

COMMUNICATION SPOT LIGHT

Starter

Speaking Strategies & Listening Skills

Alastair Graham-Marr



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Series Concept: Alastair Graham-Marr

Series Editor: Chris Cleary

Writers:

Alastair Graham-Marr
David Moran
Brett Reynolds
Suzanne McNeese

Curriculum Advisors:

Luke Fryer
Jeff Anderson

Editing and Proofing:

Chris Cleary
Hugh Graham-Marr
Junko Saito
Azusa Sato

Layout and Cover Design:

Wataru Yamazaki

Illustrations:

Glen Giron, Carmelo Casas and Leo Cultura of
Raketshop Design Studio, Philippines

Photographs:

Todd Rucynski
istock.com

Sound Recording and Mixing:

Akihi Saito of SC Alliance, Tokyo, Japan

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Inside Spotlight

A common problem...

Has this ever happened to you? You listen to something in English but you don't understand. You can only 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.

Unit 0

How do you spell that?

01 Warming-Up

The first activity in each unit is a warm-up. These are quiet activities. These activities help you think in English. In Unit 0 we look at the textbook.

Work with a partner. Look at the **Contents** on page 4 and 5. Look at the different pages of the textbook. Look for a unit (or units) where you can...

1. talk about future plans
2. talk about things in a room
3. learn about weak vowels
4. learn about sentence stress
5. talk about things you like
6. learn about how sounds link together

Next, work with a partner. Answer the following questions:

7. How many pages are in the book?
8. How many units are in the book?
9. What is the first activity in each unit?
10. What is the last activity in each unit?

02 Warming-Up

The second warm-up is usually a short, simple speaking exercise.

Work with a partner. Look at the conversation below. Put a piece of paper over the conversation. Practice the conversation.

- A: Hi.
 B: Hi. What's your name?
 A: My name is Colin.
 B: How do you spell that?
 A: C-O-L-I-N.
 B: C-O-L-I-N?
 A: Yes.



When you finish, do the conversation with your own names. Switch parts. Next, do the conversation with three other people.

03 Getting the Basic Idea



In this activity, you listen to the CD and answer a simple question.

Listen to the conversation. Circle the correct answers.

1. How many people are talking? 1 2 3 4
2. Where are they talking? a library a movie theater a classroom

Check your answers with a partner.

04 Getting Details



In this activity, you listen to the CD again. These questions ask about details.

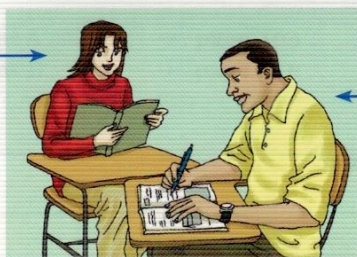
Listen again. Write down the names of the people in the conversation.

1.
2. Darnell
3. Rogers

05 Practicing

In each unit, there are speaking activities after the listening activities. The speaking activities in the Practicing section are dictation activities. This activity is called **pairwork dictation**. In this activity you read to your partner. Your partner will listen and write down what you say. Practice speaking slowly and clearly.

Student A: Look at your sentences. Read them to your partner.



Student B: Listen to your partner. Write down what they say.

For example:

- | | |
|----------------------------|--|
| 1. I live in a big city. ← | Read this to your partner. |
| 2. | Listen. Write down what your partner says. |
| 3. I like my city. ← | Read this to your partner. |
| 4. | Listen. Write down what your partner says. |

Work with a partner. Listen to your partner and write down what they say.

Student A ➤ page 102
Student B ➤ page 120

06 Spotlight on Listening

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

Words like *is, are, am* and *have* are often contracted.

NOTICE

What is your name?

What's your name?

Hear It!

Listen to the sentences below. Circle the sentence you hear.



- | | | | | |
|----|---|-------------------------|---|------------------------|
| 1. | a | That is a nice name. | b | That's a nice name. |
| 2. | a | Who's next? | b | Who is next? |
| 3. | a | That's my first name. | b | That is my first name. |
| 4. | a | What is your last name? | b | What's your last name? |

Check your answers with a partner.

Use It!

Listen and complete the sentences below.



- an interesting name.
- my first name.
- I understand.
- My Steve Tanaka.

Check your answers with a partner.

07 Spotlight on Memory

This activity helps stretch your short-term memory. This helps you improve your listening.



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

08 Spotlight on Speaking

This activity looks at speaking skills and speaking strategies.

Part 1: Read the following.

If you don't know something, use classroom English.



Part 2: Look at the Classroom Problems on the left. Match them to the 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?

Part 3: Work with a partner. Ask and answer questions about spelling.

Student A ➔ page 103

Student B ➔ page 118

09 Trying What You've Learned

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

Do you know your classmates' names?

Look at the example. Ask your classmates their names and write them down.

For example: A: What's your name?
B: My name is Kazuhiro.
A: How do you spell that?
B: K-A-Z-U-H-I-R-O.

Your Classmates' Names

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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. Do you like English?				
2. Do you live near the school?				
3. Do you like to read books?				
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

- ☐ ☐ spell
☐ ☐ first name
☐ ☐ practice
☐ ☐ conversation
☐ ☐ last name

Yes / No

- ☐ ☐ vocabulary
☐ ☐ activity
☐ ☐ spotlight
☐ ☐ table
☐ ☐ complete

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. What are the names of the three people?

Person 1 John

Person 2 _____

Person 3 Ramsey

2. What questions do you hear?

◆ Come on. Who can _____?

◆ What's _____?

◆ How _____?

◆ _____?

Getting Details

Listen again. Check (✓) the questions the people ask.

- ☐ Can you help me?
☐ Can you open the window?
☐ Can you look in the kitchen?
☐ Can you open the door?
☐ Can you find my phone?
☐ Can you call it?

Check your answers with a partner.

Unit 1

Can you open the window?

01 Warming-Up

Look at the pictures below. Match them to the sentences in the box. The first one is done for you.

1: b...



2:



3:



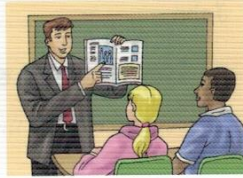
4:



5:



6:



7:



- a. Can you open your books please?
- b. Can you take out your dictionary?
- c. Can you lend me a pencil?
- d. Can you help me with this?

- e. Can you look at this picture?
- f. Can you write your names on the test?
- g. Can you put your jacket on the table?

Compare your answer with a partner. Check the answer with your teacher.

02 Warming-Up

Work with a partner. Look at the problems below. Think of a question/request for each problem.

- | | |
|---|--------------------------------|
| 1. You want help. | • Can you tell me the answers? |
| 2. You need a pencil. | • Can I borrow an eraser? |
| 3. You want to see the answers. | • Excuse me, can you help me? |
| 4. You need an eraser. | • Can you say that again? |
| 5. You want someone to say something again. | • Can I borrow a pencil? |

Think of two more classroom questions or requests. Write them down in the space below.

6.

7.

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of each conversation beside each picture.

Part 3: Compare your answer with a partner.



04 Getting Details

Listen again. Check (✓) the questions the people ask.

- | | |
|---|---|
| ☐ Can you help me? | ☐ Can you open the door? |
| ☐ Can you open the window? | ☐ Can you find my phone? |
| ☐ Can you look in the kitchen? | ☐ Can you call it? |

Check your answers with a partner.



05 Practicing

Work with a partner.

Student A page 105
Student B page 128

06 Spotlight on Listening

Words often link together.

NOTICE

This room is hot. >>> This room is hot.

NOTE: There are two kinds of sounds, vowels and consonants. They are made by these letters.
Look below:

Vowels (V): a, e, i, o, u, (y)

Consonants (C): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, (y), z
y can be a vowel like in 'my' or a consonant like in 'yellow'

When a word ends with a consonant sound and the next word begins with a vowel sound, the consonant sound *jumps over* to the next word. They link together.

NOTICE

This room is hot. >>> This room is hot.
c v cv

Hear It!

Listen to the sentences below. Circle where you hear words link.



1. Yes, it is.
2. This is stupid.
3. I don't understand it.
4. Can you call it?

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

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



1. eraser.
2. an question.
3. English?
4. Can you please?

Check 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.

When you want to get someone's attention, say *Excuse me*.



Part 2: Listen to the conversations again. Write an expression into the empty space.

Conversation 1

B: Yes, it is. Murat. Can you open the window?

C: Pardon me?

B: Can you open the window?

C: Oh, sure.

Conversation 3

A:, uhh, Pete?

B: Yes?

A: I can't find my cell phone.

Part 3: Look at the words in the box. Choose words from the box to complete the conversation below. Practice the conversation.

◆ you ◆ slowly ◆ excuse ◆ spell

A: me?

B: Yes?

A: How do you your name?

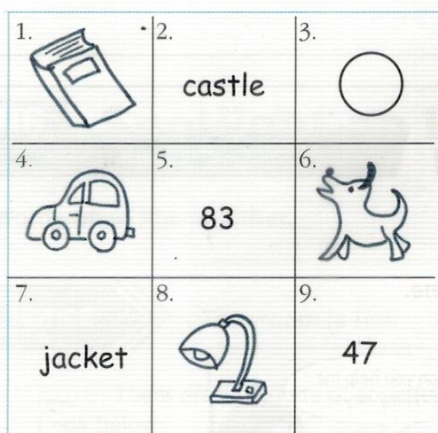
B: G-R-E-E-N-E.

A: Sorry. Could speak more?

B: Sure. It's G-R-E-E-N-E.

09 Trying What You've Learned

Look at the picture square below. Match the instructions in the box to each picture square.



Instructions

-7..... a. Can you write the word *jacket*?
- b. Can you write the number *forty-seven*?
- c. Can you draw a *lamp*?
- d. Can you draw a *circle*?
- e. Can you write the number *eighty-three*?
- f. Can you draw a *book*?
- g. Can you write the word *castle*?
- h. Can you draw a *car*?
- i. Can you draw a *dog*?

Compare your answers with a partner. When you finish:

Work with a partner.

Student A page 104

Student B page 121

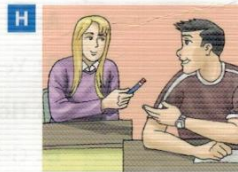
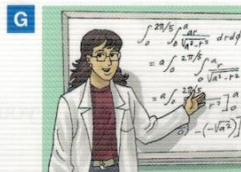
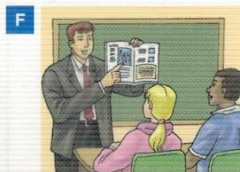
10 Using What You've Learned

Part 1: Work with a partner. Look at the conversations below. What pictures are they from? Write the correct letter for each conversation.

☐ A: Excuse me.
B: Yes?
A: Can I borrow your pencil?
B: Sure. Here you are.

☐ A: Can you put your jacket on the table?
B: On the table?
A: Yes please.

☐ A: Excuse me. I don't understand this.
B: Pardon?
A: I don't understand this. Can you help me?



Part 2: Work with a partner. Look at the pictures above. Choose three pictures. Make up a small conversation for each picture.

