another teacher and pair students from different classes together. If you have an odd number of students, you can assess one group of three, or you can test the additional student individually (see Method 2).

### **Method 2 – Teacher-student pairs (1 teacher + 1 student)**

This method resembles Method 1, except that one member of the pair is the student and the other is the teacher. The student uses the “Speaker A” material, and the teacher uses the “Speaker B” material. Try to help the student feel as much as possible like an equal partner in the interaction, rather than feeling as if he or she is being interviewed or quizzed. Encourage the student to ask you follow-up questions as well. The advantage of this method is that a more fluent conversation may develop.

### **Method 3 – Pair or group interview (1 teacher + 2, 3, or 4 students)**

The teacher chooses questions from either “Speaker A” or “Speaker B” material to ask each student in turn. In using this method, be careful that students do not focus their attention only on you and your questions, responses, and reactions. Encourage students to ask one another questions and react to one another rather than just to you. For the picture descriptions, photocopy only the relevant pictures and give the pictures to the students while you ask the relevant questions. Each time you ask a question, begin with a different student, so each student has a chance to answer first.

### **Method 4 – Student-student pairs (2 teachers + 2 students)**

This method works the same way as Method 1, except that one teacher concentrates on giving instructions and keeping the interaction going, while the other evaluates. The roles of the two teachers can alternate for each pair of students. The advantage of this method is that one teacher can focus completely on assessing the students.

### **Timing**

The more students you have and / or the more questions you select, the longer it will take to administer the Speaking section. With a large class, the testing time for each individual student will likely be shorter, giving you less time to assess each student. It isn't necessary to cover all of the questions, especially if you have limited time. A selection of items from the discussion question bank is enough to give you a good idea of each student's progress. Similarly, you may wish to choose only one set of pictures for students to describe in part B. Here are some suggested testing times:

- **9 minutes per conversation** By testing students in pairs, you can evaluate 12 students in one hour. (A 9-minute conversation is probably too long for students working individually in Method 2.)
- **7 minutes per conversation** By testing students in pairs, you can evaluate 16 students in one hour, or 8 individuals.



- **4 minutes per conversation** By testing students in pairs, you can evaluate 24 students in an hour, or 12 individuals. (Four minutes is probably not enough time to assess students working in pairs in Method 1, but it may be enough for Method 4.)

### Scoring

The Speaking section is scored according to the descriptions provided for each level on pages 196 – 197. Use these descriptions to assign a score from 1 to 5, based on the student's performance in each of the five assessment areas. A possible maximum score of 25 points may be computed by adding the student's scores in each assessment area. A maximum score suggests that the student has mastered the content, structures, and vocabulary specific to that unit or level. Aspects of language proficiency or communicative competence that are not level-specific, including pronunciation and the ability to interact with a partner, are also measured. When measuring pronunciation or communicative competence, the scores are based on the kinds of speech and levels of communication modeled in the Student's Book.

A *Class score sheet* can be found on pages 188 – 189 of this Teacher's Manual. This score sheet allows you to record both students' quiz and test scores.

### Test item unit correspondence

The following keys indicate the corresponding unit for each test item:

#### Test 1 (Units 1–8)

Multiple-choice section		Speaking section	
Unit	Items	Unit	Items
1	1, 2, 17, 18	1	Discussion questions 1
2	3, 4, 19, 20, 29, 30, 31	2	Picture description 1
3	5, 6, 21, 32, 33, 34	3	Discussion questions 2
4	7, 8, 22, 23	4	Picture description 2
5	9, 10, 24	5	Discussion questions 3
6	11, 12, 25, 39, 40, 41, 42	6	Picture description 3
7	13, 14, 26, 35, 36, 37, 38	7	Discussion questions 4
8	15, 16, 27, 28	8	Discussion questions 5

#### Test 2 (Units 9–16)

Multiple-choice section		Speaking section	
Unit	Items	Unit	Items
9	1, 2, 17, 18, 19	9	Discussion questions 1
10	3, 4, 29, 30, 31, 32	10	Discussion questions 2
11	5, 6, 20, 21, 22	11	Picture description 1
12	7, 8, 23, 33, 34, 35	12	Discussion questions 3
13	9, 10, 24, 25	13	Discussion questions 4
14	11, 12, 36, 37, 38, 39	14	Picture description 2
15	13, 14, 40, 41, 42	15	Discussion questions 5
16	15, 16, 26, 27, 28	16	Discussion questions 6

# Test score sheet

## Multiple-choice section score sheet

- A** Listening (24 points) 1.5 points per item  
**B** Vocabulary (12 points) 1 point per item  
**C** Language in context (14 points) 1 point per item


Total score: 50

## Speaking section score sheet

Assign a score from 1 to 5 based on each of the five assignment areas on pages 196–197.

### A Discussion question bank (25 points)

	1	2	3	4	5
Communication	1	2	3	4	5
Interaction	1	2	3	4	5
Accuracy	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

### B Picture description (25 points)

	1	2	3	4	5
Communication	1	2	3	4	5
Interaction	1	2	3	4	5
Accuracy	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Total Score: 50

## Speaking section evaluation guide

	Level 1	Level 2
<b>Communication</b> (ability to make himself / herself understood)	Can't make himself / herself understood while performing tasks, even when listener asks for repetition or clarification.	Can't make himself / herself understood while performing most tasks; listener frequently asks for repetition or clarification.
<b>Interaction</b> (ability to listen to and interact with a partner)	Can't listen attentively or respond appropriately while performing tasks; fails to interact with a partner.	Can't listen attentively or respond appropriately while performing most tasks; interacts poorly with a partner.
<b>Accuracy</b> (grammar, syntax, and general structures)	Grammar and syntax are uncontrolled while performing tasks; lacks knowledge of general structures.	Grammar and syntax are uncontrolled while performing most tasks; demonstrates limited knowledge of general structures with frequent errors.
<b>Fluency</b> (vocabulary, speed, naturalness, lack of hesitation)	Speech is labored and unnatural while performing tasks; frequent hesitation on even high-frequency vocabulary words, phrases, or structures.	Speech is labored and unnatural while performing most tasks; frequent hesitation on common vocabulary words, phrases, or structures.
<b>Pronunciation</b> (stress, rhythm, intonation patterns)	Very difficult to understand while performing tasks; very unclear articulation and intonation.	Difficult to understand while performing most tasks; unclear articulation and intonation.



Level 3	Level 4	Level 5
Makes himself / herself understood while performing at least half the tasks; listener sometimes asks for repetition or clarification.	Makes himself / herself understood while performing most tasks; listener rarely asks for repetition or clarification.	Makes himself / herself understood while performing tasks; listener does not ask for repetition or clarification.
Listens to another person and responds reasonably well while performing at least half the tasks; interacts adequately with a partner.	Listens attentively to another person and responds appropriately while performing most tasks; interacts well with a partner.	Listens attentively to another person and responds appropriately while performing tasks; interacts very well with a partner.
Grammar and syntax are controlled while performing at least half the tasks; demonstrates knowledge of general structures with frequent minor errors.	Grammar and syntax are controlled while performing most tasks; demonstrates knowledge of general structures with few errors.	Grammar and syntax are controlled while performing tasks; demonstrates knowledge of general structures with a few minor errors.
Speech is smooth and natural while performing at least half the tasks; some hesitation on vocabulary words, phrases, or structures.	Speech is smooth and natural while performing most tasks; occasional hesitation on vocabulary words, phrases, or structures.	Speech is smooth and natural while performing tasks; occasional hesitation on low-frequency vocabulary words, phrases, or structures.
Easy to understand while performing at least half the tasks; slightly unclear articulation and intonation.	Easy to understand while performing most tasks; clear articulation and intonation.	Easy to understand while performing tasks; very clear articulation and intonation.

# Test 1 (Units 1–8)

## Multiple-choice section

Version  
**A**

### A Listening

Listen and choose the correct answer for each question.

#### Track 10

1. What is true about Fumiko?
  - a. She can't go to the party.
  - b. She's from Japan.
  - c. She hates parties.
  - d. She and Steve are good friends.
2. Where does John live?
  - a. 8 Oak Street.
  - b. 8 Claperton Street.
  - c. 125 Oak Street.
  - d. 125 Claperton Street.

#### Track 11

3. What does the man in the picture look like?
  - a. He's tall.
  - b. He's thin.
  - c. He's muscular.
  - d. He has curly brown hair.
4. How does the woman describe him?
  - a. He's creative.
  - b. He's quiet.
  - c. He's careless.
  - d. He's talkative.

#### Track 12

5. What does Susan like to do?
  - a. Play golf.
  - b. Go fishing.
  - c. Take photos.
  - d. Collect coins.
6. What is true about Dave?
  - a. He likes all sports.
  - b. He wants to go hiking with Susan.
  - c. He and Susan have the same hobbies.
  - d. He likes to collect things.

#### Track 13

7. What is true about Brad?
  - a. He has an older brother.
  - b. He has a younger brother.
  - c. He has two brothers.
  - d. He doesn't have any sisters.

8. What do Brad and his best friend do together?
  - a. Play basketball.
  - b. Play cards.
  - c. Travel to California.
  - d. Teach English.

