

COMMUNICATION

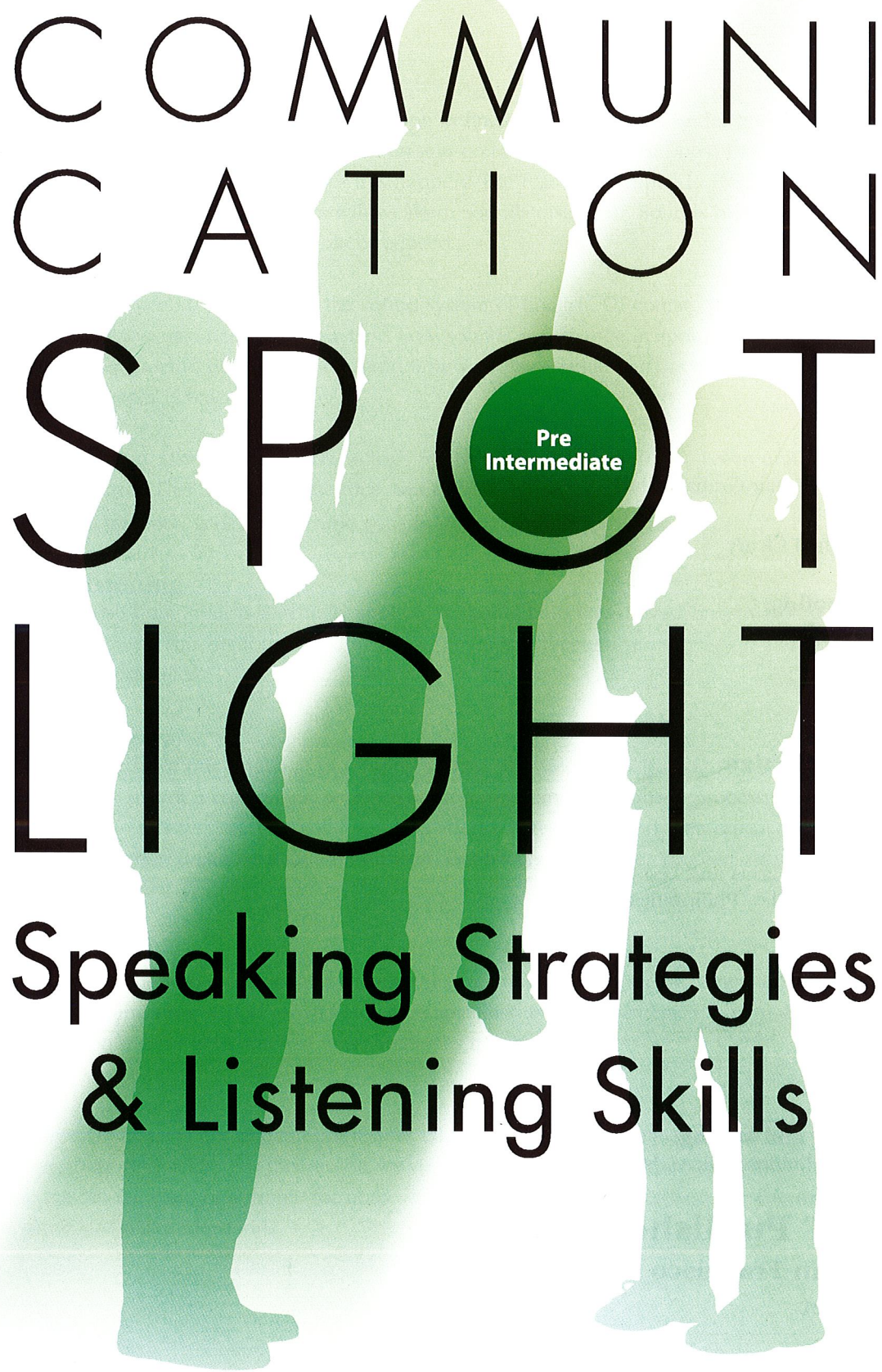
SPOT

Pre
Intermediate

LIGHT

Speaking Strategies
& Listening Skills

Alastair Graham-Marr



COMMUNI
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LIGHT

Pre
Intermediate

Speaking Strategies
& Listening Skills

Second Edition

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Sound Recording and Mixing:

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ABAX ELT Publishers

Tokyo and San Francisco

www.abax.net

A common problem...

Has this ever happened to you? You listen to something in English but you don't understand. You can understand a few words but you can't get the whole meaning. So you go to the back of the book, look at the script and you discover that you know every word! Why does this happen? The reason is simple. In English, words can weaken when spoken together in a sentence. Vowels will weaken. Sounds disappear. Sounds blend together. Syllables drop out. In short, English pronunciation is often reduced.

To fix this problem you need to understand the sound system of English. Of course, you need to practice listening to natural English, but you also need to understand how sounds can change in spoken English. The *Spotlight on Listening* section is designed to help you understand how sounds can change. The *At Home* listening section is designed to give you extra practice.

Focus on *perfect listening*. Listen to the conversations on the audio CD many times. Listen until you can hear and understand all the words. This can take some time, but eventually you will be able to understand more and more natural English. This textbook is designed to be your *bridge* to natural real-world English.

Spotlight on Listening

This section shows you how English is actually spoken. It should help you move from classroom English to natural real-world English. This section should help you understand natural pronunciation and help you develop some useful listening strategies.

Spotlight on Memory

Short-term memory is part of our language processing system. This section helps you to stretch your short term memory. Research has shown a connection between short-term memory, language processing and second language acquisition. In this section, you will listen to a short conversation, and then repeat the same conversation with a partner. It can be a little bit difficult. But it's good practice. You can also use this section to practice shadowing.

Spotlight on Speaking

This section shows you how to use strategies to help you communicate. All second language speakers sometimes have problems communicating. Good second language speakers use such strategies to help them communicate meaning. This section tries to help you use these strategies more effectively.

At Home

Learning a second language is not difficult but it does take time. If you use English outside of class, your language will improve much more quickly. For this reason we've included an *At Home* listening section in each unit. *At Home* can be used in the class or at home for homework. Listen to this between lessons. The more you listen to English, the more you will understand.

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1	How do you spell that?	Describing school schedules
2	I usually get up at six	Describing your daily routines, expressions of time
3	What do you call it?	Describing objects
4	That's my cousin	Talking about people, describing people
5	It's next to the window	Describing location, objects in a room
6	How much was it?	Fluency with money and prices
7	Are you gonna go to France?	Talking about the future, vacation plans
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8	How was the concert?	Talking about things you did
9	I'm looking for the museum	Giving directions
10	It's east of Seattle	Describing cities, introducing your hometown
11	So, how was your trip?	Story telling
12	What's the population?	Fluency with large numbers
13	What does your brother do?	Describing occupations
14	When I was in school...	Talking about past experiences, talking about school
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Unit 0

Can I have your name?



01 Warming-Up

The first activities in each unit are warm-up activities. These activities will help you start to think in English.

Look at the questions below. There are four questions and two free spaces. Think of two extra questions to ask.

Work with a partner. Ask and answer the questions. Write your partner's answers.



Questions

1. Could I have your name?
2. What is your major?
3. Do you live near the school?
4. What is your favorite class?
5.
6.

Partner's Answers

.....

.....

.....

.....

.....

.....

When you finish, ask another student these questions.

02 Warming-Up

Now, let's look at the textbook.

Match the problems on the communication problems on the left with useful classroom English on the right.

Classroom Problems

- You don't know the spelling. ●
- You want to talk to the teacher. ●
- You want the teacher to say something again. ●
- You don't know the meaning of a word. ●
- You don't understand. ●
- You don't know how to say a word. ●

Useful Classroom English

- Excuse me?
- I'm sorry. I don't understand.
- How do you spell that?
- How do you say this word?
- Can you say that again? / Pardon me?
- What does that mean? / What does mean?

03 Getting the Basic Idea



In every unit, the first listening activity asks about general meaning.

Listen to the conversation. Look at the sentences below. Are they true or false? Circle either *True* or *False*.

1. They are students. True / False
2. They are friends. True / False
3. They are from different countries. True / False
4. They are talking about campus life. True / False

Work with a partner. Look at the questions below. We don't know the answers but we can guess.

5. What time of year do you think it is?.....
6. Where do you think they are talking?.....
7. How old do you think the speakers are?.....

04 Getting Detail



The second listening activity looks at details.

Listen again. Check (✓) the topics the people ask questions about. One answer is given.

□Topic	□Question	□Answers
☐ name		
☐ first name		
☐ last name		
☒ home country	Where are you from?	
☐ hobby		
☐ where they live		
☐ music		
☐ school		

Listen again. Write down any questions you hear and the answers on the lines.

05 Practicing

In each unit, listening activities are followed by speaking activities.

Ask your classmates questions as in the examples. Write their answers in the spaces below.

For example: ♦ What's your name? ♦ Where are you from? ♦ Do you live near the school? ♦ Where do you live?

□Name	□Hometown	□Now live
.....		
.....		
.....		
.....		
.....		

06 Spotlight on Listening

Spotlight on Listening helps your listening. We will look at listening strategies and also at the features of natural English.

In English there is a *weak* vowel. The weak vowel or central vowel is the schwa /ə/. It sounds like the 'a' in the word *about*.

NOTICE

Where are you from? >>> Where (a)re y(ou) from?

Hear It!

Listen to part of the conversation. Where do you hear weak vowels? Circle all the weak vowels.

Track
2

- A:** Uh, where are you from?
B: I'm from China.
- A:** How do you spell that?
B: It's a little hard.
- A:** Yes. How do you like it?
B: I like it, I think. It's a nice campus.

Work with a partner. Practice these short conversations. Try using the weak vowel.

Use It!

Listen and complete the sentences below.

Track
3

NOTE: The missing words might be difficult to hear clearly but they are easy to guess.

- A:** How do?
B: Pleased meet
- A:** What do?
B: student.

Work with a partner. Practice these short conversations. Try using the weak vowel.

NOTE: The weak vowels are often in words such as: prepositions, articles, conjunctions etc.

07 Spotlight on Memory

Track
4

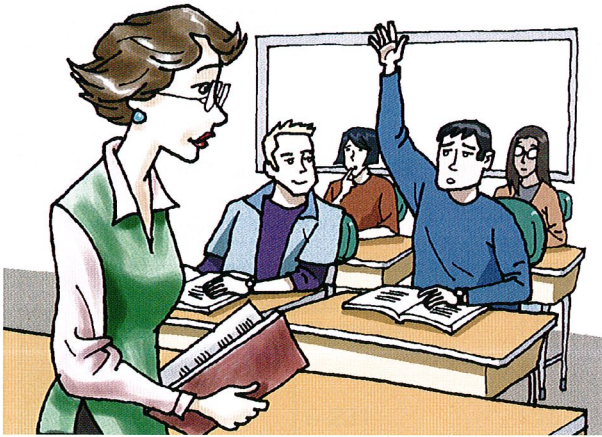
Each unit has a task for stretching your short-term memory.

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Here we will study speaking skills and speaking strategies.

Let's look at useful classroom English. Look at the conversations below. Students are asking questions. Rewrite the highlighted parts to make better sentences.



Student : Teacher, teacher. →
Teacher : Yes?
Student : Occupation? Occupation. What mean?
Teacher : Occupation means job.
Student : Job?
Teacher : Yes. My occupation is a teacher.
What's your occupation?
Student : Oh. I'm a student.

Teacher : Turn to page 67 please.
Student : Teacher. What? One more please.
Teacher : Turn to page 67.
Student : 67?
Teacher : Yes.
Excuse me. Can you say that again please?

Student : Teacher, teacher. →
Teacher : Yes?
Student : Spell. Your name spell. I don't know.
Teacher : K-I-N-N-E-Y.
Student : K-I-N-N-E-Y?
Teacher : Yes.

Student : This word. What say? How say this?
Teacher : Won-der-ful.
Student : Thank you.

Check with a partner.

Check with your teacher.

Practice these conversations with your partner. Try not to look at the textbook.

09 Trying What You've Learned

After each Spotlight on Speaking, there is an activity to practice speaking.

Work with a partner. Read the sentences to your partner. Listen and write down the sentences your partner says.

Student A ➔ page 98
Student B ➔ page 121

10 Using What You've Learned

This is the final speaking activity in each unit. Use language you have just learned or other language that you know. Practice, play, experiment.

Look at the table below. Think of some questions that you would like to ask your classmates. Write them into the table under Questions.

Questions	Name		
1. What's your major?			
2.			
3.			
4.			
5.			
6.			

Ask some classmates your questions. Write their names and answers into the table.

11 Spotlight on Vocabulary

Learning a language means learning words and expressions. This section points you to the vocabulary notes section at the back of the book. Here you can write down and study any new words or expressions.

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ work with a partner
- ☐ ☐ spotlight
- ☐ ☐ trying what you've learned
- ☐ ☐ warming up
- ☐ ☐ strategies

Yes / No

- ☐ ☐ vocabulary template
- ☐ ☐ activity
- ☐ ☐ highlight
- ☐ ☐ details
- ☐ ☐ using what you've learned

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

At Home is practice for you to do at home. Doing this will help you improve your English more quickly.



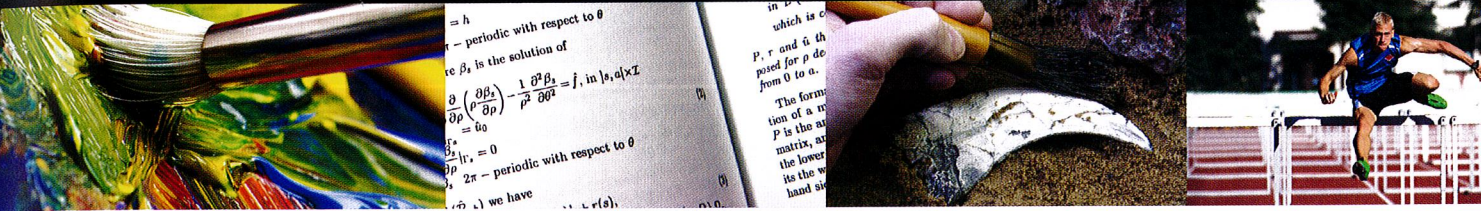
Listen to Track 5. Answer the questions below.

1. Where are they?.....
2. How many people are talking?.....
3. What names do you hear?.....
4. Where is he from?.....
5. Where does he live?.....



Unit 1

How do you spell that?



01 Warming-Up

Look at one student’s schedule below.

	Monday	Tuesday	Wednesday	Thursday	Friday
First Period	Geography 9-202 Mr. Roper	Calculus 8-231 Mr. Walston	Biology 15-322 Mr. Welsh	Psychology 2-231 Mr. Leung	Basic Accounting 10-218 Mr. Wilcox
Second Period	Introduction to Marketing 9-105 Ms. Gill		Anthropology 18-205 Mr. White	Theory of Statistics 2-103 Ms. Nishi	Business Ethics 10-305 Mr. Harris
Third Period	TOEIC 1-234 Mr. Williams	Applied Physics Physics Lab Mr. Harmon	Environmental Studies 17-101 Ms. Lindsay		Basic Computer Skills Computer Lab Ms. Allen
Fourth Period					

Read the seven sentences below. Does each sentence match the information on the schedule? Circle TRUE or FALSE.

1. The student has no class first period on Friday.

TRUE / FALSE
2. Mr. Welsh teaches Biology.

TRUE / FALSE
3. History is second period on Thursday.

TRUE / FALSE
4. The student has two classes on Tuesday.

TRUE / FALSE
5. The student has no classes fourth period.

TRUE / FALSE
6. Environmental Studies is third period on Wednesday.

TRUE / FALSE
7. Basic Computer Skills is in the Computer Lab.

TRUE / FALSE

Work with a partner. Student A, close your book. Student B, look at the schedule above. Ask your partner five questions about spelling.

For example: ♦ How do you spell “geography”? ♦ How do you spell “applied”?

When you finish, switch parts. Student B, close your book. Student A, look at the schedule above and ask your partner five questions about spelling.

02 Warming-Up

Answer the following questions. When you finish, ask a partner. Write their answers on the line beside your answers.

Questions	Your Answers	Your Partner's Answers
1. How many classes do you have today?		
2. What are they?		
3. What are your teachers' names?		

03 Getting the Basic Idea



Listen to the conversation. Circle the best answer.

1. Who is speaking?

a. one student and a teacher

b. a teacher, a teaching assistant and two students

c. two students and a teacher

d. three students
2. When is it?

a. the end of class at the start of the term

b. the middle of class at the end of the term

c. the start of class at the end of the term

d. the start of class at the start of the term
3. Where are they?

a. in the hallway

b. in a language lab

c. in a classroom

d. in a school office

04 Getting Details



Listen again. What is said? Complete the table below.

Class: ♦	Grammar	♦ Language
Room: ♦		♦
Teacher: ♦		♦

05 Practicing

Work with a partner. Read the sentences to your partner. Listen and write down the sentences your partner says.

- Student A

page 98
- Student B

page 121

06 Spotlight on Listening

Words often *link* together. This happens when a word ends with a consonant sound and the next word begins with a vowel sound.

NOTICE

This is Advanced English Grammar >>> Thi si sadvance denglish grammar

Hear It!

Listen to part of the conversation. Mark the sounds that link together. The first one is done for you.



1. Okay, good morning. Uh, can everyone sit down, okay? My name is Sue Robbins. Does everyone have their books?
2. Yes, so this is not an easy class. There will be lots of homework and lots of extra study.
3. Right, the language labs are in the next building.

Compare your answers with a partner.

Use It!

Listen to the sentences. Write in the missing words.



1. She's instructor.
2. The computer building.
3. The the first floor.
4. hard course.

Compare your answers with a partner.

07 Spotlight on Memory



Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

If you don't understand, ask questions.



Part 2: Listen to the conversation again. Look at the questions and expressions below. Check (✓) the ones you hear.

Track
6

- | | | |
|---|--|--|
| ☐ Excuse me. | ☐ Can you please speak more slowly? | ☐ Sorry. |
| ☐ I beg your pardon. | ☐ Could you speak more slowly? | ☐ Can you say that again? |
| ☐ Pardon. | ☐ How do you spell that? | ☐ Could you say that again? |
| ☐ Pardon me. | ☐ How do you spell your name? | |

Part 3: Work with a partner. Ask your partner about the school subjects.

Student A ➔ page 99
Student B ➔ page 122

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 100
Student B ➔ page 123

10

Using What You've Learned

What is your schedule? Write your weekly schedule into the table below.

First Period					
Second Period					
Third Period					
Fourth Period					

When you finish, ask two classmates about their weekly schedules and complete the tables below.

First Period					
Second Period					
Third Period					
Fourth Period					

First Period					
Second Period					
Third Period					
Fourth Period					

11

Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ link
- ☐ ☐ vowel
- ☐ ☐ consonant
- ☐ ☐ accounting
- ☐ ☐ ethics

Yes / No

- ☐ ☐ statistics
- ☐ ☐ geography
- ☐ ☐ tourism
- ☐ ☐ poetry
- ☐ ☐ literature

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12

At Home

Listen to Track 10. Answer the questions below.



1. How many people are talking?.....
2. What class are they talking about?.....
3. What is the teacher's name?.....
4. What does the teacher's name mean?.....

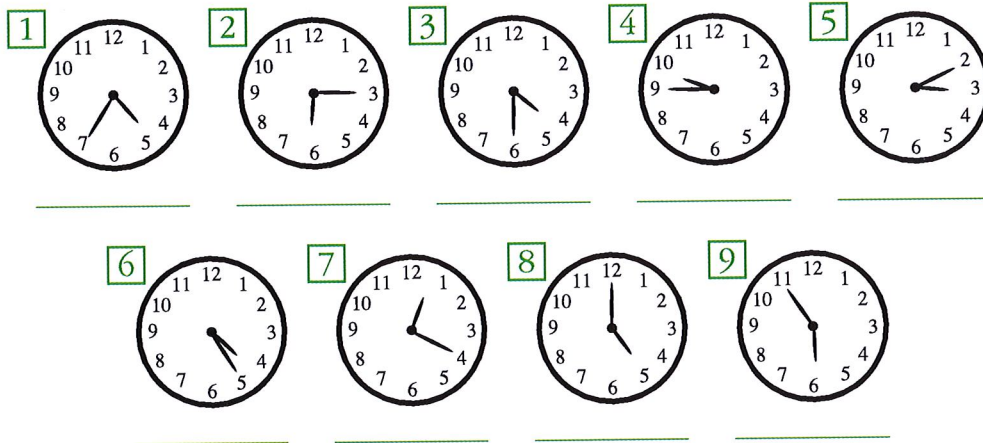


Unit 2

I usually get up at six

01 Warming-Up

Look at the clocks. Write in the correct time from the box below.



- a. five to six
- b. half past four
- c. ten past three
- d. quarter past six
- e. quarter to ten
- f. twenty-five to five
- g. twenty past twelve
- h. five o'clock
- i. twenty-five past four

02 Warming-Up

Ask three students in your class the following questions about a typical weekday.

What time do you usually:

□Partner 1

□Partner 2

□Partner 3

1. get up?

2. have breakfast?

3. go to school/work?

4. get to school/work?

5. take a break?

6. go home at night?

Look at the answers above. Write down names of students in the sentences below.

..... gets up quite early.
(name)

..... lives close to school/work.
(name)

..... should try to get more sleep at night.
(name)

..... needs to get up earlier each morning.
(name)

03 Getting the Basic Idea



Listen to the conversation. Look at the sentences below. Are they true or false? Circle *True* or *False* for each sentence.

- | | |
|--|--------------|
| 1. There are two people talking. | True / False |
| 2. The second man is talking about his schedule. | True / False |
| 3. He works in a big city. | True / False |
| 4. His school work is really tough. | True / False |
| 5. He starts work before 8 am. | True / False |
| 6. The train to work takes about 50 minutes. | True / False |

04 Getting Details



Listen again. Connect the things the man does and the times he does them.

- | | |
|-----------------|-------------------|
| gets up • | • 5:30 am |
| has a shower • | • 5:45 am |
| starts work • | • 6:15 am |
| finishes work • | • 7:00 or 8:00 am |
| | • 7:20 am |
| | • 4:00 pm |
| | • 4:30 pm |

05 Practicing

Work with a partner. **Student A** ➔ page 105
Student B ➔ page 128

06 Spotlight on Listening

Stress is important. Some words are stressed and some words are not stressed. Important words are stressed.

NOTICE

Life in the big city



Life in the big city

Hear It!

Listen to the sentences below. Which words are stressed? Draw a circle around the words that have stress.



- I finish at four, so I get home early.
- Getting to work and getting around is sometimes busy.
- So, what's it like living here?
- Going to work at seven or eight is just crazy.

Check your answers with a partner.

Look at the sentences again. What kinds of words are stressed? What kinds of words are not stressed? Are they nouns, verbs or prepositions?

Use It!

Track
13

Listen and complete the sentences below.

NOTE: The missing words might be difficult to hear clearly but they are easy to guess.

A: How get work morning?

B: take bus train.

A: How long take?

B: takes about hour.

Check your answers with a partner.

NOTE: The unstressed words are difficult to hear but easy to guess.

Practice saying this conversation with a partner.

07 Spotlight on Memory

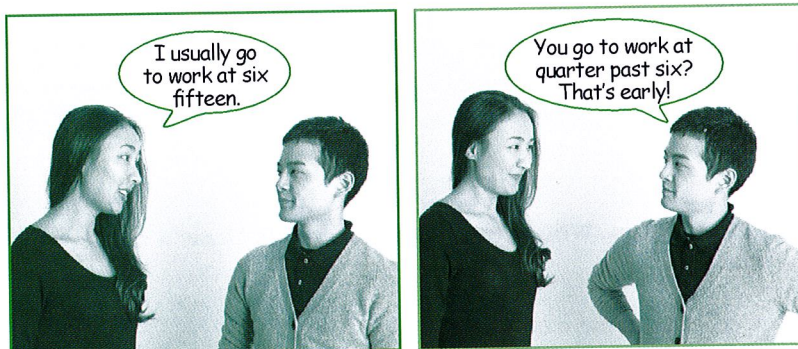
Track
14

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

Check your understanding by describing what someone has said in your own words. This is called *paraphrasing*.



Part 2: Now, work with a partner. Listen to the conversation again. Paraphrase what the speakers say. Take turns.

Track
11

09

Trying What You've Learned

Work with a partner.

- Student A → page 101
- Student B → page 124

10

Using What You've Learned

Work with a partner.

Part 1: Tell your partner about your daily routine. What do you do at what time?

For example: ♦ I wake up at half past six. ♦ I get up and make coffee at twenty to seven and so on.

Listen and take notes about your partner's daily routines.

Name: _____

☐ Time	☐ Activity	☐ Time	☐ Activity
.....			
.....			
.....			
.....			

Part 2: Use your notes. Paraphrase your partner's daily routine.

Part 3: Change partners. Tell your new partner about your first partner's day.

For example: ♦ He wakes up at half past six. ♦ He gets up and makes coffee at twenty to seven and so on.

Listen and take notes on what your new partner tells you.

Name: _____

☐ Time	☐ Activity	☐ Time	☐ Activity
.....			
.....			
.....			
.....			

11

Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

- Yes / No

☐ ☐ stress

☐ ☐ repeat

☐ ☐ preposition

☐ ☐ nouns

☐ ☐ verbs
- Yes / No

☐ ☐ daily routine

☐ ☐ paraphrase

☐ ☐ wake up

☐ ☐ get up

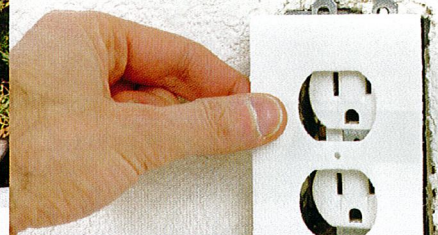
☐ ☐ put on makeup (make-up)

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

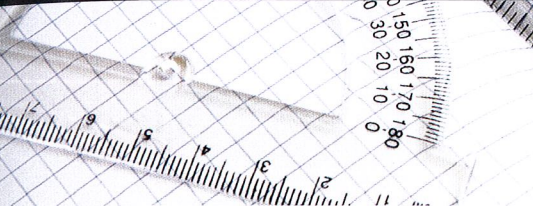
Listen to Track 15. Answer the questions below.

1. How many people are talking?
2. What day is it?
3. Where is Chris?
4. Where does Chris work?
5. Fill in Chris's schedule.

	Time	Class
First Period	to	
Second Period	10:20 am to 11:50 am	
Third Period	1:00 pm to 2:30 pm	Calculus
Work	to	



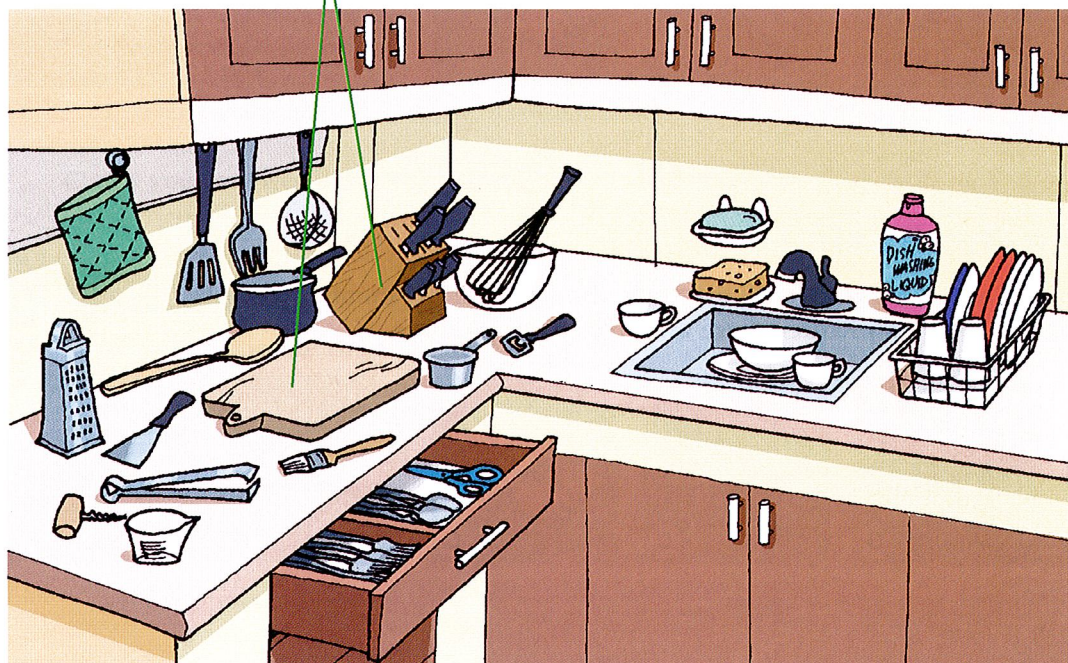
What do you call it?



01 Warming-Up

Look at the picture below. Draw lines from the descriptions in the boxes to the objects in the picture.

- ◆ It's made of wood ● ◆ It's used for cutting ● ◆ It's made of metal ●



- ◆ It's used for picking things up ● ◆ It's used for holding things ● ◆ It's square (squarish) ●

Look at the words and phrases in the box below. Put them into the correct categories below.

- ◆ metal
 - ◆ long and thin
 - ◆ square
 - ◆ cutting things
 - ◆ measuring things
 - ◆ wood

□Shape □Used for... □What it's made of

round holding things glass

□Shape □Used for... □What it's made of

round holding things glass

□Shape □Used for... □What it's made of

round holding things glass

Work with a partner. Choose an object from the picture. Write down words for each object under each category above.

02 Warming-Up

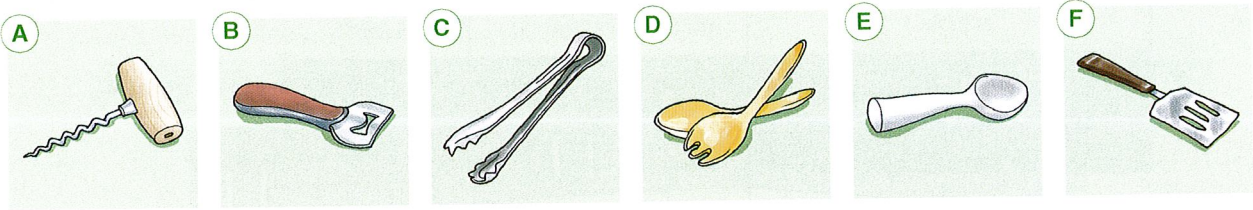
Work with a partner. Choose three objects from the picture on page 21. Give your partner hints about the objects in the picture. Your partner should listen and point to the object you are describing.