Picture

A:

B:

A:

B:

Picture

A:

B:

A:

B:

Picture

A:

B:

A:

B:

When you finish, say your conversations to another pair. They will then guess the correct picture.

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ find
- ☐ ☐ put away
- ☐ ☐ take out
- ☐ ☐ draw
- ☐ ☐ link

Yes / No

- ☐ ☐ borrow
- ☐ ☐ compare
- ☐ ☐ attention
- ☐ ☐ vowel
- ☐ ☐ consonant

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.



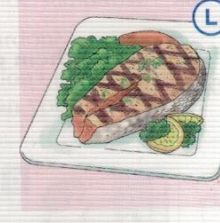
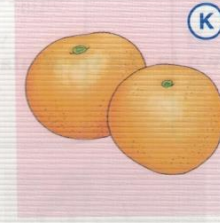
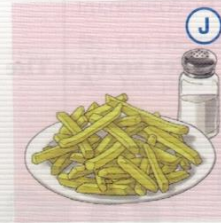
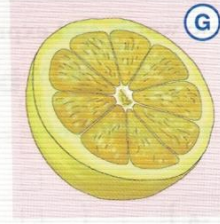
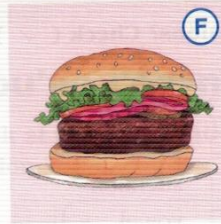
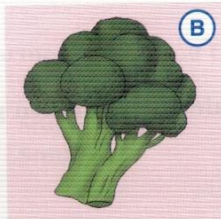
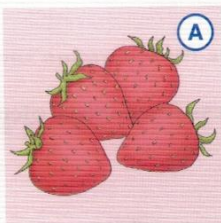
1. How many people are talking?
2. Who is talking?
3. What questions (requests) do you hear? Write the questions below:
 - Excuse me. Can you
 - Can you
 - Can you
 - Can you

Unit 2

I like tea

01 Warming-Up

Look at the pictures. Put these things into the groups below.



☐ Fruit

.....

.....

.....

.....

.....

.....

☐ Vegetables

.....

.....

.....

.....

.....

.....

☐ Meat

.....

.....

.....

.....

.....

.....

☐ Drinks

.....

.....

.....

.....

.....

.....

Work with a partner. Write down three more words in each group.

Look at your list of words. Which of these do you like? Check (✓) the things you like.

02 Warming-Up

Ask your classmates questions. Write down their answers.

Questions

1. What fruits do you like?
2. What vegetables do you like?
3. What drinks do you like?
4. What desserts do you like?
5. What's your favorite food?

Partner 1

Partner 2

03 Getting the Basic Idea

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

☐



☐



☐



Part 2: Listen to the conversation. Check (✓) the correct picture.

Part 3: Check your answer with a partner.



04 Getting Details

Listen again. Draw a line from the sentences on the left to the reasons on the right.

- I like lemon lime •
- I don't like sweet drinks •
- I like water •

- too much sugar
- natural
- good
- cheap and easy to buy

Check your answer with a partner.



05 Practicing

Work with a partner.

Student A page 102
Student B page 123

06 Spotlight on Listening

People *stress* important words.

NOTICE

What do you want?

What do you want?

Hear It!

Listen to the sentences below. Circle the stress patterns you hear.



- | | |
|---|--|
| 1. a Do you want something? | b Do you want something? |
| 2. a Lemons are natural, limes are natural. | b Lemons are natural, limes are natural. |
| 3. a Do you like lemon-lime? | b Do you like lemon-lime? |
| 4. a What kind of drinks do you like? | b What kind of drinks do you like? |

Check your answers with a partner.

Use It!

Listen and complete the sentences below.



NOTE: The missing words in the last two lines might be difficult to hear but they are easy to guess.

1. I
2. I and
3. What fruit like?
4. What like?

Check 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.

When you are not sure, confirm with a question.



Part 2: Listen to the conversation again. Listen to how the people repeat things. Write down what the people say.



1. A: Hey, a drink machine.
B: ?
A: Yeah. Do you want something?
2. A: I like this. Lemon-lime. Do you like lemon-lime?
B: ?
A: Yeah.
B: ?
A: Yeah.

Check your answers with a partner.

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 106
Student B ➔ page 120

10 Using What You've Learned

Ask your classmates questions. Write your partner's name on the line at the top. Then ask them questions.

For example: A: Do you like Chinese food?
B: Yes, I do.
A: What kind of Chinese food do you like?
B: I like spring rolls and wonton soup.

	Name	Name	Name
			
◆ Chinese food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....
◆ American food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....
◆ Korean food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....
◆ Japanese food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....
◆ Thai food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....
◆ Mexican food	YES / NO	YES / NO	YES / NO
What kind...	.....	.....	.....

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ confirm
☐ ☐ favorite
☐ ☐ guess
☐ ☐ pattern
☐ ☐ below

Yes / No

- ☐ ☐ line
☐ ☐ cheap
☐ ☐ cover (verb)
☐ ☐ dislike
☐ ☐ key word

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 15. Answer the questions below.



- How many people are talking?
- Who is talking?
- The girl doesn't like some things. What?

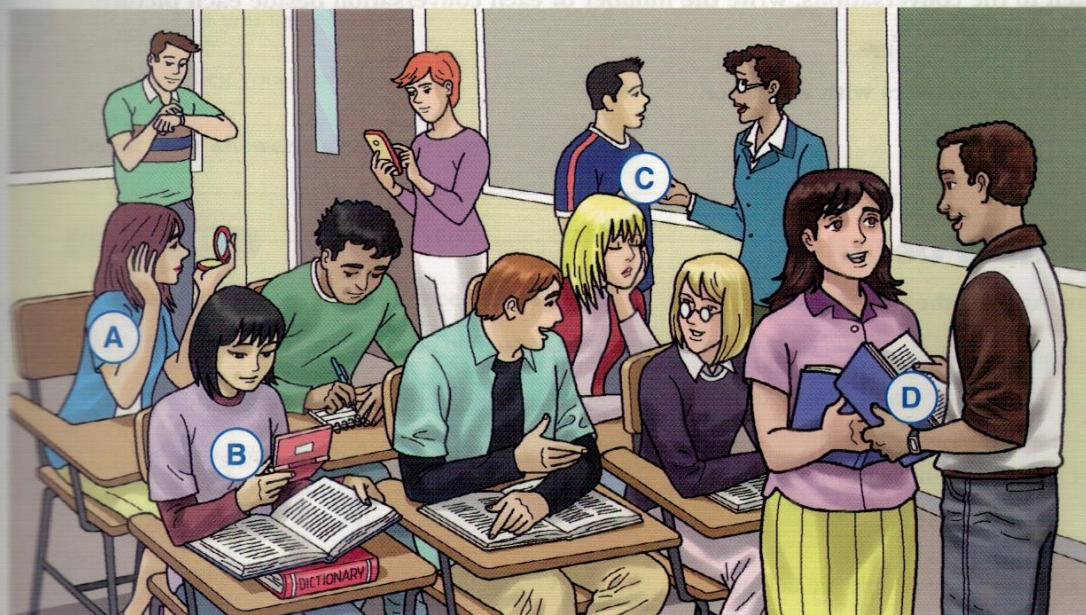
Unit 3

She's studying



01 Warming-Up

Look at the picture below. Look at the sentences below. Match the sentences to the letters in the picture.



1. Two students are working together.
2. A student is looking at a mirror.
3. A student is using a dictionary.
4. A student is asking the teacher a question:

Check your answers with a partner.

02 Warming-Up

Look at the picture above. Write two more sentences about the picture.

.....

.....

Now work with a partner. Don't show your partner your sentences. Read your sentences to your partner. How many sentences were the same? How many sentences were different?

Same Different

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of each conversation beside each picture. There is one extra picture.

Track
16

Part 3: Check your answers with a partner.

04 Getting Details

Listen again. Answer the questions.

Track
16

Conversation 1

- How many people are talking?
- Why is Cathy studying?
- The girl is not studying. Why not?

Conversation 2

- How many people are talking?
- What are the boys doing?

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A ➤ page 105
Student B ➤ page 128

Track
16Track
16

06 Spotlight on Listening

In English there is a *weak* vowel.

NOTICE

Talk to you later.

Talk t(o) y(ou) later.

Hear It!

Listen to the sentences below. Circle the weak vowels.

Track
17

1. Andy and Rob are here.
2. What are you doing?
3. See you later.
4. I beg your pardon?

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
18

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

1. She's going store.
2. He's studying listening music.
3. He's home.
4. Where going?

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.

If you don't hear or understand something, ask the person to say it again.



Part 2: Listen to the conversations once again. Write in the missing expressions.

Track
16

1. A: Where's Cathy?
B:
A: Where's Cathy?
B: Oh, she's at home. She's studying...
2. A: Oh, yeah? They're there now?
B: Yeah. They're watching the game.
A:
B: The game. We're watching the game...

Check your answer with a partner.

09 Trying What You've Learned

Part 1: Work with a partner. Look at the picture. Write sentences for each letter.



- A A woman is going into the store.
B
C
D
E
F
G
H
I
J

Check your answers with your teacher.

Part 2: Work with a partner. Tell your partner about your picture.

Student A ➔ page 106

Student B ➔ page 122

10 Using What You've Learned

Work with a partner.

Student A ➔ page 109

Student B ➔ page 124

11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|-----------|
| ☐ | ☐ | library |
| ☐ | ☐ | mirror |
| ☐ | ☐ | different |
| ☐ | ☐ | weak |
| ☐ | ☐ | carry |

Yes / No

- | | | |
|--------------------------|--------------------------|------------|
| ☐ | ☐ | extra |
| ☐ | ☐ | go into |
| ☐ | ☐ | beside |
| ☐ | ☐ | Pardon me? |
| ☐ | ☐ | tied |

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 20. Answer the questions below.

1. How many people are talking?.....
2. What is he doing?.....
3. What is his mother doing?.....
4. What is his father doing?.....
5. What is his sister doing?.....

Track
20

Unit 4

What's the date today?

01 Warming-Up

Match the words on the left with the examples on the right.

- | | |
|---------|--------------|
| day • | • 07/20/1969 |
| year • | • October |
| month • | • Friday |
| date • | • 1964 |

Look at the lists of days and months below. Put them into the correct order.

- Monday
- ◆ Wednesday
 - ◆ Saturday
 - ◆ Thursday
 - ◆ Monday
 - ◆ Friday
 - ◆ Tuesday
 - ◆ Sunday

- ◆ March
- ◆ October
- ◆ February
- ◆ July
- ◆ December
- ◆ August
- ◆ September
- ◆ January
- ◆ May
- ◆ June
- ◆ April
- ◆ November

Check your answers with a partner.

02 Warming-Up

Work with a partner. Answer the questions below.

- Which months are in the summer?
- What days are on the weekend?
- Which months are in the winter?
- What days are weekdays?
- What months are in the fall?
- What months are in the spring?
- Which month were you born?

Look at the dates below. These are some famous dates. Do you know what happened on these dates?

NOTE: US Style: MM/DD/YYYY

UK Style: DD/MM/YYYY

1. 14/07/1789

3. 03/11/2011

5. 28/01/1986

2. 07/04/1776

4. 11/09/1989

6. 09/11/2001

Turn to page 32 for the answers.