**Track 14**

9. What does the woman say about the perfume?
  - a. It costs \$80.
  - b. It's on sale.
  - c. It's Laura's favorite.
  - d. It's cheaper online.
10. What gift will they probably buy?
  - a. A coat.
  - b. A hat.
  - c. A CD.
  - d. Some perfume.

**Track 15**

11. What did Ben do on his trip?
  - a. Rented a car.
  - b. Traveled by bus.
  - c. Visited a local festival.
  - d. Stayed in a nice hotel.
12. What is true about Ben's trip?
  - a. He met lots of travelers.
  - b. He traveled everywhere by taxi.
  - c. He spoke a lot of Chinese.
  - d. He didn't like the food.

**Track 16**

13. Which food will *not* be on the menu?
  - a. Pasta.
  - b. Salad.
  - c. Chicken wings.
  - d. Hamburgers.
14. What will they serve for dessert?
  - a. Ice cream.
  - b. Cookies.
  - c. Fruit salad.
  - d. Chocolate cake.

**Track 17**

15. What does the clerk say about the action movie?
  - a. It isn't violent.
  - b. He didn't like it.
  - c. It isn't new.
  - d. It's his favorite action movie.



16. What type of movie will the customer probably rent?
- A comedy.
  - A documentary.
  - An action movie.
  - An animated movie.

## B Vocabulary

Choose the best word(s) to complete each sentence.

17. I'm a \_\_\_\_\_ student.
- college
  - major
  - singer
  - favorite
18. I'll call you later. Can I have your \_\_\_\_\_?
- e-mail address
  - street name
  - first name
  - cell phone number
19. My star sign is \_\_\_\_\_.
- February
  - stubborn
  - June 22–July 22
  - Gemini
20. She isn't neat. She's \_\_\_\_\_.
- talkative
  - messy
  - careful
  - timid
21. Do you play \_\_\_\_\_?
- a musical instrument
  - calligraphy
  - the Internet
  - swimming
22. Your wife's father is your \_\_\_\_\_.
- grandfather
  - nephew
  - father-in-law
  - uncle
23. My friend and I go \_\_\_\_\_ together.
- study
  - fishing
  - sports
  - cards
24. To save money, I usually buy things \_\_\_\_\_.
- on sale
  - at a department store
  - new
  - for myself
25. I like to shop for \_\_\_\_\_ on vacation.
- souvenirs
  - relatives
  - youth hostels
  - photos
26. We eat this food with \_\_\_\_\_.
- appetizers
  - restaurants
  - chopsticks
  - a meal

27. During commercials, I usually change the \_\_\_\_\_.  
 a. sitcom                      c. movie  
 b. time                         d. channel
28. I don't like \_\_\_\_\_ movies very much – they're too scary.  
 a. romantic                    c. horror  
 b. animated                   d. educational

### C Language in context

Choose the best answers to complete each paragraph.

My friend Samantha is very \_\_\_\_\_. She's only 14 years old. She has long \_\_\_\_\_ brown \_\_\_\_\_ and green eyes.

29. a. young                      b. elderly                      c. middle-aged  
 30. a. straight                  b. tall                          c. blond  
 31. a. skin                        b. eyes                        c. hair

Robert is a very creative person. He likes \_\_\_\_\_ and taking \_\_\_\_\_. He also likes sports, especially \_\_\_\_\_.

32. a. chess                      b. fishing                      c. drawing  
 33. a. music                     b. photos                      c. the Internet  
 34. a. skiing                    b. cooking                    c. magic tricks

I went to a festival last week. There were lots of outdoor \_\_\_\_\_ serving \_\_\_\_\_ dishes from around the world. I bought some Indian curry, but it was too \_\_\_\_\_ for me. I was still hungry, so I ate some cheesecake for \_\_\_\_\_.

35. a. cafeterias                b. food stalls                      c. main courses  
 36. a. traditional              b. bland                          c. American  
 37. a. spicy                      b. creamy                        c. sweet  
 38. a. an appetizer            b. a side dish                    c. dessert

Last year, we took a vacation to Thailand for one week. The first day, we didn't do anything because we had \_\_\_\_\_. The next day, we went to a beautiful \_\_\_\_\_ and went swimming. I'm glad we had \_\_\_\_\_. It was hot and sunny every day. We really needed our \_\_\_\_\_!

39. a. local food                b. a passport                    c. jet lag  
 40. a. beach                    b. theme park                    c. mountain  
 41. a. with friends            b. nice weather                  c. historical sites  
 42. a. flashlights              b. sunscreen                    c. umbrellas

# Test 1 (Units 1–8)

## Multiple-choice section

Version  
**B**

### A Listening

Listen and choose the correct answer for each question.

#### Track 10

1. What is true about Fumiko?
  - a. She hates parties.
  - b. She's from Japan.
  - c. She and Steve are good friends.
  - d. She can't go to the party.
2. Where does John live?
  - a. 8 Oak Street.
  - b. 125 Claperton Street.
  - c. 125 Oak Street.
  - d. 8 Claperton Street.

#### Track 11

3. What does the man in the picture look like?
  - a. He's muscular.
  - b. He has curly brown hair.
  - c. He's thin.
  - d. He's tall.
4. How does the woman describe him?
  - a. He's quiet.
  - b. He's creative.
  - c. He's talkative.
  - d. He's careless.

#### Track 12

5. What does Susan like to do?
  - a. Collect coins.
  - b. Play golf.
  - c. Take photos.
  - d. Go fishing.
6. What is true about Dave?
  - a. He likes to collect things.
  - b. He likes all sports.
  - c. He and Susan have the same hobbies.
  - d. He wants to go hiking with Susan.

#### Track 13

7. What is true about Brad?
  - a. He has two brothers.
  - b. He has a younger brother.
  - c. He has an older brother.
  - d. He doesn't have any sisters.



8. What do Brad and his best friend do together?
- a. Teach English.
  - b. Play basketball.
  - c. Travel to California.
  - d. Play cards.

**Track 14**

9. What does the woman say about the perfume?
- a. It's cheaper online.
  - b. It costs \$80.
  - c. It's on sale.
  - d. It's Laura's favorite.
10. What gift will they probably buy?
- a. Some perfume.
  - b. A hat.
  - c. A coat.
  - d. A CD.

**Track 15**

11. What did Ben do on his trip?
- a. Rented a car.
  - b. Visited a local festival.
  - c. Stayed in a nice hotel.
  - d. Traveled by bus.
12. What is true about Ben's trip?
- a. He didn't like the food.
  - b. He met lots of travelers.
  - c. He traveled everywhere by taxi.
  - d. He spoke a lot of Chinese.

**Track 16**

13. Which food will *not* be on the menu?
- a. Chicken wings.
  - b. Pasta.
  - c. Salad.
  - d. Hamburgers.
14. What will they serve for dessert?
- a. Ice cream.
  - b. Chocolate cake.
  - c. Fruit salad.
  - d. Cookies.

**Track 17**

15. What does the clerk say about the action movie?
- a. It isn't new.
  - b. It isn't violent.
  - c. It's his favorite action movie.
  - d. He didn't like it.

16. What type of movie will the customer probably rent?
- a. An animated movie.
  - b. A documentary.
  - c. An action movie.
  - d. A comedy.

## B Vocabulary

Choose the best word(s) to complete each sentence.

17. I'm a \_\_\_\_\_ student.
- a. singer
  - b. favorite
  - c. college
  - d. major
18. I'll call you later. Can I have your \_\_\_\_\_ ?
- a. street name
  - b. first name
  - c. e-mail address
  - d. cell phone number
19. My star sign is \_\_\_\_\_ .
- a. stubborn
  - b. Gemini
  - c. June 22–July 22
  - d. February
20. She isn't neat. She's \_\_\_\_\_ .
- a. timid
  - b. messy
  - c. careful
  - d. talkative
21. Do you play \_\_\_\_\_ ?
- a. a musical instrument
  - b. swimming
  - c. calligraphy
  - d. the Internet
22. Your wife's father is your \_\_\_\_\_ .
- a. nephew
  - b. father-in-law
  - c. uncle
  - d. grandfather
23. My friend and I go \_\_\_\_\_ together.
- a. sports
  - b. study
  - c. cards
  - d. fishing
24. To save money, I usually buy things \_\_\_\_\_ .
- a. at a department store
  - b. new
  - c. on sale
  - d. for myself
25. I like to shop for \_\_\_\_\_ on vacation.
- a. youth hostels
  - b. souvenirs
  - c. relatives
  - d. photos
26. We eat this food with \_\_\_\_\_ .
- a. chopsticks
  - b. appetizers
  - c. a meal
  - d. restaurants

27. During commercials, I usually change the \_\_\_\_\_.  
 a. channel                      c. time  
 b. sitcom                      d. movie
28. I don't like \_\_\_\_\_ movies very much – they're too scary.  
 a. educational                      c. animated  
 b. horror                      d. romantic

### C Language in context

Choose the best answers to complete each paragraph.

My friend Samantha is very \_\_\_\_\_. She's only 14 years old. She has long \_\_\_\_\_ brown \_\_\_\_\_ and green eyes.