For example: A: It's made of wood. It's used for cutting. It's squarish.
B: This?

03 Before You Listen

Read the descriptions in the box. What objects can they describe? Write in the letters of the objects.

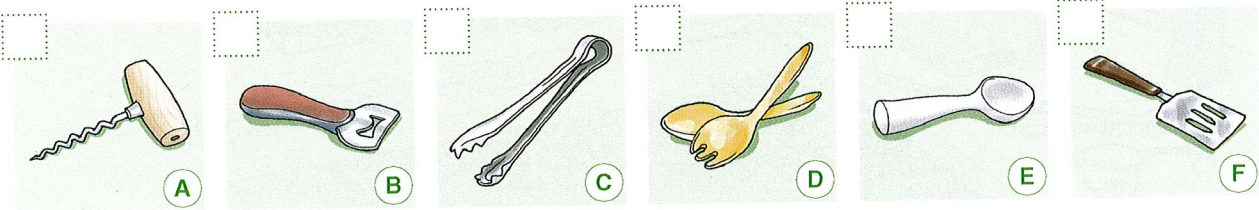
1. It's used for picking things up. C, D, E, F
2. It's made of metal. _____
3. It's made of wood. _____
4. It's used for opening things. _____



04 Getting the Basic Idea

Track 16

Listen to the conversations. What things do they talk about? Write the number of each conversation next to the correct picture. There are three extra pictures.



.....

.....

Listen again. Write down how the speaker describes each thing.

1.
2.
3.

05 Practicing

Work with a partner.

Student A ➔ page 101
Student B ➔ page 124

06 Spotlight on Listening

Sounds disappear. Sounds link together.

See unit 1.

NOTICE

What do you call it? >>> What do you call it?

Hear It!

Listen and mark the sounds that link together. Cross out all the sounds that disappear.

Track
17

1. Uh, I'm looking for, you know, oh what do you call it, for opening a bottle of wine.
2. Yeah. That's it. Thanks.
3. Let's see, uh, scoops are right over here.
4. Yeah, I guess so. Um, can you show me one?

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
18

NOTE: Some of the missing words will have linking sounds.

1. It's plastic.
2. It's big forks.
3. People use it things.
4. It's for cooking.

Check your answers with a partner.

07 Spotlight on Memory

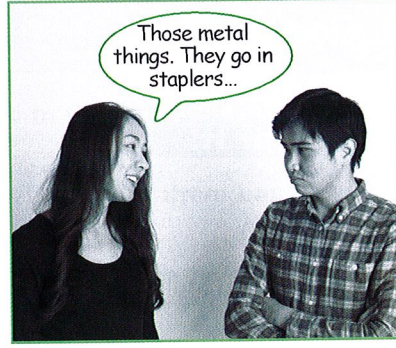
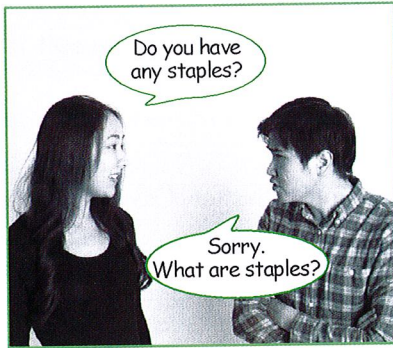
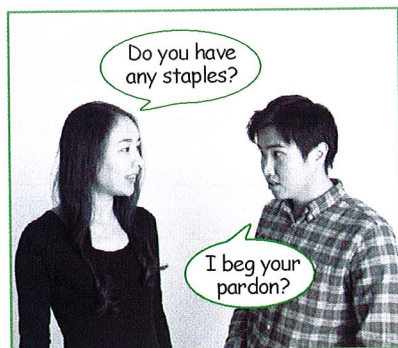
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
19

08 Spotlight on Speaking

Part 1: Read the following.

You can talk around the words you don't know. You can describe how it is used, or what it is made of, or what it looks like, and so on.



Part 2: Listen to the conversations again. Check how the speakers describe each thing.

Track
16

Conversation 1

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what it looks like.

Conversation 2

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what it looks like.

Conversation 3

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what it looks like.

Part 3: Match the words on the left with the words on the right to make sentences.

They are made of ●

They are used for ●

People use ●

These ●

● cutting up fruits, vegetables, fish and meat.

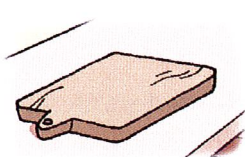
● are usually square.

● wood or sometimes plastic.

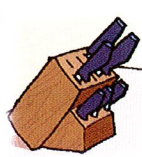
● these when they cook.

What do you think is being described?

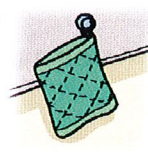
1



2



3



Work with a partner. Read the sentences to your partner.

Student A ➔ page 106

Student B ➔ page 129

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 99

Student B ➔ page 122

10

10



11

11

11

- 11

11

- 11

11

12 At Home

Listen to Track 20. Listen and write down details.

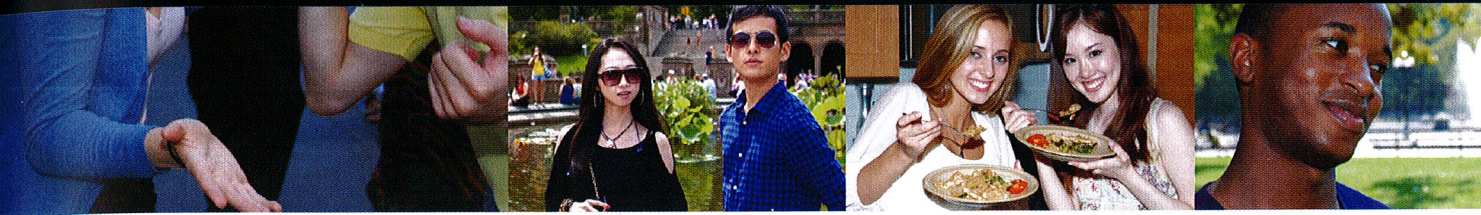


- 1. Where are the two men talking?
- 2. What does the first man want?
- 3. What does the man say to describe these things?
.....
.....
- 4. Do they have these things?



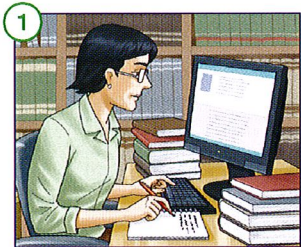
Unit 4

That's my cousin

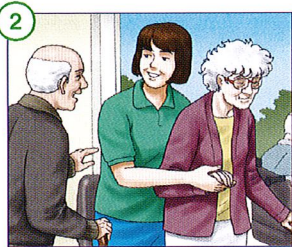


01 Warming-Up

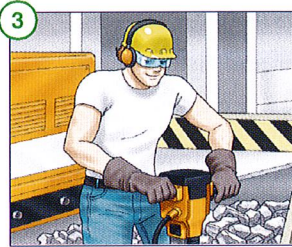
Look at the pictures below. Look at the words in the box. Choose words from the box and write them under each picture.



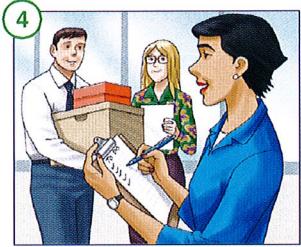
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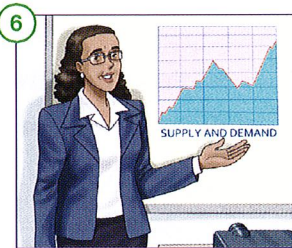
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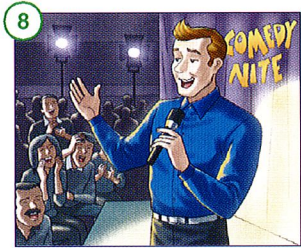
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- | | | | | | |
|------------|-------------|-------------|-----------|-----------|----------------|
| ◆ studious | ◆ organized | ◆ caring | ◆ funny | ◆ polite | ◆ hard-working |
| ◆ tough | ◆ patient | ◆ effective | ◆ careful | ◆ capable | ◆ creative |

Work with a partner. What are some other words that could describe the people in the pictures? Write them under each picture.

02 Warming-Up

Work with a partner. Ask your partner the following questions. Write their answers on the right.

Questions	Partner's Answers
1. What words could describe a politician?	
2. What words could describe a scientist?	
3. What words could describe an artist?	
4. What words could describe an athlete?	
5. What words could describe a doctor?	

03 Getting the Basic Idea



Listen to the conversation. Look at the sentences about the speakers. Are they true or false? Circle *True* or *False* for each sentence.

- | | |
|-----------------------------------|--------------|
| 1. They are brother and sister. | True / False |
| 2. They are friends. | True / False |
| 3. He can't help her tomorrow. | True / False |
| 4. He has many cousins. | True / False |
| 5. She has never met his cousins. | True / False |

Check your answers with a partner.

04 Getting Details



Listen again. Answer the following questions.

- 1. What is the man going to do tomorrow?.....
- 2. They are talking about two young people. Who are they?.....
- 3. Write down their details below.



Name: Age:
Where he lives:
Occupation:
Character:
.....



Name: Age:
Where she lives:
Occupation:
Character:
.....

- 4. Where do their parents live?

05 Practicing

Work with a partner. Student A → page 103
Student B → page 126

06 Spotlight on Listening

Sometimes sounds *blend* together and make new sounds.

NOTICE

Could you give me a hand tomorrow?
ku(j)ew

NOTICE

Is that your aunt?
tha(ch)our

Hear It!

Listen and circle which new sound you hear. Then circle where in the sentence you hear it.

Track
22

1. ch j Yeah, you met them last year.
2. ch j Last year? I don't remember.
3. ch j He's in his third year.
4. ch j And Jenny's his sister, she's in her first year.

Check your answers with a partner.

Practice saying these sentences.

Use It!

Listen and complete the sentences below.

Track
23

NOTE: Some sounds in some words might blend together.

1. It's a ,
2. it was the for engineering.
3. I didn't hear said.
4. My of university was a for me.

Work with a partner. Practice saying these sentences.

07 Spotlight on Memory

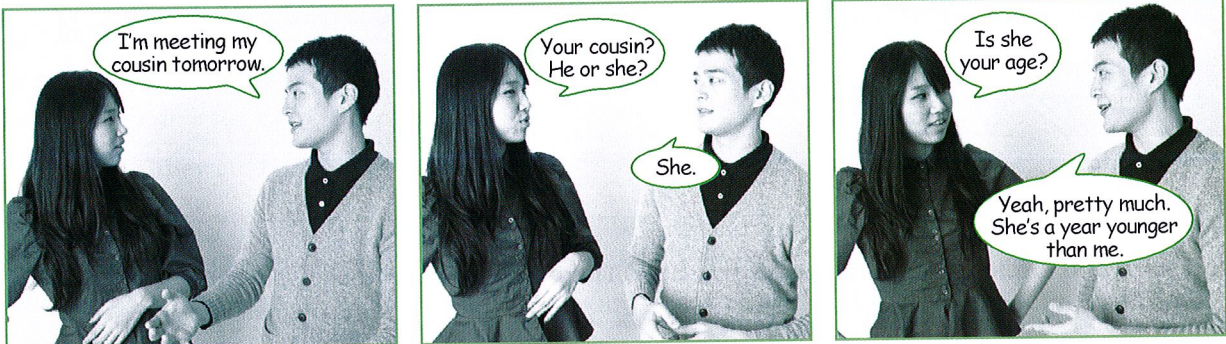
Track
24

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

Build conversations. Ask questions.



Track
21

Part 2: Listen to the conversation again. Write down the questions she asks.

1. B: No no, my cousins are coming too. They're really good.

A: Your cousins?

B: Yeah.

A: ?

2. A: What, 21 and 19?

B: Yeah basically, 22 and 18.

A: ?

3. A: So, she's at university too?

B: Yeah.

A: ?

Part 3: Work with a partner.

Student A ➔ page 102

Student B ➔ page 125

09 Trying What You've Learned

Part 1: Find your ideal job. Design a questionnaire for finding the perfect job. Think of some questions and write them in the spaces below.

1. Do you like talking to people?
2. Do you like working with your hands?
3. Are you artistic?
4. Do you prefer to work alone or in a team?
5. Are you an organized person?
6. Do you like making things?
7. Do you like to doing business and selling things?
8.
9.
10.
11.
12.

Part 2: Now interview a partner. Ask your partner questions and recommend the perfect job for your partner. Tell them what job would be good for them. Tell them your reasons why.

For example:

- ◆ *You should be a designer because you're artistic, you like to use computers, you like to create things and you like to work by yourself.*

10 Using What You've Learned

Part 1: Choose a family member, a friend or someone you know. Choose someone you respect. Take some notes below.

Who? :

Where do they live? :

Where are they from? :

What do they look like? :

What are they like? :

Why do you respect them? :

Part 2: Work in groups. Introduce that person to your group.

Listen and take notes. Ask questions about the person being introduced.

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐
☐
blend
- ☐
☐
involve
- ☐
☐
recommend
- ☐
☐
cousin
- ☐
☐
aunt

Yes / No

- ☐
☐
organized
- ☐
☐
effective
- ☐
☐
patient
- ☐
☐
caring
- ☐
☐
capable

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 25. Write down details.

Track
25



☐Grandfather

Where he lives:

Occupation:

Details:



☐Grandmother

Where she lives:

Occupation:

Details:

Unit 5

It's next to the window

01 Warming-Up

Look at the picture below. Look at the things in the box. Which of these are in the picture below?



- | | | | |
|------------------------|----------------------|---------------------|------------------------|
| ◆ bowl yes / no | ◆ sink yes / no | ◆ pot yes / no | ◆ cupboard yes / no |
| ◆ drawer yes / no | ◆ kettle yes / no | ◆ pan yes / no | ◆ plates yes / no |
| ◆ curtains yes / no | ◆ knives yes / no | ◆ forks yes / no | ◆ carpet yes / no |

Check your answers with a partner.

02 Warming-Up

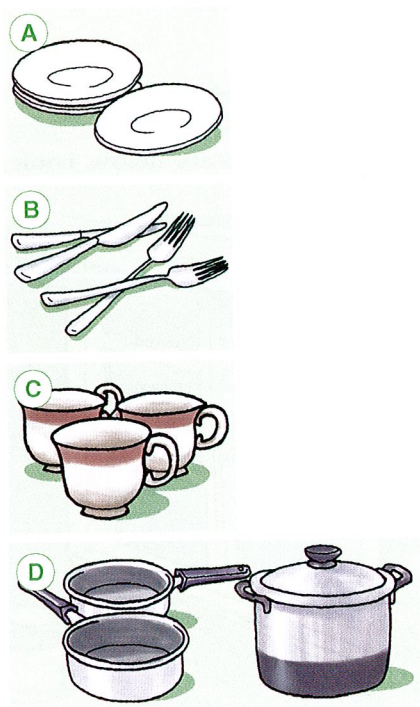
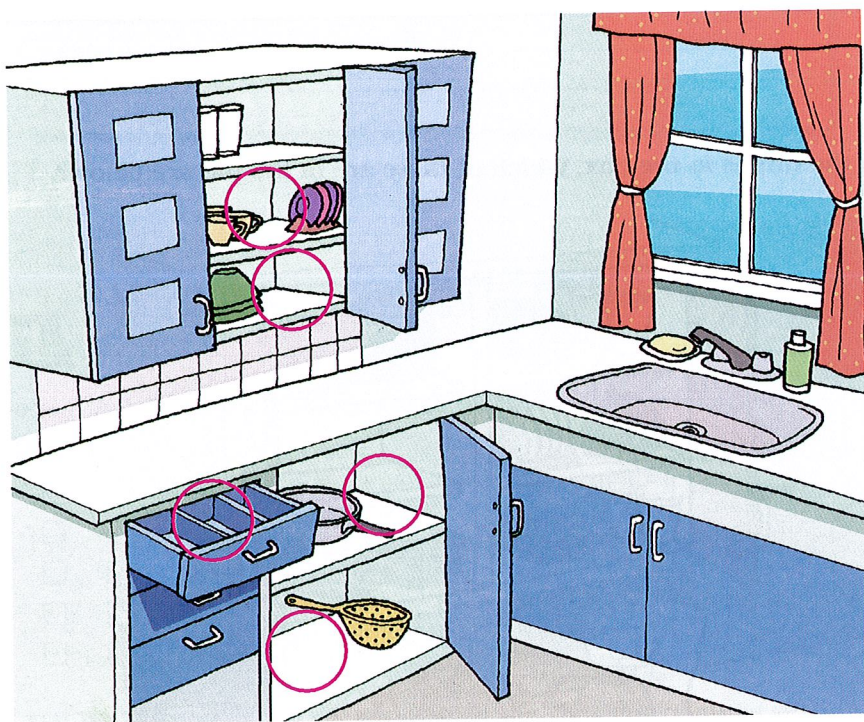
Work with a partner.

Student A ➔ page 102
 Student B ➔ page 125

03 Getting the Basic Idea

Look at the pictures below. Answer the following questions.

1. Where are the glasses?
2. Where is the soap dish?
3. Where is the fry pan?
4. How many drawers can you see?



Now listen. Where do the things go? Draw lines from the objects above to the circles in the kitchen (there is one extra circle). When you finish, compare your answers with a partner.

Track
26

04 Getting Details

Listen again. Answer the questions below.

1. Where do the plates go?
2. Where do the tea cups go?
3. What is a colander used for?
4. What does *draining* mean?
5. What color is the colander?

Track
26

05 Practicing

Part 1: Look at the picture below. Write down six sentences about the picture.



◆

◆

◆

◆

◆

◆

Part 2: Now work with a partner. Read your sentences to your partner. Are they the same or different?

06 Spotlight on Listening

English has weak vowels. The most common weak vowel is the schwa /ə/. It sounds like the 'a' in the word *about*.

See unit 0.

NOTICE

forks on the left, knives in the middle and spoons on the right

forks (ə)n the left, knives in the middle (ə)nd spoons (ə)n the right

Hear It!

Listen to the examples from the conversation. Circle the weak vowels.

1. You put the water and spaghetti in a colander and it drains.
2. For example, um, you drain a bathtub when you finish.
3. Can I help?

Check your answers with a partner.

Practice saying these sentences. Check with your teacher.

Track
27

Use It!

Track
28

Listen and complete the sentences below.

NOTE: The missing words might be difficult to hear clearly but they are easy to guess.

1. glasses cupboard.
2. pots pans sink.
3. mugs counter.
4. knives drawer.

Check your answers with a partner.

Practice saying some of these sentences. Check with your teacher.

07 Spotlight on Memory

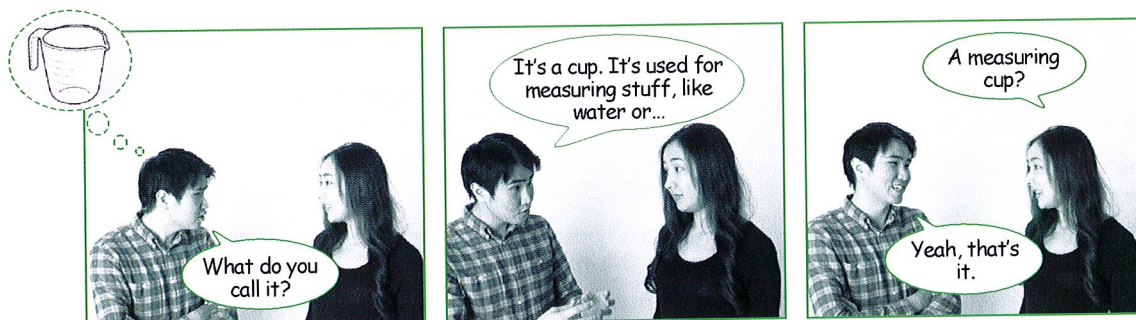
Track
29

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

Talk around any words that you don't know.



Part 2: Match the words on the left with the words on the right to make sentences.

People sometimes ●

This is ●

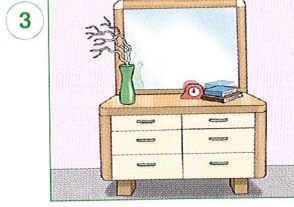
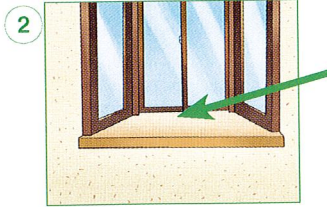
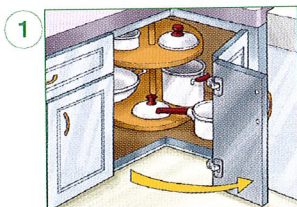
It's the flat ●

● part right in front of or under a window.

● put flowers here or something like that.

● usually flat and made of wood.

What do you think is being described?



Part 3: Work with a partner.

- Student A → page 105
- Student B → page 126

09 Trying What You've Learned

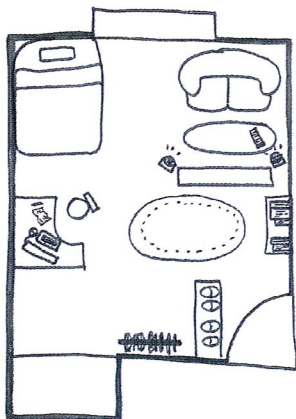
Work with a partner.

- Student A → page 100
- Student B → page 123

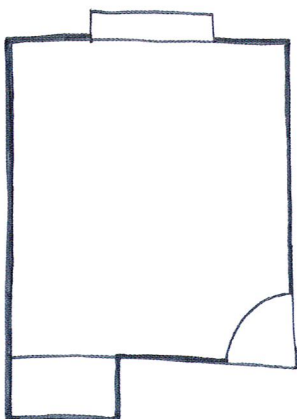
10 Using What You've Learned

Part 1: Look at the examples below. Then, in the box below draw a diagram of a room in your house. Draw in where things are.

Example 1: Basic room diagram



Example 2: Basic room shape



Draw your room here. Draw in where things are. (See example 1 above.)

Part 2: Now, on a separate piece of paper draw the basic shape of your room and pass it to a partner, (see example 2 on the previous page).

Part 3: Work with a partner. Describe where the objects are in your room. Your partner will draw in the details.

Part 4: When you finish, compare your diagrams.

11

Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ weak
- ☐ ☐ schwa
- ☐ ☐ common
- ☐ ☐ bowl
- ☐ ☐ drawer

Yes / No

- ☐ ☐ sink
- ☐ ☐ kettle
- ☐ ☐ cupboard
- ☐ ☐ soap
- ☐ ☐ coffee maker

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12

At Home

Listen to Track 30. Answer the questions below.



1. What does the man put away?.....
2. The man is surprised by two things in the kitchen. What are they?.....
3. The woman is surprised by one thing. What is it?.....

Unit 6

How much was it?

01 Warming-Up

Look at the expressions on the left. Circle the numbers they mean. For some, there may be two answers.

- | | | |
|--|---------|---------|
| 1. a dollar forty-nine | \$149 | \$1.49 |
| 2. thirty-nine ninety-nine | \$39.99 | \$3,999 |
| 3. one forty-nine | \$149 | \$1.49 |
| 4. thirty-nine dollars and ninety-nine cents | \$39.99 | \$3,999 |
| 5. fifty-nine ninety-nine | \$59.99 | \$5,999 |

02 Warming-Up

Work with a partner.

Student A → page 107
Student B → page 130

03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down some key words for each picture. What are they doing? What are they talking about?



Part 2: Listen to the conversation. Check the correct picture.

Part 3: Check your answer with a partner.

Track
31

04 Getting Details

Listen again. Write down the prices you hear. You will hear the prices in different currencies: Japanese Yen, US Dollars and UK Pounds.



Product	UK Price	Internet Price	Japanese Price
Tablet computer			
Leather case			

Answer the questions below.

- What functions, or features, does it have? (Why does he like it?)
- Why did he buy it in London?
- What is the model name?
- Who bought one in Japan last month?

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A ➤ page 106
Student B ➤ page 129

06 Spotlight on Listening

In English, stress goes on important words.

NOTICE

I got it in London >>>> I got it in London

Hear It!

Listen to the following sentences. Circle the correct stress pattern.



- a That's what he said. b That's what he said.
- a You know what I mean? b You know what I mean?
- a Well, I got this case for free. b Well, I got this case for free.
- a How much was it? b How much was it?

Check your answers with a partner.

Practice saying these sentences. Pay attention to the stress pattern.

Use It!

Track
33

Listen to the following sentences. Write in the missing words.

1. A of is dollars.
2. is a can of ?
3. I a of
4. I your ?

Check your answers with a partner.

Practice saying these sentences. Pay attention to the stress pattern.

Some numbers can sound similar. The difference is which syllable is stressed.

NOTICE

I saw it for nineteen dollars on the net

I saw it for nineteen dollars on the net

Look at the numbers below. Compare the numbers 13 and 30, 14 and 40, 15 and 50. For each number, circle which syllable you think should be stressed.

[thirteen thirty]

[fourteen forty]

[fifteen fifty]

Now, work with a partner. Read the sentences to your partner.

Student A ➤ page 103

Student B ➤ page 130

07 Spotlight on Memory

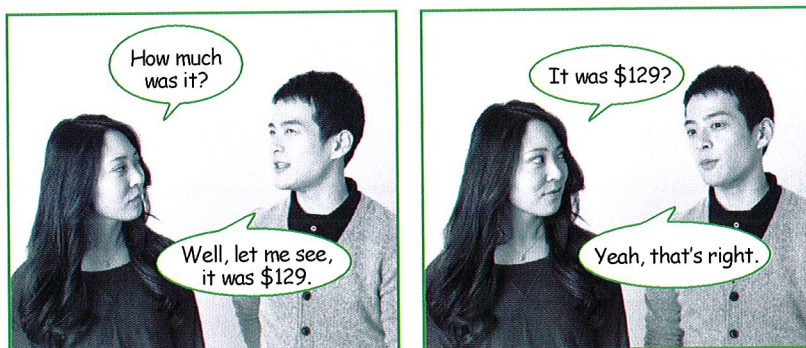
Track
34

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

Check understanding. Shadow the speaker. Repeat what the speaker says.



Part 2: Listen to the conversation again. Write down how the listener *shadows* the speaker.

Track
31

1. **B:** Well, I got it in London.
A:? Oh yeah? In the UK?
B: Yeah, it was 299 pounds.
A: , so what's that?
B: That's about 500 dollars.
A: Really? On the net you can buy those for 400 dollars! Maybe even less.
B:? N... no, that's a different model.
A: No, it's not, it's a Cosmo Mini, right?
B: Uh, yeah.
A: Yeah, you can get those for 400 dollars. My friend bought one last month in Japan, 31,000 yen.
B:! That's a lot of...
A: Nah, it's about 350 dollars.
B: 350 dollars! What?? Not a chance.
A: Well, that's what he said.

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 108
Student B ➔ page 133

10 Using What You've Learned

Work in groups. Look at the list below. How much do you think these things cost or are worth? Guess. Choose one number from the three choices on the right.

1. A Louis Vuitton soccer ball	\$540	\$5,400	\$54,000
2. The average amount of money taken in a bank robbery in the US	\$2,500	\$15,000	\$25,000
3. A movie theater ticket in the US in 1940	\$0.10	\$0.24	\$1.24
4. A taxi from downtown to the airport in Manila, Philippines	\$5	\$25	\$45
5. A taxi from downtown to the airport in Tokyo, Japan	\$150	\$230	\$500
6. A liter of gas in Riyadh, Saudi Arabia	\$0.24	\$1.85	\$5.25
7. A liter of gas in Stockholm, Sweden	\$0.24	\$1.85	\$5.25
8. The cheapest ticket on a 104 day, round-the-world ocean cruise	\$8,999	\$13,452	\$19,742
9. A large tuna at the fish market in Tsukiji, Tokyo	\$8,000	\$12,000	\$24,000
10. Getting a fake passport made in Hong Kong	\$5,000	\$8,500	\$13,000
11. The world's most expensive teddy bear	\$75,000	\$125,000	\$138,000
12. The first Rolls Royce car in 1904	\$1,900	\$9,500	\$19,900

What do the other people in your group think? Whose prices do you think are closest?

After you have finished and have agreed on all the prices, turn to page 44 for the answers. Who had the best answers?

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|--------------|
| ☐ | ☐ | false |
| ☐ | ☐ | scarf |
| ☐ | ☐ | amount |
| ☐ | ☐ | cycle (verb) |
| ☐ | ☐ | owe |

Yes / No

- | | | |
|--------------------------|--------------------------|-----------------|
| ☐ | ☐ | extra |
| ☐ | ☐ | wi-fi |
| ☐ | ☐ | wireless |
| ☐ | ☐ | adapter |
| ☐ | ☐ | tablet computer |

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 35. Answer the questions.



1. What are the speakers shopping for?
2. How much are the things they are looking at?

You don't know the answers to the questions below but guess.

3. What country are they in?
4. What nationality are the speakers?

Unit 7

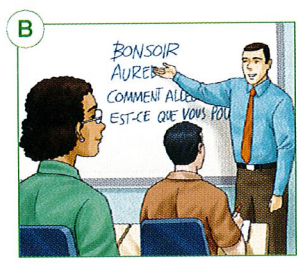
Are you gonna go to France?

01 Warming-Up

Part 1: Look at the pictures below. Write a short description under each picture.



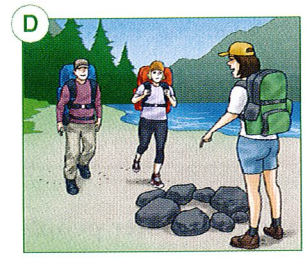
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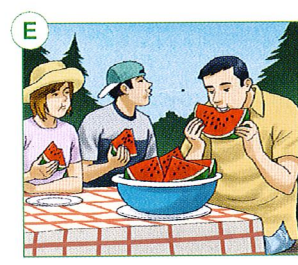
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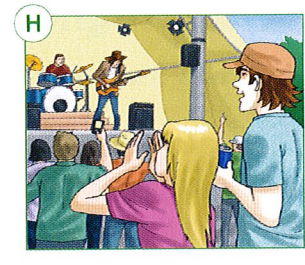
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Part 2: Work with a partner. Read out the sentences to your partner. Listen and write the sentences down.

Student A ➔ page 117
Student B ➔ page 133

1. (\$540) 2. (\$2,500) 3. (\$0.24) 4. (\$5) 5. (\$230) 6. (\$0.24) 7. (\$1.85) 8. (\$19,742; most expensive \$163,840)
9. (\$12,000) 10. (\$13,000) 11. (\$75,000) 12. (\$1,900; today it's worth \$435,000)

02 Warming-Up

Work with a partner. Ask your partner the following questions. Make a note of their answers.