03 Getting the Basic Idea

Listen to the conversations. Answer the question.

What are they talking about?

- ☐ dates
- ☐ days of the week
- ☐ months of the year

Check your answers with a partner.



04 Getting Details

Listen again. Circle the correct answer.

- | | | | | | |
|----------------|-----------------------------|-----------------------|--------------|-----------------------|------------|
| Conversation 1 | Today's date is... | March 12th | March 20th | April 12th | April 20th |
| Conversation 2 | His sister's birthday is... | October 23rd | October 24th | September 24th | |
| Conversation 3 | Her father's birthday is... | next week on the 13th | | last week on the 30th | |

Check your answers with a partner.



05 Practicing

Work with a partner.

Student A> page 111

Student B> page 123

06 Spotlight on Listening

People *stress* important words.

NOTICE

I beg your pardon?

i beg your pardon?

Hear It!

Listen to the sentences below. Circle the stress pattern you hear.

Track
22

- | | | | | |
|----|---|----------------------------|---|----------------------------|
| 1. | a | What's the date today? | b | What's the date today? |
| 2. | a | When's your birthday? | b | When's your birthday? |
| 3. | a | You don't know? | b | You don't know? |
| 4. | a | Did you get him a present? | b | Did you get him a present? |

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
23

NOTE: The missing words in the last two lines might be difficult to hear but they are easy to guess.

- is a
- is a
- birthday Saturday.
- don't know date.

Check your answers with a partner.

07 Spotlight on Memory

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

Track
24

08 Spotlight on Speaking

Part 1: Read the following.

Confirm understanding. Ask questions.



Part 2: Listen to the conversations again. Write down how the speaker asks questions.



1. **B:** It's the 20th.
A: Sorry,
B: Yeah. March 20th.
2. **B:** It's October 23rd.
A:
B: Yeah. The 23rd.
3. **A:** My father's birthday is next week. And I...
B:
A: Yeah. The 13th.

Work with a partner. Cover the conversations with a piece of paper. Practice the conversations.

09 Trying What You've Learned

Work with a partner.

Student A ➔ page 110
Student B ➔ page 125

10 Using What You've Learned

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

Questions

1. What's the date today?
2. What day is it today?
3. What's tomorrow's date?
4. What's the date the day after tomorrow?
5. What day is the day after tomorrow?
6. What was the date the day before yesterday?
7. When's your birthday?
8. When's your mother's birthday?
9. When's your father's birthday?
10. When's the next national holiday?
11. When was the last national holiday?

Partner's Answers

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|------------------------|
| ☐ | ☐ | month |
| ☐ | ☐ | Time flies. |
| ☐ | ☐ | You're kidding! |
| ☐ | ☐ | anyway |
| ☐ | ☐ | the day after tomorrow |

Yes / No

- | | | |
|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | the day before yesterday |
| ☐ | ☐ | national holiday |
| ☐ | ☐ | on the weekend |
| ☐ | ☐ | almost |
| ☐ | ☐ | date |

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. Answer the questions below.



1. How many people are talking?
2. When is her birthday?
3. When is her father's birthday?
4. When is her mother's birthday?
5. When is her brother's birthday?

1. French Revolution 2. American Independence Day 3. The Great East Japan Earthquake 4. The Fall of the Berlin Wall 5. The Space Shuttle Challenger Exploded 6. The World Trade Center Terrorist Attacks

Unit 5

What do you mean?

01 Warming-Up

Look at the picture below. Match the letters in the picture with the people in the box below.



..... waiter	 janitor	 cashier	 sales clerk	 travel agent
..... dentist	 barber	 chef	 customer	

02 Warming-Up

Work with a partner.

Student A ➔ page 107
Student B ➔ page 126

Spotlight on Memory

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

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of the conversation next to the picture. There is one extra picture.

Track 26

Part 3: Check your answers with a partner.

04 Getting Details

Listen again. Check (✓) the details for each job.

Track 26

- | | | | |
|----------------|---|--|--|
| Conversation 1 | ☐ make something | ☐ sell something | ☐ teach something |
| | ☐ meet people | ☐ count something | ☐ write reports |
| Conversation 2 | ☐ make something | ☐ sell something | ☐ teach something |
| | ☐ meet people | ☐ count something | ☐ write reports |

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A> page 111
Student B> page 127

06 Spotlight on Listening

In English there is a *weak* vowel.

NOTICE

Do you work after school?

D(o) y(ou) work after school?

Hear It!

Listen to the sentences below. Circle the weak vowels.

Track 27

1. I'm a tutor.
2. Do you like it?
3. What do you do?
4. I go to people's houses and teach.
5. What do you mean?

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track 28

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

1. Where work?
2. wear uniform?
3. use computer?
4. When practice?

Check your answers with a partner.

07 Spotlight on Memory

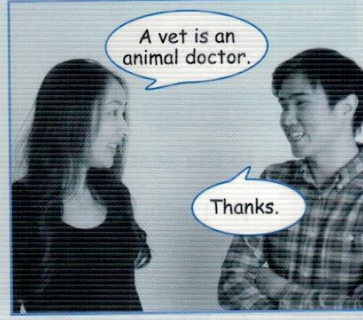
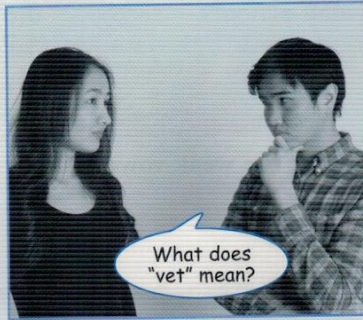
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track 29

08 Spotlight on Speaking

Part 1: Read the following.

If you don't know the meaning, ask *What does that mean?*



Part 2: Listen to the conversations again. Write down how the speaker asks questions.

Track
26

1. A: What do you do?
B: I'm a tutor.
A:
B: Pardon?
A: Um.
2. A: Well, what do you do?
B: I'm a stock manager.
A:
B: Stock? Oh, well. Stock, that's the things our store sells, all the things we sell, cameras, memory sticks, and so on.
A:
B: Well, I count things.
A:

Work with a partner. Cover the conversations above and practice the conversations.

9 Trying What You've Learned

Look at the questions below. Complete the questions with either: *Do you...* or *Is...*

- | | |
|---------------------------------------|-------------------------------|
| 1. <i>Do you</i> help people? | 9. meet many people? |
| 2. <i>Is</i> the job dangerous? | 10. use a computer? |
| 3. wear a uniform? | 11. the pay good? |
| 4. sell something? | 12. the job boring? |
| 5. the job interesting? | 13. need a license? |
| 6. work outside? | 14. make something? |
| 7. the work hard? | 15. travel? |
| 8. work at night? | 16. need special skills? |

Work with a partner. Student A, choose a job below. Student B, look at the questions above. Ask your partner questions. Student B, guess the correct job.



♦ police officer



♦ dentist



♦ bus driver



♦ nurse



♦ doctor



♦ carpenter



♦ teacher



♦ chef

10 Using What You've Learned

Part 1: Work in groups of four. Make a list of jobs. Write them in the spaces below.

Jobs

♦	♦	♦	♦
♦	♦	♦	♦
♦	♦	♦	♦
♦	♦	♦	♦

Part 2: Work in groups of four. One person chooses a job. The others ask 'yes/no questions'. Try to guess the job. Take turns.

For example:

A: Does the person wear a uniform?
B: Yes.
A: Does the person use a computer?
B: No.
A: Does the person sell something?
B: No.

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ pay (noun)
☐ ☐ boring
☐ ☐ three times a week
☐ ☐ fun
☐ ☐ sell

Yes / No

- ☐ ☐ sounds difficult
☐ ☐ Not really.
☐ ☐ skill
☐ ☐ sales clerk
☐ ☐ What do you do?

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.

Track
30

1. Does he always work at night?
2. Is it busy during the day?
3. Does he wear a uniform?
4. What color is the uniform?
5. Does he like the uniform?

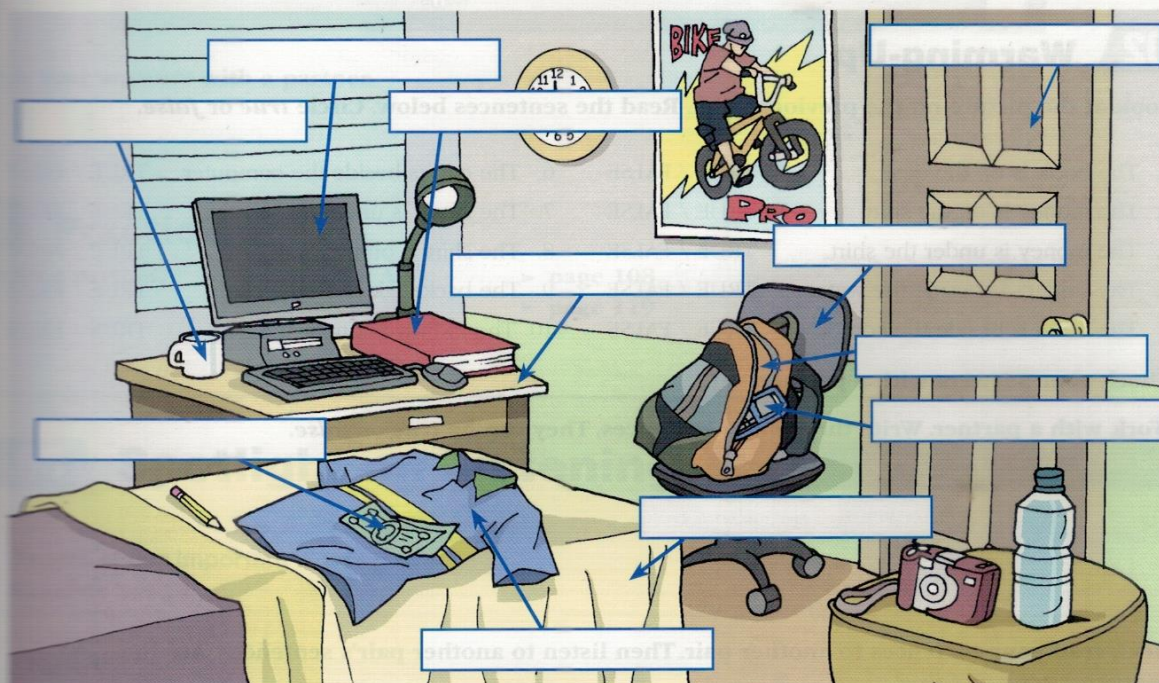
Try to

Unit 6

Where's my phone?

01 Warming-Up

Part 1: Look at the picture. Look at the words in the box. Write the words in the spaces in the picture.