29. a. elderly                      b. young                      c. middle-aged  
 30. a. blond                      b. straight                      c. tall  
 31. a. eyes                      b. skin                      c. hair

Robert is a very creative person. He likes \_\_\_\_\_ and taking \_\_\_\_\_. He also likes sports, especially \_\_\_\_\_.

32. a. drawing                      b. fishing                      c. chess  
 33. a. photos                      b. music                      c. the Internet  
 34. a. cooking                      b. magic tricks                      c. skiing

I went to a festival last week. There were lots of outdoor \_\_\_\_\_ serving \_\_\_\_\_ dishes from around the world. I bought some Indian curry, but it was too \_\_\_\_\_ for me. I was still hungry, so I ate some cheesecake for \_\_\_\_\_.

35. a. main courses                      b. food stalls                      c. cafeterias  
 36. a. traditional                      b. American                      c. bland  
 37. a. creamy                      b. spicy                      c. sweet  
 38. a. an appetizer                      b. a side dish                      c. dessert

Last year, we took a vacation to Thailand for one week. The first day, we didn't do anything because we had \_\_\_\_\_. The next day, we went to a beautiful \_\_\_\_\_ and went swimming. I'm glad we had \_\_\_\_\_. It was hot and sunny every day. We really needed our \_\_\_\_\_!

39. a. a passport                      b. local foods                      c. jet lag  
 40. a. theme park                      b. beach                      c. mountain  
 41. a. nice weather                      b. historical sites                      c. with friends  
 42. a. umbrellas                      b. flashlights                      c. sunscreen



# Test 1 (Units 1–8)

## Speaking section



### A Discussion question bank

Use these questions to have a conversation with your partner.

1.
  - a. What's your name?
  - b. How do you spell your first name?
  - c. Where do you live? What's your address?
  - d. Where do you work or study?
  - e. What kind of music do you like?
2.
  - a. What do you like to do in your free time?
  - b. What does your best friend like to do?
  - c. What are some popular hobbies in your country?
  - d. What extreme sports do you know about?
  - e. What are some sports you can play with a team?
3.
  - a. Where do you like to go shopping? Why?
  - b. What was the last thing you bought? Why did you buy it?
  - c. What can you buy in a duty-free shop? What can you buy in a department store?
  - d. How do you save money?
  - e. Do you prefer to spend money or save money?
4.
  - a. What's your favorite appetizer? What's your favorite main course?
  - b. What do you like to eat when you are at home?
  - c. What are some traditional foods from your country?
  - d. What is your favorite food from another country?
  - e. What unusual food would you like to try?
5.
  - a. What kinds of movies do you like? Why?
  - b. What's your favorite movie? Why do you like it?
  - c. Who is your favorite actor? Why?
  - d. What movie do you want to see? Why?
  - e. What are some of your favorite TV shows?
  - f. How many hours do you watch TV every week?

# B Picture description

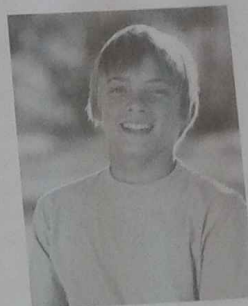
1. Describe these people.



a.



b.

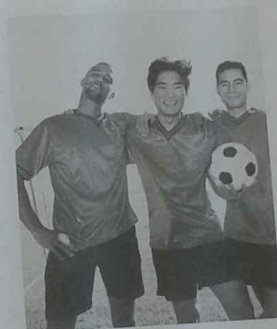


c.

2. Describe these pictures.



a.



b.



c.

3. Describe these pictures.



a.



b.



c.

# Test 1 (Units 1–8)

## Speaking section



### A Discussion question bank

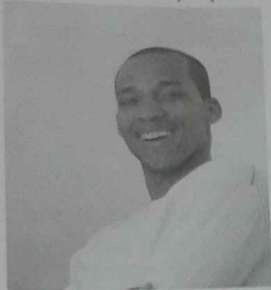
Use these questions to have a conversation with your partner.

1.
  - a. What's your name?
  - b. How do you spell your last name?
  - c. Where are you from?
  - d. What's your e-mail address?
  - e. How many brothers and sisters do you have?
2.
  - a. What are your hobbies?
  - b. What does your family like to do?
  - c. What are some popular sports in your country?
  - d. What sports are not expensive to play?
  - e. What are some sports that you can play alone?
3.
  - a. What do you like to shop for?
  - b. What do you want to buy next? Why?
  - c. What are your favorite clothes? What are you wearing today?
  - d. What are some ways to save money?
  - e. Which do you do more often: borrow money or lend money?
4.
  - a. What's your favorite drink? What's your favorite dessert?
  - b. What do you like to eat when you go out to a restaurant?
  - c. How often do you eat out? Who do you usually go with?
  - d. What foods from other countries do you want to try? Why?
  - e. What is the most unusual food you have tried? Did you like it?
5.
  - a. What is your favorite type of movie? Why?
  - b. What kinds of movies don't you like? Why don't you like them?
  - c. Who is your favorite actress? Why?
  - d. What was the last movie you watched? Did you like it?
  - e. What kinds of TV shows do you like? What kinds do you dislike?
  - f. When do you usually watch TV? What channels do you usually watch?



# **B Picture description**

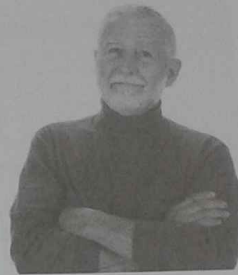
1. Describe these people.



a.



b.

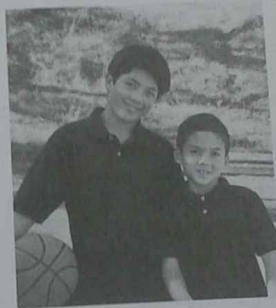


c.

2. Describe these pictures.



a.



b.



c.

3. Describe these pictures.



a.



b.



c.

# Test 1 (Units 1–8)

## Speaking section sample answers



### A Discussion answer bank

1. a. My name is . . . / I'm . . .  
b. S-M-I-T-H.  
c. I'm from . . .  
d. My e-mail address is . . .  
e. I have two brothers and one sister.
2. a. My hobby is . . . / My hobbies are . . . and . . .  
b. My family likes to . . . / My brother likes . . . / My sister enjoys . . .  
c. Some popular sports are . . .  
d. . . is not an expensive sport.  
e. You can . . . alone.
3. a. I like to shop for . . .  
b. I want to buy a . . . because . . .  
c. My favorite clothes are . . . Today I'm wearing . . .  
d. Some ways to save money are . . .  
e. I . . . money more often than I . . . money.
4. a. My favorite drink is . . . My favorite dessert is . . .  
b. I like to eat . . . in a restaurant.  
c. I eat out every . . . I usually go with . . .  
d. I want to try . . . from . . . because . . .  
e. I tried . . . / I ate . . . I liked it. / I didn't like it.
5. a. I like . . . movies because . . .  
b. I don't like . . . movies because . . .  
c. My favorite actress is . . . because . . .  
d. The last movie I watched was . . . I liked it. / I didn't like it.  
e. I like . . . shows . . . I don't like . . . shows.  
f. I usually watch TV . . . I usually watch channel . . .

### B Picture description

1. a. She is thin and attractive with dark eyes and long, dark wavy hair.  
b. This is an older woman. She has short, curly gray hair and glasses.  
c. This is a young boy. He is athletic, and he has light eyes and straight blond hair.
2. a. These are two men. They are friends. They are fishing together.  
b. This is a picture of three young men. They are friends. They are playing soccer together.  
c. This is a picture of four friends. They are eating out at a restaurant together.
3. a. This is a picture of a family. They are on vacation at the beach. It looks relaxing.  
b. This is a picture of a man and a woman. They are sightseeing in Paris.  
c. This is a picture of two young women. They are hiking. It looks tiring.

# Test 1 (Units 1–8)

## Speaking section sample answers

Speaker  
**B**

### A Discussion answer bank

1. a. My name is . . . / I'm . . .  
b. N-A-T-A-L-I-E.  
c. I live in . . . My address is . . .  
d. I work at . . . / I go to . . . / I study at . . .  
e. I like . . . music. / I listen to . . . music.
2. a. I like to . . . in my free time.  
b. My best friend likes to . . .  
c. Some popular hobbies are . . .  
d. Some extreme sports are . . .  
e. You play . . . with a team.
3. a. I usually shop at . . . because . . .  
b. I bought a . . . because . . .  
c. In a duty-free shop, you can buy . . . In a department store, you can buy . . .  
d. To save money, I . . .  
e. I prefer to . . .
4. a. My favorite appetizer is . . . My favorite main course is . . .  
b. I like to eat . . . at home.  
c. In my country, . . . are some traditional foods.  
d. My favorite food is . . . It's from . . .  
e. I want to try . . . / I want to eat . . .
5. a. I like . . . movies because . . .  
b. My favorite movie is . . . I like it because . . .  
c. My favorite actor is . . . because . . .  
d. I want to see . . . because . . .  
e. My favorite TV show is . . . / I like (to watch) . . .  
f. I watch TV for . . . hours every week.