Questions

What do you usually do in the summer?

What did you do last summer?

What are you going to do next summer?

Partners' Answers

Change partners. Ask your new partner these questions.

Change partners again, several times. What do most people like to do in the summer?

03 Getting the Basic Idea

Track
36

Listen to the conversation. Check the boxes to answer the questions.

- | | | | |
|---|--|-------------------------------------|--|
| 1. How many people are talking? | ☐ 2 | ☐ 3 | ☐ 4 |
| 2. How many people are going to go somewhere? | ☐ 1 | ☐ 2 | ☐ 4 |
| 3. What topics do they mention? | ☐ part-time job | ☐ final exam | ☐ language school |
| | ☐ homework | ☐ family | ☐ summer holiday |

04 Getting Details

Track
36

Listen again. Connect the information on the left with the information on the right, then answer the questions below.

- | | |
|-----------|-------------------------------------|
| Susan ● | ● not going anywhere |
| Melissa ● | ● going to study abroad |
| Cynthia ● | ● going to study a foreign language |
| | ● going to work |

- Where do Melissa and Cynthia want to go?
- Where is Rouen?
- What are Melissa and Cynthia going to do?
- When is Sue going to work?
- Why does she have to work?

Compare your answers with a partner.

05 Practicing

Work with a partner.

- Student A ➤ page 110
Student B ➤ page 134

06 Spotlight on Listening

In casual English:

going to

want to

have got to

sometimes sounds like

sometimes sounds like

sometimes sounds like

gonna

wanna

gotta

NOTE: This is not formal English. It is casual. It may not be polite in some situations.

NOTICE

I'm going to go to France

I want to go

I have got to study

I'm gonna go to France

I wanna go

I gotta study

Hear It!

Track
37

Listen to the following sentences. Write in the missing words.

1. **C:** What are you do there?

2. **A:** Oh, I go somewhere this summer! What are you study?

B: French.

3. **A:** Yeah, I go too! But I stay here and work.

4. **A:** Yeah, she's go to France and we're staying here working.

B: Yeah, well before I go, I'm working too. I save some money, you know.

Compare your answers with a partner.

Work with a partner. Practice saying these sentences.

Use It!

Track
38

Listen to the following conversation. Write in the missing words.

1. **A:** What are you do this weekend?

B: I work.

A: Really? We're go shopping downtown.

B: Yeah. I go. I really do. But I work.

Compare your answers with a partner.

Work with a partner. Practice saying these sentences.

07 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
39

08 Spotlight on Speaking

Part 1: Read the following.

Check your understanding by describing what someone has said in your own words. This is called *paraphrasing*.



Part 2: Work with a partner. Listen to the conversation again. Paraphrase what the speaker says. Take turns.

Track
36

09 Trying What You've Learned

Work with a partner.

Student A ➤ page 114

Student B ➤ page 132

10 Using What You've Learned

Part 1: Work with a partner. Interview your partner. Ask about their summer plans. Write their answers in the spaces below.

□Name:

What:

When:

Where:

Who with:

Other details:

.....

.....

Next, use your notes. Paraphrase your partner's future plans.

Part 2: Work in groups. Tell your group about the summer plans of your partner in *Part 1*. Write down what other group members say about their partners.

□Name:

What:
When:
Where:
Who with:
Other details:
.....
.....

□Name:

What:
When:
Where:
Who with:
Other details:
.....
.....

□Name:

What:
When:
Where:
Who with:
Other details:
.....
.....

□Name:

What:
When:
Where:
Who with:
Other details:
.....
.....

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ vacation
- ☐ ☐ several
- ☐ ☐ probably
- ☐ ☐ work out
- ☐ ☐ amusement park

Yes / No

- ☐ ☐ gym
- ☐ ☐ graduate school
- ☐ ☐ top marks
- ☐ ☐ calculus
- ☐ ☐ festival

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 40. Answer the following questions.



- 1. What are they talking about?.....
- 2. What is the woman going to do?.....
- 3. Where is she going to go?.....
- 4. When is she leaving?.....
- 5. Who had a baby?.....
- 6. What is he going to do?.....

01 Checking What You've Learned

Look at the following Can Do Statements. Please check (✓) the appropriate box.

	Easily	Yes	With Difficulty	No
1. I can talk, reasonably fluently, about a variety of easy subjects that are familiar to me.	☐	☐	☐	☐
2. I can generally describe events, real or imagined.	☐	☐	☐	☐
3. I can communicate with reasonable accuracy on familiar topics. I sometimes make mistakes, but I am able to express my meaning.	☐	☐	☐	☐
4. I can express myself with relative ease when talking about basic topics. But I need to pause and sometimes get stuck with more difficult topics.	☐	☐	☐	☐
5. I can enter unprepared into conversations on familiar topics.	☐	☐	☐	☐
6. I can listen and generally follow the main points of longer discussions if people talk clearly without too much slang or too many idioms.	☐	☐	☐	☐
7. I can listen and understand simple technical information, such as instructions on how to do things or more detailed street directions.	☐	☐	☐	☐
8. I can listen and understand most everyday conversation but I sometimes have to ask for repetition of particular words and phrases.	☐	☐	☐	☐
9. I can give my opinion and listen to other opinions giving short reasons and explanations if necessary. I can summarize and give an opinion about a short story, article, discussion or documentary.	☐	☐	☐	☐
10. I can give a prepared straightforward presentation on a familiar topic. I can take follow-up questions but I might have to ask for repetition.	☐	☐	☐	☐
11. I can take notes as a list of key points on a straightforward lecture, on topics that are familiar if the speakers don't use too many idioms or slang and speak clearly. I can paraphrase and summarize the main points.	☐	☐	☐	☐
12. I have enough vocabulary to have conversations on topics such as family, hobbies, interests, work, travel and current events. However, I might need to talk around difficult words.	☐	☐	☐	☐
13. I can usually talk around words I can't remember or don't know. I can ask someone to clarify or give more detail about what they have just said.	☐	☐	☐	☐
14. My pronunciation is understandable but I have a foreign accent and I sometimes mispronounce some words.	☐	☐	☐	☐

NOTE: These Can-do statements are adapted from the CEFR (B1 level).

02 Spotlight on Listening

Listen to Track 41. How many words are spoken in each sentence?

Track
41

NOTE: *He's coming here tomorrow* → 5 words because *He's* = 2 words

- | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|
| 1. | 4 | 5 | 6 | 7 | 8 | 9 | 6. | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. | 4 | 5 | 6 | 7 | 8 | 9 | 7. | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. | 4 | 5 | 6 | 7 | 8 | 9 | 8. | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. | 4 | 5 | 6 | 7 | 8 | 9 | 9. | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. | 4 | 5 | 6 | 7 | 8 | 9 | 10. | 4 | 5 | 6 | 7 | 8 | 9 |

Compare your answers with a partner.

Check with your teacher.

03 Spotlight on Vocabulary and Strategies

Work with a partner.

Student A → page 104

Student B → page 127

04 Having Real Conversations

Work with a partner. Choose a question below. Ask your partner questions. Make conversations and ask follow-up questions.

1. What classes do you have on Monday?

2. Talk about a typical Monday morning.

3. What is the most expensive thing you have bought?

4. What's your major?

5. Choose a picture below. Describe it.

6. Describe an object in your bag.

7. Choose a room at home. Describe it.

8. Describe a friend or a family member.

9. Talk about a typical Sunday morning.

10. What are you going to do this weekend?

11. What's your given name?

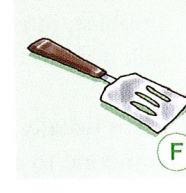
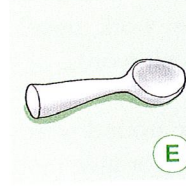
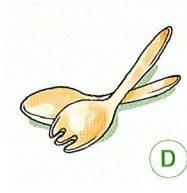
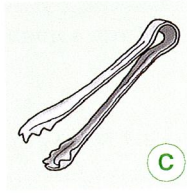
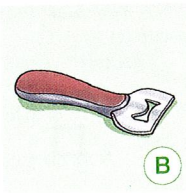
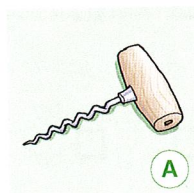
12. What time do you usually get to school?

13. How much do concert tickets usually cost?

14. How much do you usually spend for your lunch?

15. What classes do you like?

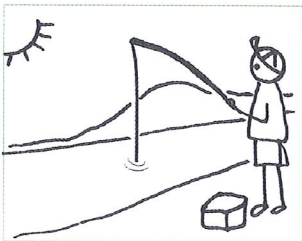
16. What are you going to do next vacation?



05

Short Poster Presentations

Look at the example below. What are you planning to do next weekend? Draw some simple pictures. When you finish, work in groups or work with a partner and talk about your plans for next weekend.



Draw pictures about your weekend.

06

Reflecting on What You've Learned

What new words and expressions have you learned? Write down ten new words and five new expressions on the spaces below. Choose words and expressions that you think are useful.

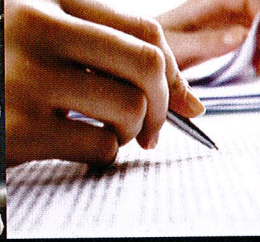
Words

metal	occupation

Expressions

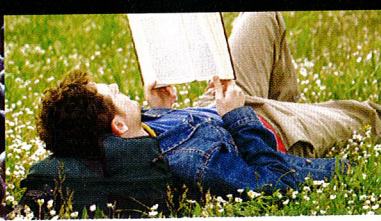
pay attention

Compare your lists with a partner. Are there any words you don't know? Write them down in the free spaces.



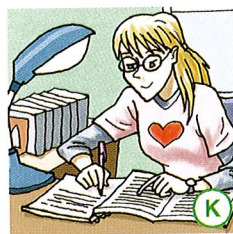
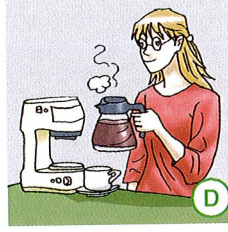
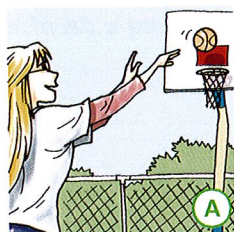
Unit 8

How was the concert?



01 Warming-Up

Look at the pictures below. What did she do? Write the answer under each picture. Use expressions in the box to help you.



- ◆ play basketball
- ◆ take out the garbage
- ◆ water the plants
- ◆ watch TV
- ◆ do the laundry
- ◆ clean the bathtub
- ◆ make coffee
- ◆ feed the dog
- ◆ go to a movie
- ◆ study
- ◆ do the dishes
- ◆ make dinner
- ◆ work (at her part-time job)
- ◆ do the vacuuming

02

Warming-Up

Use information from the pictures on the previous page. Write questions in the spaces below. When you finish, ask a partner these questions.

Questions	Partner 1	Partner 2
Last weekend...		
1. did you clean the bathtub?		
2. did you...		
3.		
4.		
5.		
6.		
7.		
8.		

03

Getting the Basic Idea

Part 1: Look at the pictures. Write some notes about each picture. What are they doing? Who are they?

A

B

C

D

E

Part 2: Listen to three conversations. Write the number of the conversation next to the correct picture. There are two extra pictures.

Track 42

Part 3: Check your answer with a partner.

04 Getting Details

Track
42

Listen again. Check which activities the people did.

- | | | | |
|--|---|--|--|
| ☐ did the dishes | ☐ worked | ☐ did the laundry | ☐ went to a concert |
| ☐ read a book | ☐ studied | ☐ watched TV | ☐ saw a movie |
| ☐ went out for coffee | ☐ went out for pizza | ☐ cleaned the house | ☐ went shopping |

05 Practicing

Work with a partner. **Student A** ➤ page 111
Student B ➤ page 131

06 Spotlight on Listening

Final consonants—especially ‘t’—tend to *disappear* and be replaced by a space when the next word does *not* begin with a vowel.

See unit 3.

NOTICE

Right, right. So how was it? >>> Righ_, righ_. So how was i_?

Hear It!

Track
43

Listen to the sentences below. Cross out any sounds you don't hear.

- A:** Yeah. Friday nigh~~t~~. You were pretty late Friday...
- B:** Not really.
- A:** How was it?
- B:** How was what?
- A:** How was the concert?
- B:** Ah, I don't know. It was okay.

Compare your answers with a partner.

Use It!

Track
44

Listen and complete the sentences below.

- A:** was
- B:** was?
- A:** The movie I saw
- B:** I you a movie.

Compare your answers with a partner.

07 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
45

08 Spotlight on Speaking

Part 1: Read the following.

Build conversations by listening and asking questions.



For example: ☐ You hear...

I went out for dinner last night.

I went shopping yesterday.

☐ You might ask...

Where did you go?

Who did you go with?

What did you buy?

How much was it?

Part 2: Listen to the conversations again. Write down the questions you hear.

Track
42

Conversation 1 1. **B:** Craig! How are you doing?

A: Not bad. You?

B: Pretty good.

A: ?

2. **B:** It was great, you know, they did three sets!

A: Three sets? So ?

Conversation 2 **A:** How was it?

B: ?

A: ?

B: Ah, I don't know. It was okay.

Conversation 3 **B:** Hey, Tina. How was your weekend?

A: The weekend? Nothing great.

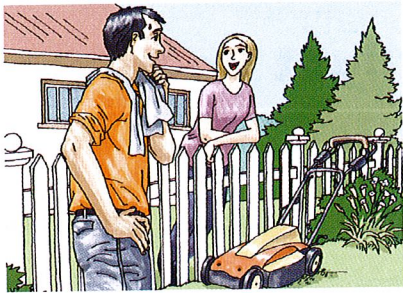
B: ?

A: Oh nothing really... you know, just the usual, nothing special...

Check your answers with a partner.

Part 3: Asking questions: *who, what, when, where, how, why.*
Work with a partner. Write questions in response to each statement.

- 1. I went to the beach.
 Qi. How was the weather?
 Qii. Who did you go with?



- 2. I went to a movie.
 Qi. What did you see?
 Qii.

- 3. I worked at my part-time job.
 Qi.
 Qii.

- 4. I saw a baseball game.
 Qi.
 Qii.

- 5. I went out for dinner.
 Qi.
 Qii.

- 6. I stayed home and relaxed.
 Qi.
 Qii.

09 Trying What You've Learned

Work with a partner. **Student A** ➔ **page 104**
 Student B ➔ **page 127**

10 Using What You've Learned

Work in groups. Ask your classmates what they did last weekend. Write their answers in the spaces below.

Partner 1

What:

When:

Where:

Who with:

Other details:

.....

.....

Partner 2

What:

When:

Where:

Who with:

Other details:

.....

.....

□Partner 3

What:

When:

Where:

Who with:

Other details:

.....

.....

□Partner 4

What:

When:

Where:

Who with:

Other details:

.....

.....

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|-----------------|
| ☐ | ☐ | feed |
| ☐ | ☐ | laundry |
| ☐ | ☐ | pretty (adverb) |
| ☐ | ☐ | grocery |
| ☐ | ☐ | hot tub |

Yes / No

- | | | |
|--------------------------|--------------------------|-----------------|
| ☐ | ☐ | weekend |
| ☐ | ☐ | sleep in |
| ☐ | ☐ | is into ~ |
| ☐ | ☐ | go out |
| ☐ | ☐ | nothing special |

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home



Listen to Track 46. Answer the questions.

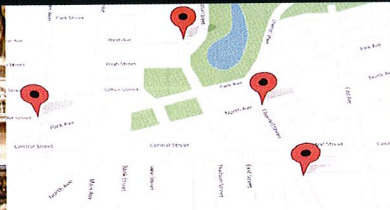
1. What day is it?
2. How's the weather?
3. How was the weather on the weekend?
4. Why did the man watch cartoons?
5. Where did the other man watch the game?
6. What's happening the day after tomorrow?



Unit 9



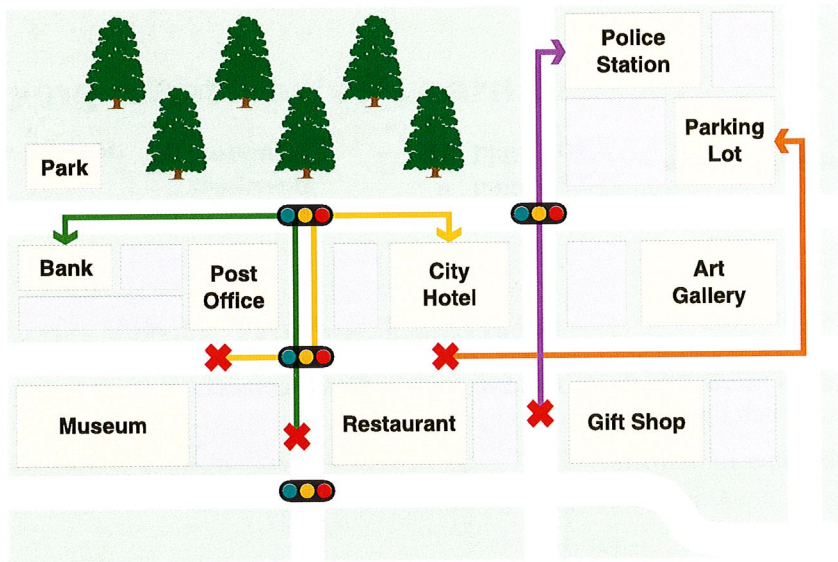
I'm looking for the museum



01 Warming-Up

Look at the map below. Look at the directions. Draw a line between the directions below and the correct arrow.

- 1. Go down this street two and a half blocks. It's on your right. It's across from the park. ● 
- 2. Go down this street here. Turn left at the second intersection. There's an art gallery there. Go up one block, it's on the corner. ● 
- 3. Turn left at the first set of lights, go up one block, turn right, go down half a block. It's on your right, across from the park. ● 
- 4. Go straight up this road. Take a left at the park. Go down to the end of the block. It's on your left. ● 



02 Warming-Up

Part 1: Look at the map above. Draw the following stores into the gray spaces on your map. Put them where you like.

- a. a real estate agent
- b. a book store
- c. a coffee shop
- d. a convenience store
- e. a drug store
- f. a gas station
- g. a bakery
- h. a grocery store
- i. a shoe shop

Part 2: Work with a partner. Tell your partner where your stores are (don't show your partner).

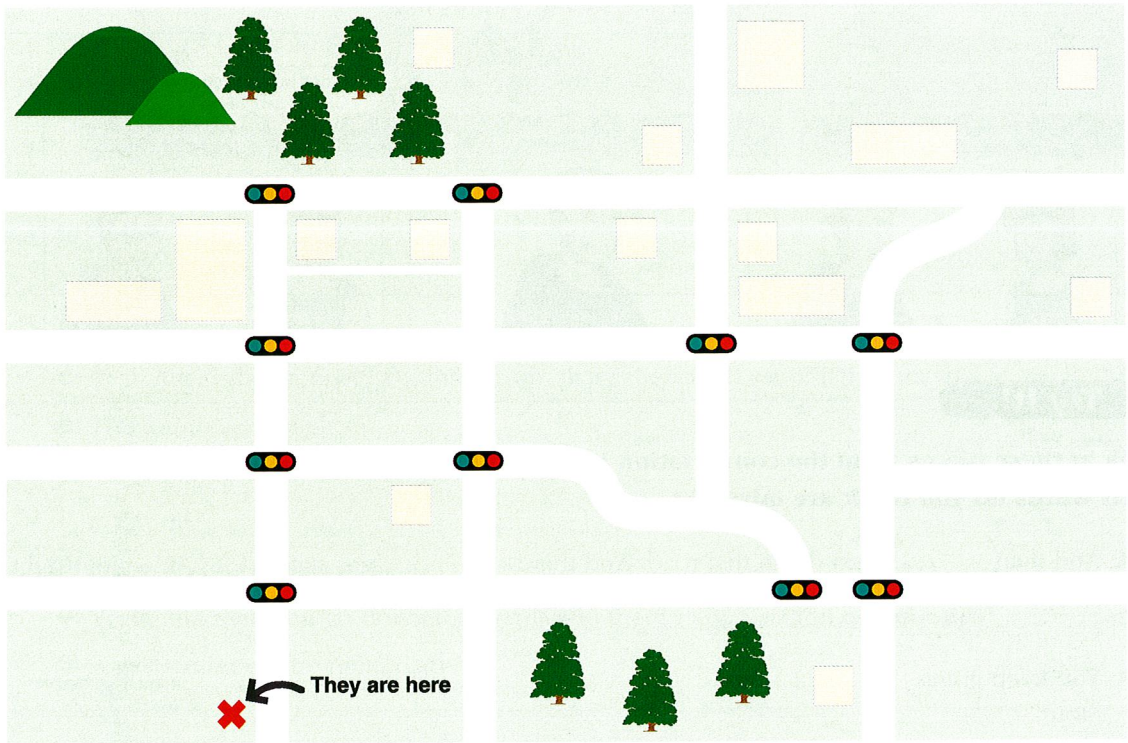
For example: ♦ The is beside the restaurant, across from the gift shop.

How many of your shops are in the same location?

03 Getting the Basic Idea

Track
47

Listen to the conversation. Where is the art gallery? Draw the route they took.



04 Getting Details

Track
47

Listen again. What expressions does the speaker use? Check the boxes.

- | | |
|---|---|
| ☐ Can you tell me how to get to the art gallery? | ☐ the fourth set of lights |
| ☐ I'm looking for the Center Art Gallery. | ☐ There's a gas station on your right. |
| ☐ You go down the road. | ☐ Go past the bank. |
| ☐ Turn right at the lights. | ☐ It's on your right. |

05 Practicing

Work with a partner.

Student A ➤ page 116
Student B ➤ page 136

06 Spotlight on Listening

You're not going to catch every word that people say. But you can use your understanding of English patterns to guess. Guessing is a useful strategy.



Try It!

Look at these pieces from the conversation below. Think about the patterns of English. What words do you think are missing?

- A: And then go down that road. And there's gas station your right.
B: gas station right, okay.
- A: You keep going. then left there's small grocery store.
B: Uh-huh.
- A: Right fourth set lights.
B: Yeah.
A: left grocery store.

Now listen and check. Did you guess correctly?

Track
48

07 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

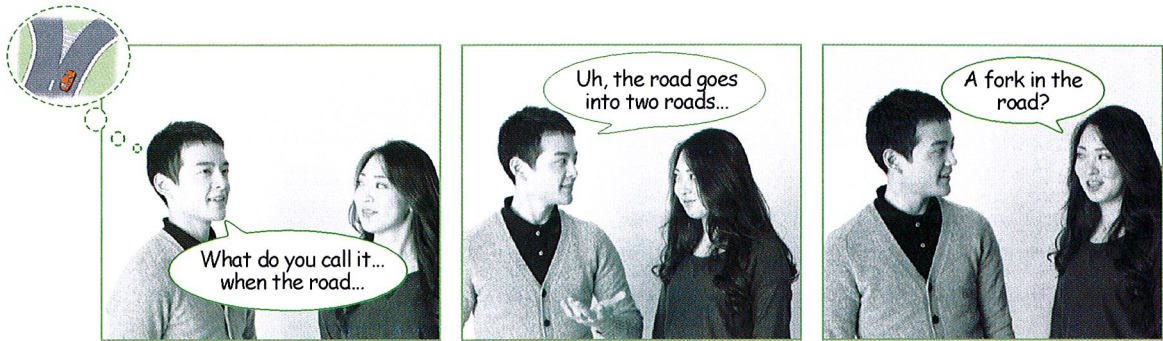
Track
49

08

Spotlight on Speaking

Part 1: Read the following.

Talk around any words that you don't know.



Part 2: Listen to the conversation again. Write down how the speakers talk around the words they don't know.

Track
47

1. B: Turn right at the lights.
- C: Yeah, that's the er, one, two, three... uh, that's the fourth set of lights, maybe.
- B: The fourth set of lights.
- C: Yeah, maybe, uhh, the road ends... , the road ends in a T..., uh,
- B: Okay, so I turn right at the T.
- C: Yeah, and then you go down that road. And there's a gas station on your right.
- B: A gas station on the right, okay.

Part 3: Work with a partner.

- Student A ➔ page 108
- Student B ➔ page 128

09

Trying What You've Learned

Work with a partner.

- Student A ➔ page 109
- Student B ➔ page 138

10 Using What You've Learned

Work with a partner. Look at the following problems. Give directions to your partner. Take turns doing each problem.

1. Describe how to get to the nearest train station or bus stop.
2. Describe how to get to the nearest coffee shop or restaurant.
3. Describe how to get to your next class.
4. Describe how to get to the nearest airport.
5. You are at school. But you forgot your homework, a very important report. You must hand it in today. Your report is at home, on the kitchen table. Your friend has the next two periods free. So you ask him to go home, get your homework and bring it to the school.

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|-------------------|
| ☐ | ☐ | art gallery |
| ☐ | ☐ | parking lot |
| ☐ | ☐ | museum |
| ☐ | ☐ | bakery |
| ☐ | ☐ | real estate agent |

Yes / No

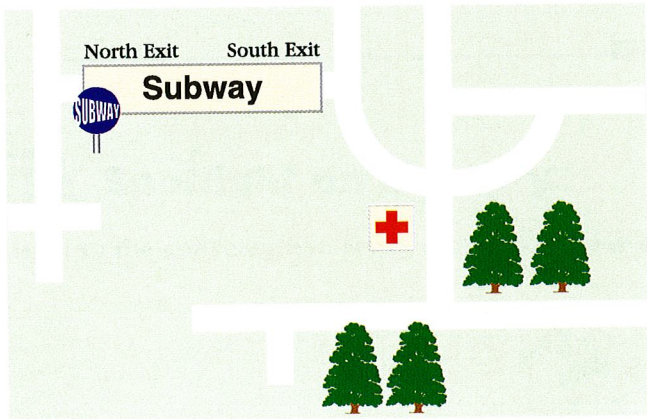
- | | | |
|--------------------------|--------------------------|--------------|
| ☐ | ☐ | appliance |
| ☐ | ☐ | pharmacy |
| ☐ | ☐ | kindergarten |
| ☐ | ☐ | accountant |
| ☐ | ☐ | exit |

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Part 1: Look at the map below. You will listen to some directions. In the space next to the map, write down some words you think you might hear.

Part 2: Listen to Track 50. Mark the house on the map. In the space on the right, take notes.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Unit 10

It's east of Seattle



01 Warming-Up

Look at the words in the box below. Put them into the correct category.

- ◆ southwest
- ◆ on the coast
- ◆ near the sea
- ◆ museum
- ◆ agriculture
- ◆ mild
- ◆ warm
- ◆ smoked salmon
- ◆ tea
- ◆ tourism
- ◆ humid
- ◆ leisure industry
- ◆ government
- ◆ tropical
- ◆ local crafts
- ◆ manufacturing

□Location	□Climate	□Economy	□Famous Things/Souvenirs
.....			
.....			
.....			
.....			

- ◆ Work with a partner. Try to add two more words to each category.
- ◆ Compare your words with another pair.
- ◆ Do any of these words describe a large city close to you? How about other cities in your country?

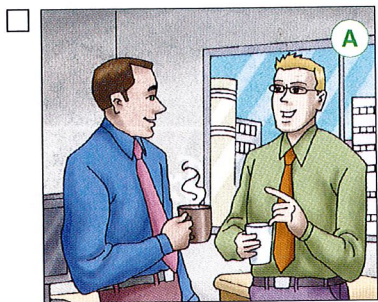
02 Warming-Up

Ask two people these questions. Write their answers down.

□Question	□Partner 1	□Partner 2
1. Is there anything famous in your hometown?		
2. Is your hometown urban, suburban or rural?		
3. What are some of the main industries there?		
4. Where is your hometown?		
5. What do you like about your hometown?		

03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down some key words for each picture. What are they doing? What are they talking about?



Part 2: Listen to the conversation. Check the correct picture.

Part 3: Check your answer with a partner.

Track
51

04 Getting Details

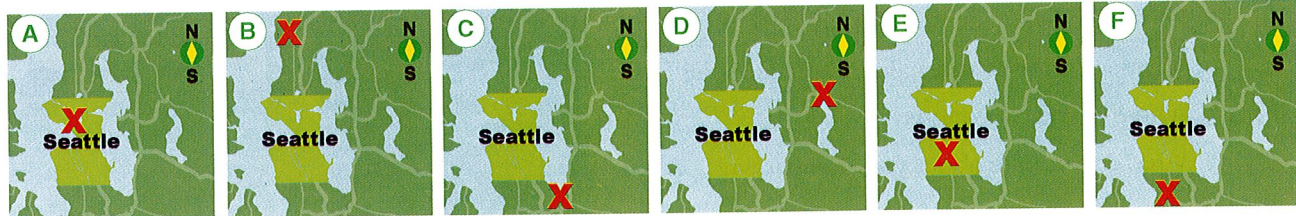
Part 1: Listen again. Check the topics they mention.

- ☐ location
.....
- ☐ companies
.....
- ☐ transportation
.....
- ☐ climate
.....
- ☐ food and drink
.....
- ☐ souvenirs
.....

Listen again and write in what they say about each topic.

Part 2: Look at the maps below. Which maps show Redmond, Everett and the baseball stadium? Write the letter of the correct map for each.

1. ___ Redmond 2. ___ Everett 3. ___ the baseball stadium



05 Practicing

Work in group of three. Read out your city description to your partners. Your partners will try and guess what famous city you are describing.

Student A ➤ page 112

Student B ➤ page 118

Student C ➤ page 135

06 Spotlight on Listening

Words that are not stressed are often weak. They are squeezed between the stressed syllables.

See units 0, 2 and 5.

NOTICE

It's east of Seattle ➤ ➤ ➤ It's east of Seattle

Hear It!

Listen to the following. Put a circle over the words that are stressed. Cross out the weak vowels.

Track
52

1. Yeah, just north of Seattle.
2. Yeah, I went to school there.
3. Seattle? Lots of things.
4. In the south part of town, near the center.

Check your answers with a partner.

Use It!

Listen and complete the sentences below. You will probably need to listen to this three or four times.

Track
53

NOTE: Some of the missing words will have weak vowels.

1. The agriculture.
2. It's summer.
3. There's a castle town.
4. The city

Check your answers with a partner.