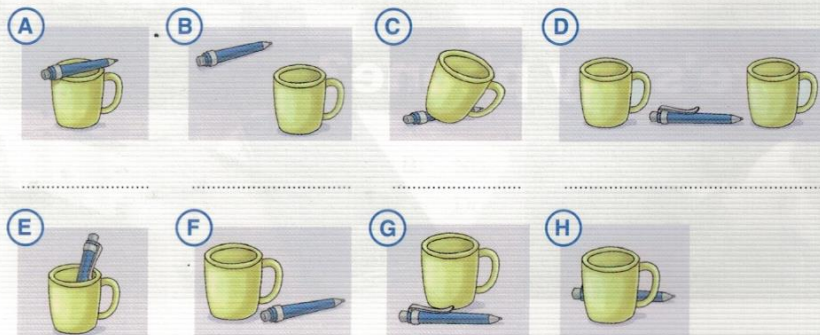
- | | | | | | |
|--------------|---------|--------|---------|---------|------------|
| ♦ desk | ♦ money | ♦ book | ♦ chair | ♦ shirt | ♦ backpack |
| ♦ cell phone | ♦ cup | ♦ bed | ♦ door | ♦ box | ♦ computer |

What is not in the picture?

What are some other things in the picture?

Check your answers with a partner.

Part 2: Look at the pictures. Look at the expressions in the box. Write the best expression under each picture.



- ◆ beside
- ◆ in front of
- ◆ behind
- ◆ between
- ◆ near
- ◆ under
- ◆ in
- ◆ on

02 Warming-Up

Look at the picture on the previous page. Read the sentences below. Circle *true* or *false*.

- | | | | |
|-------------------------------------|--------------|------------------------------------|--------------|
| 1. The book is on the desk. | TRUE / FALSE | 6. The cup is beside the computer. | TRUE / FALSE |
| 2. The money is on the shirt. | TRUE / FALSE | 7. The clock is under the poster. | TRUE / FALSE |
| 3. The money is under the shirt. | TRUE / FALSE | 8. The shirt is on the bed. | TRUE / FALSE |
| 4. The camera is beside the water. | TRUE / FALSE | 9. The backpack is on the chair. | TRUE / FALSE |
| 5. The book is beside the computer. | TRUE / FALSE | 10. The money is under the bed. | TRUE / FALSE |

Check your answers with a partner.

Work with a partner. Write three more sentences. They can be *true* or *false*.

.....

.....

.....

Next, read your sentences to another pair. Then listen to another pair's sentences. Are the sentences *true* or *false*?

03 Getting the Basic Idea

Listen to the conversations. Circle the correct answers.

- | | | | | |
|----------------|----------------------------|-------|--------|-------|
| Conversation 1 | a She's looking for her... | bag | hat | chair |
| | b Did she find it? | yes | no | |
| Conversation 2 | a She's looking for a... | pen | pencil | desk |
| | b Did she find it? | yes | no | |
| Conversation 3 | a He's looking for his... | table | paper | phone |
| | b Did he find it? | yes | no | |

Check your answers with a partner.



04 Getting Details

Listen again. Where is the person looking? Write the number of each conversation where the person is looking. There are extra boxes.



Check your answers with a partner.

05 Practicing

Work with a partner.

Student A page 108
Student B page 119

06 Spotlight on Listening

People *stress* important words.
See units 2 and 4.

NOTICE

Where is my phone? >>> Where's my phone?

Hear It!

Listen to the following. Circle the stress pattern you hear.

- | | |
|-------------------------------------|----------------------------------|
| 1. a Do you have a pencil? | b Do you have a pencil? |
| 2. a I saw your phone on the table. | b I saw your phone on the table. |
| 3. a There's a pencil in the desk. | b There's a pencil in the desk. |
| 4. a My bag's on the chair. | b My bag's on the chair. |

Check your answers with a partner.

Work with your partner. Practice saying these sentences.



Use It!

Listen and complete the sentences below.

Track
33

NOTE: The missing words in the last two lines might be difficult to hear but they are easy to guess.

1. The is in his
2. The is on the
3. bag chair.
4. can't find pencil.

Check your answers with a partner.

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 conversations again. Write down how the listener shadows the speaker.

Track
31

1. **A:** Oh, wait. Where's my bag? Jimmy, can you bring me my bag?
B:
A: Yes. It's in the front room beside the door.
B:
2. **B:** A pencil? Yeah. There's a pencil in the desk.
A:
B: No, no. Inside, just in there.

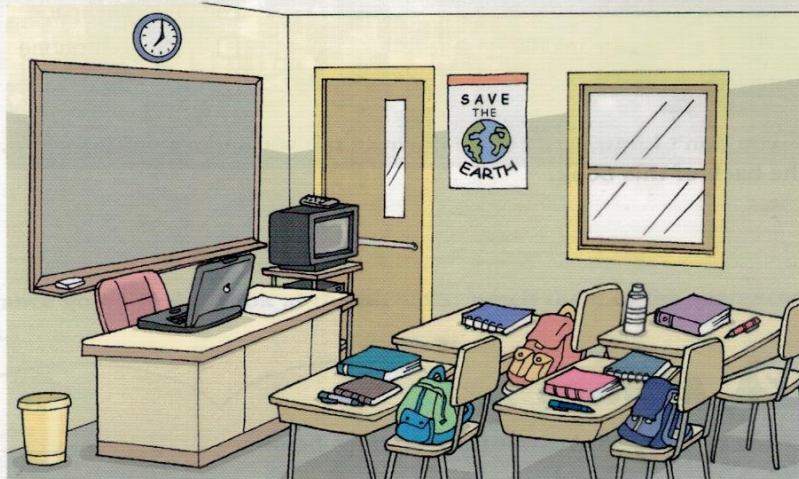
Work with a partner. Cover the conversations with a piece of paper. Practice the conversations.

09 Trying What You've Learned

Work with a partner. Look at the picture below. Ask and answer questions about where things are. Take turns. Practice shadowing the speaker.

For example:

- A: Where is the red book?
 B: It's on the desk beside the blue pen.
 A: Beside the blue pen. Thanks.



10 Using What You've Learned

1. Work alone. Draw three cockroaches into your room. But don't show anybody.

cockroach →

2. Next, work with a partner. Ask your partner questions:

For example:

- ◆ Is there a cockroach under the chair? ◆ Is there a cockroach on the desk beside the coffee cup?

3. Find your partner's cockroaches.



11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|---------------|
| ☐ | ☐ | important |
| ☐ | ☐ | cockroach |
| ☐ | ☐ | bring |
| ☐ | ☐ | in the middle |
| ☐ | ☐ | maybe |

Yes / No

- | | | |
|--------------------------|--------------------------|------------|
| ☐ | ☐ | false |
| ☐ | ☐ | look for |
| ☐ | ☐ | backpack |
| ☐ | ☐ | cell phone |
| ☐ | ☐ | inside |

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 below.



1. How many people are talking?.....
2. What is he looking for?.....
3. Does he always lose them?.....
4. Where are they?.....

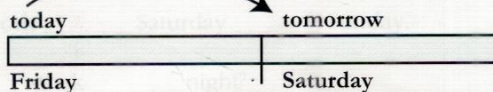
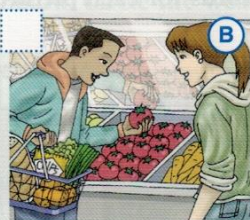
Unit 7

You're going to work?

01 Warming-Up

Tomorrow is Saturday. What is Terrance going to do? Look at the pictures. Match them to the sentences below. Write the number in the box.

Track
35



- go shopping
- watch TV
- go out with friends
- do the dishes
- work at a part-time job
- play soccer with friends
- study at home

02 Warming-Up

Part 1: Use the expressions from the first *Warming-Up* and make questions about tomorrow's plan.

1. Are you going to tomorrow?
expression from *Warming-Up*
2. Are you going to tomorrow?
3. Are you going to tomorrow?
4. Are you going to tomorrow?

Part 2: Ask a partner these questions.

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of each conversation beside each picture.

Track
36

Part 3: Check your answers with a partner.

04 Getting Details

Listen again. Check (✓) the details you hear.

- | | | | |
|----------------|---|--|--|
| Conversation 1 | ☐ work | ☐ work at night | ☐ nice weather |
| | ☐ at the pool | ☐ Saturday and Sunday | ☐ need money |
| Conversation 2 | ☐ study in the library | ☐ test on Monday | ☐ have a coffee |
| | ☐ biology | ☐ study at home | ☐ history |
| Conversation 3 | ☐ brother | ☐ see a baseball game | ☐ great tickets |
| | ☐ on TV | ☐ day game | ☐ ballpark |

Check your answers with a partner.

Track
36

5 Practicing

Work with a partner.

Student A page 108

Student B page 122

06 Spotlight on Listening

In English there is a *weak* vowel.

NOTICE

What do you do? >>> What d(o) y(ou) do?

Hear It!

Listen to the sentences below. Circle the weak vowels.

Track
37

1. Do you work every day?
2. I'm going to go to the library.
3. What are you going to study?
4. I have a test.

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
38

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

1. going have cup coffee.
2. work Saturday Sunday.
3. work night?
4. Where going go?

Check your answers with a partner.

07 Spotlight on Memory

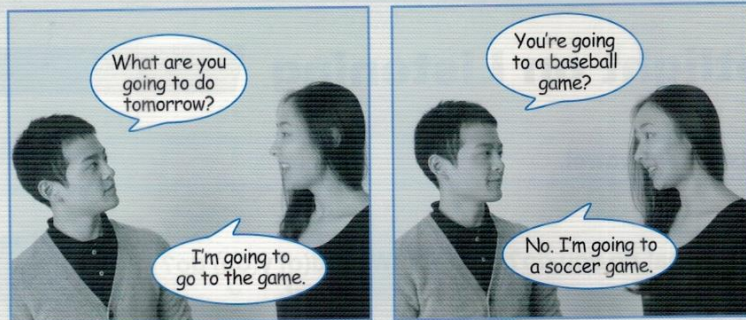
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
39

08 Spotlight on Speaking

Part 1: Read the following.

Confirm your understanding.



Part 2: Listen to the conversations again. Write down how the speaker confirms understanding.

Track
36

- A:** What are you going to do after school tomorrow?

B: I'm going to work at my part-time job.

A:

B: Yeah.
- A:** What are you going to do after school today?

B: Me? I'm going to go to the library.

A:

B: Yeah.
- A:** What are you going to do this weekend?

B: Uh, I'm going to see a baseball game tomorrow.

A: You're going to see a baseball game? On TV?

B: No, no. At the ballpark.

A:

B: Yeah. We have great tickets.

A:

Check your answers with a partner.

Trying What You've Learned

Look at the table below. Write a check (✓) under a day for each activity. Look at the example:

	Monday	Tuesday	Wednesday	Thursday	Friday
play soccer			✓		
get a new DVD					
watch TV					
do your homework					
see your friends					

Now work with a partner. Ask questions.

- For example:**
- ◆ Are you going to play soccer on Tuesday? → No, I'm not.
 - ◆ Are you going to play soccer on Friday? → No, I'm not.
 - ◆ Are you going to play soccer on Wednesday? → Yes, I am.

Make a note of your partner's answers. How many were the same? How many were different?

Different Same



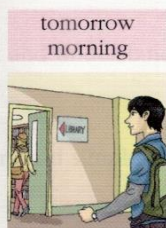
Using What You've Learned

Part 1: Work in pairs.

Student A: Talk about what the boy is going to do tomorrow.