### B Picture description

1. a. This is a man. He is young and muscular. He has short, curly black hair.  
b. This is a woman. She is young. She is thin, and she has long, straight black hair.  
c. This is a man. He is kind of old. He is thin and has short gray or white hair.
2. a. This is a wedding picture. The young man and young woman on the right are husband and wife. The older man and older woman on the left might be the young man's father-in-law and mother-in-law.  
b. These are two brothers. One is older and one is younger.  
c. This is a family. There are two children with their mother and father and their grandparents.
3. a. This is a picture of two men. They are on an overnight camping trip.  
b. These people are sightseeing and are having bad weather.  
c. This woman is taking a trip overseas. She has her passport.



# Test 1 (Units 1–8)

## Audio scripts

### A Listening

Listen and choose the correct answer for each question.

#### ► 1 and 2 (CD Track 10)

A man is introducing two friends. Listen.

**Steve:** Hi, John! How are you?

**John:** I'm great, Steve, and you?

**Steve:** Not bad, thanks.

**John:** Steve, this is my friend Fumiko. Fumiko, this is Steve.

**Fumiko:** Hello, Steve. It's nice to meet you.

**Steve:** Nice to meet you, too. I've never heard the name "Fumiko" before. Where are you from?

**Fumiko:** I'm from Japan, but my family moved to the U.S. when I was little.

**John:** Hey, I've got to go, but I want to invite you both to a party at my house on Saturday night.

**Fumiko:** That sounds great. I love parties.

**Steve:** Me, too. So, John, where do you live?

**John:** At one-twenty-five Oak Street. My apartment is on the eighth floor. Just ring the bell marked "Claperton." That's C-L-A-P-E-R-T-O-N.

**Fumiko:** One-twenty-five Oak. OK. I'll be there.

**Steve:** Me, too. See you Saturday!

#### ► 3 and 4 (CD Track 11)

Two friends are looking at photographs. Listen.

**Man:** These are great pictures.

**Woman:** Thanks.

**Man:** So who's this tall guy with the curly blond hair? Is that your brother?

**Woman:** No. That's my cousin Don.

**Man:** Wow. You two really look a lot alike.

**Woman:** Yeah. A lot of people say that. I guess we're alike in a lot of ways.

**Man:** Really? How?

**Woman:** Well, we have a lot of the same interests, and we have similar personalities. Don's definitely not the quiet type. He loves to talk.

**Man:** Hmm. I guess you are a lot alike.

#### ► 5 and 6 (CD Track 12)

Two people are talking about their hobbies and interests. Listen.

**Dave:** Hi. I don't think we've met. I'm Dave.

**Susan:** Hi. I'm Susan. I just moved into the apartment next door.

**Dave:** Oh! Well, welcome. . . . I see you have a camera. Are you a photographer?

**Susan:** No, I just take pictures in my free time.

**Dave:** Interesting. So, what do you like to photograph?

**Susan:** Well, I like to go hiking, so I mostly take pictures of nature.

**Dave:** That's great. I'm not much of an outdoor person.

**Susan:** Oh, really? What do you like to do in your free time?

**Dave:** Well, I've got a great stamp collection, and I collect coins, too.

**Susan:** Wow. I'd love to see them sometime. . . .

#### ► 7 and 8 (CD Track 13)

A man is talking about his family and friends. Listen.

**Woman:** How was your camping trip, Brad?

**Brad:** Oh, it was so much fun.

**Woman:** Who did you go with?

**Brad:** I went with my family. My parents organize the trip every year, you know, to get the family together.

**Woman:** That's really nice.

**Brad:** Yeah. This year, my sister and my brother-in-law came.

**Woman:** Your sister's younger than you, right?

**Brad:** Right. And my brother came, too.

**Woman:** Brother? I didn't know you had a brother.

**Brad:** Uh-huh. His name's Mark. He moved to California to go to college when I was still in high school. He still lives there. He's an English teacher.

**Woman:** Interesting. . . . Did anyone else join the trip?

**Brad:** Yeah, uh, my best friend came along, too. We hadn't seen each other for years. It was great. We just talked...and played cards. Just like back in high school.

#### ► 9 and 10 (CD Track 14)

Two people are deciding what to get a friend for her birthday. Listen.

**Woman:** Laura's birthday is next week. Why don't we put our money together and get her a nice gift?

**Man:** That's a good idea. But what should we get her?

**Woman:** Hmm...I know! I saw a great leather jacket at an outdoor market. I know she'd love it.

**Man:** How much was it?

**Woman:** Eighty dollars.

**Man:** That's way too much. And besides, we don't know if it would even fit her.

**Woman:** Well, then how about some perfume? It's on sale at Wallace's Department Store.

**Man:** I don't know. . . . Does Laura wear perfume?

**Woman:** Hmm. I'm not sure. . . . Well, what about something useful, like a nice pair of gloves? Or a hat?

**Man:** I don't think so. . . . Hey, you know, Laura really likes music.

**Woman:** You're right! And CD Land is in the shopping mall, so it's convenient.

**Man:** OK. Let's go.

### ► 11 and 12 (CD Track 15)

A man is telling his friend about a recent trip. Listen.

[phone rings]

**Julia:** Hello?

**Ben:** Hey, Julia, it's Ben.

**Julia:** Ben! You're back! How was your trip to China?

**Ben:** It was really fun! The best ten days of my life!

**Julia:** Really? Tell me all about it!

**Ben:** Well, I went sightseeing all over Beijing.

**Julia:** Did you take a bus tour or something?

**Ben:** No, I rented a bicycle. It was great! I saw everything.

**Julia:** Wow. Where did you go?

**Ben:** Well, I went to a lot of historical places, like the Forbidden City and the Summer Palace. I went to a great festival, too, and tried some of the local foods. Mmm. I ate so much!

**Julia:** Sounds great! Did you stay at a hotel?

**Ben:** No, I just stayed at a small youth hostel.

**Julia:** Did you meet many people?

**Ben:** Yes! Mostly other travelers – I did meet a few Chinese people, but it was hard to communicate because I don't speak any Chinese.

**Julia:** It sounds like you had a great time.

**Ben:** I did. Hey, do you want to come over and see my pictures?

**Julia:** OK. I'll come by later tonight.

**Ben:** See you then. Bye.

**Julia:** Bye.

### ► 13 and 14 (CD Track 16)

Two friends are planning the menu for a party. Listen.

**Man:** Any ideas for the party menu?

**Woman:** Well, let's see. We need an appetizer, a main course, a side dish, a dessert, and some drinks.

**Man:** OK. Well, I could make some spicy chicken wings as an appetizer.

**Woman:** Good idea. And I'll cook the main course. How about hamburgers?

**Man:** Hmm. I don't know. . . . Then you'd be busy cooking during the party. How about something we can make before the party, like pasta?

**Woman:** Excellent idea. I can put in some vegetables – tomatoes, mushrooms, onions, peppers . . .

**Man:** OK. So, we have an appetizer and a main course. I'll make a green salad as a side dish.

**Woman:** All right. And I'll bring some drinks. How about lemonade?

**Man:** Great. Now we just need something for dessert. Should we get some ice cream?

**Woman:** Yeah! Let's get chocolate.

**Man:** OK, then. It sounds like we have our menu.

### ► 15 and 16 (CD Track 17)

A customer is talking to a clerk about renting a DVD. Listen.

**Clerk:** Hi. Can I help you?

**Customer:** Yes. I'd like to rent a DVD, but I don't know what to watch.

**Clerk:** Do you know what type of movie you want to see? Comedy? Drama? Science fiction?

**Customer:** Hmm. Maybe a comedy.

**Clerk:** Well, *Three Clowns* is very funny.

**Customer:** Yeah, but I've seen it already. Maybe I'll get an action movie. Do you have any new ones?

**Clerk:** Let's see. . . . We have *The Secret Agent Returns*. That's pretty exciting.

**Customer:** Is it violent? I don't like violent movies.

**Clerk:** No, not really. It's more of a thriller. The acting is great, and the plot is very interesting. I liked it a lot.