07 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

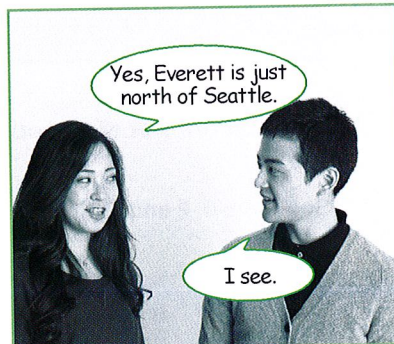
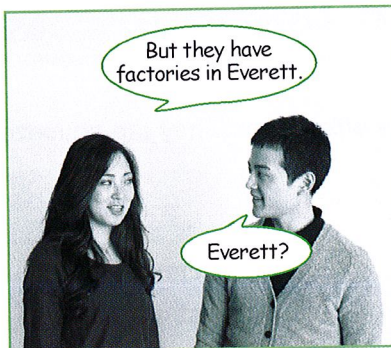
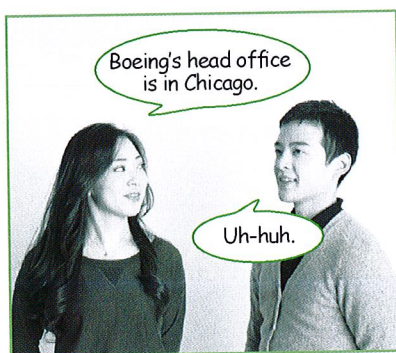
Track
54

08 Spotlight on Speaking

Part 1: Read the following.

Listen actively. Use small comments to show you are following the conversation.
For example:

◆ Uh-huh ◆ Really? ◆ I see ◆ Is that right?



Part 2: Listen to the conversation again. Check the follow-along replies you hear for each phrase.

Track
51

	□ Uh-huh	□ Is that right?	□ I see	□ Really?
1. No, not really, Everett. But it's near Seattle...	☐	☐	☐	☐
2. Yeah, just north of Seattle.	☐	☐	☐	☐
3. ... and I don't know that much about Seattle.	☐	☐	☐	☐
4. Well, Seattle's famous for seafood, salmon, crab...	☐	☐	☐	☐
5. It's often a little cool, and at night it cools down.	☐	☐	☐	☐

What other small replies (listening sounds) do you hear? Make a note below.

Compare with a partner.

09

Trying What You've Learned

Work in groups of four. First make notes about your hometown. Then introduce your hometown to the group. Make notes about the hometowns of your group members.

Your hometown

◆ Name:

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

Group Member 1

◆ Name:

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

Group Member 2

◆ Name:

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

Group Member 3

◆ Name:

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

10

Using What You've Learned

Work with a partner. Choose a famous city anywhere in the world. With your partner write down details about:

Location:

Climate:

Economy:

Famous things/souvenirs:

Now work with another pair. Don't tell them the name of your city. Describe your city to them. Can they guess the name of the city you are describing? When you finish, find another pair and do the same thing.

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|-------------|
| ☐ | ☐ | agriculture |
| ☐ | ☐ | humid |
| ☐ | ☐ | climate |
| ☐ | ☐ | economy |
| ☐ | ☐ | souvenirs |

Yes / No

- | | | |
|--------------------------|--------------------------|---------------|
| ☐ | ☐ | location |
| ☐ | ☐ | industry |
| ☐ | ☐ | manufacturing |
| ☐ | ☐ | cultural |
| ☐ | ☐ | palace |

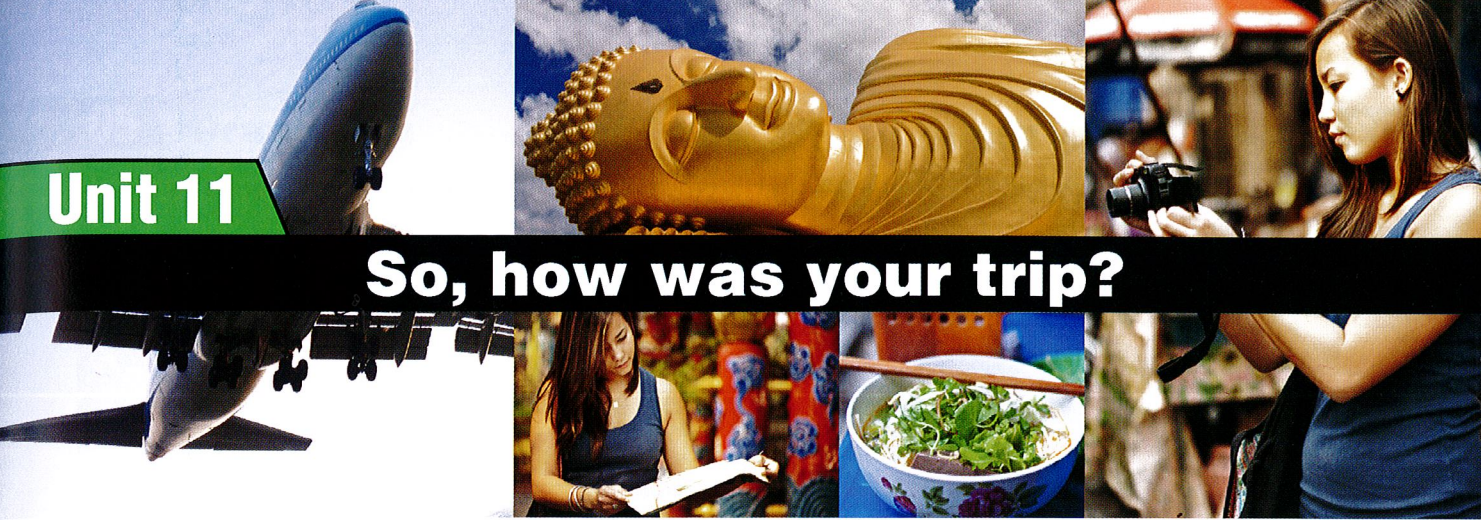
If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home



Listen to Track 55. Answer the following questions.

1. Where are they?
2. What is happening?
3. What country did she visit? What city did she visit?
 • country • city
4. Where is the city?
5. What is this city famous for?
6. What was the weather like?
7. What beaches does she mention? ☐ Bondi ☐ Maroubra ☐ Balmoral ☐ Manly

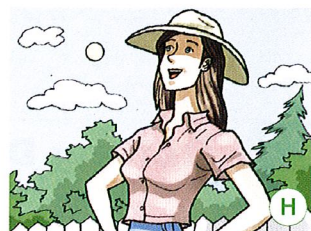
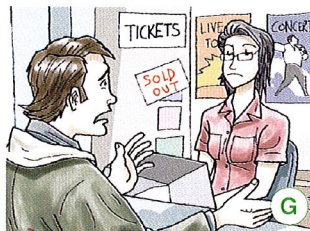
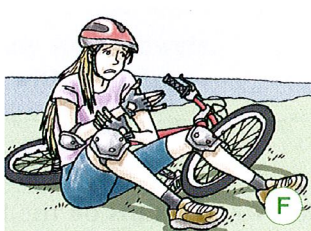


Unit 11

So, how was your trip?

01 Warming-Up

Part 1: Look at the following pictures. Write some key words or expressions under each picture.



Part 2: Work with a partner.

Student A ➤ page 116
Student B ➤ page 139

02 Warming-Up

Ask a partner the questions below. Write your partner's answers. Take turns.

Questions

- Where did you go on your last vacation?
- Where do you like to go in the summer?
- Where do you like to go in the winter?
- What's the most popular tourist destination in your country?

Partner's Answers

.....

.....

.....

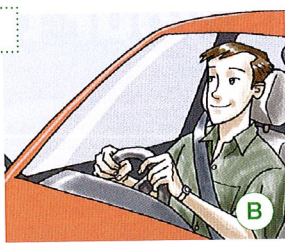
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03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down one or two key words under each picture. You can use some of the words in the box to help you.



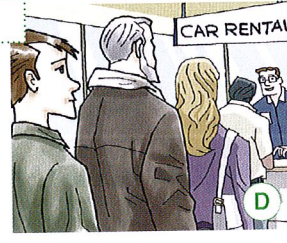
A



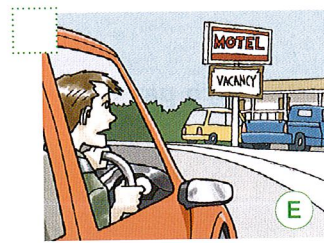
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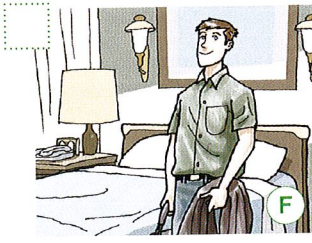
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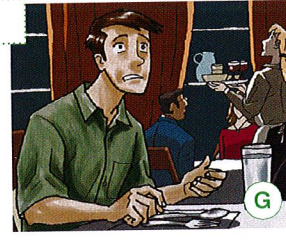
D



E



F



G

- ◆ nice flight
- ◆ blackout (power failure)
- ◆ no vacancy
- ◆ wait in line

Part 2: What do you think is the correct order? Write a number in the box.

Part 3: Listen to the story and check your answers.

Track
56

04 Getting Details

Listen again. Write down the main points in the circles. Write details on the lines.

Track
56

nice flight

smooth flight

nice little sports car

flight to
San Francisco

got a car

couldn't find
a hotel

got a room

went to a
restaurant

we were hungry

05 Practicing

Work with a partner. Look at the pictures and the details on page 70. Take turns telling the story.

06 Spotlight on Listening

Sounds can disappear. Vowels can be weak.

NOTE: The 't' and 'f' are not said. This is normally the case when a consonant sound ends a word and a consonant sound begins the next. See units 0, 3, 5 and 8.

NOTICE

Well, the first day of the trip >>>> Well, the first/ day/ of the trip

Hear It!

Listen to the sentences below. Cross out any consonant sounds that disappear.

Track
57

1. The flight to San Francisco was good, you know, nice and smooth. But after that...
2. And I had reservations. You know, I made them on the net.
3. Anyway, I got a car, a nice little sports car. And I left the airport but...
4. I couldn't find a hotel room.

Listen again. Circle any weak vowels.
Check your answers with a partner.

Use It!

Listen and complete the sentences below. Each space might have one or more words.

Track
58

NOTE: Some of the words have sounds missing.

1. The I came crowded.
2. I
3. I was there.
4. We camping time.

Check your answers with a partner.

07 Spotlight on Memory

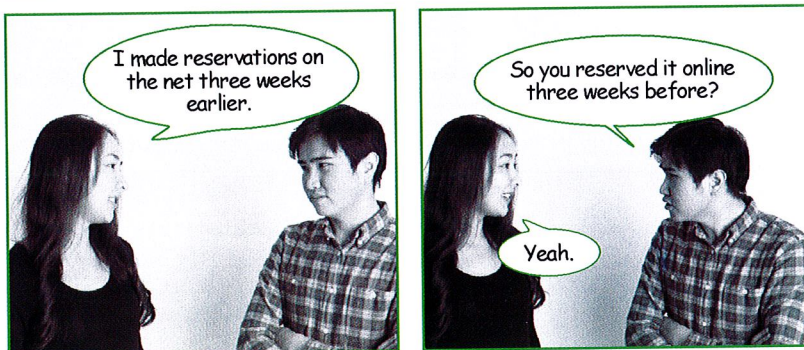
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
59

08 Spotlight on Speaking

Part 1: Read the following.

Check your understanding by describing what someone has said in your own words. This is called *paraphrasing*.



Part 2: Listen to the conversation again. Write down how the speaker paraphrases.

Track
56

1. **B:** We got to San Francisco, you know, it was a good flight, and then I went to rent a car.
A: Right.
B: And I had reservations, you know, I made them on the net.
A: So you had on the internet, before you got there.
B: Yeah. I had already made reservations and when I...
2. **B:** Anyway I got a car, a nice little sports car, and I left the airport but...
A: But what?
B: I couldn't find a hotel room.
A: What?
B: Yeah. We couldn't find a room.
3. **B:** No! So finally I found a hotel room.
A: So you got a room?
B: Yeah, but it was far from downtown.
A: What do you mean? In the
B: Yeah, just out of town.
4. **B:** Suddenly, all the power goes out.
A: What?
B: Yeah, all the lights in the restaurant went out.
A:
B: A blackout.

09 Trying What You've Learned

Work in two groups.

Group A ➔ page 113
Group B ➔ page 137

10 Using What You've Learned

All students turn to page 120. Think of a story. Write details of your story into the *story map*.

When you finish, get into groups of four. Tell your story to your group. Other group members listen and write down notes about your story.

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|--------------|
| ☐ | ☐ | flight |
| ☐ | ☐ | reservations |
| ☐ | ☐ | wallet |
| ☐ | ☐ | get lost |
| ☐ | ☐ | wrist |

Yes / No

- | | | |
|--------------------------|--------------------------|----------------|
| ☐ | ☐ | miss the train |
| ☐ | ☐ | traffic jam |
| ☐ | ☐ | sold out |
| ☐ | ☐ | vacancy |
| ☐ | ☐ | split the bill |

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home



Listen to Track 60. Answer the following questions.

1. Why did he come back early?.....
2. What did they do when they got to the campsite?.....
3. What happened at 3:00 am?.....
4. What got wet?.....
5. Where did they sleep?.....
6. What was their big mistake?.....

Unit 12

What's the population?

01 Warming-Up

Work with a partner. Look at the numbers below. Choose a number. Say the number. Your partner will look for the number.

- | | | | |
|----------|-----------|-----------|-------------|
| ◆ 86,376 | ◆ 330,018 | ◆ 988,193 | ◆ 4,032,460 |
| ◆ 18,317 | ◆ 313,080 | ◆ 908,093 | ◆ 4,132,416 |

Note: The comma ' , ' is important for saying numbers in English. The comma is used to group together three digits. This means we can easily read thousands, millions and billions. For example:

No comma	119	One hundred and nineteen
One comma	119,589	One hundred and nineteen <u>thousand</u> , five hundred and eighty-nine
Two commas	119,589,460	One hundred and nineteen <u>million</u> , five hundred and eighty-nine <u>thousand</u> four hundred and sixty

02 Warming-Up

Part 1: Guessing game. Look at the information below. Draw lines from the categories on the left to the numbers on the right. Guess. When you finish, tell a partner your guesses.

Population of Australia: ●	● 22,015,576
Population of Brazil: ●	● 88,154,643
Area of Australia: ●	● 199,321,413
Area of Brazil: ●	● 2,569,634 km ²
Ave. income in Australia (in US\$): ●	● 7,682,300 km ²
Ave. income in Brazil (in US\$): ●	● 8,459,417 km ²
Ave. temperature in Sydney in December: ●	● \$11,800
Ave. temperature in Rio de Janeiro in December: ●	● \$40,800
	● \$56,900
	● 18°C
	● 25.2°C
	● 25.5°C



Part 2: Work with a partner.

Student A ➔ page 113
 Student B ➔ page 136

03 Getting the Basic Idea



Listen to the conversation. Check the topics mentioned.

- ☐ population
- ☐ temperature in fall
- ☐ temperature in winter
- ☐ area
- ☐ temperature in spring
- ☐ temperature in summer
- ☐ humidity
- ☐ capitals

04 Getting Details



Listen again. Write in the details. If it is not mentioned, write an "X".

	☐ Thailand	☐ Malaysia
Capital City		
Population		
Area		
Temperature		
in winter		
in summer		

05 Practicing

Work with a partner.

- Student A

.....→

page 109
- Student B

.....→

page 131

06 Spotlight on Listening

A rising tone shows there is more information to come. A falling tone shows information is complete.

NOTICE

268,456

number is complete

268,456, _ _ _ _ _

number is not finished (there is information following)

Hear It!

Listen and circle the correct answer.



1. 812,...

a. Complete (812,000)

b. More information is coming (812,...)
2. 10,232,...

a. Complete (10,232,000)

b. More information is coming (10,232,...)
3. 28,434,...

a. Complete (28,434,000)

b. More information is coming (28,434,...)
4. 14,...

a. Complete (14,000)

b. More information is coming (14,...)
5. 23.64...

a. Complete (23.64)

b. More information is coming (23.64...)
6. 141.6972...

a. Complete (141.6972)

b. More information is coming (141.6972...)

Check your answers with a partner.

Use It!

Track
63

Listen and circle the correct answer.

- | | | | |
|----|----------|----------------------|--|
| 1. | 14,63... | a. Complete (14,630) | b. More information is coming (14,63...) |
| 2. | 14,63... | a. Complete (14,630) | b. More information is coming (14,63...) |
| 3. | 3.142... | a. Complete (3.142) | b. More information is coming (3.142...) |
| 4. | 3.142... | a. Complete (3.142) | b. More information is coming (3.142...) |

Check your answers with a partner.

07 Spotlight on Memory

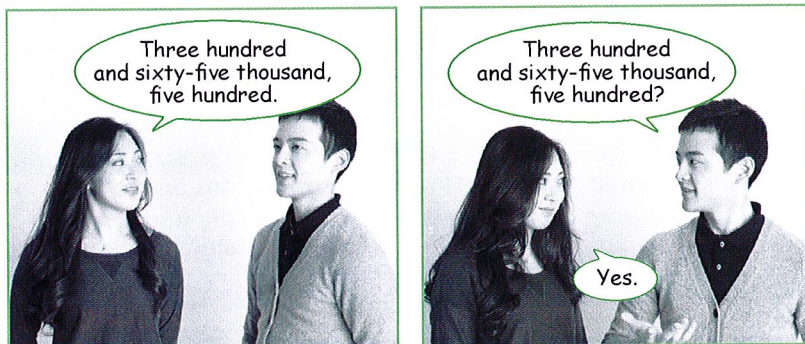
Track
64

Listen to the conversation. Try to remember the conversation. Practice with a partner.

08 Spotlight on Speaking

Part 1: Read the following. Work with a partner. Practice the conversation below.

Sometimes long numbers are difficult to catch. Confirm your understanding. Repeat back or shadow the speaker to confirm your understanding.



Part 2: Listen to the conversation again. Write down the missing words.

Track
61

- A:** Oh, sorry. The population of Malaysia is 29,180,000 and the population...

C:

A: Twenty nine million, one hundred and eighty thousand.

C:

A: Yeah. And the population of Thailand is 67,100,000. Now then, let's look at the area or size. Which is bigger?

B:

A: Sixty-seven million one hundred thousand.

B:

09 Trying What You've Learned

Work with a partner.

- Student A ➤ page 115
- Student B ➤ page 140

10 Using What You've Learned

Work with a partner.

- Student A ➤ page 117
- Student B ➤ page 141

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

- Yes / No

☐ ☐ area

☐ ☐ average

☐ ☐ income

☐ ☐ population

☐ ☐ temperature
- Yes / No

☐ ☐ decrease

☐ ☐ roughly

☐ ☐ grow

☐ ☐ rich

☐ ☐ labor force

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 65. Answer the following questions.



1. She thinks the first city is...
- ☐ industrial

☐ beautiful

☐ really busy

☐ a nice place to live

☐ expensive to live

☐ nice in summer

2. Write the missing information into table below.

Names of the cities	Brisbane	
Population		
Weather in summer		



Unit 13

What does your brother do?



01 Warming-Up

Look at the following list of jobs. Which of these jobs are often done by people working part-time? Put a check beside jobs that are often done by part-time workers.

- | | | | |
|-------------------------------------|----------------------------------|------------------------------------|--|
| ☐ bartender | ☐ janitor | ☐ lawyer | ☐ architect |
| ☐ journalist | ☐ waiter | ☐ tutor | ☐ pizza delivery person |
| ☐ clerk | ☐ cook | ☐ carpenter | ☐ fitness instructor |

Look at the jobs below. What do these people do at work? Write a few sentences describing each job.

1. janitor
2. tutor
3. cook
4. bartender
5. waiter

When you finish, compare your sentences with a partner.

02 Warming-Up

Ask two people these questions. Write their answers down.

Question	Partner 1	Partner 2
1. Do you have a part-time job now? What?		
2. Have you had a part-time job? What?		
3. What jobs do you think are interesting?		
4. What jobs do you think are hard?		
5. What jobs pay well?		

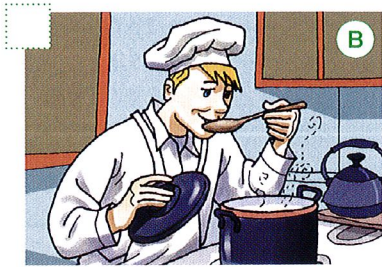
03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down some key words for each picture. What are they doing? Where are they?



.....

.....



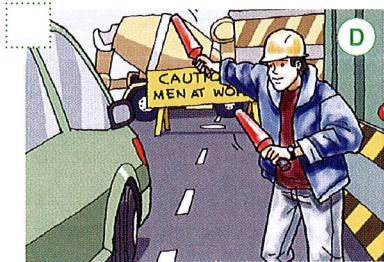
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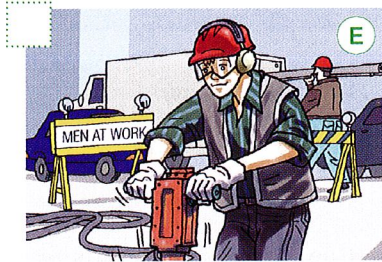
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.....

.....



.....

.....



.....

.....

Part 2: Listen to three conversations. Write the number of the conversation next to the correct picture. There are three extra pictures.

Track
66

Part 3: Check your answer with a partner.

04 Getting Details

Listen again. Write in the missing information.

Track
66

Conversation 1: a. The woman is asking about his and she is a
(person) (job)

b. The job details:

.....

Conversation 2: a. The man is asking about her and he is a
(person) (job)

b. The job details:

.....

Conversation 3: a. The man is asking about his and he is a
(person) (job)

b. The job details:

.....

05 Practicing

Work in groups of three. Read the sentences to your partners. Your partners will try and guess what job you are describing.

Student A ➤ page 115

Student B ➤ page 137

Student C ➤ page 140

06 Spotlight on Listening

In casual English, sounds, syllables and even words are sometimes not *pronounced*.

NOTE: This is a very casual style. It may not be polite in some situations.

NOTICE

I don't know >>>> /don't/ know

The / and the t disappear. The sentence sounds like *dunno*.

Hear It!

Listen to the following conversation. Cross out sounds or words that are not pronounced.

Track
67

1. Is she a mail carrier?
2. So, is your brother going with you this summer?
3. What did he do last year?

Compare your answers with a partner.

Use It!

Listen and write the sentences on the lines below.

Track
68

1.
2.
3.
4.

Check your answers with a partner.

07 Spotlight on Memory

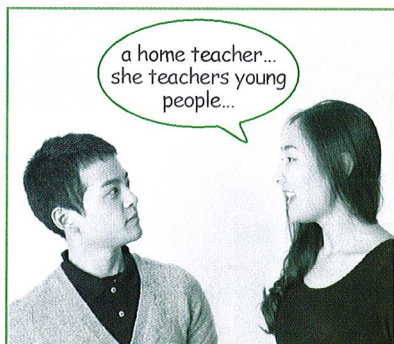
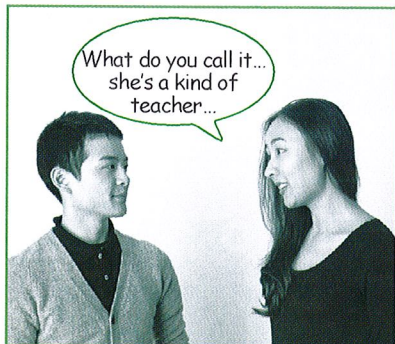
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
69

08 Spotlight on Speaking

Part 1: Read the following.

If you can't remember a word, ask for help.



Part 2: Listen to the conversations again and check the expressions you hear.

Track
66

☐ What do you say?

☐ How do you say?

☐ You know... uh...

☐ What's the word?

☐ What do you call it?

Part 3: Work with a partner.

Student A ➔ page 110

Student B ➔ page 134

09 Trying What You've Learned

Work with a partner. Read out and describe the jobs to your partner. Take turns.

NOTE: If you don't know what to say, or what to call something, use expressions such as:

◆ *How do you say...*

◆ *What can I say...* and so on.

It's okay to use gestures or use your hands.

Student A ➔ page 112

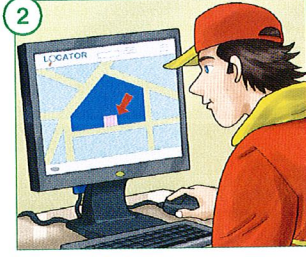
Student B ➔ page 135

10 Using What You've Learned

Part 1: Work with a partner. Look at the pictures below. Look at the boy's job. Write down some key words under each picture.



Delivery! Here's the address



Where is that?



That's \$16.39 please



Here's a twenty. Keep the change

Part 2: Work in groups. Take turns. Practice describing the young man's job.

Part 3: Work in groups. Make a list of other jobs. Describe what people do at work. For example, a cook, a convenience store clerk, a tutor and so on.

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- | | | |
|--------------------------|--------------------------|-----------|
| ☐ | ☐ | tutor |
| ☐ | ☐ | lawyer |
| ☐ | ☐ | scientist |
| ☐ | ☐ | architect |
| ☐ | ☐ | fitness |

Yes / No

- | | | |
|--------------------------|--------------------------|------------|
| ☐ | ☐ | janitor |
| ☐ | ☐ | tool |
| ☐ | ☐ | uniform |
| ☐ | ☐ | instructor |
| ☐ | ☐ | journalist |

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 70. Write down details.

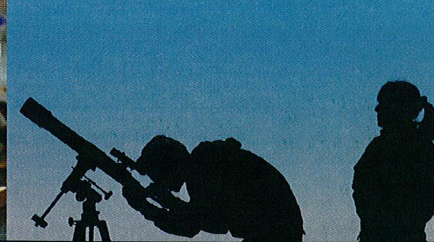
- What is the man's job?.....
- What is special about his job?.....
- What does he do at work?.....
- What does he produce at work?.....
- Does he like his job?

Track
70

Unit 14

When I was in school...

palement
en Suisse et en Angle
termes clairs et préc
FRANC-ALLEU (frā
Mod. Alleu affranch
NC-BORD n.



01 Warming-Up

Work with a partner. Look at the list of school subjects. When do most people study these subjects, elementary school (ES), junior high school (JHS), high school (HS) or university (Uni)? Check the boxes.

Subject	ES	JHS	HS	Uni	Subject	ES	JHS	HS	Uni
biology	☐	☐	☐	☐	home economics	☐	☐	☐	☐
science	☐	☐	☐	☐	chemistry	☐	☐	☐	☐
industrial education	☐	☐	☐	☐	music	☐	☐	☐	☐
P.E.* (Phys. Ed.)	☐	☐	☐	☐	linguistics	☐	☐	☐	☐
art	☐	☐	☐	☐	geography	☐	☐	☐	☐
economics	☐	☐	☐	☐	social studies	☐	☐	☐	☐

Compare your answers.

What are some other subjects that people study in:

- ◆ elementary school.....
- ◆ junior high school.....
- ◆ high school.....

Compare your lists.

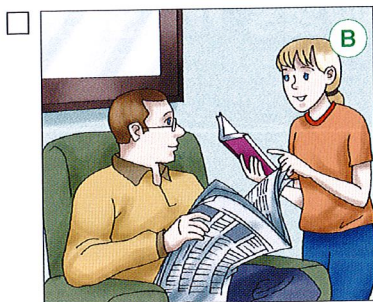
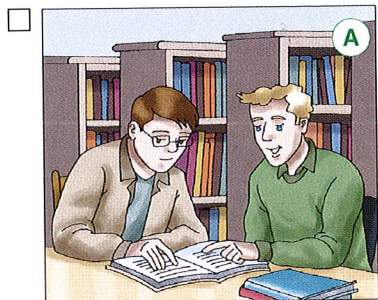
02 Warming-Up

Work with a partner. Ask your partner the following questions.

1. What subjects did you study in elementary school?.....
2. What subjects did you study in junior high school?.....
3. What subjects did you study in high school?.....

03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down some key words for each picture. What are they doing? What are they talking about?



Part 2: Listen to the conversation. Check the correct picture.

Part 3: Check your answer with a partner.

Track
71

04 Getting Details

Listen again. Answer the questions below.

- What is she studying at school? a. volcanoes b. tsunamis c. natural disasters d. science
- What does she have to write a report about?
- What is a *bandout*?
- Where is her handout?
- When does she have to hand in her report?

Track
71

05 Practicing

Part 1: Work with a partner. Ask your partner the following questions. Write their answers in the spaces.

Questions

- How much homework did you have in elementary school?
- What sports did you play in elementary school?
- When you were an elementary school student, what did you do after school?
- When you were a junior high school student, what did you do after school?
- What was your favorite class in junior high school? Why?
- In high school, what subjects were difficult? What subjects were easy?
- Did you belong to any club or sports team in high school?
- Did you have to write many reports when you were in high school?

Partner's Answers

.....

.....

.....

.....

.....

.....

.....

.....

Part 2: Look at your partner's answers. Summarize their answers.

06 Spotlight on Listening

You're not going to hear every word that people say. But you can use your understanding of English patterns to guess. Guessing is a useful strategy.

See unit 9.

Hear It!

First, look at the sentences. Guess what the missing words are.

1. I love P.E. elementary school.
2. When you hand in?
3. What sports play high school?
4. I really liked play tennis high school.
5. I study very much high school.

Listen and complete the sentences.
Check your answers with a partner.

Track
72

Use It!

Guess the answers first.

1. Where school?
2. What major?
3. When graduate?
4. Who favorite teacher?

Listen and complete the sentences.
Check your answers with a partner. Were your guesses right?

Track
73

07 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
74

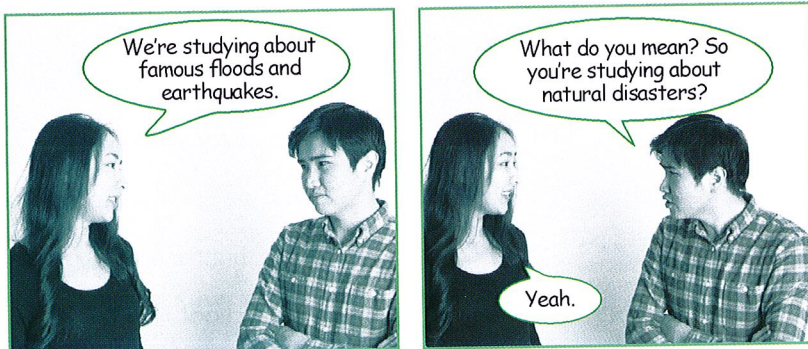
08 Spotlight on Speaking

Part 1: Read the following.

Check your understanding by

◆ Paraphrasing

◆ Asking about meaning



Part 2: Listen to the conversation again. Paraphrase the conversation.

Track
71

- ◆ What is her homework?
- ◆ What is the problem?