Student B: Talk about what the girl is going to do tomorrow.

Talk about *what, when, where* and *who ... with*.



For example:

- What → He is going to study.
- When → He is going to study tomorrow morning.
- Where → He is going to study in the library.
- Who ... with → He is going to study alone.

Student A



Student B



Part 2: Work with a different partner. Now, ask and answer questions about the plans for the boy and the plans for the girl.

For example:

- ◆ Where is he going to study tomorrow morning?
- ◆ Who is he going to have dinner with?

Part 3: Work in groups. Talk about your plans for the weekend. Listen and write down your group member's plans.

For example:

◆ On Friday night I am going to work at my part-time job. After that, I'm going to go home and watch TV, etc...

11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|-------------------------|
| ☐ | ☐ | work at a part-time job |
| ☐ | ☐ | weekday |
| ☐ | ☐ | lifeguard |
| ☐ | ☐ | after school |
| ☐ | ☐ | go out |

Yes / No

- | | | |
|--------------------------|--------------------------|---------------|
| ☐ | ☐ | ballpark |
| ☐ | ☐ | Sounds good. |
| ☐ | ☐ | work at night |
| ☐ | ☐ | beautiful day |
| ☐ | ☐ | alone |

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 questions below.



1. Why is he going to go to the library?.....
2. Where is he going to have a BBQ?.....
3. What time are they going to meet?.....
4. How many people are going?.....

Review 1

Unit 0 - Unit 7

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 use simple phrases to talk simply about basic topics.	☐	☐	☐	☐
2	I can describe myself, my job, where I live, and other basic topics.	☐	☐	☐	☐
3	I can use a few simple grammatical structures and sentence patterns.	☐	☐	☐	☐
4	I can use short, simple stock phrases with some pausing to think about expressions.	☐	☐	☐	☐
5	I can introduce myself, use basic greetings and ask people how they are.	☐	☐	☐	☐
6	I can listen and generally understand the topic of basic discussions if people talk slowly and clearly.	☐	☐	☐	☐
7	I can listen and understand simple instructions if people speak carefully and slowly.	☐	☐	☐	☐
8	I can understand simple everyday expressions if people speak clearly and slowly.	☐	☐	☐	☐
9	I can ask and answer questions about simple things, for example, people, where they live, and so on.	☐	☐	☐	☐
10	I can read a short rehearsed statement.	☐	☐	☐	☐
11	I can take short notes about basic messages or events if people speak clearly and slowly.	☐	☐	☐	☐
12	I can use and understand basic words and phrases used in simple situations.	☐	☐	☐	☐
13	I can tell people when I don't understand and ask for simple repetition.	☐	☐	☐	☐
14	I can pronounce a limited number of words and phrases properly. I have an foreign accent but I am usually understood.	☐	☐	☐	☐

NOTE: These Can-do statements are adapted from a CEFR A1 level

02 Spotlight on Listening

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

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

Track
41

- | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|
| 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 108

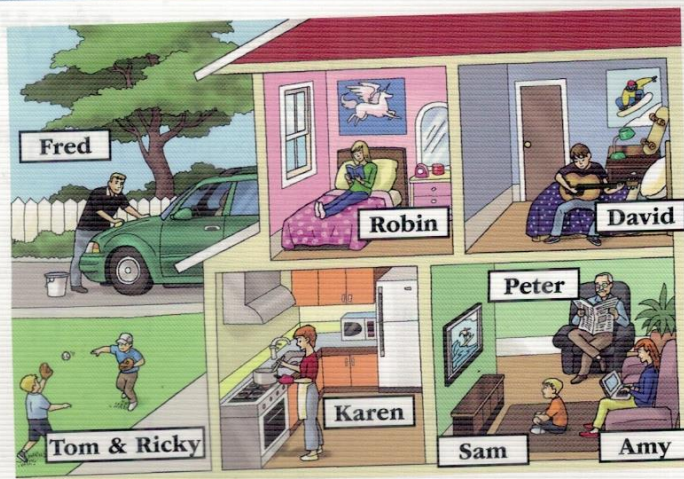
Student B → page 125

04 Having Real Conversations

1. Work with a partner. Read the instructions below. Make conversations.

- Look at the picture below.
Ask and answer questions; *What is Robin doing?* etc.

- Go to the Vocabulary Notes section.
Choose five words and ask a partner,
"How do you spell _____?". Take turns.



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

3. What does your father do?

4. What sports do you like?

5. Do you have a part-time job?
What do you do?

6. What are you going to do after class?

7. What do you usually like to drink?

8. What music do you like?

9. What are you going to do this weekend?

10. What is your favorite food?

05 Short Poster Presentations

Look at the example below. What are you planning to do next weekend? Draw some simple pictures. When you finish, talk about your plans for next weekend.

Track
41



Draw pictures about your plans.

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

lifeguard

.....	
.....	
.....	
.....	
.....	

Expressions

.....	
.....	
.....	
.....	
.....	

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

Unit 8

When do you have chemistry?

01 Warming-Up

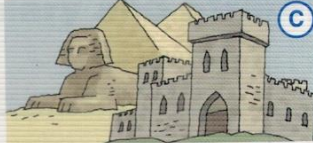
Look at the following pictures. Write down expressions from the box under each picture.



A



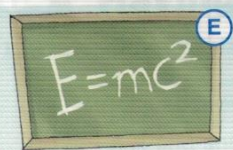
B



C



D



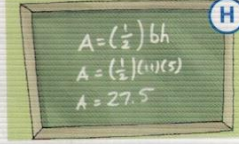
E



F



G



H

- ◆ physics
- ◆ music
- ◆ history
- ◆ P.E.*
- ◆ chemistry
- ◆ drama
- ◆ geography
- ◆ math

* physical education

Work with a partner. Write down three more school subjects:

02 Warming-Up

Part 1: Look at the schedule below. Answer the questions.

1. When is P.E.?
2. When is English?
3. When is music?
4. When is chemistry?

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Math	English	Physics	Drama	Math
2nd Period	Music	Biology	Chemistry	English	Art
3rd Period	Free	Geography	Free	History	Free
4th Period	P.E.	History	P.E.	Geography	Biology

Check your answers with a partner.



Part 2: Work with a partner. Ask your partner the questions below.

Questions

1. Which subjects do you study?
2. What is your most difficult class?
3. What is your easiest class?
4. What is your hardest day?
5. What is your easiest day?
6. What class is the most interesting?

Partner's Answers

.....

.....

.....

.....

.....

.....

03 Getting the Basic Idea

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



.....

.....

.....

Part 2: Listen to the conversation. Check (✓) the correct box.

Part 3: Check your answer with a partner.

Track
42

04 Getting Details

Listen again. Write down when they have their classes.

Sally	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Math			P.E.	
Afternoon	English	Drama		Computer Science	

Yumi	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Math			P.E.	
Afternoon	English	Drama		Computer Science	

Check your answer with a partner.

Track
42

05 Practicing

Work with a partner.

Student A page 107

Student B page 126

06 Spotlight on Listening

In English there is a *weak* vowel.

NOTICE

When do you have chemistry?

When d(o) y(ou) have chemistry?

Hear It!

Listen to the sentences below. Circle the weak vowels you hear.

Track
43

1. Do you have geography?
2. Can you show me?
3. When do you have geography?
4. I need to find a friend for geography.

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
44

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

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

1. What classes have Tuesday?
2. say that again?
3. What classes have?
4. study library?

Check your answers with a partner.

07 Spotlight on Memory

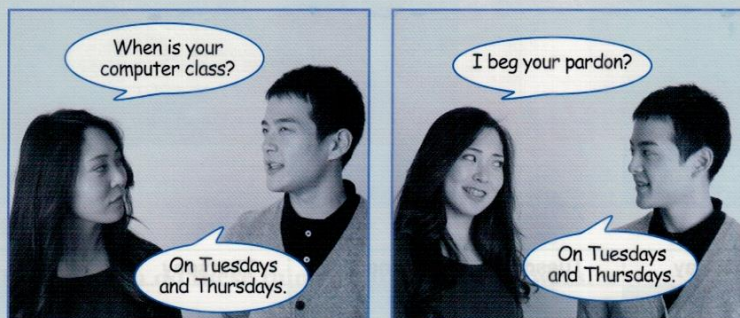
Track
45

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 hear or understand someone, ask the person to say it again.



Part 2: Look at the following expressions. People say these when they want to hear something again.

- | | | |
|--|---|--|
| ☐ I beg your pardon? | ☐ Pardon me? | ☐ Pardon? |
| ☐ Can you say that again? | ☐ Sorry, what did you say? | ☐ Could you say that again? |

Listen to the conversation again. What expressions do you hear? Check (✓) the boxes.

Check your answers with a partner.

Track
42

09 Trying What You've Learned

Work with a partner.

Student A → page 112

Student B → page 127

10 Using What You've Learned

Part 1: In the space below, write down your own schedule this term.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period					
Period					
Period					
Period					

Track
45

Part 2: Work in groups. Describe your schedule to the group. Listen and write down your partner's schedule.

Partner 1

	Monday	Tuesday	Wednesday	Thursday	Friday

Partner 2

	Monday	Tuesday	Wednesday	Thursday	Friday

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ real
☐ ☐ disappear
☐ ☐ sound (verb)
☐ ☐ show
☐ ☐ term

Yes / No

- ☐ ☐ Tuesday mornings
☐ ☐ help
☐ ☐ empty
☐ ☐ P.E.
☐ ☐ describe

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 question below.

- ◆ What classes do the students have on Tuesday?

Student A

Math

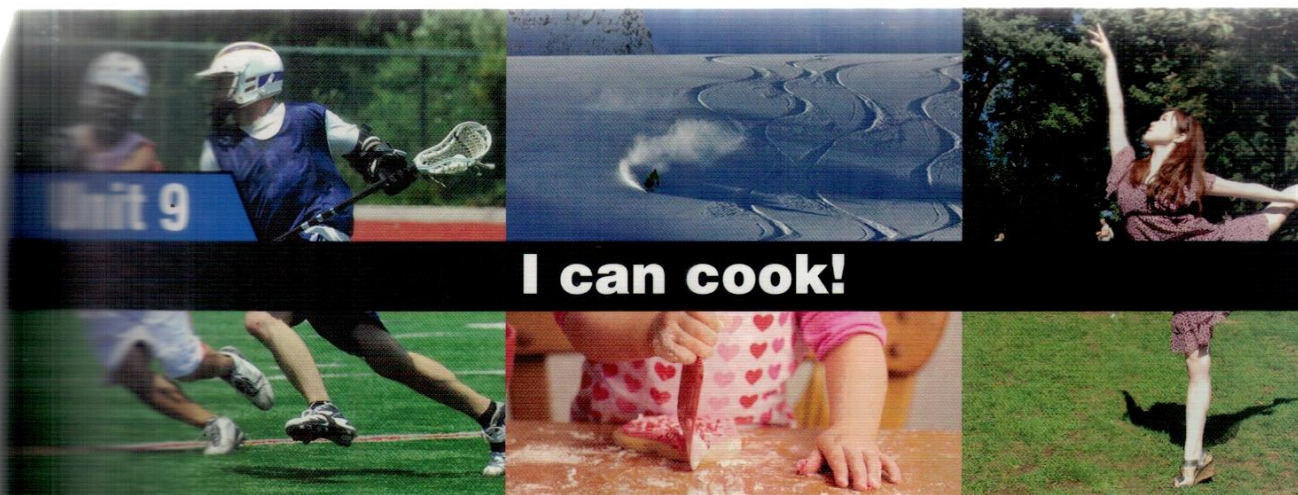
English

Student B

French

Break

Track
46

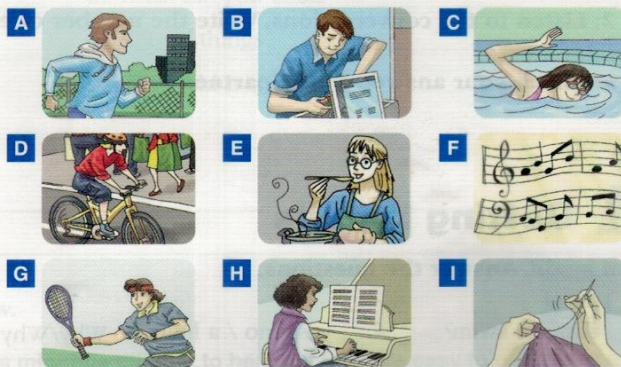


I can cook!