**Customer:** Hmm. I think I'd rather watch something educational. Do you have any documentaries?

**Clerk:** We have a few. . . .

**Customer:** What's that one from France that won the award at the film festival?

**Clerk:** Oh, you mean *C'est la Vie*?

**Customer:** That's the one! I'll rent that.

**Clerk:** OK. Let me just check that we have it in today.



# Test 1 (Units 1–8)

## Multiple-choice section answer key

### Version A

<b>A</b> 1. b	5. c	9. b	13. d
2. c	6. d	10. c	14. a
3. a	7. a	11. c	15. a
4. d	8. b	12. a	16. b

<b>B</b> 17. a	20. b	23. b	26. c
18. d	21. a	24. a	27. d
19. d	22. c	25. a	28. c

<b>C</b> 29. a	33. b	37. a	41. b
30. a	34. a	38. c	42. b
31. c	35. b	39. c	
32. c	36. a	40. a	

### Version B

<b>A</b> 1. b	5. c	9. c	13. d
2. c	6. a	10. d	14. a
3. d	7. c	11. b	15. b
4. c	8. d	12. b	16. b

<b>B</b> 17. c	20. b	23. d	26. a
18. d	21. a	24. c	27. a
19. b	22. b	25. b	28. b

<b>C</b> 29. b	33. a	37. b	41. a
30. b	34. c	38. c	42. c
31. c	35. b	39. c	
32. a	36. a	40. b	



# Test 1 (Units 1–8)

## Multiple-choice section answer sheet

Student's name \_\_\_\_\_

Date \_\_\_\_\_

Version (Circle one.)    **A**    **B**

Class \_\_\_\_\_

- |          |          |          |           |           |
|----------|----------|----------|-----------|-----------|
| <b>A</b> | 1. _____ | 5. _____ | 9. _____  | 13. _____ |
|          | 2. _____ | 6. _____ | 10. _____ | 14. _____ |
|          | 3. _____ | 7. _____ | 11. _____ | 15. _____ |
|          | 4. _____ | 8. _____ | 12. _____ | 16. _____ |

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| <b>B</b> | 17. _____ | 20. _____ | 23. _____ | 26. _____ |
|          | 18. _____ | 21. _____ | 24. _____ | 27. _____ |
|          | 19. _____ | 22. _____ | 25. _____ | 28. _____ |

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| <b>C</b> | 29. _____ | 33. _____ | 37. _____ | 41. _____ |
|          | 30. _____ | 34. _____ | 38. _____ | 42. _____ |
|          | 31. _____ | 35. _____ | 39. _____ |           |
|          | 32. _____ | 36. _____ | 40. _____ |           |

**Score**

**A** \_\_\_\_\_

**B** \_\_\_\_\_

**C** \_\_\_\_\_

**Total** \_\_\_\_\_

# Test 2 (Units 9–16)

## Multiple-choice section

Version  
**A**

### A Listening

Listen and choose the correct answer for each question.

**Track 26**

1. Why is the woman so tired?
  - a. She exercises too much.
  - b. She is stressed about work.
  - c. She watches TV late at night.
  - d. She feels sick.
2. What advice does the man give the woman?
  - a. Order a pizza.
  - b. Go to bed earlier.
  - c. Work more hours.
  - d. Eat a good meal.

**Track 27**

3. What is the woman giving advice about?
  - a. How to remember phone numbers.
  - b. How to remember passwords.
  - c. How to remember people's names.
  - d. How to choose an e-mail address.
4. What advice does the woman give?
  - a. Write it down.
  - b. Think of a friend's name.
  - c. Say it aloud.
  - d. Use only numbers.

**Track 28**

5. What does the man say about the woman's hotel?
  - a. It's near the Empire State Building.
  - b. It's half an hour from the airport.
  - c. It's the best hotel in New York.
  - d. It's easy to get to by taxi or bus.
6. What does the man say about Central Park?
  - a. It's next to the woman's hotel.
  - b. It's a great place to watch people.
  - c. It's a good place to eat.
  - d. You can't take the subway there.

**Track 29**

7. What does the woman say about the New Year's Eve party?
  - a. It's very quiet.
  - b. The guests wear costumes.
  - c. There are more than 100 guests.
  - d. It is at her friend's house.

8. What does the woman do on New Year's Day?
  - a. She practices the violin.
  - b. She eats a traditional meal.
  - c. She goes to her parents' house.
  - d. She decides what she wants to do that year.

**Track 30**

9. What does the woman say about the book she is reading?
  - a. It's for a class.
  - b. It's a biography.
  - c. It isn't interesting.
  - d. It was written in 1905.
10. What does the woman learn about her friend?
  - a. He was born in Germany.
  - b. He doesn't enjoy reading.
  - c. He wrote a paper about Albert Einstein.
  - d. He studied at Princeton University.

**Track 31**

11. What is true about the woman's new house?
  - a. It has a fireplace.
  - b. It has four bedrooms.
  - c. It's located in the city.
  - d. It's not very private.
12. What does the woman invite the man to do?
  - a. Sit outside on the balcony.
  - b. Use the swimming pool.
  - c. Come inside and look around.
  - d. Have dinner at her new house.

**Track 32**

13. What does the man say about bell bottoms?
  - a. He doesn't like them.
  - b. They're popular again.
  - c. They're worn with platform shoes.
  - d. They were popular in the 1980s.
14. What does the man say about TV shows from the 1970s?
  - a. They are made into movies.
  - b. They have bad actors and actresses.
  - c. They will not be popular again.
  - d. They are better than TV shows now.

**Track 33**

15. What does the man say about his son?
  - a. He will be a doctor.
  - b. He just started his first job.
  - c. His just had a child.
  - d. He will begin medical school.



16. What does the man say about his daughter?
- a. She's his older child.
  - b. She will visit him soon.
  - c. She lived in Japan for a year.
  - d. She will graduate from college soon.

## B Vocabulary

Choose the best word(s) to complete each sentence.

17. If you want to lose weight, you should \_\_\_\_ .
- a. snack between meals
  - b. get up late
  - c. exercise more
  - d. take a vacation
18. What do you usually do to \_\_\_\_ stress?
- a. lose
  - b. reduce
  - c. relax
  - d. take
19. Experts say that you should fall asleep \_\_\_\_ .
- a. easily
  - b. hard
  - c. late
  - d. rarely
20. To get to the library, go to the corner and turn \_\_\_\_ .
- a. up
  - b. left
  - c. next to
  - d. past
21. The gym is \_\_\_\_ the bank.
- a. right
  - b. next
  - c. corner
  - d. across from
22. Go along First Avenue, and the bus station will \_\_\_\_ .
- a. be on your right
  - b. see it on the left
  - c. go along
  - d. take a right
23. It's the custom to look people \_\_\_\_ .
- a. on one cheek
  - b. in the eye
  - c. as a gift
  - d. a little late
24. Albert Einstein is probably the most famous \_\_\_\_ in the world.
- a. scientist
  - b. athlete
  - c. artist
  - d. role model
25. The personal computer was an important \_\_\_\_ .
- a. vehicle
  - b. portrait
  - c. charity
  - d. invention
26. What \_\_\_\_ do you have for the future?
- a. thankful
  - b. regrets
  - c. predictions
  - d. life

27. I think vacations on Mars will \_\_\_\_\_ in the future.  
 a. ever happen                      c. definitely happen  
 b. probably won't                  d. could
28. Jerry \_\_\_\_\_ go to graduate school in two years.  
 a. regrets                              c. was proud of  
 b. will be                              d. hopes to

### C Language in context

Choose the best answers to complete each paragraph.

My friends know I'm \_\_\_\_\_<sup>29</sup>, so they often ask me \_\_\_\_\_<sup>30</sup>. Yesterday, my friend David told me he was failing his history class because he couldn't \_\_\_\_\_<sup>31</sup> the information. I told him to talk to his teacher. My advice to David was, "Don't be afraid to \_\_\_\_\_<sup>32</sup> when you need it."

29. a. a good listener                  b. worried                      c. appreciated  
 30. a. to be patient                    b. for advice                  c. to worry about it  
 31. a. impress                          b. break down                c. remember  
 32. a. accept the situation          b. ask for help                c. learn from your mistakes

You can hear someone talking on a cell phone everywhere you go. Some people \_\_\_\_\_<sup>33</sup> when they're in a restaurant; standing in line; or at a movie theater, play, or concert! In my opinion, it's bad \_\_\_\_\_<sup>34</sup> to use a cell phone in public places. What about you? \_\_\_\_\_<sup>35</sup> ever use your cell phone in a public place?

33. a. use their cell phones          b. take leftover food          c. cut in line  
 34. a. customs                          b. manners                    c. rules  
 35. a. Are you                          b. Can you                      c. Would you

Peter has a nice house. It's on the beach, and there are lots of \_\_\_\_\_<sup>36</sup>, so there's a great \_\_\_\_\_<sup>37</sup>. He can even eat outside on the \_\_\_\_\_<sup>38</sup>. There's also a \_\_\_\_\_<sup>39</sup>, where he grows vegetables and flowers. It's a beautiful place to live!

36. a. windows                          b. closets                      c. rooms  
 37. a. suburbs                          b. air conditioning          c. view  
 38. a. balcony                          b. garage                      c. kitchen  
 39. a. refrigerator                    b. garden                      c. swimming pool

A Frisbee is a plastic disk that flies through the air when you throw it. Frisbees aren't very \_\_\_\_\_<sup>40</sup> now, but they were a \_\_\_\_\_<sup>41</sup> when I was growing up. Some of my best \_\_\_\_\_<sup>42</sup> are of playing Frisbee with my friends.

40. a. embarrassed                    b. frightening                c. popular  
 41. a. fad                                  b. gadget                      c. tag  
 42. a. emotions                        b. memories                  c. styles

# Test 2 (Units 9–16)

## Multiple-choice section

Version  
**B**

### A Listening

Listen and choose the correct answer for each question.

**Track 26**

1. Why is the woman so tired?
  - a. She is stressed about work.
  - b. She feels sick.
  - c. She watches TV late at night.
  - d. She exercises too much.
2. What advice does the man give the woman?
  - a. Work more hours.
  - b. Go to bed earlier.
  - c. Eat a good meal.
  - d. Order a pizza.