- ◆ When does she need to finish her report?
- ◆ When does her Dad tell her to do?

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 119

Student B ➔ page 139

10 Using What You've Learned

Part 1: Work by yourself. Take notes about your school experiences. Write a few notes about...

- ◆ what subjects you liked
- ◆ what classes were hard, what classes were easy
- ◆ what you did after school (music practice, sports, special studies, and so on)
- ◆ what subjects you disliked
- ◆ what sports you played

elementary school	junior high school	high school
◆ liked:..... ◆ disliked:.....	◆ liked:..... ◆ disliked:.....	◆ liked:..... ◆ disliked:.....
◆ easy:..... ◆ hard:.....	◆ easy:..... ◆ hard:.....	◆ easy:..... ◆ hard:.....
◆ sports:.....	◆ sports:.....	◆ sports:.....
◆ after school:.....	◆ after school:.....	◆ after school:.....

Part 2: Work in groups of four. Take turns. One person talks about their school experiences and one person paraphrases. Listen and take notes about the other group member's school experiences.

elementary school	junior high school	high school
◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....
◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....
◆ sports:.....	◆ sports:.....	◆ sports:.....
◆ after school:.....	◆ after school:.....	◆ after school:.....

elementary school	junior high school	high school
◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....
◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....
◆ sports:.....	◆ sports:.....	◆ sports:.....
◆ after school:.....	◆ after school:.....	◆ after school:.....

elementary school	junior high school	high school
◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....	◆ liked:.....◆ disliked:.....
◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....	◆ easy:.....◆ hard:.....
◆ sports:.....	◆ sports:.....	◆ sports:.....
◆ after school:.....	◆ after school:.....	◆ after school:.....

11 Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ elementary school
- ☐ ☐ social studies
- ☐ ☐ artistic
- ☐ ☐ biology
- ☐ ☐ linguistics

Yes / No

- ☐ ☐ industrial education
- ☐ ☐ home economics
- ☐ ☐ natural disasters
- ☐ ☐ earthquakes
- ☐ ☐ handout

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

12 At Home

Listen to Track 75. Write down details.

1. What are they talking about?.....
2. When did she study the piano?.....
3. Why did she hate it?.....
4. Why did he hate it?.....
5. How long did he take piano lessons?.....



Unit 15

When do classes start?

01 Warming-Up

Look at the following advertisements (ads). In each ad, circle three points you think are important.

A

Come and Study in the Country!

Country Language School

Summer Programs
Private Tutors
Large Library
Extra Activities: hiking, walking,
climbing, camping and other
adventure activities



Country Language School
9 Docherty Lane
Tel: 555-1122 / Fax: 555-4433
www.countrylanguageschool.co.net

B

Professional English Study!

Downtown Language Academy

- Intensive courses
- Business courses
- TOEIC prep.
- TOEFL prep.
- Technical English
- Night courses
- Morning courses
- Beg - Int - Adv



- Small classes
- Library and learner resource center
- Computer language lab

Close to the center of town! On the corner of 5th and Main



Downtown Language Academy
338 Main Street
Tel: 555-1234 / Fax: 555-4321
www.downtownlanguage.co.net

C

Experience the culture!

Pretty Good Language Academy

- Home Stay programs
- Games room with ping pong and pool!
- Computer room for self study and internet use
- Experienced teachers!



Pretty Good Language Academy
3939 44th Street
Tel: 555-4321
info@prettygoodlanguage.co.net

D

Study abroad at home!!

ABAX Language School

- All courses over the internet
- Business English
- Travel English
- Idioms!!
- Internet English Course
- Listening Skills Course



All courses offered over the internet!!
www.abaxinternational.co.net

02 Warming-Up

Do you agree or disagree with the following sentences? (5= Strongly Agree, 4= Agree, 3 = Don't know, 2 = Disagree, 1 = Strongly Disagree)

A good language school should have...

1. a good library with lots of graded readers.	5	4	3	2	1
2. a good computer self-access center for self-study.	5	4	3	2	1
3. a quiet location so we can study.	5	4	3	2	1
4. have experienced teachers.	5	4	3	2	1
5. have small classes.	5	4	3	2	1

When you finish, ask a partner questions, for example:

- ◆ Is it important to have small classes?
- ◆ Is it important to have a quiet location?
- ◆ What do you think is most important for a good language school? Some things you might think about: price, teachers, a good library, a good location, good resources, opportunities to practice, etc.

03 Spotlight on Listening

Use your knowledge of conversation to guess what people are going to say.

See units 9 and 14.

Try It!

Look at the following. Guess what you think the people might say. Compare with a partner.

- B:** Hello. This is the college, right?

A:

B: Well, yes. I want to take a course in accounting.

A:
- B:** You have courses in accounting?

A: We have a few courses, uh *Introduction to Accounting Principles of Accounting* and uh, an *Exam Preparation* course.

B: I've never really studied accounting so...
- A:** Yes, on Tuesdays and Thursdays.

B: Only on Tuesdays and Thursdays?

A: Tuesday and Thursday evenings.
- B:** Okay. Thanks very much.

A:

B: Oh, uh one more thing.

A:

04 Getting the Basic Idea

Track
76

Listen to the conversation. Check the correct answers.

1. Who is speaking?
☐ a student and a teacher ☐ a future student and a receptionist
2. What do they talk about?
☐ a language course ☐ class schedule ☐ teachers ☐ school location
☐ a business course ☐ homework ☐ tuition ☐ cafeteria

05 Getting Details

Track
76

Listen again. Answer the questions. If the information is not given, draw a dash (-).

1. What course is he interested in?
2. What days are the classes?
3. How long are the classes?
4. When does he have to register?
5. How far is the school from downtown?

06 Spotlight on Listening II

Go back to your guesses in *Spotlight on Listening*. Listen and check. How were your guesses? (There are, of course, several answers that are possible.)

Track
76

07 Practicing

Work with a partner.

Student A ➔ page 118
Student B ➔ page 138

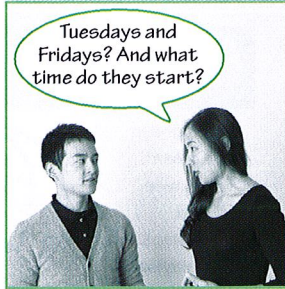
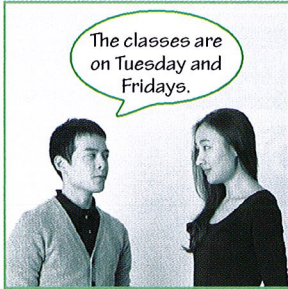
08 Spotlight on Memory

Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
77

Part 1: Read the following.

Confirm understanding. Ask questions.

**Part 2: Listen to the conversation again. Write down the missing expressions.**Track
761. **A:** It's a sixty-hour course. Uh, twice a week for 15 weeks.**B:** Sorry,**A:** Yes, on Tuesdays and Thursdays.**B:** Only on Tuesdays and Thursdays?**A:** Yes that's right. Tuesdays and Thursday evenings.**A:** And how long are the classes?**B:** They're two hours long.**A:** so what time does the class start?**B:** Seven p.m., sir.**A:**2. **A:** Yes?**B:** When do I need to register?**A:** Any time before the 15th.**B:****A:** Yes, that's right.**A:** Okay. Thanks very much.

10 Trying What You've Learned

Role Play

Student A: Look at the ads. You are a student who is looking for a school to join. Think of some questions to ask the receptionist to get the information you need.

Student B: Select a school from the ads. You are a receptionist from the school. Answer questions from your student. If information is not on the ad, make it up.

A

Explore the World Under the Seas!

Breakwater Dive Shop



Open Water Courses
Advanced Courses
Rescue Courses
Night Dive Courses
Wreck Dive Courses

Convenient Location!

Dive Master Courses
Instructor Courses

Breakwater Dive Shop
1964 May St.
Tel: 555-3134 / Fax: 555-3133
www.breakwaterdive.co.net

When does the Open Water course start?

.....

.....

C

Computers

All Tech Computer Institute



Windows
Mac
Unix/Linux
Business Software
Home Page Creation

All Tech Computer Institute
5478 Broadway Rd.
Tel: 555-4142
info@geeksrus.co.net

How many classes are there?

.....

.....

Think about ...

◆ How much...

◆ What time...

◆ What kind...

◆ How many people...

◆ What...

◆ Where...

◆ When...

◆ What do you need?

B

A taste of the Orient

Asian Cooking Classes

- Japanese
- Korean
- Chinese
- Thai
- Taiwanese
- Malaysian
- Vietnamese



The Asian Kitchen Cooking Academy
www.wokaway.co.net

What kind of cooking courses do you have?

.....

Do I need to have special pots and pans?

.....

D

Learn Chinese

Nihao Language Academy

- Intensive courses
- Learn to write Chinese characters
- Speaking courses
- Pronunciation
- Calligraphy
- Night courses
- Morning courses
- Beg – Int – Adv



- Small classes
- Library and learner resource center
- Great instructors

Close to the center of town
On the corner of 5th and Main

Nihao Language Academy
421 Herald St.
Tel: 555-3898 / 555-3897
www.nihao.co.net

How many people are in each class?

.....

.....

11 Using What You've Learned

Part 1: Divide the class into two groups. Half of the class are school owners. The other half are customers.

School Owners: Decide what you are teaching, where the school is, what resources the school has, how much the classes are, when the classes are and so on. Make a small ad for the school below.

Customers: Prepare some questions to ask the school owners.

School Owners: Make a small advertisement for your school below.

Customers: Make a list of questions here.

How many classes a week are there?

Part 2:

Customers: Walk around the class. Look at the school ads. Ask the school owners questions. Decide if you want to go to any of the schools.

School owners: Answer any questions. Make up answers to the questions the customers ask.

When you finish, switch parts.

12

Spotlight on Vocabulary

Do you know and understand these words and expressions? Check (✓) the boxes.

Yes / No

- ☐ ☐ self-access center
- ☐ ☐ idioms
- ☐ ☐ experienced
- ☐ ☐ register
- ☐ ☐ opportunity

Yes / No

- ☐ ☐ tuition
- ☐ ☐ self-study
- ☐ ☐ pronunciation
- ☐ ☐ required
- ☐ ☐ rescue

If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

13

At Home



Listen to Track 78. Answer the following questions.

1. What is she interested in learning?
2. Which is true?

☐ She has never done this before.

☐ She has done it before and wants to take an advanced course.
3. Fill in the missing information below. If the information is not mentioned, write N/A.

Pro Divers Scuba Shop Course Information			
Course Name	Open Water	Course Fee	US\$
Next Course Starts	Thursday, May 18th	Total Class Number	10 classes
Class Types	Number of Classes	Days	Times
Class Session	classes	& Thursday	to 8:30 pm
_____ Sessions	2 classes	& Thursday	to
_____ Dives	classes	&	9:00 am to 1:00 pm
Notes: The course fee includes...			

4. If she decides to take this course, what does she have to do next?
-

01 Checking What You've Learned

at the following Can Do Statements. Please check (✓) the appropriate box.

	Easily	Yes	With Difficulty	No
1. I can talk, reasonably fluently, about a variety of easy subjects that are familiar to me.	☐	☐	☐	☐
2. I can generally describe events, real or imagined.	☐	☐	☐	☐
3. I can communicate with reasonable accuracy on familiar topics. I sometimes make mistakes, but I am able to express my meaning.	☐	☐	☐	☐
4. I can express myself with relative ease when talking about basic topics. But I need to pause and sometimes get stuck with more difficult topics.	☐	☐	☐	☐
5. I can enter unprepared into conversations on familiar topics.	☐	☐	☐	☐
6. I can listen and generally follow the main points of longer discussions if people talk clearly without too much slang or too many idioms.	☐	☐	☐	☐
7. I can listen and understand simple technical information, such as instructions on how to do things or more detailed street directions.	☐	☐	☐	☐
8. I can listen and understand most everyday conversation but I sometimes have to ask for repetition of particular words and phrases.	☐	☐	☐	☐
9. I can give my opinion and listen to other opinions giving short reasons and explanations if necessary. I can summarize and give an opinion about a short story, article, discussion or documentary.	☐	☐	☐	☐
10. I can give a prepared straightforward presentation on a familiar topic. I can take follow-up questions but I might have to ask for repetition.	☐	☐	☐	☐
11. I can take notes as a list of key points on a straightforward lecture, on topics that are familiar if the speakers don't use too many idioms or slang and speak clearly. I can paraphrase and summarize the main points.	☐	☐	☐	☐
12. I have enough vocabulary to have conversations on topics such as family, hobbies, interests, work, travel and current events. However, I might need to talk around difficult words.	☐	☐	☐	☐
13. I can usually talk around words I can't remember or don't know. I can ask someone to clarify or give more detail about what they have just said.	☐	☐	☐	☐
14. My pronunciation is understandable but I have a foreign accent and I sometimes mispronounce some words.	☐	☐	☐	☐

NOTE: These Can-do statements are adapted from a CEFR (B1 level).

02 Spotlight on Listening

Listen to Track 79. How many words are spoken in each sentence?



NOTE: He's coming here tomorrow -----> 5 words because He's = 2 words

1.

4

5

6

7

8

9
6.

4

5

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2.

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10.

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9

Compare your answers with a partner.

Check with your teacher.

03 Spotlight on Vocabulary and Strategies

Work with a partner. Student A -----> page 119
 Student B -----> page 141

04 Having Real Conversations

Work with a partner. Choose a question below. Ask your partner questions. Make conversations and ask follow-up questions.

1. Describe how to get home from the station.

2. What did you do last weekend?

3. Describe your hometown.

4. Describe a city you have visited.

5. Describe how to get to the station from here.

6. Introduce your family. Describe their jobs.

7. Talk about a trip you took.

8. Talk about a part-time job you have done.

9. Ask and answer questions about Chart 1.

10. What did you do yesterday?

11. Talk about the subjects you liked in school.

12. Talk about where you went to school.
- Chart 1: Populations in Asia
- | | |
|-------------|-------------|
| Indonesia | 237,424,363 |
| Singapore | 5,183,700 |
| South Korea | 48,875,000 |
| Vietnam | 90,549,390 |
| Thailand | 66,720,153 |
- 96 Review 2 ■ Unit 8 - Unit 15

05

Short Poster Presentations

Look at the example below. What did you do last weekend? Draw some simple pictures. When you finish, work in groups or work with a partner and talk about last weekend.



Draw pictures about what you did.

06

Reflecting on What You've Learned

What new words and expressions have you learned? Write down ten new words and five new expressions on the spaces below. Choose words and expressions that you think are useful.

Words

knowledge	urban

Expressions

get caught in ... (a traffic jam, etc.)

Compare your lists with a partner. Are there any words you don't know? Write them down in the free spaces.

Unit 0

Trying What You've Learned: Student A

You go first. Read the first set of sentences to your partner. Then listen to your partner and take notes. Don't write every word. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

1. Morag McCullough is American, but her parents are from Scotland. Her name is very Scottish. People in the United States often don't know how to spell her name. So people often ask, "How do you spell that?"
2.
3. Junko Kuroda is from Japan. Junko is a popular girl's name in Japan. Japanese names often have meaning. There are many different meanings for Junko. However, Junko's name means 'pure child'.
4.
5. William Shawcross is from England. William is his first name. William can be shortened to Will or even Bill. William's friends usually call him Bill, but his mother calls him Will.
6.
7. In Korea, people write their family names followed by their given names. So Kim Hyunji's family name is Kim and her given name is Hyunji. Many Koreans use their initials as nicknames, for example HJ.
8.

Unit 1

Practicing: Student A

Part 1: You go first. Read the sentences to your partner. Then listen to your partner and take notes. Don't write every word. Take turns.

1. Naomi Ellis goes to a university in San Francisco. She studies creative writing at 9:00 on Monday morning. After that, she has American literature in second period. Her third period class is a poetry class.
2.
3. Felix Ortega is a student. He has a busy schedule. On Tuesday he studies English in the Language Center. He studies grammar at 9:20 in Room 416. At 11:00 he studies writing in Room 311 and then after lunch, he reads quietly in the library.
4.

Part 2: Use the information above. Choose words from the box to complete the sentences below.

1. Naomi is a(n) major.
2. Joy is a(n) major.
3. Felix is a(n) student.
4. Duncan is a(n) major.

◆ literature

◆ physical education

◆ physics

◆ ESL

Unit 1

Spotlight on Speaking: Student A

Look at the chart below. Ask your partner about meaning. Listen and write down your partner's answers. Answer your partner's questions.

For example:

A: What does "calculus" mean?

B: "Calculus" is a kind of math.

or

A: What is "calculus"?

B: "Calculus" is a kind of math.

calculus	a kind of math
accounting	keeping records and information about money and business, e.g. money coming in and money going out
marketing	
ethics	the study of what is good behavior and what is bad behavior for a business or a person
geography	the study of where things are in the world: countries, mountains, lakes, rivers, etc.
chemistry	
statistics	
algebra	a kind of math; it uses numbers and also sometimes letters to represent numbers
tourism	

e.g. = for example

Unit 3

Trying What You've Learned: Student A

Ask your partner questions about the words that are missing, the words across.

For example:

◆ What is 3 across?

◆ What is 6 across?

Answer your partner's questions. Do not say the words, describe them.

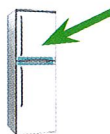
	1	b														2	f		
3		e			4	s										5	r		
		d				t											e		
			6			a				7							e		
						p											z		
						l				8	g					9	c		
				10		e					l						o		
						r					u						m		
							11				e						p		
																	u		
					12					13	c						t		
	14	s									l						e		15
		o		16	p						o			17	f	r	i	d	g
		a			a						c				o				y
18		p			n						k				r				
														19	k				


◆ bed


◆ stapler


◆ glue


◆ computer


◆ freezer


◆ soap


◆ pan


◆ clock


◆ fork


◆ key

Unit 1

Trying What You've Learned: Student A

This is Jo's weekly schedule. Ask your partner about the missing periods in the schedule.



Jo

- For example:
- ◆ What does she have Tuesday first period?

◆ What room is she in?

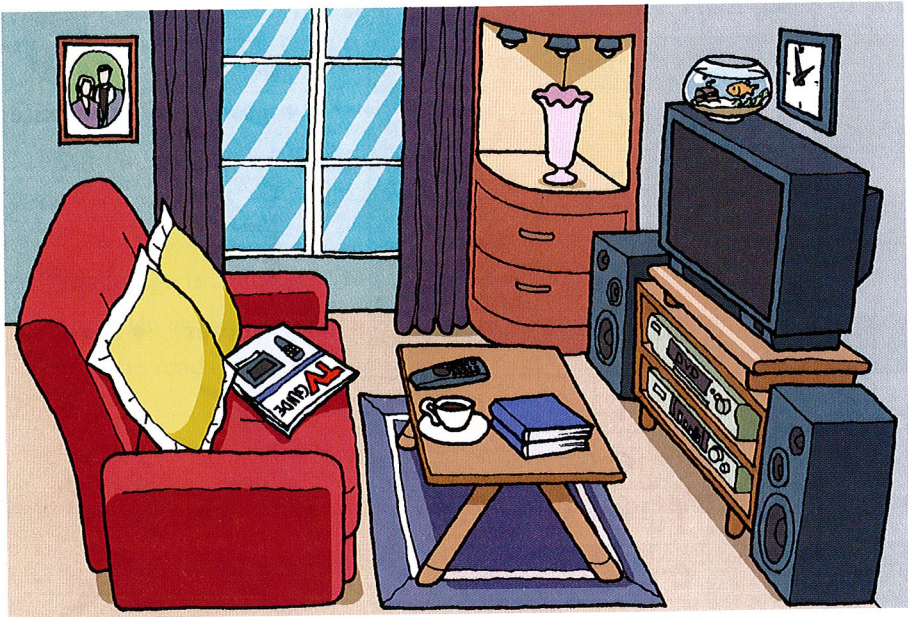
◆ Who is her teacher?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40–9:30	History			Calculus	Statistics
	D-1211 Mr. Walston			C-336 Mr. Bullard	Hays Bldg-212 Mr. Shannon
9:40–10:30	Intermediate Japanese	Introduction to Psychology	American Literature		
	Media Rm 3 Ms. Kuwabara	1101 Ms. Benson	Cu-421 Ms. Kramer		
10:40–11:30	Geography		Theater	Chemistry	Biology
	4-324 Ms. Chan		14-206 Ms. Cordero	16-031 Mr. Lee	Wallace Hall Ms. Guerrero
1:00–1:50		Political Philosophy	Introduction to Sociology		
		13B-Seminar Ms. Wilkins	Elliot-011 Mr. Hadley		

Unit 5

Trying What You've Learned: Student A

Look at the picture below. Your partner has a similar picture but there are five differences. Tell your partner about your picture. Listen to your partner tell you where things are in their picture. Find the differences.



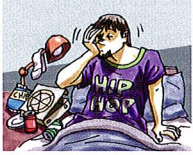
Unit 2

Trying What You've Learned: Student A

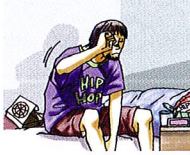
Preparation: Look at the pictures below. Make some notes, (1 or 2 minutes).

Part 1: Tell your partner about the student's typical day.

8:50



9:15



9:20



9:25



9:35



10:10



10:15



10:20



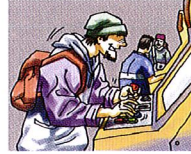
10:40



12:15



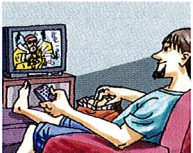
4:15



5:15



7:15



10:00



10:20



0:15



When you finish, listen to your partner. Your partner will paraphrase or summarize what you said.

Part 2: Your partner will tell you about a businessman's typical day. Listen and take notes.

.....

.....

.....

.....

Now paraphrase or summarize what your partner said.

Unit 3

Practicing: Student A

You go first. Read the first set of sentences to your partner. Your partner will guess what the object is. Then listen to your partner and guess what object is being described. Take turns.

1. These are made of metal. People hold them in their hands. They are used to cut paper. People use these when making clothes. (SCISSORS)
2. These are made of metal. They have a handle which is sometimes made of hard plastic. These are used for cooking. We use these to heat up soup and other kinds of food. People use these to boil food and cook. (PANS)
3. These are made of metal and plastic. People use these to make their voices louder. They are usually held in people's hands, but sometimes put in a stand. People use these when singing or making speeches. (MICROPHONES)

Unit 4

Spotlight on Speaking: Student A

Part 1: You go first. Read the first sentence to your partner. Then listen and write down the sentences your partner says. Take turns.

1. My sister's a university student.
2.
3. All my cousins live in Scotland.
4.
5. Is that right? What does he do there?
6.
7. My uncle's coming to visit this weekend.
8.
9. Really? What kind of doctor is she?
10.
11. Really? Do they both go to the same school?
12.

Part 2: Match the statements to the follow-up questions.

Statements	Questions
1 •	• 2
3 •	• 5
4 •	• 8
6 •	• 9
7 •	• 11
10 •	• 12

Unit 5

Warming-Up: Student A

Part 1: You go first. Read the first sentence to your partner. Then listen and write down the sentence your partner says. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

- ☐ 1. The soap dish is behind the sink.
- ☐ 2.
- ☐ 3. The kettle is beside the coffee maker.
- ☐ 4.
- ☐ 5. The knives are in the drawer on the right.
- ☐ 6.
- ☐ 7. The mugs are in the cupboard beside the glasses.
- ☐ 8.

Part 2: Look at the pictures on page 33. Are the sentences above true or false? Write a *T* or an *F* into the circle.

Unit 4

Practicing: Student A

Part 1: You go first. Read the paragraph below to your partner.

Chris is very out-going and friendly. He really likes meeting people and talking to people. He's not shy at all. He's reliable and always tries to help people. He's also quite good with his hands. He understands machines quite well. And his hobby is taking apart engines, fixing them and putting them back together.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

Kathy is quite an amazing woman. She is very athletic. She can swim three kilometers without taking a break and she can run ten kilometers in about forty minutes. Kathy is also hard-working. She likes to work and she likes challenges. She's very organized at work and her desk is always tidy.

When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Unit 6

Spotlight on Listening: Student A

You go first. Read the first sentence to your partner. Then listen to your partner. Circle the price your partner says. Take turns.

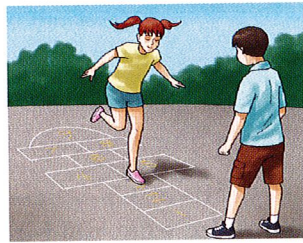
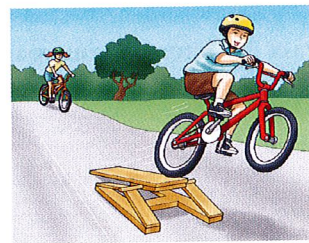
1. *read* A package of gum costs \$1.50.
2. *listen* The book on the right costs (\$18.90 / \$18.19).
3. *read* A pack of cards is \$3.50.
4. *listen* This blouse costs (\$13 / \$30).
5. *read* A burger and fries is \$5.15.
6. *listen* Bus fare to the next town is (\$17 / \$70).

Unit 8 Trying What You've Learned: Student A

Preparation: Look at the pictures below. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)



Yesterday was a hot summer day.
Jill and Andy were busy all day...



Part 1: Tell your partner about Jill and Andy's day.

NOTE: Talk around words you don't know. Ask for your partner's help if you need to.

◆ What do you call it? ◆ What can I say? ◆ How do you say?

Listen to your partner. Your partner will paraphrase or summarize what you said.

Part 2: Your partner will tell you about Cristal. Listen to your partner and take notes.

.....

.....

Now paraphrase or summarize what your partner said.

Review 1 Spotlight on Vocabulary and Strategies: Student A

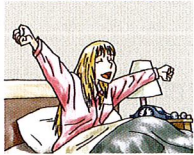
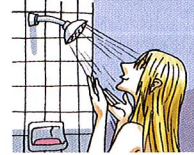
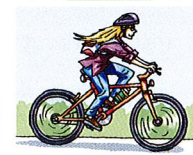
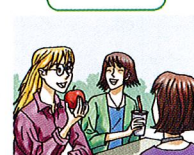
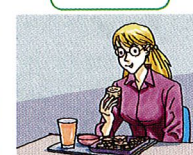
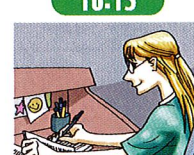
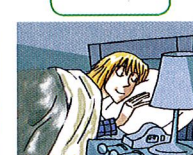
Describe the following words to your partner. Don't say the words, describe them. Take turns.

- | | | | | | |
|------------|---------|-----------|-------------|----------|-------------|
| 1. student | 3. | 5. | 7. cupboard | 9. vowel | 11. |
| 2. | 4. fork | 6. cousin | 8. | 10. | 12. weekend |

Unit 2 Practicing: Student A

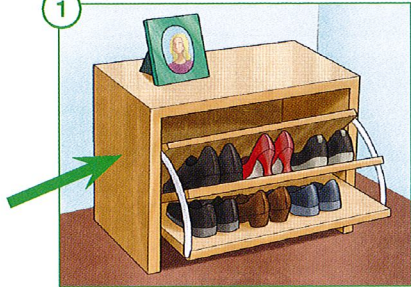
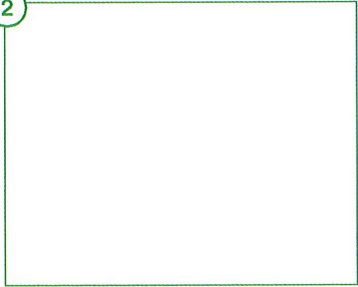
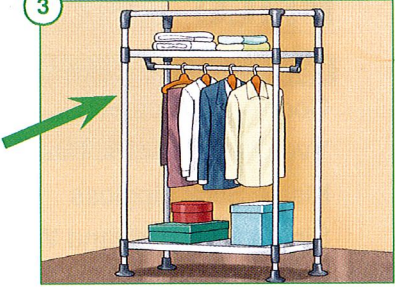
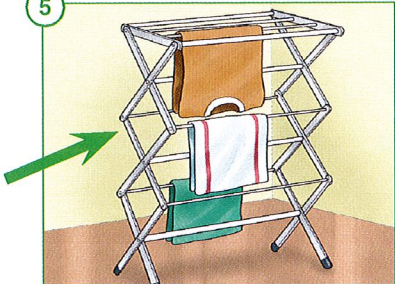
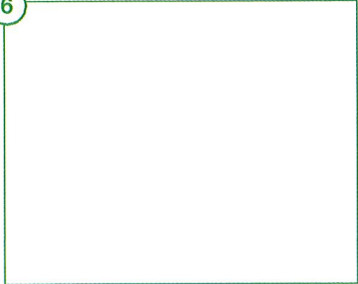
Look at the pictures below. Ask your partner about the missing times.

For example: ♦ What time does she wake up? ♦ What time does she have a shower?

			
	7:05		7:30
			
		8:25	8:30
			
8:45	8:55		
			
3:15		10:15	

Unit 5 Spotlight on Speaking: Student A

You go first. Describe the first object to your partner. Then listen and draw the second object that your partner describes. Take turns. Don't say what the object is, describe it. Take turns.

1 	2 	3 
4 	5 	6 

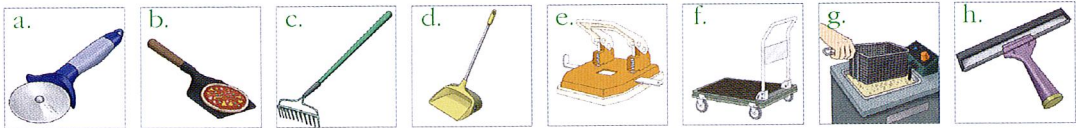
Unit 3

Spotlight on Speaking: Student A

Part 1: You go first. Read the first set of sentences to your partner. Then listen and write down the sentences your partner says. Take turns.

- ☐ 1. It is usually made of metal or plastic. It is used to collect trash. It has a long handle.
- ☐ 2.
- ☐ 3. It's made of metal and rubber. It is used to remove water from windows.
- ☐ 4.
- ☐ 5. It is made of wood and metal. It is used to put pizzas into the pizza ovens.
- ☐ 6.
- ☐ 7. It is made of metal and plastic. It is used to carry heavy boxes. Delivery people use it.
- ☐ 8.

Part 2: Match the sentences to the pictures below. Write the letter in the circles above.



Unit 6

Practicing: Student A

Look at the list of prices below. Ask your partner about the missing prices.

For example:

◆ How much are Coco's Silk Scarves in US dollars?

NOTE: \$14.95 = fourteen dollars and ninety-five cents / €14.95 = fourteen euros and ninety-five cents.