01 Warming-Up

Look at the following list. Can you do these things? Circle your answers.

- swim YES / NO / A LITTLE
- cook YES / NO / A LITTLE
- read music YES / NO / A LITTLE
- play tennis YES / NO / A LITTLE
- play the piano YES / NO / A LITTLE
- sew YES / NO / A LITTLE
- run 5 km YES / NO / A LITTLE
- fix a computer YES / NO / A LITTLE
- ride a bicycle YES / NO / A LITTLE



02 Warming-Up

Ask your classmates the following questions.

Questions

Partner 1

Partner 2

Partner 3

1. Can you swim?

2. Can you cook?

3. Can you read music?

4. Can you ?

.....		
.....		
.....		
.....		

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of each conversation beside each picture.

Track
47

Part 3: Check your answer with a partner.

04 Getting Details

Listen again. Answer the questions.

Track
47

- | | | |
|-----------------------------------|---------------------|-------------------------|
| 1. Can she swim? | yes / no / a little | Why/Why not? |
| 2. Does he like cooking? | yes / no / a little | What can he cook? |
| 3. Can she talk? | yes / no / a little | Can she walk? |
| When did she start walking? | | |

05 Practicing

Work with a partner.

Student A ➔ page 112
Student B ➔ page 129



06 Spotlight on Listening

People *stress* important words.

See units 2, 4 and 6.

NOTICE

I don't like the water.

i don't like the water.

Hear It!

Listen to the sentences below. Circle the stress patterns you hear.

Track
48

- | | | | | |
|----|---|--------------------|---|--------------------|
| 1. | a | You can cook! | b | You can cook! |
| 2. | a | What can you cook? | b | What can you cook? |
| 3. | a | Lots of things | b | Lots of things |
| 4. | a | How old is she? | b | How old is she? |

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
49

NOTE: The missing words in the last two lines might be difficult to hear but they are easy to guess.

- I the
- can you
- When start studying?
- What language speak?

Check your answers with a partner.

07 Spotlight on Memory

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

Track
50

08 Spotlight on Speaking

Part 1: Read the following.

Make conversation by asking questions.



Part 2: Listen to the conversations again. What questions does the person ask? Listen and write down the missing questions.



1. **B:** Well, okay, no. I can't swim. I mean I can swim, but I'm not very good.
A:
B: I don't like the water.
2. **A:** Hey! You can cook?
B: Of course! I'm a good cook.
A: Really?
B: Yeah!
A:
B: I don't know, lots of things. Italian, Chinese, Thai, French, Japanese...
3. **A:** Can she walk?
B: Oh, yeah. She loves to walk.
A:
B: Oh, when she was eleven months...

Check your answers with a partner.

09 Trying What You've Learned

Look at the conversations below. Write in the missing questions.

Conversation 1

- A: Can you drive a car?
 B: Yeah. I'm a good driver.
 A: When...
 B: I got my driver's license last year.

Conversation 2

- A: Can you ski?
 B: Yeah. I go skiing every year.
 A: When...
 B: I started five years ago.

Conversation 3

- A: Can you read music?
 B: Yeah. I'm in the school jazz band.
 A: What...
 B: I play the trumpet.

Conversation 4

- A: Can you cook?
 B: Yeah. I'm a good cook.
 A: What...
 B: Many things!

Work with a partner. Cover each conversation with a piece of paper. Practice the conversations with your partner.

10 Using What You've Learned

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

Yes/No Questions

- Can you speak a foreign language?
- Can you make a homepage?
- Can you play a musical instrument?
- Can you swim?
- Can you skate?

Answers

- YES / NO
 YES / NO
 YES / NO
 YES / NO
 YES / NO

If Yes...

- What language can you speak?
 When did you start studying?
 What software do you use?
 Do you have a computer?
 What can you play?
 write your own question
 write your own question
 write your own question

Other Questions

- Can you drive?
- Can you draw pictures?
- Can you play tennis?
- Can you snowboard?
- Can you use a computer?
- Can you ride a motorcycle?

Now change partners and ask another person these questions.

11 Spotlight on Vocabulary

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

Yes / No.

- | | | |
|--------------------------|--------------------------|--------------------|
| ☐ | ☐ | fix |
| ☐ | ☐ | musical instrument |
| ☐ | ☐ | read music |
| ☐ | ☐ | I mean... |
| ☐ | ☐ | lots |

Yes / No

- | | | |
|--------------------------|--------------------------|------------------|
| ☐ | ☐ | foreign language |
| ☐ | ☐ | sew |
| ☐ | ☐ | driver's license |
| ☐ | ☐ | a piece of paper |
| ☐ | ☐ | cute |

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 51. Answer the questions below.



1. What does the man show him?.....
2. When did he learn?.....
3. Does he have a license?.....
4. Can the other man ride a motorcycle?.....

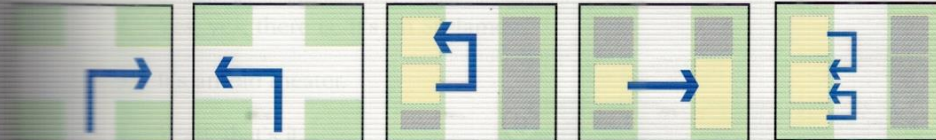
Unit 10

It's next to the theater



01 Warming-Up

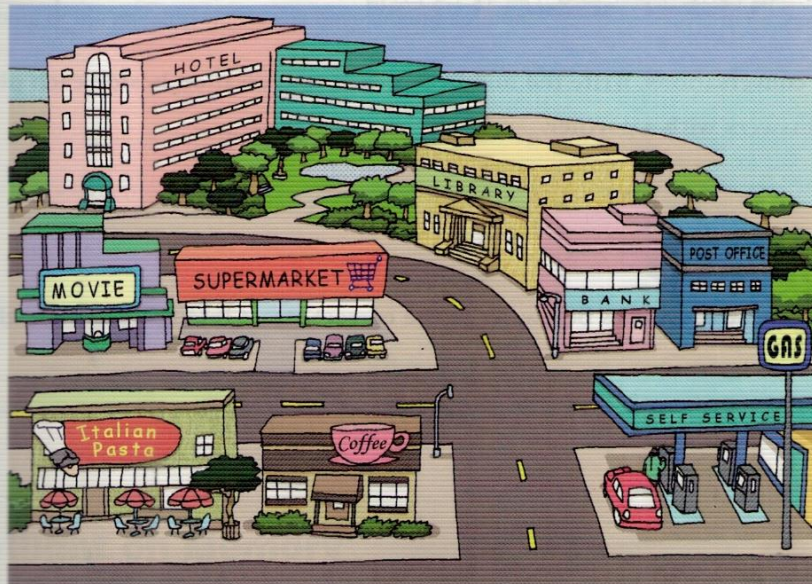
Look at the words in the box. Match the words/expressions in the box to the pictures below. One picture has two words/expressions.



- a left
- b right
- c next to
- d between
- e beside
- f across from

02 Warming-Up

Look at the picture. Read the sentences below. Answer the questions.

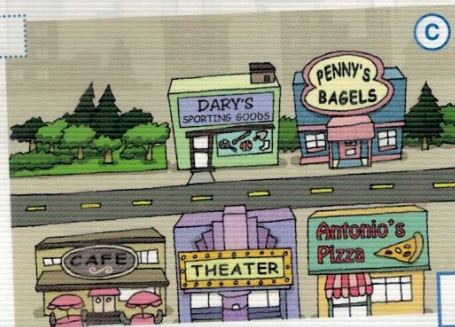
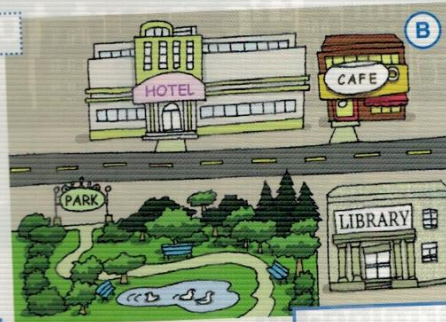


1. Is the theater next to the supermarket? Yes / No
2. Is the Italian restaurant beside the coffee shop? Yes / No
3. Is the gas station across from the coffee shop? Yes / No
4. Is the library between the bank and the hotel? Yes / No
5. Is the coffee shop beside the hotel? Yes / No
6. Is the post office next to the bank? Yes / No
7. Is the gas station across from the bank? Yes / No

Check your answers with a partner.

03 Getting the Basic Idea

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



Part 2: Listen to the conversations. Write the number of each conversation beside each picture.

Part 3: Check your answers with a partner.

Track
52

04 Getting Details

Listen again. Look at the street names below. Write the correct street into the box on each map above.

St. James Rd.

Fraser Rd.

Lacrosse Pl.

Pandora St.

Check your answers with a partner.

Track
52

05 Practicing

Work with a partner.

Student A page 113
Student B page 131

06 Spotlight on Listening

Words often *link* together.

NOTE: This happens when a word ends with a consonant sound and the next word begins with a vowel sound. See unit 1.

NOTICE

It's across from a hotel.

It's across from a hotel.

Hear It!

Listen to the sentences below. Where do sounds link together? Mark where sounds link together.

Track
53

1. The park is next to the library.
2. Yes, yes, there is. It's on St. James.
3. It's an old theater.
4. Yeah, that's it.

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

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

Track
54

1. there.
2. Fifth Avenue.
3. It's between hotel.
4. The bank gas station.

Check your answers with a partner.