**Track 27**

3. What is the woman giving advice about?
  - a. How to remember phone numbers.
  - b. How to choose an e-mail address.
  - c. How to remember passwords.
  - d. How to remember people's names.
4. What advice does the woman give?
  - a. Use only numbers.
  - b. Think of a friend's name.
  - c. Write it down.
  - d. Say it aloud.

**Track 28**

5. What does the man say about the woman's hotel?
  - a. It's the best hotel in New York.
  - b. It's half an hour from the airport.
  - c. It's easy to get to by taxi or bus.
  - d. It's near the Empire State Building.
6. What does the man say about Central Park?
  - a. It's a good place to eat.
  - b. It's a great place to watch people.
  - c. It's next to the woman's hotel.
  - d. You can't take the subway there.

**Track 29**

7. What does the woman say about the New Year's Eve party?
  - a. The guests wear costumes.
  - b. It is at her friend's house.
  - c. There are more than 100 guests.
  - d. It's very quiet.



8. What does the woman do on New Year's Day?
- She goes to her parents' house.
  - She eats a traditional meal.
  - She practices the violin.
  - She decides what she wants to do that year.

**Track 30**

9. What does the woman say about the book she is reading?
- It's a biography.
  - It isn't interesting.
  - It's for a class.
  - It was written in 1905.

10. What does the woman learn about her friend?
- He was born in Germany.
  - He doesn't enjoy reading.
  - He studied at Princeton University.
  - He wrote a paper about Albert Einstein.

**Track 31**

11. What is true about the woman's new house?
- It has four bedrooms.
  - It has a fireplace.
  - It's located in the city.
  - It's not very private.

12. What does the woman invite the man to do?
- Sit outside on the balcony.
  - Come inside and look around.
  - Use the swimming pool.
  - Have dinner at her new house.

**Track 32**

13. What does the man say about bell bottoms?
- They were popular in the 1980s.
  - They're worn with platform shoes.
  - They're popular again.
  - He doesn't like them.

14. What does the man say about TV shows from the 1970s?
- They have bad actors and actresses.
  - They are made into movies.
  - They will not be popular again.
  - They are better than TV shows now.

**Track 33**

15. What does the man say about his son?
- He just had a child.
  - He will begin medical school.
  - He just started his first job.
  - He will be a doctor.

16. What does the man say about his daughter?
- a. She's his older child.
  - b. She lived in Japan for a year.
  - c. She will graduate from college soon.
  - d. She will visit him soon.

## B Vocabulary

Choose the best word(s) to complete each sentence.

17. If you want to lose weight, you should \_\_\_\_ .
- a. snack between meals
  - c. take a vacation
  - b. get up late
  - d. exercise more
18. What do you usually do to \_\_\_\_ stress?
- a. reduce
  - c. relax
  - b. lose
  - d. take
19. Experts say that you should fall asleep \_\_\_\_ .
- a. hard
  - c. late
  - b. rarely
  - d. easily
20. To get to the library, go to the corner and turn \_\_\_\_ .
- a. up
  - c. left
  - b. next to
  - d. past
21. The gym is \_\_\_\_ the bank.
- a. across from
  - c. corner
  - b. next
  - d. right
22. Go along First Avenue, and the bus station will \_\_\_\_ .
- a. go along
  - c. be on your right
  - b. see it on the left
  - d. take a right
23. It's the custom to look people \_\_\_\_ .
- a. in the eye
  - c. as a gift
  - b. on one cheek
  - d. a little late
24. Albert Einstein is probably the most famous \_\_\_\_ in the world.
- a. artist
  - c. scientist
  - b. athlete
  - d. role model
25. The personal computer was an important \_\_\_\_ .
- a. portrait
  - c. charity
  - b. invention
  - d. vehicle
26. What \_\_\_\_ do you have for the future?
- a. thankful
  - c. regrets
  - b. predictions
  - d. life

27. I think vacations on Mars will \_\_\_\_\_ in the future.  
 a. ever happen                      c. could  
 b. probably won't                  d. definitely happen
28. Jerry \_\_\_\_\_ go to graduate school in two years.  
 a. hopes to                          c. was proud of  
 b. will be                            d. regrets

### C Language in context

Choose the best answers to complete each paragraph.

My friends know I'm \_\_\_\_\_<sup>29</sup> so they often ask me \_\_\_\_\_<sup>30</sup>. Yesterday, my friend David told me he was failing his history class because he couldn't \_\_\_\_\_<sup>31</sup> the information. I told him to talk to his teacher. My advice to David was, "Don't be afraid to \_\_\_\_\_<sup>32</sup> when you need it."

29. a. appreciated                      b. worried                      c. a good listener  
 30. a. for advice                      b. to be patient                  c. to worry about it  
 31. a. impress                          b. remember                    c. break down  
 32. a. learn from your mistakes      b. accept the situation          c. ask for help

You can hear someone talking on a cell phone everywhere you go. Some people \_\_\_\_\_<sup>33</sup> when they're in a restaurant; standing in line; or at a movie theater, play, or concert! In my opinion, it's bad \_\_\_\_\_<sup>34</sup> to use a cell phone in public places. What about you? \_\_\_\_\_<sup>35</sup> ever use your cell phone in a public place?

33. a. take leftover food              b. use their cell phones          c. cut in line  
 34. a. customs                          b. rules                            c. manners  
 35. a. Would you                      b. Can you                        c. Are you

Peter has a nice house. It's on the beach, and there are lots of \_\_\_\_\_<sup>36</sup>, so there's a great \_\_\_\_\_<sup>37</sup>. He can even eat outside on the \_\_\_\_\_<sup>38</sup>. There's also a \_\_\_\_\_<sup>39</sup>, where he grows vegetables and flowers. It's a beautiful place to live!

36. a. closets                            b. windows                      c. rooms  
 37. a. view                              b. air conditioning              c. suburbs  
 38. a. garage                            b. kitchen                        c. balcony  
 39. a. swimming pool                  b. garden                        c. refrigerator

A Frisbee is a plastic disk that flies through the air when you throw it. Frisbees aren't very \_\_\_\_\_<sup>40</sup> now, but they were a \_\_\_\_\_<sup>41</sup> when I was growing up. Some of my best \_\_\_\_\_<sup>42</sup> are of playing Frisbee with my friends.

40. a. embarrassed                    b. popular                        c. frightening  
 41. a. gadget                            b. fad                              c. tag  
 42. a. memories                        b. emotions                      c. styles



# Test 2 (Units 9–16)

## Speaking section



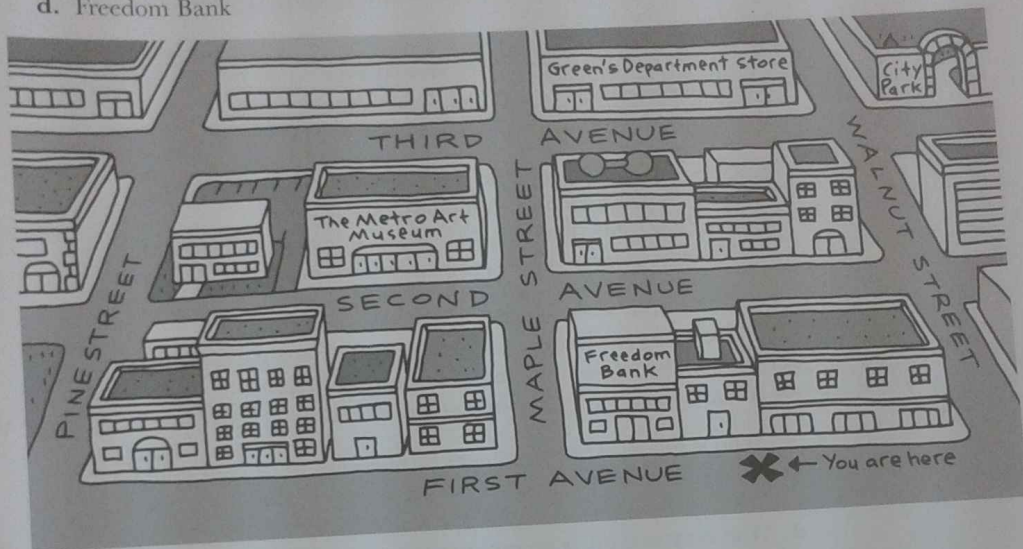
### A Discussion question bank

Use these questions to have a conversation with your partner.

1.
  - a. I can't get to sleep at night. What should I do?
  - b. I want to have a healthier lifestyle. What should I do?
  - c. I have a lot of stress at work. What should I do?
  - d. I get sick a lot. What should I do?
2.
  - a. How do you remember people's names?
  - b. How do you remember new vocabulary?
  - c. What things are easy for you to remember?
  - d. How easy is it for you to remember phone numbers?
3.
  - a. What is your favorite holiday or festival? Why?
  - b. When do people in your country wear traditional clothes?
  - c. How do you usually celebrate the New Year?
  - d. What foreign holiday or festival do you find most interesting? Why?
4.
  - a. Who is the most famous actor or actress from your country?
  - b. Who is the most famous athlete from your country?
  - c. What famous person do you want to meet? Why?
  - d. What is an important invention? Why?
5.
  - a. What did you enjoy about your childhood?
  - b. What are some games you played as a child?
  - c. What fads are popular now?
  - d. What past fads do you hope become popular again?
6.
  - a. What is something you are proud of?
  - b. What do you hope to do next year?
  - c. What is one thing you are thankful for?
  - d. What are your hopes and dreams for the future?