			
Price List			
Item	US\$	Yen	Eu€
Coco's Silk Scarves	\$.....	¥12,000	€99.95
Yves St. John Silk Ties	\$69.95	¥.....	€69.95
Kissie Stick Lipgloss	\$34.49	¥4,200	€.....
Single Malt Highland Whisky (40 oz.)	\$52.95	¥6,360	€.....
Macademia Nuts	\$14.95	¥.....	€14.95
Dorval Digital Watches	\$89.95	¥.....	€89.95
Golden 66 Cigarettes (200)	\$.....	¥4,800	€39.95
Icelandic Smoked Salmon	\$.....	¥3,600	€29.95
Swiss Bitter Dark Chocolates	\$ 9.99	¥1,200	€.....

Unit 6 Warming-Up: Student A

Part 1: You go first. Read the first sentence to your partner. Then listen and write down the sentence your partner says. Take turns.

NOTE: \$14.95 = fourteen dollars and ninety-five cents / €14.95 = fourteen euros and ninety-five cents

- ☐ 1. The calendars all cost \$17.95.
- ☐ 2.
- ☐ 3. The t-shirts are €19.95.
- ☐ 4.
- ☐ 5. The candy bars are £1.19.
- ☐ 6.
- ☐ 7. The souvenir shop sells rugby jerseys for \$49.95.
- ☐ 8.
- ☐ 9. The scarves are €69.99.
- ☐ 10.

Part 2: Look at the picture below. Look at all 10 sentences above. Are they true or false? Write a *T* or an *F* into the circle.



Unit 6

Trying What You've Learned: Student A

These are all simple math problems. You go first. Read the sentences to your partner. Then listen to your partner and take notes. Write down the solution. Take turns.

1. John had five dollars when he went to school. He stopped by the local convenience store and bought a newspaper. It cost 75 cents. At school he bought a pen, which cost \$1.25. For lunch he bought a sandwich which cost \$2.75. After school he cycled home. He didn't buy anything else. How much money did he now have? (\$0.25)

2.

Solution
3. Lisa had ¥2,000. She then met a friend who owed her ¥500. She paid Lisa back the ¥500 yen. Since Lisa had some extra money she went back to the store and bought a book which cost ¥650 and a can of iced tea which cost ¥110. How much money did she now have? (¥1,740)

4.

Solution
5. H.S. bought a new tablet computer in Seoul. The tablet computer cost 500,000 won. However, the wi-fi and cellular network set-up cost 150,000 won. He also bought a wireless keyboard which cost 58,000 won. Lastly, he bought a power adapter which cost 17,000 won. So, how much did H.S. spend? (725,000 won)

6.

Solution

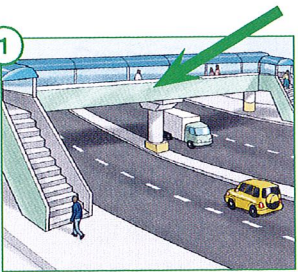
When you finish, check your solutions with your partner.

Unit 9

Spotlight on Speaking: Student A

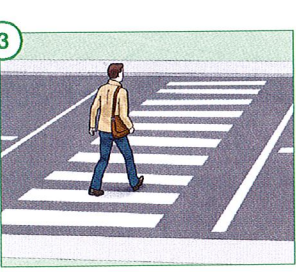
You go first. Describe the first traffic feature to your partner. Then listen and draw the second object that your partner describes. Take turns. Don't say what the object is, describe it.

1



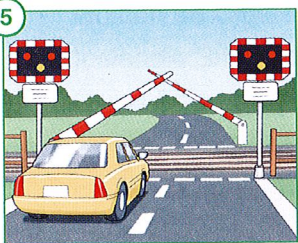
2

3



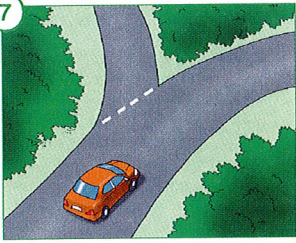
4

5



6

7



8

Unit 9

Trying What You've Learned: Student A

You go first. Look at the map below. You are in front of the station. Ask your partner how to get to the places below. Answer your partner's questions. Write the letter into each location. Take turns.

- a. the police station

b. the Sol Café

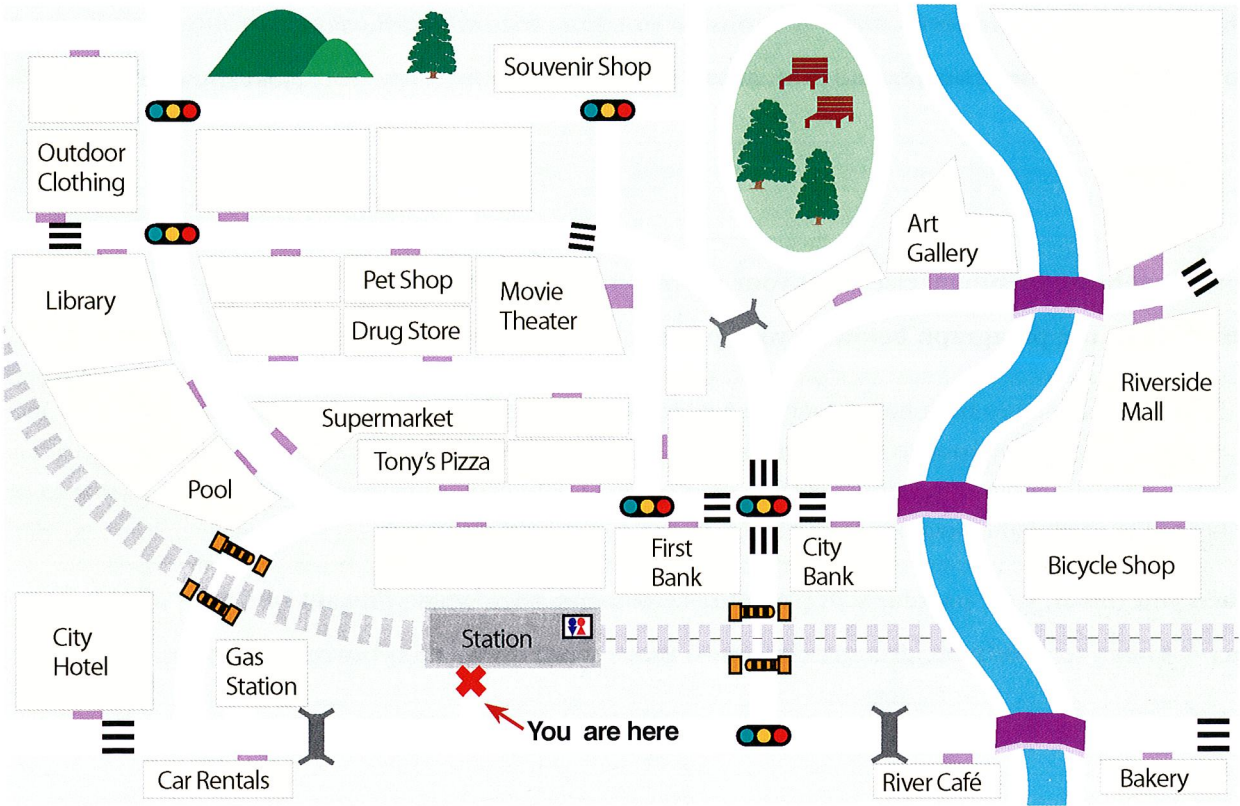
c. the museum
- d. the parking lot

e. the hospital

f. the dental clinic
- g. the Station Hotel

h. the sports center

i. the book store



Unit 12

Practicing: Student A

Ask your partner questions about the information you don't have.

- For example:
- ◆ What is the area of Australia in square miles?

◆ How big is Madagascar in square kilometers?

Answer your partner's questions.

Worlds' Largest Islands

	Km²	Sq. Mi.
Australia	7,692,300 km²	
Greenland		
New Guinea	790,000 km²	305,000 sq. mi.
Borneo	737,000 km²	
Madagascar		227,600 sq. mi.

Unit 7 Practicing: Student A

Part 1: You go first. Read the paragraph below to your partner.

Evan is going to work at a part-time job over the winter vacation because he's got to save money for school. He's going to work at a ski-resort in a ski rental shop. It's usually very busy over the winter vacation so there's always extra work. He's going to work from the December 23rd until January 10th. After that he's going to come back to school. He might have a one or two days off to go skiing.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

Kelsey is going to go back home over the winter vacation. She's going to go back on December 24th and she'll probably come back to school on January 2nd or January 3rd. On Christmas Eve, she's going to stay home with her family. On Christmas Day, she's going to help cook Christmas dinner, which is going to be a big turkey, with ham, potatoes, brussel sprouts and lots of other vegetables.

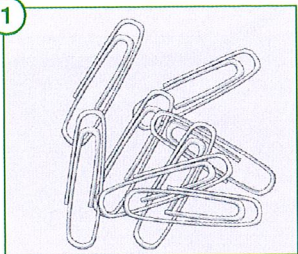
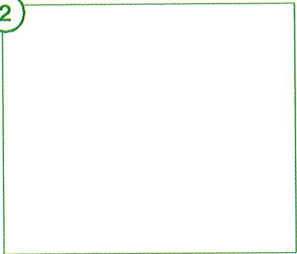
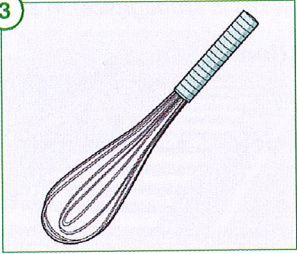
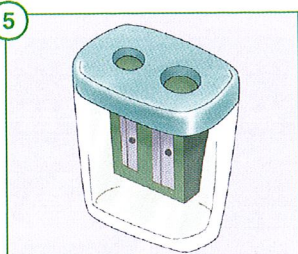
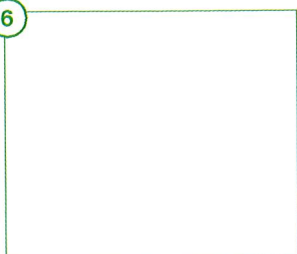
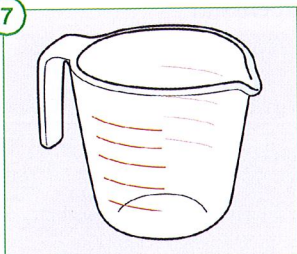
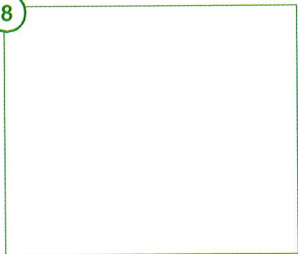
When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Unit 13 Spotlight on Speaking: Student A

You go first. Describe the first object to your partner. Then listen and draw the second object that your partner describes. Take turns. Don't say what the object is, describe it.

1 	2 	3 	4 
5 	6 	7 	8 

Unit 8

Practicing: Student A

Part 1: You go first. Read the paragraph below to your partner.

Terry had a busy weekend. On Friday he went out with his friends. On Saturday afternoon he had a soccer game. After the game he went out with his friends. On Sunday he went out to a movie with his girlfriend. After the movie they went out for coffee. He was so busy that he forgot to do his homework, so he did it Monday morning before he left for class.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

Karen had a slow weekend. She wasn't feeling so well, so on Saturday she stayed home. She did the laundry, cleaned her room and then sat around watching TV. On Sunday she felt better so she took her dog for a walk by the river. After that she went grocery shopping and she cooked a nice meal for her family on Sunday evening.

When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Unit 10 Practicing: Student A

Part 1: You go first. Read the following to your partners.

City A

This city is on the west coast of the United States. It's in the south so its weather is quite nice. It's quite hot in the summer, but not too hot and it's warm in the winter. You can wear a T-shirt in the winter and not be too cold. The main industries are cultural. This city has big music, movie and TV industries. Many American TV shows and movies are made here. There are several famous amusement parks near here, for example Universal Studios and Disneyland. These bring in large numbers of tourists. This city has two major basketball teams, the Lakers and the Clippers and two major baseball teams, the Angels and the Dodgers. (LOS ANGELES)

Part 2: Student B will describe a city. Listen and take notes. Can you guess the city?

City B

.....

.....

Part 3: Student C will describe a city. Listen and take notes. Can you guess the city?

City C

.....

.....

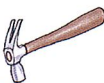
Unit 13 Trying What You've Learned: Student A

Part 1: Don't use a dictionary! You go first. Read the following to your partner. You can use body language to describe the item if you like.

NOTE: Talk around words you don't know. Ask for your partner's help if you need to.

- ◆ What do you call it? ◆ What can I say? ◆ How do you say?

1. This person usually doesn't wear a uniform. This person works outside. This person uses tools. For

example, this person uses a  and a . This person also uses . And these people usually wear a  when they are working.

2. This person wears a uniform. This person works outside and also inside. This person often carries

a . This person sometimes uses  and . Sometimes this person wears a  to put their gun away.

Part 2: Your partner will describe two jobs. Listen and take notes. Try and guess the jobs.

3.

4.

Unit 11

Trying What You've Learned: Group A

Preparation: Look at the pictures below. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)



This is a great meal!



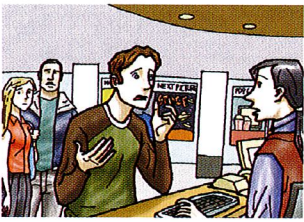
Let's split the bill.



Let's go see a movie.



Oh no! My cell phone!



I lost my cell phone.



I'll call your phone.



You left it on the table.

Part 1: Your group goes first. Tell Group B the story. When you finish, Group B will paraphrase or summarize your story.

Part 2: Group B will tell you another story. Listen and take notes.

Now paraphrase or summarize their story.

Unit 12

Warming-Up: Student A

You go first. Read the first sentence to your partner. Then listen and write down the sentences your partner says. Take turns.

1. The population of Brazil is 199,321,413.
2.
3. The average temperature in Sydney in December is 25.2°C.
4.
5. The average annual income per person in Brazil is \$11,800.
6.
7. The area of Australia is 7,682,300 km².
8.

Now check your guesses on page 74.

Unit 7

Trying What You've Learned: Student A

Preparation: Look at the pictures below. It is Lincoln's schedule. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)

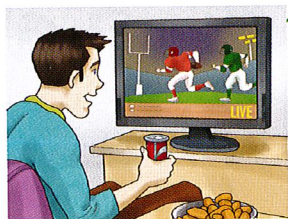
Part 1: Tell your partner about Lincoln's schedule.



Lincoln

Next Month

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Listen to your partner. Your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes about Wendy's schedule.



Wendy

Next Month					
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30		

Now paraphrase or summarize what your partner said.

Unit 12

Trying What You've Learned: Student A

Ask your partner about the missing information. Take turns.

Spain

Population:

Average Summer Temperature: °C

Size: km²

Average Winter Temperature: °C

Average Income: /per person

Kenya

Population: 43,013,341

Size: 580,367 km²

Average Income: \$1,800/person

Ave. Summer Temperature: 18 °C.

Ave. Winter Temperature: 16 °C.

USA

Population: 313,847,465

Size: 9,160,454 km²

Average Income: \$49,000/person

Ave. Summer Temperature: 27 °C.

Ave. Winter Temperature: 5 °C.

South Korea

Population:

Average Summer Temperature: °C

Size: km²

Average Winter Temperature: °C

Average Income: /per person

Sweden

Population:

Average Summer Temperature: °C

Size: km²

Average Winter Temperature: °C

Average Income: /per person

Venezuela

Population: 28,047,938

Size: 912,050 km²

Average Income: \$12,700/person

Ave. Summer Temperature: 21 °C.

Ave. Winter Temperature: 18 °C.

Unit 13

Practicing: Student A

Part 1: Read the following to your partners.

□Job A

This person works indoors and wears a uniform. Usually the uniform is white. This person works in a hospital and helps doctors and helps people who are sick. This person usually gives medicine to people. (NURSE)

Part 2: Student B will describe a job. Listen and take notes. Can you guess the job?

□Job B

Part 3: Student C will describe a job. Listen and take notes. Can you guess the job?

□Job C

Unit 9

Practicing: Student A

Part 1: You go first. Read the paragraph below to your partner.

Come out of the ticket gates and turn right. Walk down the road. You will pass a convenience store on your right, keep going. You will pass a small restaurant on your left, keep going. Walk past a small park. The road turns to the left, so you have to turn left. Then turn right just before a dry cleaners. Walk down that street. My apartment is on the left, 1150 Bay Rd. My apartment is on the third floor, number 303.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

Get off the bus at Third Street. When you get off the bus, there will be some stairs right in front of you. Go up the stairs. They are quite long. At the top of the stairs, turn left, then walk up the street until City View Avenue. Turn right. Walk up the road another 100 meters and my apartment is on the left. There are two apartment buildings, City Vista and City View. I'm in City Vista, room number 1412.

When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Unit 11

Warming-Up: Student A

You go first. Read the first sentence to your partner. Then listen and write down the sentence your partner says. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

- ☐ 1. I was caught in a traffic jam for two hours.
- ☐ 2.
- ☐ 3. I lost my wallet so I didn't have any money.
- ☐ 4.
- ☐ 5. The weather was great all weekend.
- ☐ 6.
- ☐ 7. I wanted to get tickets but they were all sold out.
- ☐ 8.

Now look at the pictures on page 69. Match the sentences to each picture. Write the letter of each picture in the circles above.

Unit 7

Warming-Up: Student A

Part 1: You go first. Read the first sentence to your partner. Then listen and write down the sentence your partner says. Take turns.

- ☐ 1. She'll probably work at her part-time job and save some money.
- ☐ 2.
- ☐ 3. He's planning to work out every day and lose some weight.
- ☐ 4.
- ☐ 5. Every year he goes to an amusement park and he'll probably do the same this year.
- ☐ 6.
- ☐ 7. He's going on a picnic with some friends from school next month.
- ☐ 8.

Part 2: Look at the pictures on page 44. Match each sentence to each picture. Write the letter of each picture in the circles above.

Unit 12

Using What You've Learned: Student A

Part 1: You go first. Read the paragraph below to your partner.

The third richest country in the world is tiny Luxembourg. The average income in Luxembourg is \$81,100. The population of Luxembourg is 509,074. But there are only 207,500 people in the labor force, which means there are only 207,500 people who are working in Luxembourg. By country size, Luxembourg ranks 179th on the list, so it is one of the world's smallest countries. It is only 2,586 km². If you look on the map, you can find Luxembourg between France, Germany and Belgium.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

On average people live to be 84 years old in Singapore. Singapore is 4th in the world for long life. Singapore is a small island country. It is off the southern tip of Malaysia. The population of Singapore is 5,353,494 and it is growing at a rate of 1.99% every year. Singapore is a multicultural country. 35% of the people are native Chinese speakers, 23% native English speakers and 14% native Malay speakers. The average income in Singapore is US \$60,500, which is 5th in the world.

When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Unit 10

Practicing: Student B

Part 1: Student A will describe a city. Listen and take notes. Can you guess the city?

City A

Part 2: Read the following to your partners.

City B

This city is in Europe. It's in western Europe. It's in the middle of the country. So there are four seasons here. It's nice and hot in the summer. It's cold in the winter but it doesn't snow so much. It rains a lot. It's warm in the spring and cool in the fall. This is a capital city, so the main industries are government, commerce and also tourism. It has many old buildings and the architecture is quite famous. There are many outdoor cafés in the city. It is known for its cooking, its wine and its dark coffee. There is a very famous art gallery here where you can see Leonardo da Vinci's *Mona Lisa*. The city also has a famous tower. (PARIS)

Part 3: Student C will describe a city. Listen and take notes. Can you guess the city?

City C

Unit 15

Practicing: Student A

Ask your partner about the missing information. Take turns.

The Language Academy The Language Specialists		Days course offered	Course starts	Course finishes	Class times	Class size	Tuition (price)	Textbooks required
Portuguese								
Basic Portuguese	Mon–Wed	Sept. 22nd	Dec. 15th			12	\$275	No
Intermediate Portuguese		Sept. 23rd	Dec. 7th	6:00–8:00	12			Yes
Brazilian Portuguese	Thu			6:00–9:00		\$140		
Japanese								
Introduction to Japanese		Sept. 9th	Dec. 20th	6:30–8:30	15	\$285	Yes	
Intermediate Japanese	Tue–Fri	Sept. 27th	Dec. 17th	7:00–9:00	8	\$245	No	
First 400 Kanji	Sat	Sept. 25th	Nov. 27th		16			
Reading 1000 Kanji		Sept. 29th		6:00–8:00	16		No	

Unit 14 Trying What You've Learned: Student A

Part 1: You go first. Read the paragraph below to your partner.

Mario really liked math and science when he was in elementary school. After school, he used to go home and do all sorts of science experiments in his parents' garage. He was so good at math that he used to help all his friends study for their math and science tests. It's a little strange, but even though Mario always got A's in math and science, he used to get C's in history and geography.

When you finish, your partner will paraphrase or summarize what you said.

Part 2: Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 3: Read the paragraph below to your partner.

Joan loved sports when she was young. She used to play softball with all the boys when she was in elementary school. Most of her friends were boys, and she could throw a ball better than many of the boys. In junior high school she started track and field. She usually had track and field practice two days a week. She also had softball practice two days a week, so she didn't have too much time to study.

When you finish, your partner will paraphrase or summarize what you said.

Part 4: Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

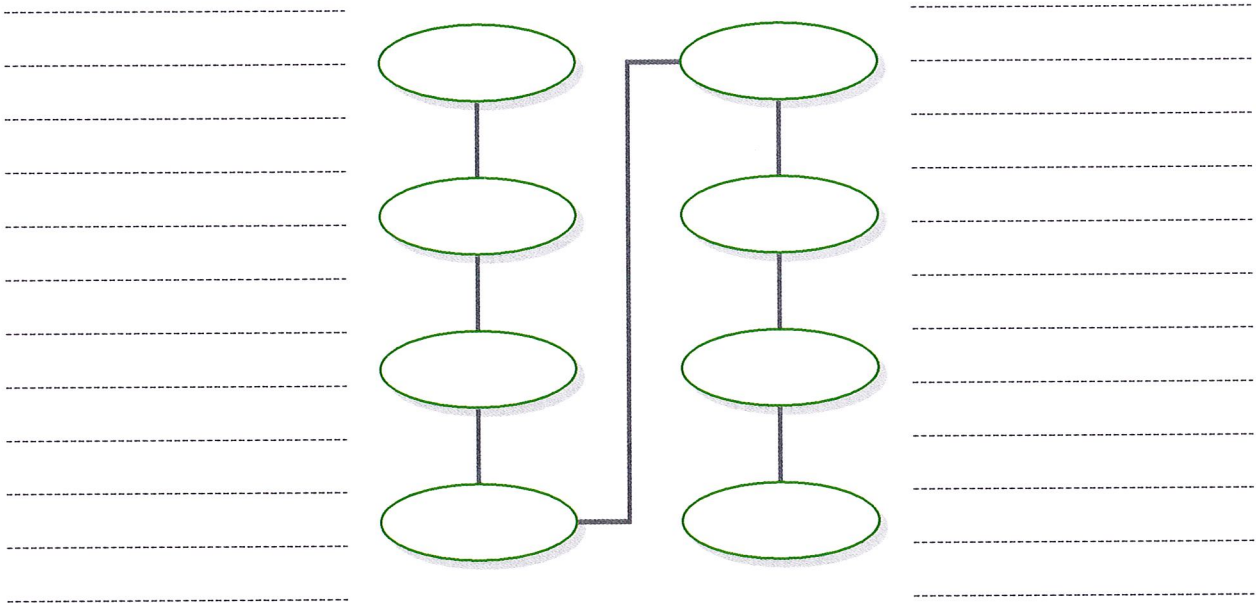
Review 2 Spotlight on Vocabulary and Strategies: Student A

Describe the following words to your partner. Don't say the words, describe them. Take turns.

- | | | | | | |
|-----------|----------|---------------|----------------|----------|------------|
| 1. museum | 3. | 5. | 7. agriculture | 9. tea | 11. |
| 2. | 4. tutor | 6. population | 8. | 10. | 12. income |

Unit 11 Using What You've Learned: All Students

Look at the diagram below. Think of a trip you made. Write down the details of your story in the *story map* below.



Now tell your story to your group. Group members listen and write down the details of each story below.

□Story 1

.....

.....

.....

□Story 2

.....

.....

.....

□Story 3

.....

.....

.....

Unit 0

Trying What You've Learned: Student B

Your partner goes first. Listen and take notes. Don't write every word. Then read the second set of sentences to your partner. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

1.
2. Chris Davis is a woman. Her first name is Chris. It is short for Christine. However, Chris can also be a man's name. It is often short for Christopher. So people don't always know if Chris is a man or a woman.
3.
4. Grace Chan is from Singapore. Her family name is Chan. Grace is her English name. She uses this when she's doing business in English. Her Chinese name is Meng.
5.
6. Lee Cliff is American. His name is interesting because Lee can be a family name and it can be a given name. Cliff also can be a family name and it can be a given name. In this case, Cliff is his given name.
7.
8. Nobuyoshi Takahata has quite a long name. His given name has four syllables, so when he talks to people who don't know Japanese names so well, he has to say his name slowly and clearly.

Unit 1

Practicing: Student B

Part 1: Your partner goes first. Listen and take notes. Don't write every word. Then read the second set of sentences to your partner. Take turns.

1.
2. Joy Wilson is very busy on Mondays. She has calculus at 8:30 in first period. In second period she has applied physics. In the afternoon she has a physics lab class and then an elective class, Global Issues 322.
3.
4. Duncan Conrad likes most of his classes. On Tuesday he has exercise science in first period. After that, in second period he has Coaching Methods and Practice. In the afternoon he has a physiology class.

Part 2: Use the information above. Choose words from the box to complete the sentences below.

1. Naomi is a(n) major.
2. Joy is a(n) major.
3. Felix is a(n) student.
4. Duncan is a(n) major.

◆ literature

◆ physical education

◆ physics

◆ ESL

Unit 1

Spotlight on Speaking: Student B

Look at the chart below. Ask your partner about meaning. Listen and write down your partner’s answers. Answer your partner’s questions.

For example:

A: What does “calculus” mean?

B: “Calculus” is a kind of math.

or

A: What is “calculus”?

B: “Calculus” is a kind of math.

calculus	a kind of math
accounting	
marketing	the study of how to get people to know about of a company's products and increase sales
ethics	
geography	
chemistry	a kind of science, the science of what things are made of, e.g. water is hydrogen and oxygen
statistics	a kind of math; it looks at averages, trends, changes, differences and so on
algebra	
tourism	the business of providing hotels, restaurants, sightseeing spots and so on for people traveling

e.g. = for example

Unit 3

Trying What You’ve Learned: Student B

Ask your partner questions about the words that are missing, the words down.

For example:

What is 1 down?

What is 4 down?

Answer your partner’s questions. Do not say the words, describe them.

	1													2					
3	t	e	l	e	s	c	o	p	e					5	i	r	o	n	
		6	e	r	a	s	e	r		7	p	h	o	n	e				
										8				9					
			10	p	e	n	c	i	l										
					11	e	n	v	e	l	o	p	e						
					12	c	a	l	c	u	l	a	t	o	r				
	14																	15	
			16	p	i	l	l	o	w		17	f	r	i	d	g	e		
18	o	p	e	n	e	r													
											19	k	n	i	f	e			



opener



iron



envelope



eraser



telescope



pencil



calculator



phone



pillow



knife

Unit 1

Trying What You've Learned: Student B

This is Jo's weekly schedule. Ask your partner about the missing periods in the schedule.

For example:

◆ What does she have Monday first period?

◆ What room is she in?

◆ Who is her teacher?

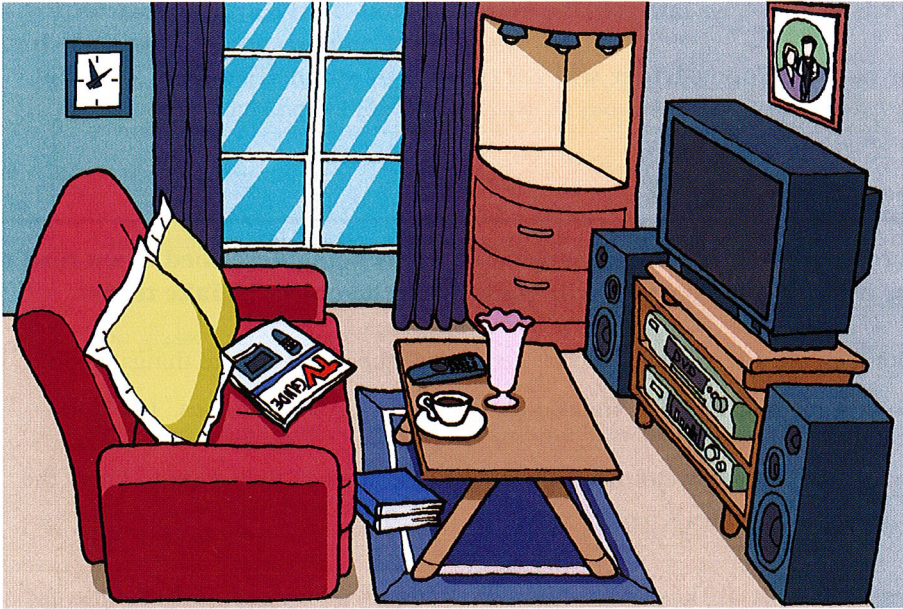


	Monday	Tuesday	Wednesday	Thursday	Friday
8:40—9:30		Environmental Studies	Economics	Calculus	
		6A-213 Mr. Mack	Adams Hall Mr. Cody	C-336 Mr. Bullard	
9:40—10:30				International Relations	Research Methods
				A-212 Ms. Conrad	B121 Ms. Doyle
10:40—11:30	Geography	Art History		Chemistry	
	4-324 Ms. Chan	1M-211 Mr. Ramsey		16-031 Mr. Lee	
1:00—1:50	Computers Level II	Political Philosophy		Introduction to Physics II	Social Psychology
	16-111 Mr. Kemp	13B-Seminar Ms. Wilkins		418 Ms. Nelson	5D-003 Mr. Cook

Unit 5

Trying What You've Learned: Student B

Look at the picture below. Your partner has a similar picture but there are five differences. Tell your partner about your picture. Listen to your partner tell you where things are in their picture. Find the differences.



Unit 2 Trying What You've Learned: Student B

Preparation: Look at the pictures below. Make some notes, (1 or 2 minutes).

Part 1: Your partner will tell you about a student's typical day. Listen and take notes.

.....