07 Spotlight on Memory

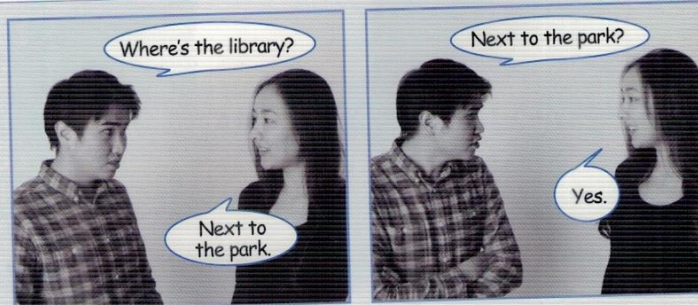
Listen to the conversation. Try to remember the conversation. Practice with a partner.

Track
55

08 Spotlight on Speaking

Part 1: Read the following.

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



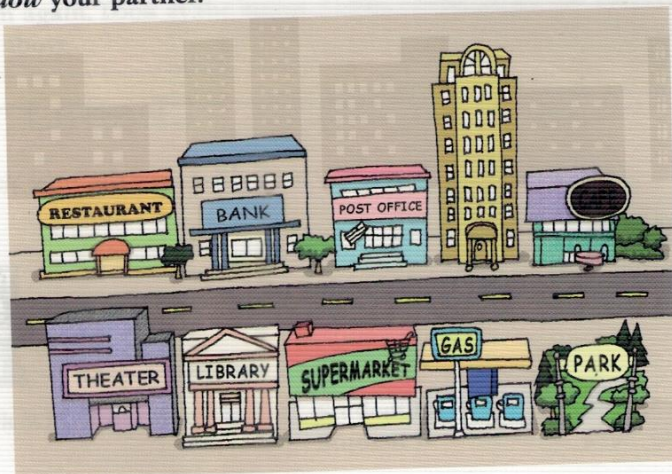
Part 2: Listen to the conversations again. Listen how the people confirm understanding. Write down what the people say.



1. B: Yeah, it's on Pandora. The park is next to the library.
A:
B: Yeah. It's across from a hotel. I forget the name...
A:
2. A: Where is the post office?
B: It's on Fraser.
3. B: It's next to a café and a pizza place.
A:

09 Trying What You've Learned

Work with a partner. Student A, describe the picture to your partner. Student B, listen and shadow your partner.



For example:

- A: The post office is next to the hotel on the left.
B: Next to the hotel on the left.

Useful Expressions

- ◆ on the right
- ◆ on the left
- ◆ next to...
- ◆ beside...
- ◆ across from...
- ◆ between...

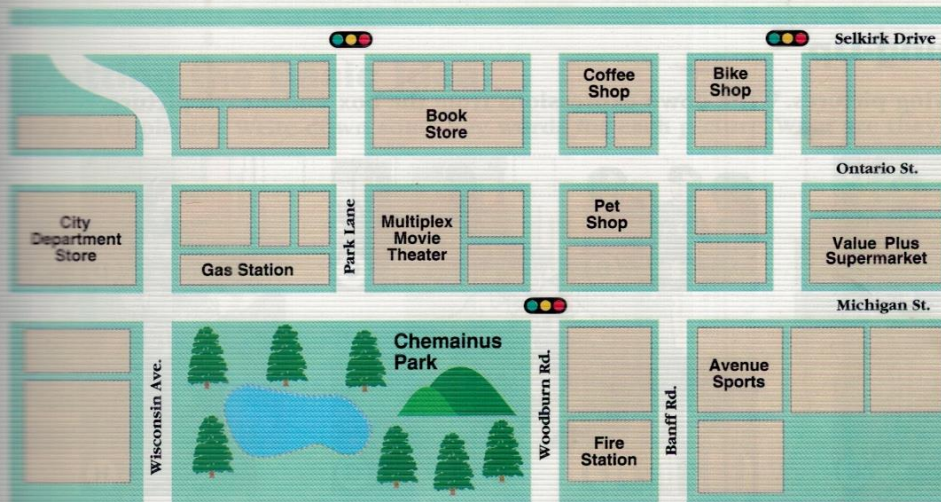
When you finish, switch parts.

10 Using What You've Learned

Part 1: Work with a partner. Look at the list of stores and businesses. Think of four more stores or businesses.

- | | | | |
|--------------|--------------|-----------|---------------|
| ♦ restaurant | ♦ bank | ♦ hotel | ♦ post office |
| ♦ cafe | ♦ theater | ♦ library | ♦ supermarket |
| ♦ pet shop | ♦ drug store | ♦ school | ♦ gas station |
| ♦ | ♦ | ♦ | ♦ |

Part 2: Now work alone. Look at the map below. Write in five stores or businesses into your map. Don't show your partner.



Part 3: Now work with a partner. Tell your partner where your stores and businesses are. Listen and write down where your partner's stores and businesses are.

11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|-----------------|
| ☐ | ☐ | shadow (verb) |
| ☐ | ☐ | repeat |
| ☐ | ☐ | on the right |
| ☐ | ☐ | You're welcome. |

Yes / No

- | | | |
|--------------------------|--------------------------|---------------|
| ☐ | ☐ | wait a minute |
| ☐ | ☐ | quite |
| ☐ | ☐ | drug store |
| ☐ | ☐ | fire station |

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 56. Answer the questions below.

- What is the man looking for?
- Where is it?
- What is beside it?
- What is across from it?

Track
56

Unit 11

What time do you get up?

01 Warming-Up

Look at the following pictures. Write down expressions from the box under each picture.

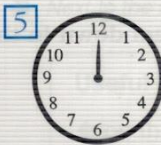
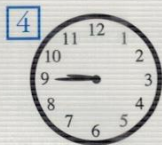


- ◆ go to bed
- ◆ have breakfast
- ◆ have lunch
- ◆ get up
- ◆ go to school/work
- ◆ come home
- ◆ start school/work
- ◆ make dinner

Which do you think she does first? Second? Write the numbers beside each picture to put them in order. Compare this with your partner. Are they the same?

02 Warming-Up

Part 1: Look at the clocks below. Match the clocks to the times.



- A. seven o'clock
- B. one fifteen
- C. eleven forty-five
- D. twelve o'clock
- E. three fifteen
- F. nine forty-five
- G. six thirty
- H. eight thirty

Part 2: Draw the times on the clocks below.

a



b



c



d



- a. ten o'clock
- b. five fifteen
- c. two thirty
- d. four forty-five

Part 3: Work in pairs. Student A, think of five different times. Say these times to your partner. Student B, listen and write down these times. When you finish, switch parts.

1) 2) 3) 4) 5)

03 Getting the Basic Idea

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



A



B



C

Part 2: Listen to the conversations. Write the number of each conversation next to the correct picture.

Track
57

Part 3: Check your answers with a partner.

04 Getting Details

Listen again. Draw a line from the action to the time.

Track
57

- | | |
|--------------------|---------|
| go to school • | • 7:00 |
| get to school • | • 7:30 |
| usually get home • | • 8:30 |
| have lunch • | • 9:00 |
| finish lunch • | • 12:15 |
| usually get up • | • 1:00 |
| | • 3:15 |
| | • 4:15 |

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A page 114
Student B page 130

06 Spotlight on Listening

People *stress* important words.

NOTICE

What time do you go to school?

What time do you go to school?

Hear It!

Listen to the sentences below. Circle the stress patterns you hear.

Track
58

- | | |
|-------------------------------------|----------------------------------|
| 1. a I get to school at nine. | b I get to school at nine. |
| 2. a What time do you get home? | b What time do you get home? |
| 3. a When do you have lunch? | b When do you have lunch? |
| 4. a Do you get up at seven-thirty? | b Do you get up at seven-thirty? |

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
59

NOTE: The missing words in the last two lines might be difficult to hear but they are easy to guess.

1. He to at
2. do you to
3. finish class five.
4. study morning.

Check your answers with a partner.

When you finish, practice saying these sentences with your partner.

07 Spotlight on Memory

Track
60

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 something, ask people to say it again.



Here are some expressions to ask someone to say something again:

For example:

◆ Pardon me?

◆ I beg your pardon?

◆ Can you say that again?

Part 2: Listen to the conversations again. What expressions do you hear? Check (✓) the boxes.

Track 57

- | | | |
|--|--|---|
| ☐ I beg your pardon? | ☐ Pardon me? | ☐ Pardon? |
| ☐ Can you say that again? | ☐ Could you say that again? | ☐ Sorry. Can you say that again? |

Part 3: Look at the conversation below. Write in an expression. Put a piece of paper over the conversation and practice it with a partner.

A: Do you get up at 7:30 every day?

B:

A: Do you get up at 7:30?

B: No, I usually get up at 7:00.

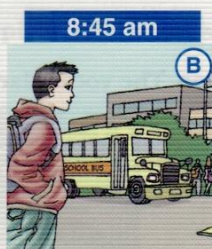
09 Trying What You've Learned

Part 1: Work with a partner. Look at the pictures and the word clues. Make complete sentences for each picture.



wake up

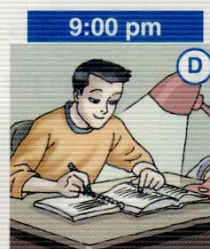
He wakes up at seven o'clock.



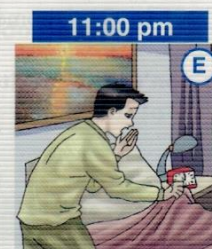
get to school



have lunch



study



go to bed

Now work with a partner. Put a piece of paper over the sentences. Describe the person's day. Take turns.

Part 2: Now work with a partner. Look at the pictures below. Describe the person's day. Take turns.



10 Using What You've Learned

Look at the example below. Complete the sentences.

7:00 am	get up	→ He gets up at seven o'clock.
8:00 am	have breakfast	→ He has breakfast at eight o'clock.
8:30 am	go to school	→ He goes to school at eight thirty.
9:00 am	get to school	→ He gets to school at
12:15 pm	have lunch	→ He has lunch
3:15 pm	study	→ He
4:30 pm	get home	→ He
8:00 pm	watch TV	→ He
10:00 pm	have a bath	→ He
11:00 pm	go to bed	→ He

When you finish: **Student A** → page 116
Student B → page 129

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ usually
☐ ☐ get home
☐ ☐ have lunch
☐ ☐ come home

Yes / No

- ☐ ☐ I beg your pardon?
☐ ☐ go home
☐ ☐ go to work
☐ ☐ Can you say that again?

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 61. Answer the questions below.

1. Why is the girl tired?
2. What time does she get to the pool?
3. How long do they practice?
4. What do they do at 7:30?
5. What time does she get home?



Unit 12

How many are there?

01 Warming-Up

Write the following numbers on the lines.

1. thirty-nine
2. one hundred and fifty-three
3. eight hundred and two
4. two thousand four hundred and eleven
5. nine thousand eight hundred and sixty-five

39

Check your answers with a partner.

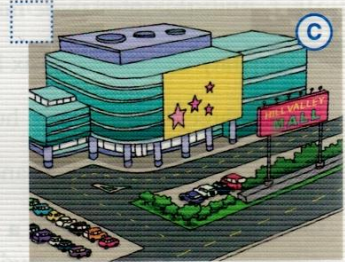
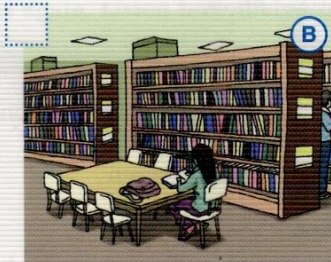
02 Warming-Up

Work with a partner. Look at the numbers below. Choose a number, say the number. Your partner will look for the number. Take turns.