## B Picture description

1. Look at your map. Describe where you are, and ask how to get to these locations.
  - a. City Park
  - b. Green's Department Store
  - c. The Metro Art Museum
  - d. Freedom Bank



2. Describe these rooms.



# Test 2 (Units 9–16)

## Speaking section



### A Discussion question bank

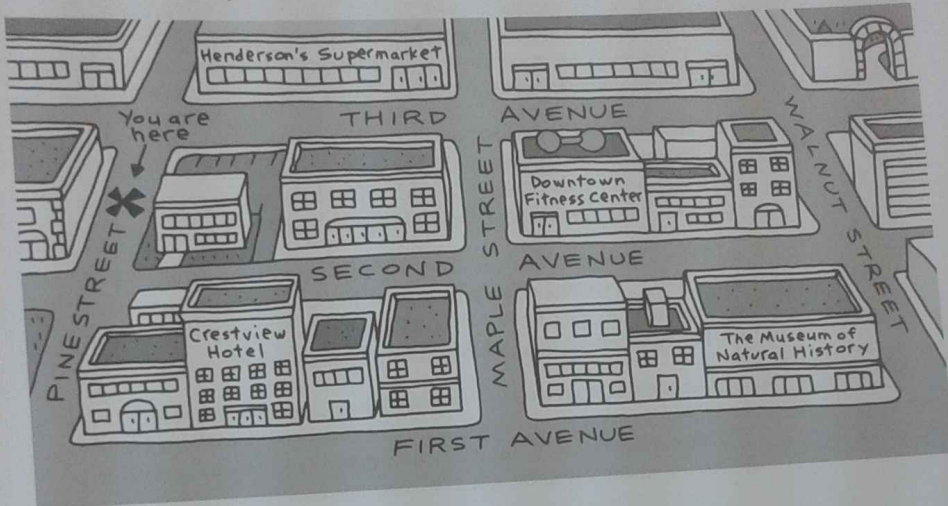
Use these questions to have a conversation with your partner.

1.
  - a. I work twelve hours a day. I'm so tired. What should I do?
  - b. I want to lose weight. What should I do?
  - c. I can't stop eating junk food. What should I do?
  - d. I really want to be fit. What should I do?
2.
  - a. How do you remember important numbers?
  - b. How do you remember appointments?
  - c. What are some things that are difficult for you to remember?
  - d. How easy is it for you to remember passwords?
3.
  - a. What is your least favorite holiday or festival? Why?
  - b. What was your favorite holiday or festival as a child? Why?
  - c. How will you celebrate the next national holiday?
  - d. What holiday or festival in your country do you find most interesting? Why?
4.
  - a. Who is the most famous singer or musician from your country?
  - b. Who is a writer that you would like to meet? Why?
  - c. What famous person would you like to be for one day? Why?
  - d. Who do you think is an important inventor? Why?
5.
  - a. What did you like to do with your friends as a child?
  - b. What are some games you played as a child?
  - c. What are some fads you remember from the past?
  - d. What fashions do you think will still be popular next year?
6.
  - a. What is something you regret?
  - b. What do you hope to do in five years?
  - c. What are you most proud of in your life?
  - d. How do you plan to achieve your hopes and dreams?

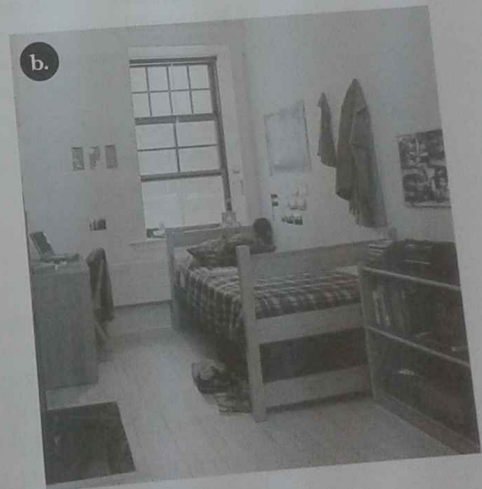
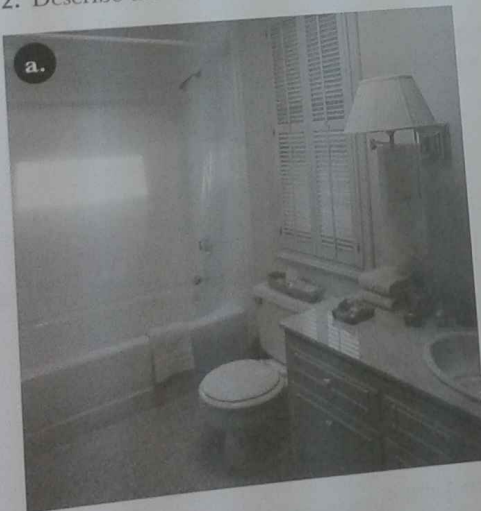


**B Picture description**

1. Look at your map. Describe where you are, and ask how to get to these locations.
  - a. The Crestview Hotel
  - b. The Downtown Fitness Center
  - c. The Museum of Natural History
  - d. Henderson's Supermarket



2. Describe these rooms.



# Test 2 (Units 9–16)

## Speaking section sample answers



### A Discussion answer bank

1. a. You should find a different job. / You should take a vacation. / You should take a day off.  
b. You shouldn't snack. / You shouldn't eat fried foods. / You should exercise more.  
c. You should eat good meals. / You shouldn't buy junk food. / You should eat more fruit.  
d. You should exercise more. / You should get up early and go for a run.
2. a. To remember important numbers, I . . .  
b. To remember appointments, I . . .  
c. I can never remember . . . / It's difficult for me to remember . . .  
d. It's . . . for me to remember passwords.
3. a. I don't like . . . / My least favorite holiday is . . . because . . .  
b. I liked . . . when I was a child because . . .  
c. I'm going to go / wear / eat . . .  
d. The most interesting holiday is . . . because . . .
4. a. The most famous singer / musician is . . .  
b. I'd like to meet . . . because . . .  
c. I would like to be . . . for a day because . . .  
d. An important inventor is . . . because . . .
5. a. I liked to . . . with my friends.  
b. I played . . .  
c. . . . were popular in the past.  
d. I think . . . will still be popular next year.
6. a. I regret that I never . . .  
b. In five years, I hope to . . .  
c. I'm most proud of . . .  
d. I plan to . . .

### B Picture description

1. I'm on Pine Street, between Second and Third Avenues.
  - a. Can you tell me how to get to City Park?
  - b. Where is Green's Department Store?
  - c. Where is the Metro Art Museum?
  - d. How can I get to Freedom Bank?

To get to the Crestview Hotel, . . .

To get to the Downtown Fitness Center, . . .

To get to the Museum of Natural History, . . .

To get to Henderson's Supermarket, . . .

2. a. This is a living room. It has a sofa, a chair, and three tables.  
b. This is a kitchen. There's a stove, a microwave, and a refrigerator.

# Test 2 (Units 9–16)

## Speaking section sample answers

Speaker  
**B**

### A Discussion answer bank

1. a. You should exercise more. / You should see a doctor. / You should drink warm milk.  
b. You should join a health club. / You should exercise 30 minutes every day.  
c. You should take a vacation. / You should take more breaks. / You should learn to relax.  
d. You should see a doctor. / You should get more sleep. / You should eat health food.
2. a. I . . . to remember people's names.  
b. I remember new vocabulary by . . . .  
c. I can remember . . . .  
d. It's . . . for me to remember phone numbers.
3. a. My favorite holiday is . . . because . . . .  
b. In my country, people wear traditional clothes . . . .  
c. I usually . . . on New Year's Eve / Day.  
d. I think . . . is the most interesting because . . . .
4. a. The most famous actor / actress is . . . .  
b. The most famous athlete is . . . .  
c. I want to meet . . . because . . . .  
d. An important invention is . . . because . . . .
5. a. I enjoyed . . . .  
b. I played . . . .  
c. . . . are popular right now.  
d. I hope . . . becomes popular again.
6. a. I'm proud of . . . .  
b. Next year, I hope to . . . .  
c. I'm most thankful for . . . .  
d. I hope to . . . .

### B Picture description

1. I'm on First Avenue, between Maple and Walnut Streets.  
a. Where is the Crestview Hotel?  
b. Can you tell me how to get to the Downtown Fitness Center?  
c. Where is the Museum of Natural History?  
d. How can I get to Henderson's Supermarket?

To get to City Park, . . . .

To get to Green's Department Store, . . . .

To get to the Metro Art Museum, . . . .

To get to Freedom Bank, . . . .

2. a. This is a bathroom. It has a sink, a toilet, and a bathtub.  
b. This is a bedroom. Maybe it's a student's bedroom. It has a bed, a desk, and a computer.