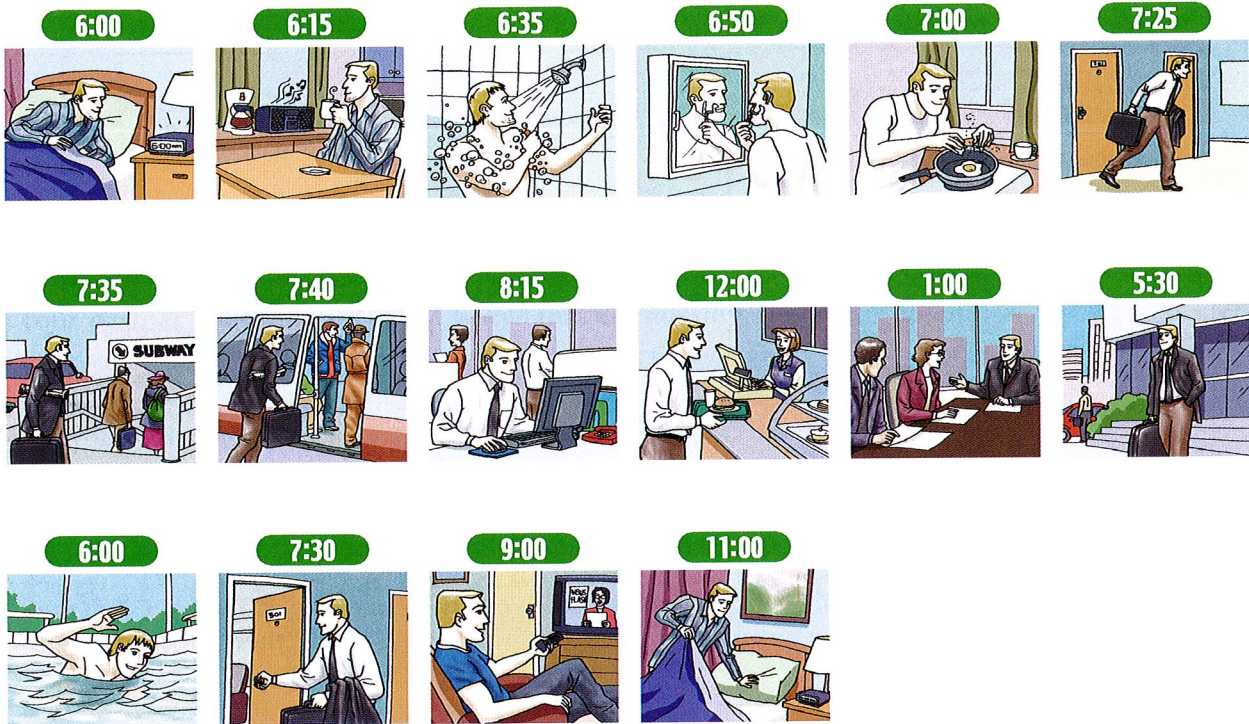
.....

.....

.....

Now, paraphrase or summarize what your partner said.

Part 2: Tell your partner about this businessman's typical day.



When you finish, listen to your partner. Your partner will paraphrase or summarize what you said.

Unit 3 Practicing: Student B

Your partner goes first. Listen to your partner and guess what object is being described. Then read the second set of sentences to your partner. Your partner will guess what the object is. Take turns.

1. These are made of plastic but they are also made of wood. People use these to measure things. People use these to find out how long something is. They are also used for drawing straight lines. (RULERS)
2. These are made of metal and plastic. People wear these. People use these when they want to know the time. These are worn on people's wrists. (WATCHES)
3. These are made of metal, plastic and glass. These are used to see things that are very small. People use these to look at blood samples and other very small things. (MICROSCOPES)

Unit 4

Spotlight on Speaking: Student B

Part 1: Your partner goes first. Listen to your partner and write down the sentence. Then read the second set of sentences to your partner. Take turns.

1.
2. That sounds nice. What are you going to do?
3.
4. Both my brother and sister go to school in New York.
5.
6. My mother's a doctor. She works at the local hospital.
7.
8. Really? Where does she go to school?
9.
10. My nephew lives in Vancouver.
11.
12. Really? My uncle and aunt live there too. Where in Scotland do they live?

Part 2: Match the statements to the follow-up questions.

Statements	Questions
1 •	• 2
3 •	• 5
4 •	• 8
6 •	• 9
7 •	• 11
10 •	• 12

Unit 5

Warming-Up: Student B

Part 1: Your partner goes first. Listen to your partner and write down the sentence. Then read the second sentence to your partner. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

- ☐ 1.
- ☐ 2. The coffee maker is under the drawer.
- ☐ 3.
- ☐ 4. The glasses are in the cupboard.
- ☐ 5.
- ☐ 6. The spoons are between the forks and the knives.
- ☐ 7.
- ☐ 8. The sink is under the window.

Part 2: Look at the pictures on page 33. Are the sentences above true or false? Write a T or an F into the circle.

Unit 4

Practicing: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

Nancy is very studious. She loves reading. Even on beautiful sunny days she likes to read a book. She's also very good with her school work. She is a straight A student and always gets top marks. She is a little bit shy, but she's also quite adventurous. Last year, to celebrate the end of term, she went sky-diving.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes.

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

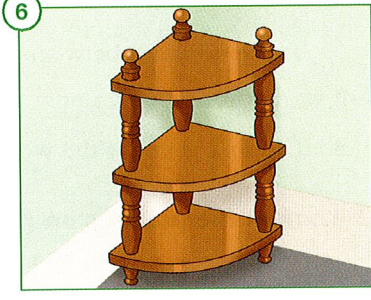
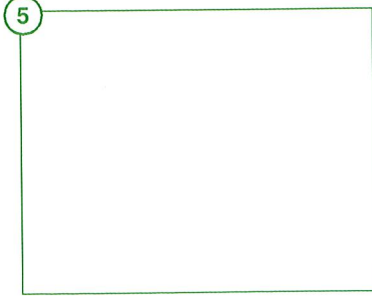
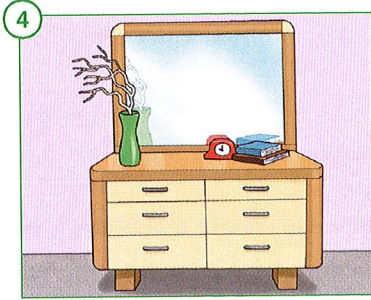
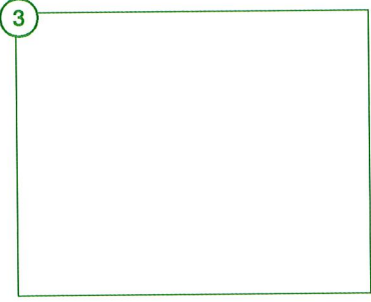
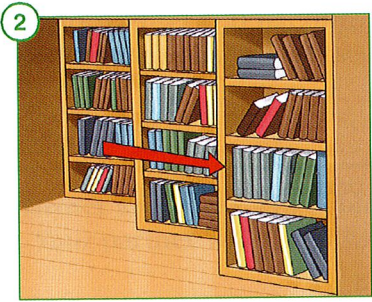
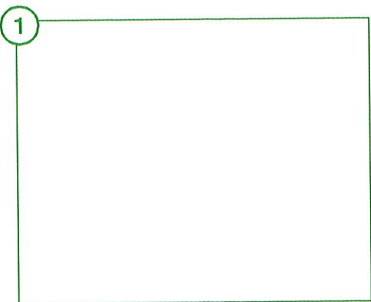
Greg is very artistic. He can draw fantastic pictures that are very imaginative and creative. He loves to read comics and he also likes design. He's also very good with computers. He knows how to use most graphic design software programs. He is especially good with Photoshop.

When you finish, your partner will paraphrase or summarize what you said.

Unit 5

Spotlight on Speaking: Student B

Your partner goes first. Your partner will describe the first object. Listen and draw the object. Then describe the second objects to your partner. Take turns. Don't say what the object is, describe it.



Unit 8

Trying What You've Learned: Student B

Preparation: Look at the pictures in the box. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)

Part 1: Your partner will tell you about Jill and Andy. Listen to your partner and take notes.

Now paraphrase or summarize what your partner said.

Part 2: Tell your partner about Crystal's day.

NOTE: Talk around words you don't know. Ask for your partner's help if you need to.

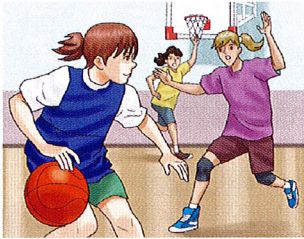
◆ What do you call it? ◆ What can I say? ◆ How do you say?

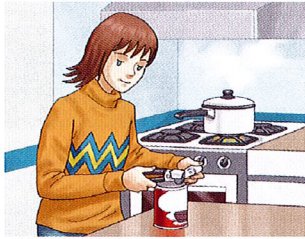


Yesterday was a cold winter day.
Crystal was busy all day...

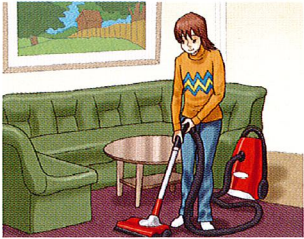
















Listen to your partner. Your partner will paraphrase or summarize what you said.

Review 1

Spotlight on Vocabulary and Strategies: Student B

Describe the following words to your partner. Don't say the words, describe them. Take turns.

1.
2. climate
3. coast
4.
5. traffic light
6.
7.
8. gym
9.
10. architect
11. parking lot
12.

Unit 2 Practicing: Student B

Look at the pictures below. Ask your partner about the missing times.

For example: ♦ What time does she get up? ♦ What time does she brush her teeth?

7:00

7:15

7:40

8:00

10:40

12:15

4:00

11:30

Unit 9 Spotlight on Speaking: Student B

Your partner goes first. Your partner will describe the first traffic feature. Listen and draw the traffic feature. Then describe the second traffic feature to your partner. Take turns. Don't say what the object is, describe it.

1

2

3

4

5

6

7

8

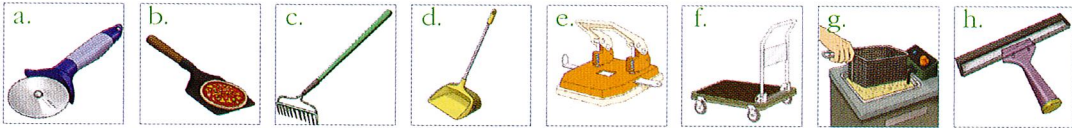
Unit 3

Spotlight on Speaking: Student B

Part 1: Your partner goes first. Listen to your partner and write down the sentences. Then read the second set of sentences to your partner. Take turns.

- ☐ 1.
- ☐ 2. It's made of wood and metal. People use this to collect leaves and clean the yard.
- ☐ 3.
- ☐ 4. It's made of metal. People use this in offices. It is used to make holes in paper.
- ☐ 5.
- ☐ 6. This is made of metal. People use this to fry things. It's like a basket.
- ☐ 7.
- ☐ 8. It is made of wood and metal. The metal part is round. People use this to cut pizza.

Part 2: Match the sentences to the pictures below. Write the letter in the circles above.



Unit 6

Practicing: Student B

Look at the list of prices below. Ask your partner about the missing prices.

For example:

◆ How much are Coco's Silk Scarves in Japanese Yen?

NOTE: \$14.95 = fourteen dollars and ninety-five cents / €14.95 = fourteen euros and ninety-five cents

			
Price List			
Item	US\$	Yen	Eu€
Coco's Silk Scarves	\$99.95	¥.....	€99.95
Yves St. John Silk Ties	\$.....	¥8,400	€69.95
Kissie Stick Lipgloss	\$34.49	¥.....	€34.49
Single Malt Highland Whisky (40 oz.)	\$.....	¥6,360	€52.95
Macademia Nuts	\$14.95	¥1,800	€.....
Dorval Digital Watches	\$89.95	¥10,800	€.....
Golden 66 Cigarettes (200)	\$39.95	¥4,800	€.....
Icelandic Smoked Salmon	\$29.95	¥.....	€29.95
Swiss Bitter Dark Chocolates	\$.....	¥1,200	€ 9.99

Unit 6 Warming-Up: Student B

Part 1: Your partner goes first. Listen to your partner and write down the sentence. Then read the second sentence to your partner. Take turns.

NOTE: \$14.95 = fourteen dollars and ninety-five cents / €14.95 = fourteen euros and ninety-five cents

- ☐ 1.
- ☐ 2. The scarves are \$59.95.
- ☐ 3.
- ☐ 4. The key chains are £4.39.
- ☐ 5.
- ☐ 6. You can buy a candy bar for €1.99.
- ☐ 7.
- ☐ 8. The sweaters sell for \$69.95
- ☐ 9.
- ☐ 10. The baseball caps cost €13.95.

Part 2: Look at the picture. Look at all 10 sentences. Are they true or false? Write a *T* or an *F* into the circle.



Unit 6 Spotlight on Listening: Student B

Your partner goes first. Listen to your partner. Circle the price your partner says. Then read your sentence to your partner. Take turns.

1. *listen* A package of gum costs (\$ 1.15 / \$1.50).
2. *read* The book on the right costs \$18.19.
3. *listen* A pack of cards is (\$3.15 / \$3.50).
4. *read* This blouse costs \$30.
5. *listen* A burger and fries is (\$5.50 / \$5.15).
6. *read* Bus fare to the next town is \$17.

Unit 8

Practicing: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

Kate loves running. She had a race on Saturday so on Friday evening she had a big meal, then relaxed at home. On Saturday morning, she got up early and drove to the race site. She ran a half-marathon which started at 7:00 am. After the race, she went to the pool and sat in the hot tub. That evening she went out with her friends. On Sunday she stayed home, relaxed and did her homework.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

Brandon worked all weekend. He works as a waiter at a restaurant in town. On Friday night he worked from 5:00 pm to 11:00 pm. After work, he went out for coffee with some friends from work. He slept in on Saturday morning and got up at 11:00 am. In the afternoon he played tennis with his girlfriend. On Saturday night he worked from 5 to 11 and again went out with his friends. On Sunday he slept in again.

When you finish, your partner will paraphrase or summarize what you said.

Unit 12

Practicing: Student B

Ask your partner questions about the information you don't have.

- For example:
- ◆

What is the area of Australia in square kilometers?
- ◆

How big is New Guinea in square miles?

Answer your partner's questions.

Worlds' Largest Islands

	Km ²	Sq. Mi.
Australia		2,969,200 sq. mi.
Greenland	2,175,600 km ²	830,780 sq. mi.
New Guinea		
Borneo		285,000 sq. mi.
Madagascar	587,000 km ²	

Unit 7

Trying What You've Learned: Student B

Preparation: Look at the pictures in the box. It is Wendy's schedule. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)

Part 1: Listen to your partner and take notes about Lincoln's schedule.



Next Month						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Now paraphrase or summarize what your partner said.

Part 2: Tell your partner about Wendy's schedule.

Wendy

Next Month						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Listen to your partner. Your partner will paraphrase or summarize what you said.

Unit 6

Trying What You've Learned: Student B

These are all simple math problems. Your partner goes first. Listen to your partner and take notes. Write down the solution. Then read the sentences to your partner. Take turns.

1.

Solution
2. Kathy started with twenty dollars. She then went to the store and bought a soft drink. It cost 80 cents. After that she bought a newspaper. The newspaper cost \$1.50. She went to a coffee shop to read her newspaper, so she bought a medium cappuccino which cost \$3.75. How much money did she now have?
(\$13.95)
3.

Solution
4. Ken had €5.75. However, when he put on an old pair of jeans, he found €10.00 in the pocket. He was very surprised and happy so he went to the local convenience store and bought a magazine on snowboarding which cost €3.80 and a bag of potato chips which cost €1.25 and a large coffee which cost €1.75. How much money did he have? (€8.95)
5.

Solution
6. Wendy needed a new computer. The tablet computers were \$425, but she decided on a laptop, which was \$675. She bought a power adapter, which was \$19 and also a special backpack with a padded pocket for carrying it to school. This cost \$39. She also bought a business software pack for \$125. How much did Wendy spend? (\$858)

When you finish, check your solutions with your partner.

Unit 7

Warming-Up: Student B

Part 1: Your partner goes first. Listen to your partner and write down the sentence. Then read the second sentence to your partner. Take turns.

- ☐ 1.
- ☐ 2. She's going to go to summer school and take an intensive French course.
- ☐ 3.
- ☐ 4. She might go to the lake with her friends, but she's not sure.
- ☐ 5.
- ☐ 6. She's going to the summer rock festival next month with her friends.
- ☐ 7.
- ☐ 8. They're going to go hiking up in the mountains for five days in August.

Part 2: Look at the pictures on page 44. Match each sentence to each picture. Write the letter of each picture in the circles above.

Unit 7 Practicing: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

Angela is going to work out over the winter vacation. She wants to do a triathlon in the spring. So, she's going to train over the winter. She's going to go to the pool every morning. After that, she's planning to ride her bike and go for a run. If it's too cold outside to run or ride her bike, she'll probably work out on the exercise bike at the gym. If the weather's nice, she'll run and ride her bike outside.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

Jason has no plans for the winter vacation. He doesn't have a part-time job. So, he'll probably just relax around the house. At night he'll probably go out for coffee with his friends. During the day, he'll probably read a book, play some video games, watch TV and so on. He does have a report that he has to write, but it's not due until January 15th. So, he'll probably start on it after the winter vacation.

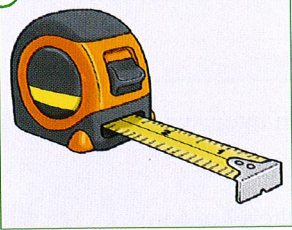
When you finish, your partner will paraphrase or summarize what you said.

Unit 13 Spotlight on Speaking: Student B

Your partner goes first. Your partner will describe the first object. Listen and draw the object. Then describe the second object to your partner. Take turns. Don't say what the object is, describe it.

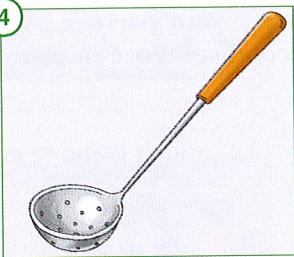
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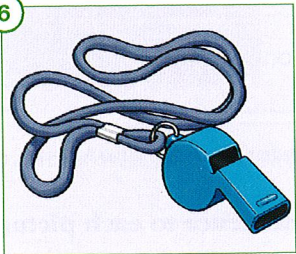
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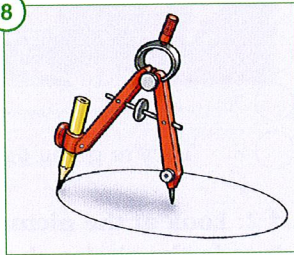
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Unit 10 Practicing: Student C

Part 1: Student A will describe a city. Listen and take notes. Can you guess the city?

City A

.....

.....

Part 2: Student B will describe a city. Listen and take notes. Can you guess the city?

City B

.....

.....

Part 3: Read the following to your partners.

City C

This city is in South-East Asia, so it's hot all year round. It is usually over 30°C degrees. It rains a lot between June and October because this is the rainy season. This city is a capital city so there are many government offices here. Manufacturing is a main industry and so is tourism. Tourists visit this city to see the many famous sights. This city has a beautiful palace and also a large number of beautiful temples. This city is well known for its markets and you can buy many things cheaply. This city is also well known for its spicy cooking. For example there are spicy fish dishes, spicy noodle dishes, and so on. Maybe the most famous dish is a spicy soup called *Tom Yam Kun*. (BANGKOK)

Unit 13 Trying What You've Learned: Student B

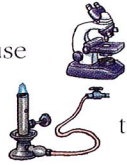
Part 1: Don't use a dictionary! Your partner goes first. Your partner will describe two jobs. Listen and take notes. Try and guess the jobs.

1.

2.

Part 2: Read the following to your partner. You can use body language to describe the item if you like.

NOTE: Talk around words you don't know. Ask for your partner's help if you need to.
◆ What do you call it? ◆ What can I say? ◆ How do you say?

3. This person works inside. This person tries to discover new things and learn about things. This person works in companies or universities. This person uses tools, for example they use  and they also use  to mix things in. And they use  to heat things up.
4. This person works inside. This person helps people. They use many tools. They usually carry  which they wear around their necks. They usually use  for giving medicine. And they also use  and  to check if people are healthy.

Unit 9

Practicing: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

Come out of the train station. There are two exits, so use the Princess Street exit. Turn right and walk along Princess Street. Take the first right. It's Miller Road. Miller Road goes under the train tracks. After you go under the tracks, you will come to George Street. Turn left on George Street and walk down two blocks to Garden Ave. Turn right. My apartment building is on this street. It's called City Gardens.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

Our office building is right beside the subway station. You want to come out Exit number 1. Come out of the exit and keep walking in the same direction. Walk up the road about 50 meters. There are three offices buildings on the right. My office building is the last one the right. The building is called North Park Center. Come in. Our office is on the third floor. If you get lost call me on my cell, 555-436-9253.

When you finish, your partner will paraphrase or summarize what you said.

Unit 12

Warming-Up: Student B

Your partner goes first. Listen to your partner and write down the sentence. Then read the second sentence to your partner. Take turns.

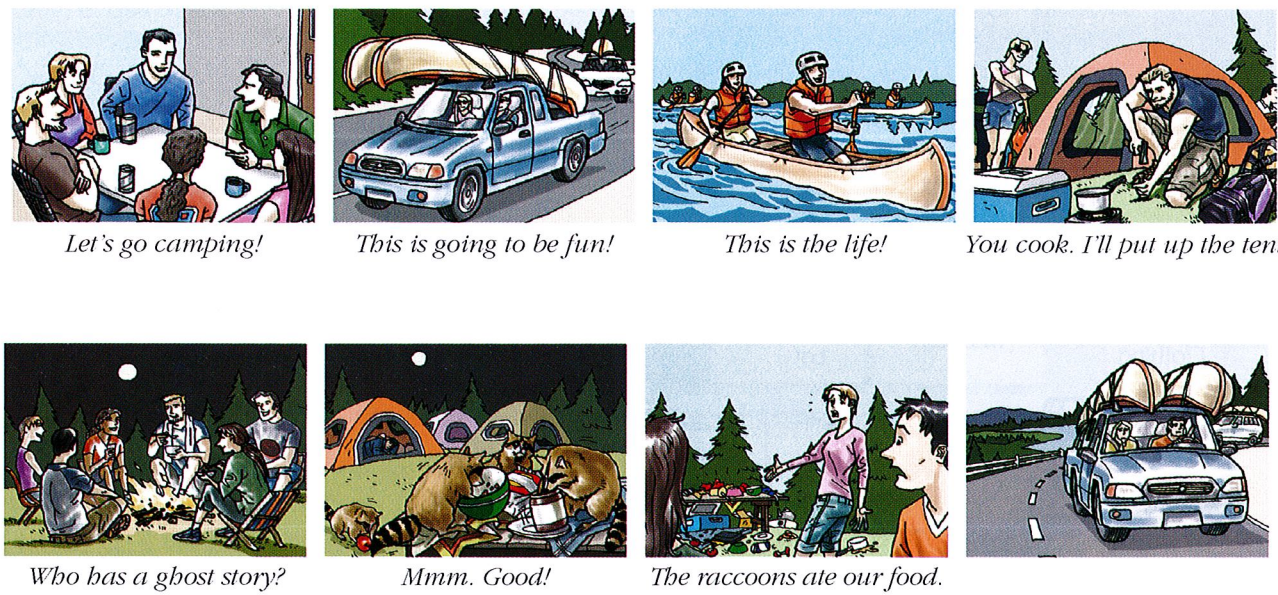
1.
2. The average temperature in Rio de Janeiro in December is 25.5°C.
3.
4. The population of Australia is 22,015,576.
5.
6. The area of Brazil is 8,459,417 km².
7.
8. The average annual income per person in Australia is \$40,800.

Now check your guesses on page 74.

Unit 11

Trying What You've Learned: Group B

Preparation: Look at the pictures below. Make some notes. Don't use a dictionary. (Be prepared to talk around words you don't know.)



Part 1: Group A goes first. They will tell you a story. Listen to and take notes.

Now summarize their story.

Part 2: Look at your pictures above. Tell Group A about the story. When you finish, Group A will paraphrase or summarize your story.

Unit 13

Practicing: Student B

Part 1: Student A will describe a job. Listen and take notes. Can you guess the job?

□Job A

Part 2: Now read the following to your partners.

□Job B

This person works outside. Maybe his job is a little dangerous. This job is a hard job and the person uses many tools. For example, this person uses saws, hammers and nails. This person works with wood, and builds houses, and so on. (CARPENTER)

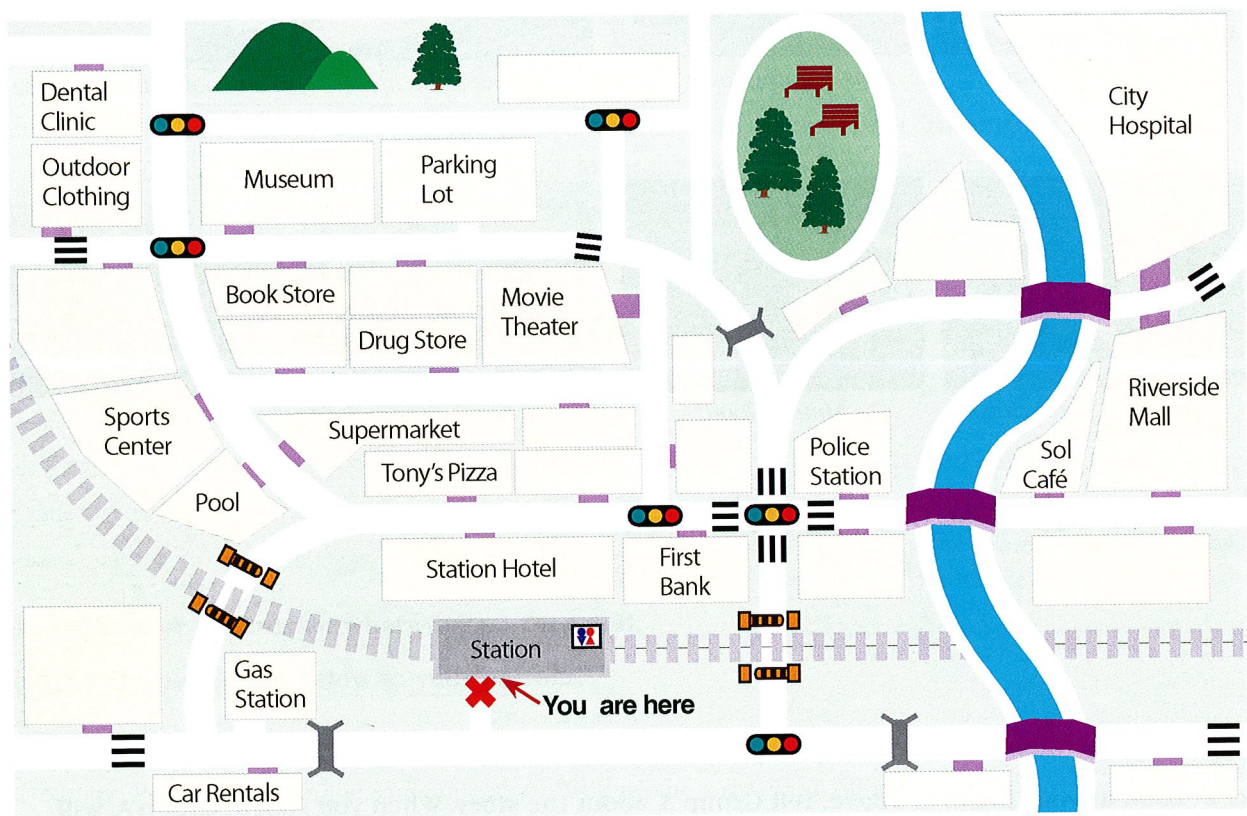
Part 3: Student C will describe a job. Listen and take notes. Can you guess the job?

□Job C

Unit 9 Trying What You've Learned: Student B

Your partner goes first. Look at the map below. You are in front of the station. Answer your partner's questions. Ask your partner how to get to the places below. Write the number into each location. Take turns.

1. the River Café
2. the bakery
3. the City Hotel
4. the souvenir shop
5. the library
6. the bicycle shop
7. the art gallery
8. the City Bank
9. the pet shop



Unit 15 Practicing: Student B

Ask your partner about the missing information. Take turns.

The Language Academy The Language Specialists		Days course offered	Course starts	Course finishes	Class times	Class size	Tuition (price)	Textbooks required
Portuguese								
Basic Portuguese				Dec. 15th	7:30–9:00	12	\$275	No
Intermediate Portuguese	Tue–Thu	Sept. 23rd	Dec. 7th				\$245	
Brazilian Portuguese	Thu	Sept. 9th	Dec. 9th	6:00–9:00	20			Yes
Japanese								
Introduction to Japanese	Mon–Thu					15	\$285	
Intermediate Japanese		Sept. 27th	Dec. 17th	7:00–9:00	8			No
First 400 Kanji		Sept. 25th		6:00–8:00	16		\$125	Yes
Reading 1000 Kanji	Wed	Sept. 29th	Dec. 8th	6:00–8:00	16		\$145	No

Unit 11

Warming-Up: Student B

Your partner goes first. Listen to your partner and write down the sentences. Then read the second sentence to your partner. Take turns.

NOTE: Use classroom English! *Pardon me? How do you spell that? Could you say that again?* and so on.

- ☐ 1.
- ☐ 2. I got lost and couldn't find my way.
- ☐ 3.
- ☐ 4. I fell off my bike and hurt my wrist.
- ☐ 5.
- ☐ 6. It was August but it started to snow!
- ☐ 7.
- ☐ 8. I just missed my train so I was an hour late.

Now look at the pictures on page 69. Match the sentences to each picture. Write the letter of each picture in the circles above.

Unit 14

Trying What You've Learned: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

Julie is very artistic. When she was a little, she always used to draw. She used to love art class in elementary school. She didn't like math class too much and she didn't like sports or P.E. She liked English, history, geography and of course art. In junior high school she was a member of the art club, which used to meet three times a week. The art club used to make most of the posters that were used around the school.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes.

.....

.....

.....

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

Marc was usually pretty good at almost every thing he did. But he was never the best at any one thing. He wasn't the best soccer player, but he was pretty good and he was on the school team. He wasn't the best baseball player, but he was pretty good and he was on the school team. He used to get good grades in school, but he was never at the top of his class. He was always very busy because he did so many things.

When you finish, your partner will paraphrase or summarize what you said.

Unit 12

Trying What You've Learned: Student B

Ask your partner about the missing information. Take turns.

Kenya

Population:

Size: km²

Average Income: /per person

Average Summer Temperature: °C

Average Winter Temperature: °C

Spain

Population: 47,042,984

Size: 504,750 km²

Average Income: \$31,000/person

Ave. Summer Temperature: 25°C.

Ave. Winter Temperature: 5°C.

South Korea

Population: 48,860,500

Size: 98,913 km²

Average Income: \$32,100/person

Ave. Summer Temperature: 25°C.

Ave. Winter Temperature: -5°C.

USA

Population:

Size: km²

Average Income: /per person

Average Summer Temperature: °C

Average Winter Temperature: °C

Venezuela

Population:

Size: km²

Average Income: /per person

Average Summer Temperature: °C

Average Winter Temperature: °C

Sweden

Population: 9,103,778

Size: 411,479 km²

Average Income: \$40,900/person

Ave. Summer Temperature: 15°C.

Ave. Winter Temperature: -10°C.

Unit 13

Practicing: Student C

Part 1: Student A will describe a job. Listen and take notes. Can you guess the job?

□Job A

Part 2: Student B will describe a job. Listen and take notes. Can you guess the job?

□Job B

Part 3: Read the following to your partners.

□Job C

This person wears a uniform. This person works inside and outside. This person helps people who are lost. This person protects people. This person stops people who are doing bad things. This person looks for and catches criminals. (POLICE OFFICER)

Unit 12

Using What You've Learned: Student B

Part 1: Your partner goes first. Listen to your partner and take notes. Don't write down every word, just the main points.

Now paraphrase or summarize what your partner said.

Part 2: Read the paragraph below to your partner.

South Africa is a beautiful country on the southern tip of Africa. However it does have a very high death rate. In South Africa the death rate is 17.23 per 1000 people per year. The population of South Africa is 48,810,427. However the population is decreasing because of its high death rate and also because many people are moving away from the country. The average income is US \$11,100 per person. South Africa also has a very high unemployment rate. The percent of workers without a job is 24.9%.

When you finish, your partner will paraphrase or summarize what you said.

Part 3: Listen to your partner and take notes.

Now paraphrase or summarize what your partner said.

Part 4: Read the paragraph below to your partner.

Many people are moving to the United Arab Emirates to live and work. Roughly 17 people out 1,000 have moved to the U.A.E. from another country. The population of the U.A.E. is 5,314,310 and it is growing by 3% a year. The average income in the U.A.E. is \$48,800, which is 12th in the world. The U. A.E. is on the Persian Gulf and there are 1,318 kilometers of coast in the country. However, it is a hot country. The average high temperature in July is 42°C. In January the average high temperature is 24°C.

When you finish, your partner will paraphrase or summarize what you said.

Review 2

Spotlight on Vocabulary and Strategies: Student B

Describe the following words to your partner. Don't say the words, describe them. Take turns.

1.
2. window
3. geography
4.
5. repeat
6.
7.
8. souvenir
9.
10. hot tub
11. knife
12.

Unit 0 Can I have your name?

Main Listening

Track 1

- A:** Hi, my name's Carl Silverstein.
B: Hi.
A: What's your name?
B: Liu Zhang Shan.
A: Uh, where are you from?
B: I'm from China.
A: I'm sorry, how do you say your name?
B: Liu Zhang Shan.
A: How do you spell that?
B: It's a little hard.
A: Yeah.
B: It's, eh, Z-H-A-N-G S-H-A-N.
A: Z-H-A-N-G S-H-A-N. That's your family name?
B: No, it's my first name.
A: Your first name?
B: My given name.
A: Uh-huh, Zhang Shan...
B: Liu.
A: I see. Are you in the summer program?
B: Pardon me?
A: A... are you taking summer classes or uh, are you a regular student?
B: Oh, yes, I'm here for six weeks. Uh, you're studying here too?
A: Yes. How do you like it?
B: I like it, I think. It's a nice campus.
A: Yes, it's beautiful. Do you live near the school?
B: Yes. I live in a small apartment near the school.
A: Oh, that's good.
B: How about you? Do you live near the school?
A: Yeah. I live on-campus. In a dormitory.
B: Sounds interesting.
A: Yeah, we share rooms. I have two roommates, one from Taiwan and the other from Spain.

Spotlight on Memory

Track 4

- A:** What's your name?
B: It's Kjell.
A: Kjell? How do you spell that?
B: K-J-E-L-L.

Unit 1 How do you spell that?

Main Listening

Track 6

- A:** Good Morning... okay, good morning. Uh, can everyone sit down, okay? My name is Sue Robbins. Does everyone have their books? The textbook, do you have your textbook? Okay, yes most of you, some no? Okay, anyway this is...
B: Um, excuse me, um Ms. Robbins?
A: Uh, yes.
B: Um, how do you spell your name?
A: My name?
B: Yes, Robbins. How do you spell Robbins?
A: Sure. Yeah, it's, uh, R-O-B-B-I-N-S.
B: R-O-B-B-I-N-S. Thanks.
A: Okay, now, anyway. This is Advanced English Grammar.
B: I beg your pardon?
A: This is Advanced English Grammar.
B: This is Advanced Grammar?
A: Yes, so this is not an easy class. There will be lots of homework and lots of extra study.
B: Um, I'm sorry, Ms. Robbins, um, could you speak more slowly?
A: Yes. This is not an easy class, there will be lots of homework and lots of extra study. Okay, can you all take out your books?
B: Um, excuse me.
A: Yes?
B: Um, what room is this?
A: This is LC-321.
B: LC-321?... um, ma'am, Ms. Robbins?
A: Yes?
B: Is this room umm, S-321?
A: S-321? No, it's LC-321. S-321 is next door, the Saunders building. It's beside this building.
B: Um, Saunders?
A: Yes.
B: Um, how do you spell that?
A: S-A-U-N-D-E-R-S.
B: Thanks, um, I'm sorry ma'am, this is ummm, my wrong class, I'm in S-321 with Ms. Reynolds, um, the language lab.
A: Uh, right, the language labs are in the next building.
B: Um, sorry...

Spotlight on Memory

Track 9

- A:** What room is this?
B: Pardon me?
A: What room is this?
B: It's L32.

Unit 2 I usually get up at six

Main Listening

Track 11

- A:** So, what's it like living here?
B: Life in the big city.
A: Life's good?
B: It's okay, you know, getting to work and getting around is sometimes busy, so, you either go into work really early or you go into work late. Going to work at seven or eight is just crazy.
A: So, what do you usually do?
B: Well, I go into work early, so I get up at five thirty—it's usually still dark outside, you know—make coffee, read the paper, I have a shower at quarter past six, then, I don't know, I get dressed, I get in my car...
A: Quarter past six?
B: Yeah, then I drive to work, it takes about 50 minutes or so. I get to the office, grab another coffee and start work usually around twenty past seven.
A: Oh, that's a tough schedule.
B: Yeah, well, I finish early.
A: Well, that's good...
B: Yeah, I finish at four, so I get home early.
A: Still...
B: Yeah, well, life in the big city.

Spotlight on Memory

Track 14

- A:** I go to work at eight in the morning.
B: At eight in the morning.
A: Yes, and I get home at six.
B: You get home at six.

Unit 3 What do you call it?

Main Listening

Track 16

Conversation 1

- A:** Can I help you?
B: Well, yeah... uh, I'm looking for, you know, oh, what do you call it, for opening a bottle of wine.
A: A corkscrew?
B: A corkscrew. Yeah, that's it. A corkscrew.
A: Here's one.
B: Yeah, that's it. Thanks.
A: You're welcome.

Conversation 2

- A:** Excuse me, I'm looking for one of those uh...
B: Yes sir, can I help you?
A: Yeah, I'm looking for ah, one of those, um, things..., what do you call them? You know, they, they're like a pair of big forks. Um (Yeah), you use them for picking stuff up when you're cooking, you know, like spaghetti (Oh) or salad or...
B: Oh, you mean tongs, sir?
A: Tongs? Yeah, I guess.
B: Like a handle with two forks at the end?
A: Yeah, I guess so. Um, can you show me one?
B: Uh, yes certainly, right this way.

Conversation 3

- A:** Can I help you, ma'am?
B: Uh, yes. Hi, uh, I'm looking for um, oh what do you call it, it's um... it's like a big spoon, you know, um, it's used for um, spooning ice cream.
A: An ice cream scoop, ma'am?
B: A scoop.
A: Yes, ma'am. Let's see, uh scoops are right over here.
B: Oh, thank you.

Spotlight on Memory

Track 19

- A:** What do you call those things?
B: What?
A: Those things um, they go in staplers.
B: Staples.

Unit 4 That's my cousin

Main Listening

Track 21

- A:** Could you give me a hand tomorrow?
B: Ah, sorry, my uncle and aunt are coming over.
A: Oh, fun.
B: No no, my cousins are coming too, they're really good.
A: Your cousins?
B: Yeah.
A: How many cousins do you have?
B: Uh, how many? Uh... I don't know, uh, lots but, uh, tomorrow two are coming over.
A: Two? Your age?
B: Yeah, you met them last year.
A: Last year? I don't remember...
B: Jenny and Jack? Jack's older, Jenny's younger.
A: What, 21 and 19?
B: Yeah basically, 22 and 18.
A: Oh yeah. What do they do?
B: Well, Jack's studying Engineering at university. He's in his third year. He's a nice guy. He's really studios,

serious and hard-working. And Jenny's his sister, she's in her first year.

A: So, she's at university too?

B: Yeah.

A: What's she studying?

B: I'm not sure, actually. But she's really funny. She always gets everyone laughing. They're both really fun people.

A: Oh yeah? Do they live near here?

B: Well my uncle and aunt don't. They live in Chicago. But both my cousins live near here.

A: Sounds good. So, what are you going to do tomorrow then?

B: Well...

Spotlight on Memory

A: What does your cousin do?

B: She's a university student.

A: What year is she in?

B: She's a first year student.

Track 24

Unit 5 It's next to the window

Main Listening

A: Can I help?

B: Sure, I'll wash, you dry.

A: Sure... Where do the plates go?

B: Ah, in the middle cupboard.

A: Pardon me?

B: In the middle cupboard.

A: On the lower shelf?

B: Yeah, beside the bowls.

A: How about the tea cups?

B: Uh, those go on the middle shelf.

A: Ah right, I see, between the coffee mugs and the small plates.

B: Ah, yup, that's right.

A: And the knives and forks, they go in this drawer?

B: N... no, not that drawer, the top drawer, forks on the left, knives in the middle (okay) and spoons on the right.

A: Ah, okay. How about the pots and pans?

B: Ah, they go in the lower cupboard, beside the colander.

A: I beg your pardon?

B: Ah, the colander.

A: Colander. What's a colander?

B: Oh, it's ah, used for draining water.

A: Draining? Wh... Sorry, what does draining mean?

B: Oh sorry, ah drain... Well, um, to drain water (mm-hmm) is to throw away water, for example, um, you drain a bathtub when you finish (okay), you throw

the water away (uh-huh). Or like, you drain the sink after you finish doing the dishes, you throw away the water, you drain it.

A: Uh... so a colander...

B: So like, when you make spaghetti, you boil water and you put the spaghetti in the water, right?

A: Yeah.

B: And then when the spaghetti is ready, you put the water and spaghetti in a colander and it drains, you know, throws away the water...

A: Ah, this yellow thing.

B: Yeah, that's it!

Spotlight on Memory

A: The knives and forks go in the drawer.

B: I beg your pardon?

A: The knives and forks go in the drawer.

B: In the drawer. Okay.

Unit 6 How much was it?

Main Listening

A: Hey, you've got a new computer.

B: Yeah, I love it. I use it all the time.

A: Can I have a look?

B: Sure, they're really great, you know, it's lightweight, it's got email, word processing, a spreadsheet program, internet browsing, tons of apps and games, a huge collection of classic ebooks.

A: How much was it?

B: Well, I got it in London.

A: London? Oh yeah? In the UK?

B: Yeah, it was 299 pounds.

A: 299 pounds, so what's that?

B: That's about 500 dollars.

A: Really? On the net you can buy these for 400 dollars! Maybe even less.

B: 400 dollars? N... no, that's a different model.

A: No, it's not, it's a Cosmo Mini, right?

B: Uh, yeah.

A: Yeah, you can get those for 400 dollars. My friend bought one last month in Japan, 31,000 yen.

B: 31,000! That's a lot of...

A: Nah, it's about 350 dollars.

B: 350 dollars! What? No way, no way, 350 dollars? Not a chance.

A: Well, that's what he said.

B: No way.

A: Well.

B: Anyway I, I wanted to get it right away, you know what I mean?

A: Yeah, I know what you mean... Um, you can order them on the net and they'll deliver it the next day.

B: Oh, really. Uh, well, I got this case for free.

Track 29

Track 31

- A:** Oh, that's nice. Real leather?
B: Yeah, it's perfect, slips into my briefcase...
A: Ha ha, I saw these for 19 dollars on the net.
B: Oh. Real leather?
A: Yeah, in black or brown.
B: Oh.
A: Anyway great little computer.
B: Uh, yeah, thanks...

Spotlight on Memory

Track 34

- A:** This is 25 pounds.
B: 25 pounds? How much is that?
A: Let me see... It's about 45 or 50 dollars.
B: I see.

Unit 7 Are you gonna go to France?

Main Listening

Track 36

- A:** Hi, Sue.
B: Melissa. Cynthia. Hi.
C: Hi, Sue.
B: Ah, what are you two doing?
A: Not much. You?
B: Oh, nothing special.
A: So Susan, when you gonna go to France?
C: Are you gonna go to France?!
B: Yeah. In two weeks.
A: You didn't know?
C: What are you gonna do there?
B: Study.
C: Are you going with the school?
B: No, I'm going alone.
C: Oh, I wanna go somewhere this summer! What are you gonna study?
B: French.
C: That sounds great.
A: Yeah, I wanna go too! But I gotta stay here and work.
C: Where are you gonna go?
B: Well, I'm not sure... It's a small language school.
C: No, I mean where, like Paris or, you know, Lyon, Marseilles.
B: Oh no, it's a small place. Do you know Rouen?
C: Rouen? No.
B: Well, it's about an hour north of Paris.
C: An hour north of Paris. How many miles is that?
B: Oh, I don't know, I think it's like 75 miles or something like that.
C: Sounds great.
A: Yeah, she's gonna go to France and we're staying here, working.
B: Yeah, well before I go, I'm working too. I gotta save some money, you know.

Spotlight on Memory

Track 39

- A:** Are you gonna go somewhere this vacation?
B: No, but I wanna go somewhere.
A: Yeah, me too.
B: But I gotta stay here and work.

Unit 8 How was the concert?

Main Listening

Track 42

Conversation 1

- A:** Hey Jim. How are you doing?
B: Craig! How are you doing?
A: Not bad. You?
B: Pretty good.
A: So, how was your weekend?
B: (It) was good, really good. I had tickets to that jazz festival.
A: You went to the concert?
B: Yeah. It was great.
A: Right, right. So...
B: It was great, you know, they did three sets!
A: Three sets? So who did you go with?
B: Well, there was me and Arlene and Dana and Pete (Dana and Pete), the four of us.

Conversation 2

- A:** Hi Jim. What are you doing?
B: Oh. Hi Dad.
A: So, how was the weekend?
B: The weekend?
A: Yeah, Friday night. You were pretty late Friday...
B: Not really.
A: So, what did you do?
B: Mm, nothing special.
A: Oh?
B: Yeah, nothing much.
A: I thought, uh... you went to a concert?
B: Uh, yeah.
A: And?
B: Huh?
A: How was it?
B: How was what?
A: How was the concert?
B: Ah, I don't know. It was okay.
A: It was okay?
B: Yeah, nothing special.
A: Uh, right.
B: Yeah, so...
A: Who did you go with?
B: Friends.
A: Friends? Right... So, what uh, Arlene? Pete?
B: Uh, listen Dad. Umm I'm trying to study here...
A: Oh, oh right. S... Sorry...

Conversation 3

- A:** Arlene!
B: Hey Tina! How was the weekend?
A: The weekend? Nothing great.
B: What do you mean?
A: Oh nothing really... you know, just the usual, nothing special (mm-hmm), spent the whole weekend basically working, cleaning, doing laundry (mm-hmm), doing dishes and studying.
B: Right. One of those weekends, huh?
A: So, how was your weekend?
B: Oh, you know, nothing much really.
A: But what about that concert?
B: Uh, yeah.
A: You had tickets to the, that jazz thing...
B: Uh, yeah.
A: So?
B: Um, yeah. It was pretty good I guess...
A: Oh, come on. You love concerts.
B: Yeah, okay, you're right. It was great. They had three sets. It was really good. And then after that Jim and Pete and Dana and me, we all went out to that new pizza place, the one on Fifth Street...

Spotlight on Memory

Track 45

- A:** How was your day off?
B: Pretty good.
A: What did you do?
B: Not much, just relaxed and read a book.

Unit 9 I'm looking for the museum

Main Listening

Track 47

- A:** Do you really know where it is?
B: Yeah, I think so.
A: Maybe you should just ask someone.
B: Ah, yeah, okay... Pardon me. Uh...
D: Yes?
B: Uh, I'm looking for the Center Art Gallery. Could you tell me...
D: Uh, sorry, I...
B: Oh, I'm sorry.
D: Yeah, I don't live around here.
B: Uh, sorry...
D: No, no... no, that's okay.
C: I can help you.
B: Oh..., thanks.
C: Lived here all my life.
B: Uh, well, I'm looking for the Center Art Gallery.
C: The Center Art Gallery? (mm-hum) Oh, right. The Center Art Gallery (right). Are you walking?

B: Yes.

- C:** Okay, well it's a bit far, you know (oh). It's a good walk, but it's not too far. It's maybe about 15 or 20 minutes (oh, it's okay). You can walk or you can take a bus, or even a taxi...
B: No, no, no, it's a nice sunny day, so we'll just walk.
C: Okay. Well, you go down the road.
B: Okay, down the road.
C: Yeah, and you go down the road (mm-hmm) until you get to um, uh (uh-huh),... Ah, the road ends at the lights there (okay), so turn right at the lights.
B: Turn right at the lights.
C: Yeah, that's the er, one, two, three... uh, that's the fourth set of lights (mm-hmm), maybe.
B: The fourth set of lights.
C: Yeah, maybe, uhh, the road ends... what do you call it... the road ends in a T... uh, a T intersection.
B: Okay, so I turn right at the T.
C: Yeah, and then you go down that road (uh-huh). And there's a gas station on your right.
B: A gas station on the right, okay.
C: Just go past that.
B: Go past the gas station, uh-huh.
C: And keep going (uh-huh). And then on your left there's a small grocery store (mm-hmm). And there's a bank across from it (uh-huh, bank, okay). Anyway turn left there, just past the grocery store.
B: Okay.
C: And, it's a small street. I can't remember the name, anyway go down that road and the art gallery is on your right.
B: Uh-huh, on the right.
C: Yup, and there's a sign out front, (ah) *Center Art Gallery*.
B: Okay, er..., down this road (mm-hmm), right at the fourth set of lights (yeah), then left at the grocery store.
C: That's right.
B: Thanks.
A: Did you get all that?
B: Yeah. I think so.

Spotlight on Memory

Track 49

- A:** Excuse me, I'm looking for the post office.
B: The post office? Walk up this street and turn left at the lights.
A: Up this street and turn left at the lights.
B: That's right.

Unit 10 It's east of Seattle

Main Listening

Track 51

- A:** Bob, you're from Washington, right?
B: Yeah. Well, I was born in Idaho but I lived in Washington.
A: You lived there?
B: Yeah, I went to school there.
A: In Seattle?
B: No, not really, Everett. But it's near Seattle.
A: I see. It's near Seattle?
B: Yeah, just north of Seattle.
A: Uh-huh.
B: Yeah, why?
A: Well, my wife's sister is going to Seattle, and she really doesn't know that much about Seattle and I don't know that much about Seattle.
B: I see.
A: So, what's in Seattle?
B: Seattle? Lots of things. Boeing, Microsoft, Starbucks...
A: Microsoft's a Seattle company?
B: Well, they're in Redmond. Redmond's a suburb of Seattle. It's east of Seattle.
A: Oh, east of Seattle.
B: Yeah, let's see, what else? Um, does your sister like...
A: My wife's sister.
B: Oh right, sorry. Does she like seafood?
A: Yeah I think so.
B: Well, Seattle's famous for seafood, salmon, crab...
A: Really? Seattle's on the coast.
B: Mm-hmm.
A: And what's the weather like? I mean, what sort of clothes should she bring?
B: Oh, well, it's nice in the summer, not too hot, not too cold. In the winter it rains a lot.
A: She's going in the summer.
B: Well, in the summer it's usually quite sunny and nice, clear blue skies, but not too hot. It's beside the ocean so it's often a little cool, and at night it cools down.
A: Is that right? So she should bring a warm jacket?
B: No, a sweater is fine, or a fleece jacket.
A: Oh, okay, oh also she said she wants to go to a baseball game. Is there, uh, a stadium near the city center?
B: Yeah, it's near the center. It's in the south part of Seattle.
A: In the south part of town, near the center...
B: That's right. It's right there.

Spotlight on Memory

- A:** The airport's north of the city.
B: It's north of the city?
A: Yeah, it's an hour north of downtown.
B: An hour north of town.

Unit 11 So, how was your trip?

Main Listening

Track 56

- A:** So, how was your trip to California?
B: Terrible!
A: Terrible? Really?
B: Well, the first day of the trip...
A: The first day?
B: Yeah, it was a nightmare. The flight to San Francisco was good, you know, nice and smooth but after that...
A: Yeah?
B: We got to San Francisco, you know, it was a good flight, and then I went to rent a car.
A: Right.
B: And I had reservations, you know, I made them on the net.
A: So you had already reserved a car on the internet, uh, before you got there.
B: Yeah. I had already made reservations and when I got to the rental place, it was so crowded.
A: Really?
B: It was unbelievable. I waited for almost two hours to get a car.
A: No way!
B: Yeah.
A: That's awful.
B: Anyway I got a car, a nice little sports car, and I left the airport but...
A: But what?
B: I couldn't find a hotel room.
A: What? All the hotels were full?
B: Yeah. We couldn't find a room.
A: You're kidding.
B: No. So I drove around, you know, looking for a place, but everywhere we went, no vacancy, no vacancy, no vacancy.
A: Really? All no vacancy? No rooms anywhere?
B: No! So finally I found a hotel room.
A: So, you got a room?
B: Yeah, but it was far from downtown.
A: What do you mean? In the suburbs or something like that?
B: Yeah, just out of town.
A: Uh-huh.
B: Well, we were hungry, right? So we go to this seafood steak house across the road...

- A:** Uh-huh.
B: We sit down, order dinner...
A: Uh-huh.
B: Suddenly all the power goes out.
A: What?
B: Yeah, all the lights in the restaurant went out.
A: A blackout?
B: A blackout.
A: You're kidding.
B: No. And because there was no power, you know, all the lights in the kitchen were out...
A: Uh-huh.
B: No dinner.
A: No dinner?
B: No dinner.
A: No way!

Spotlight on Memory

Track 59

- A:** So, we went to the center of town.
B: Uh-huh.
A: And we looked and we looked but there was no place to park.
B: No way.

Unit 12 What's the population?

Main Listening

Track 61

- A:** We were studying southeast Asia last week.
B: Yes, Malaysia and Thailand.
C: Yeah, that's right.
A: Okay. Can you take out your notebooks? Can you tell me... what's the population of Malaysia?
B: The population of Malaysia... I don't have it.
A: No?
C: No, me neither.
A: Oh. Well, maybe we didn't go over that. Anyway, write this down. The population of Malaysia is 29,180,000 and the population of Thailand is 67,100,000. Now let's look at size.
B: Excuse me, Ms. Kane?
C: Can you speak more slowly, please?
A: Oh, sorry. The population of Malaysia is 29,180,000 and the population...
C: Uh, twenty million?
A: Twenty nine million, one hundred and eighty thousand.
C: Oh, twenty nine million, one hundred and eighty thousand.
A: Yeah. And the population of Thailand is 67,100,000. Now then, let's look at the area or size. Which is bigger?
B: Sorry, 67 million...

- A:** 67,100,000.
B: Sorry, 67 million one hundred thousand?
A: Yes, so, which do you think is bigger? Thailand... Malaysia?
B: Thailand?
C: Yeah, Thailand.
A: Okay, Thailand is 513,115 square kilometers and Malaysia is 329,749 square kilometers.
B: Sorry, I didn't get that.
A: Sure, sorry. Thailand is 513,115 square kilometers and Malaysia is 329,749 square kilometers. So Thailand is bigger. Now then, how about the weather? How hot are Thailand and Malaysia?
B: Um, in Thailand, oh, I mean Bangkok, the capital city, the average temperature is 26 degrees in January and 29 degrees in July, so the weather doesn't change so much. It's in the tropics, you see.
C: But so is Malaysia.
A: Yeah, that's right, and the temperature there is...

Spotlight on Memory

Track 64

- A:** What's the population of San Francisco?
B: I think about 750,000.
A: Seven hundred and...
B: Fifty thousand. Seven hundred and fifty thousand.

Unit 13 What does your brother do?

Main Listening

Track 66

Conversation 1

- A:** So what's your sister doing this vacation?
B: Oh, she's got a job working for the post office.
A: She a mail carrier?
B: Yeah, she's in the post office, she's, um... oh, what do you call it, eh... a mail sorter?
A: She sorts the mail?
B: Yeah. Um, what's the word?
A: Mm... A postal clerk?
B: Yeah, part-time, um, she's a part-time postal clerk.

Conversation 2

- A:** So, your brother going with you this summer?
B: No, no. He's working.
A: What does he do?
B: Same as last year.
A: What did he do last year?
B: He's uh... oh what do you call it... he's on a road construction crew...
A: What, doing road construction?
B: No, no. He's on the crew but he directs traffic. You know, tells cars to stop or go slow... that kind of thing.
A: A flagman.

B: Yeah, I guess. But he works at night, no flags, just those flashlight things.

Conversation 3

A: I hear your boy's got a part-time job.

B: Yeah, finally. Now he can stop asking me for money all the time.

A: What does he do?

B: Oh, some burger place.

A: A cook?

B: A cook? I don't know. He fries hamburger patties, pre-made patties, and puts them on a bun. Is that cooking?

A: I don't know... what's the word? A grill cook?

B: A grill cook?

A: Yeah.

Spotlight on Memory

Track 69

A: What (does) your brother do?

B: Oh, he's working in a restaurant.

A: Is he a cook?

B: No, he's um... what do you call it... a bartender.

Unit 14 When I was in school...

Main Listening

Track 71

A: Dad?

B: Yeah, sweetie?

A: Can you help me with my homework?

B: Sure, bring it over. I can help you.

A: Umm we're studying natural disasters.

B: Natural disasters? Like earthquakes, tsunamis, volcanoes, that sort of thing?

A: Uh, yeah.

B: Uh huh.

A: I need to write a report on earthquakes.

B: Ah, I used to love writing reports.

A: You're joking, right?

B: Yeah. Okay, well... you used to have a book on earthquakes and that kind of thing somewhere...

A: Yeah, I used to, but I lost it.

B: Really? Okay, um, well, what do you mean earthquakes, like one earthquake, or do you have to write a report on earthquakes in general or uh...

A: What do you mean?

B: Well, do you have to write a report on the science of earthquakes, or just one earthquake, or recent earthquakes, or earthquakes in Asia or what?

A: Um, I'm not sure.

B: Oh. Did you get a hand-out?

A: A hand-out?

B: You know with information about your report. When I was in school the teachers used to give us

handouts with all the information about the...

A: Oh, right. Yeah, um... no we didn't. Oh, uh, oh wait. Yes, yes, we did.

B: Uh-huh, okay. Where is it?

A: Oh, it's at school.

B: Uh-huh, okay, uh, when's it due?

A: When do we have to hand it in?

B: Yeah.

A: Oh, uh two weeks.

B: Two weeks?

A: Yeah, on the 5th.

B: Okay, well maybe you should ask your teacher some more questions before we start this.

A: Oh, okay.

Spotlight on Memory

Track 74

A: I used to love P.E. in elementary school.

B: You used to like sports when you were young?

A: Yeah, I liked all sports in elementary school.

B: I used to like art when I was in elementary school.

Unit 15 When do classes start?

Main Listening

Track 76

A: Good afternoon. North Park Community College.

B: Hello. This is the college, right?

A: Yes, it is. Can I help you?

B: Well, yes. I want to take a course in accounting.

A: Accounting? Okay.

B: You have courses in accounting?

A: Yes, we do. We have a few courses, uh, *Introduction to Accounting*, *Principles of Accounting* and, uh, an exam preparation course.

B: I see. Um, I've never really studied accounting so...

A: Introduction to Accounting?

B: Yeah, probably.

A: It's a sixty-hour course. Uh, twice a week for 15 weeks.

B: Sorry, did you say twice a week?

A: Yes, on Tuesdays and Thursdays.

B: Only on Tuesdays and Thursdays?

A: Yes that's right. Tuesdays and Thursday evenings.

B: And how long are the classes?

A: They're two hours long.

B: Two hours. I see... uh, so what time does the class start?

A: Seven p.m., sir.

B: So it finishes at nine.

A: Well, ten past nine, there's a ten minute break...

B: Uh, and how much is the course?

A: The course is \$350 for the 15 weeks.

B: \$350. Okay, that's not too bad. When do the classes start?

A: Let me see here a minute... Ah, they start on the 25th.

B: Okay. Thanks very much.

A: You're welcome.

B: Oh, uh, one more thing.

A: Yes?

B: When do I need to register?

A: Any time before the 15th.

B: Of this month?

A: Yes, that's right.

B: Okay. Thanks very much.

A: You're very welcome.

B: Oh, um, sorry one more thing, how far is the school from the city center?

A: How far? About twenty minutes by bus.

B: Thanks. That's all.

A: Thanks for calling. Bye-bye.

Spotlight on Memory

Track 77

A: The class starts at six thirty and finishes at nine.

B: Sorry, did you say it starts at six thirty?

A: Yes.

B: And finishes at nine?

A: Yes.

Spotlight on Vocabulary

Write any *new* words into the template below.

major ☒ noun ☐ adverb ☐ verb ☐ ☐ adjective	example sentence What's your major? / My major is Science and Technology. meaning the main subject you study
Can I have your name? ☐ noun ☐ adverb ☐ verb ☒ expression ☐ adjective	example sentence Can I have your name? meaning polite way to say "What's your name?"
☐ noun ☐ adverb ☐ verb ☐ ☐ adjective	example sentence meaning
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