# Test 2 (Units 9–16)

## Audio scripts

### A Listening

Listen and choose the correct answer for each question.

#### ► 1 and 2 (CD Track 26)

Two friends are talking. Listen.

**Man:** You look tired today.

**Woman:** I am. I can't get to sleep at night. Last night, I didn't sleep at all.

**Man:** Really? Are you feeling stressed?

**Woman:** Yeah, it's my job. I've been working late every night. When I finally get to bed, I can't stop thinking about all the things I still need to do.

**Man:** That's not good.

**Woman:** No. And I'm not eating very well, either. I'm so busy at work that I don't eat lunch. By the time I get home, I'm too tired to cook, so I just order a pizza or some other junk food.

**Man:** Oh, no. You have to take better care of yourself, or you'll get sick. You need to stop working so much. And you should eat at least one good meal every day.

**Woman:** I know. You're right. I'll try.

#### ► 3 and 4 (CD Track 27)

A woman is giving some advice. Listen.

**Woman:** Do you have trouble remembering all of your Internet and e-mail passwords? If so, you're not alone. Many people have the same problem. Some people choose names or numbers that are easy to remember, like the name of their child or a friend, or their own birthdate. But experts agree that those are not good choices – they're too easy for another person to guess. Instead, think of a combination of letters and numbers for your password. Then say it aloud many times. You can even sing it to the tune of a familiar song. But don't write it down – someone else might find it.

#### ► 5 and 6 (CD Track 28)

Two friends are talking about New York City. Listen.

**Woman:** You're from New York City, aren't you?

**Man:** That's right. Why do you ask?

**Woman:** I'm going there next month for business. I'll have some free time, and I'm wondering what to do. My hotel is on Thirty-Fourth Street and Sixth Avenue.

**Man:** Oh, that's near the Empire State Building. You have to go there!

**Woman:** OK. Where else?

**Man:** Well, I really like Central Park. There's always something happening there, and it's a great place to just watch people.

**Woman:** Central Park. How do I get there?

**Man:** You can go by taxi or bus, or you can take the subway. It's about twenty-five blocks, so you could probably walk there in half an hour.

**Woman:** Great. I love to walk. So, how do I walk to Central Park from my hotel?

**Man:** Walk one block east to Fifth Avenue. Then keep walking up to Fifty-Ninth Street – that's where the park starts. You can't miss it.

#### ► 7 and 8 (CD Track 29)

A woman is talking about her favorite holiday. Listen.

**Woman:** My favorite holiday is definitely New Year's – especially New Year's Eve. Every year, I have a big New Year's Eve party at my house. I usually hire a band to play, and of course, there's a lot to eat and drink. The best part, though, is that everybody wears a costume and a mask. Last year, I dressed up as a princess. Anyway, at midnight, we all take off our masks and yell, "Happy New Year!" Everyone always has a great time. The next day, New Year's Day, I write a list of everything I want to do in the coming year. So far this year, I've done almost everything on my list. I still need to learn how to play the violin, but I've done everything else!

#### ► 9 and 10 (CD Track 30)

Two friends are talking about Albert Einstein. Listen.

**Man:** What are you reading?

**Woman:** A book about Albert Einstein. It's very interesting.

**Man:** Albert Einstein? The scientist? I didn't know you were interested in science.

**Woman:** It's not a science book; it's a biography.

**Man:** Oh, I see. So, what have you learned about him so far?

**Woman:** Well, let's see. . . . He was born in Germany in eighteen seventy-nine, and he went to college to become a schoolteacher.

**Man:** Didn't he become a professor at Princeton University?

**Woman:** Yeah, he did. He came to the United States and became a professor at Princeton in nineteen thirty-three. He worked there until he died in nineteen fifty-five.

**Man:** Didn't he win the Nobel Prize?

**Woman:** Yes, in nineteen twenty-one. Hey, how do you know so much about Einstein?

**Man:** I wrote a paper about him once for a class.

**Woman:** Oh, then you'd enjoy this book.

### ► 11 and 12 (CD Track 31)

A woman is describing her new home. Listen.

**Man:** I heard that you and your husband bought a new house.

**Woman:** Yeah, we're moving out to the country. The house is about thirty minutes from the city.

**Man:** Congratulations! So, tell me about it.

**Woman:** Well, let's see. . . . It has three bedrooms, a living room with a fireplace, two bathrooms, and...it has a swimming pool!

**Man:** No! Really? A swimming pool?

**Woman:** Well, just a small one in the backyard. You'll have to come over and go swimming.

**Man:** Thanks, I will! So, does the house have a nice view?

**Woman:** Yes, there's a balcony in the back with a great view of the mountains. There are also a lot of trees, so it's pretty quiet and private.

**Man:** Wow. It sounds like a dream home.

### ► 13 and 14 (CD Track 32)

Two friends are talking about fads and fashions. Listen.

**Man:** I can't believe it! Bell bottoms are back in style again.

**Woman:** Bell bottoms? You're kidding.

**Man:** No. I went out with some friends last week. We went to the mall, and all the teens were wearing them, just like we did in the nineteen-seventies.

**Woman:** Wow. That's so funny. How about platform shoes? Did you see any of those?

**Man:** No, the kids were mostly wearing sneakers. But the T-shirts, and even the hairstyles, reminded me of the seventies.

**Woman:** You know, those days were kind of cool. But do you really think those fads are becoming popular again?

**Man:** Sure. Have you noticed that a lot of TV shows from the nineteen-seventies are now made into movies?

**Woman:** Hmm. That's true.

**Man:** I predict that the styles of the nineteen-seventies will be the next big fashion fad.

**Woman:** What about the nineteen-eighties? Remember . . . ?

### ► 15 and 16 (CD Track 33)

A man is talking about what makes him proud. Listen.

**Man:** When I look back on my life, I guess what I'm most proud of are my kids. My older child, my son, is graduating from medical school next month. He's going to be a doctor. He's been training to be a doctor for a long time now. It's been his dream since he was a child. And my daughter – she's two years younger than my son – she's out of college and looking for a job in Japan. Her major was Japanese, and she spent a year living and studying in Japan. Both of my kids turned out to be great adults, and I'm very proud of them.

# Test 2 (Units 9–16)

## Multiple-choice section answer key

### Version A

- |               |      |       |       |
|---------------|------|-------|-------|
| <b>A</b> 1. b | 5. a | 9. b  | 13. b |
| 2. d          | 6. b | 10. c | 14. a |
| 3. b          | 7. c | 11. a | 15. a |
| 4. c          | 8. d | 12. b | 16. c |

- |                |       |       |       |
|----------------|-------|-------|-------|
| <b>B</b> 17. c | 20. b | 23. b | 26. c |
| 18. b          | 21. d | 24. a | 27. c |
| 19. a          | 22. a | 25. d | 28. d |

- |                |       |       |       |
|----------------|-------|-------|-------|
| <b>C</b> 29. a | 33. a | 37. c | 41. a |
| 30. b          | 34. b | 38. a | 42. b |
| 31. c          | 35. c | 39. b |       |
| 32. b          | 36. a | 40. c |       |

### Version B

- |               |      |       |       |
|---------------|------|-------|-------|
| <b>A</b> 1. a | 5. d | 9. a  | 13. c |
| 2. c          | 6. b | 10. d | 14. b |
| 3. c          | 7. a | 11. b | 15. d |
| 4. d          | 8. d | 12. c | 16. b |

- |                |       |       |       |
|----------------|-------|-------|-------|
| <b>B</b> 17. d | 20. c | 23. a | 26. b |
| 18. a          | 21. a | 24. c | 27. d |
| 19. d          | 22. c | 25. b | 28. a |

- |                |       |       |       |
|----------------|-------|-------|-------|
| <b>C</b> 29. c | 33. b | 37. a | 41. b |
| 30. a          | 34. c | 38. c | 42. a |
| 31. b          | 35. a | 39. b |       |
| 32. c          | 36. b | 40. b |       |



# Test 2 (Units 9–16)

## Multiple-choice section answer sheet

Student's name \_\_\_\_\_

Date \_\_\_\_\_

Version (Circle one.) A B

Class \_\_\_\_\_

- |          |          |          |           |           |
|----------|----------|----------|-----------|-----------|
| <b>A</b> | 1. _____ | 5. _____ | 9. _____  | 13. _____ |
|          | 2. _____ | 6. _____ | 10. _____ | 14. _____ |
|          | 3. _____ | 7. _____ | 11. _____ | 15. _____ |
|          | 4. _____ | 8. _____ | 12. _____ | 16. _____ |

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| <b>B</b> | 17. _____ | 20. _____ | 23. _____ | 26. _____ |
|          | 18. _____ | 21. _____ | 24. _____ | 27. _____ |
|          | 19. _____ | 22. _____ | 25. _____ | 28. _____ |

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| <b>C</b> | 29. _____ | 33. _____ | 37. _____ | 41. _____ |
|          | 30. _____ | 34. _____ | 38. _____ | 42. _____ |
|          | 31. _____ | 35. _____ | 39. _____ |           |
|          | 32. _____ | 36. _____ | 40. _____ |           |

### Score

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

**Total** \_\_\_\_\_