30	311	56	13	4,826	123
39	654	1,567	529	346	2,008
7,558	389	6,634	14	40	261
568	87	7,265	3,536	98	803

03 Getting the Basic Idea

Part 1: Look at each picture. Write down some key words for each picture. What do people do at these places?



Part 2: Listen to three conversations. Write the number of each conversation next to the correct picture.

Track
62

Part 3: Check your answers with a partner.

04 Getting Details

Track
62

Listen again. Answer the questions.

- Conversation 1. How many stores are in the mall?
- Conversation 2. How many books are in the library?
- Conversation 3. How many people are at the rock concert?
- How many people were at last year's concert?

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A ➔ page 117
Student B ➔ page 130

06 Spotlight on Listening

In English there is a *weak* vowel. Sounds *disappear*. "And" sometimes sounds like *un*.

NOTICE

Three hundred and forty-six

Three hundred (a)nd forty-six

Hear It!

Listen to the sentences below. Circle the weak vowels that you hear. Cross out any sounds that are not pronounced.

Track
63

- one thousand three hundred and fifty
- fifty-five thousand six hundred and thirty-nine
- three thousand nine hundred and ninety-nine
- seventy-seven thousand four hundred and seven

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

NOTE: Some of the words have sounds missing and weak vowels.

1. three hundred
2. one thousand two hundred
3. fourteen thousand three hundred
4. eight hundred

Check 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.

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



Part 2: Listen to the conversations again. Listen how the people confirm understanding. Write down what the people say.

1. **B:** There are one hundred and thirty stores in the mall.
A:
B: Yeah.
2. **A:** Well, last year we counted. There were fifty-six thousand six hundred and fifty.
B:

3. **B:** I don't know. Maybe around three thousand.

A:

B: Not really. Last year I went to this concert and there were about fifty thousand people.

A:

Check your answers with a partner.

Part 3: Now work with a partner. Look at the numbers below. Student A, choose a number and say it to your partner. Student B, listen and "shadow" your partner, then point to it.

30	39	56	14	98	758	777	436
311	654	389	529	346	952	179	682
7,558	1,567	6,634	3,536	4,826	1,546	8,153	1,099
3,568	14,085	40,885	17,170	17,717	28,811	14,897	99,999

09 Trying What You've Learned

Work with a partner. Ask and answer questions about Cedar City Airport.

Student A ➔ page 113

Student B ➔ page 131

10 Using What You've Learned

Part 1: Look at the grids below. Choose nine numbers from the numbers between 195 and 210. Fill out the grid with the numbers you chose. Then listen to the teacher call out numbers. If you have the numbers in your grid, mark them.

This is the opposite of *Bingo*. You don't want to make a line. If you make a line (across, down or diagonal), you're out.

Part 2: Work in groups of three. Turn to the pages stated below. Call out numbers on your grid. But call out numbers to *not* make a line. Student A goes first. Take turns.

Student A ➔ page 104

Student B ➔ page 121

Student C ➔ page 132

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ grid
☐ ☐ call out
☐ ☐ mall
☐ ☐ write down
☐ ☐ around

Yes / No

- ☐ ☐ take turns
☐ ☐ diagonal
☐ ☐ point (verb)
☐ ☐ choose
☐ ☐ cross out

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 66. Answer the questions below.

Track
66

- 1 What are they talking about?
- 2 How many screens does it have?
- 3 How many movies were on yesterday?
- 4 How many seats are there?

Now match the expressions with the pictures below. Write them under each picture.



Unit 13

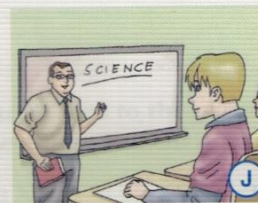
What did you do after school?

01 Warming-Up

Look at the expressions in the box. Change them into the past tense.

- | | | | |
|------------------------|---------------------|----------------------|--|
| 1. make tea | made tea | 7. play a video game | |
| 2. send a text message | sent a text message | 8. play basketball | |
| 3. take a test | | 9. study | |
| 4. go shopping | | 10. get to school | |
| 5. go to school | | 11. talk to a friend | |
| 6. go out to eat | | 12. listen to music | |

Now match the expressions with the pictures below. Write them under each picture.



Check your answers with a partner.

12 Warming-Up

Look at the questions below. Look at the pictures on the page before and write more questions. When you finish, ask two people these questions.

Questions

Yesterday...

1. Did you go out for lunch?
2. Did you take a test?
3. Did you send a text message?
4. Did you listen to music?
5. Did you...
6. Did you...
7. Did you...

☐ You

☐ Partner 1

☐ Partner 2

13 Getting the Basic Idea

Look at each picture. Write down some key words for each picture. What is he doing? Where is



Listen to the conversations. Write the number of each conversation beside each picture.

Track
67

Check your answers with a partner.

14 Getting Details

Listen again. Check (✓) the things the people did.

- Conversation 1 ☐ did his homework
- Conversation 2 ☐ listened to music
- Conversation 3 ☐ met his friends

- ☐ watched TV
- ☐ practiced jazz
- ☐ went downtown

- ☐ made tea
- ☐ read a jazz magazine
- ☐ went to a burger place

Check your answers with a partner.

Track
67

05 Practicing

Work with a partner.

Student A ➔ page 116

Student B ➔ page 132

06 Spotlight on Listening

Sometimes sounds *blend* together and make new sounds.

NOTICE

What did you do after school?

What di(j)ou do after school?

Hear It!

Listen to the sentences below. Draw a circle where the sounds blend together.

Track
68

1. What did you do?
2. What did you listen to?
3. Where did you go?
4. Did you finish your report?

Check your answers with a partner.

Use It!

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

Track
69

NOTE: Some of the sounds in some of the words might blend together.

1. When him?
2. yesterday?
3. Where?
4. Who with?

Check your answers with a partner.

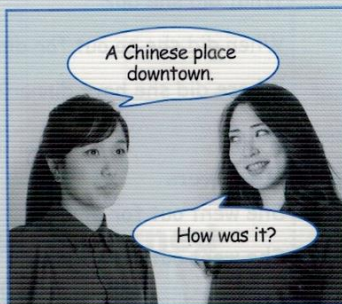
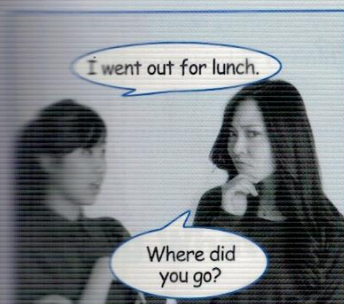
07 Spotlight on Memory

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

Track
70

Part 1 Read the following.

Questions can build conversations.



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

Track
67

1. A: What did you do after school yesterday?
B: I went home.
A:
B: I made some tea and did my homework.
A:
B: No, not yet.
2. A: What did you do after school yesterday?
B: Uh, nothing much. I went home, listened to music and read a magazine.
A:
B: Ah, a music magazine, about jazz.
A:
B: Well, jazz, of course.
3. B: Me and a few friends went out to a burger place.
A:
B: A new place downtown.
A:
B: It was good.

Compare your answers with a partner.

Work with a partner. Cover the conversations with a piece of paper. Practice the conversations.

09 Trying What You've Learned

Work with a partner. Look at the pictures. Write complete questions and complete answers for Pictures A, B and C. Look at the example.

Example



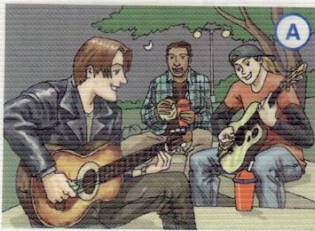
What: go out for dinner
When: last night
Where: at an Italian restaurant

Questions

What did she do?
When did she go out for dinner?
Where did she have dinner?

Answers

She went out for dinner.
She went out last night.
She had dinner at an Italian restaurant.



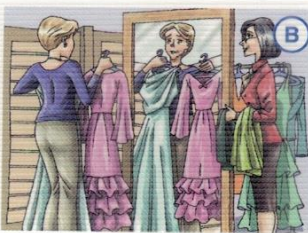
What: play guitar
When: Friday night
Where: in the park

Questions

.....
.....
.....

Answers

.....
.....
.....



What: go shopping
When: yesterday afternoon
Where: downtown

Questions

.....
.....
.....

Answers

.....
.....
.....

Picture



What: have coffee
When: yesterday evening
Where: at the mall

Questions

Answers

Using What You've Learned

Work with a partner.

Student A → page 115
Student B → page 133

Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ blend
- ☐ ☐ build
- ☐ ☐ go out for lunch
- ☐ ☐ nothing much
- ☐ ☐ a few

Yes / No

- ☐ ☐ not yet
- ☐ ☐ downtown
- ☐ ☐ make some tea
- ☐ ☐ excellent
- ☐ ☐ practice jazz

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

At Home

Listen to Track 71. Answer the questions below.



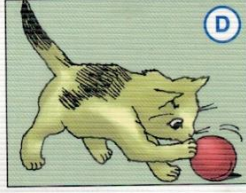
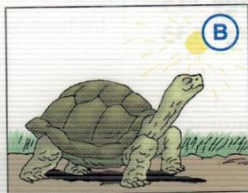
1. What did the man do last night?.....
2. What time did he finish last night?.....
3. What time does he usually finish?.....

Unit 14

It's black and white

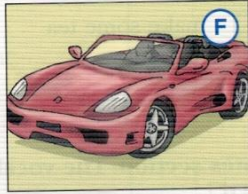
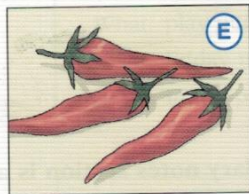
01 Warming-Up

Look at the pictures and the words in the box below. Write these words under the pictures.



small

small



small

- ◆ little / small
- ◆ good
- ◆ strong
- ◆ hot
- ◆ nice
- ◆ sweet
- ◆ expensive
- ◆ long
- ◆ spicy
- ◆ black
- ◆ big
- ◆ young
- ◆ red
- ◆ cold
- ◆ old
- ◆ fast
- ◆ funny

Can you think of other words? Write them under the pictures. Check your answers with a partner.

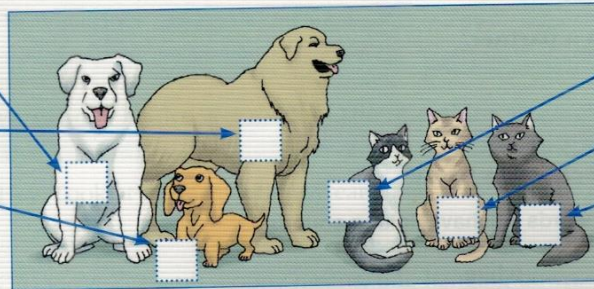
72 Warming-Up

Work with a partner. Make a list of things and animals that are:

Red	Expensive	Strong	Fast
a fire engine	a diamond	a gorilla	a cheetah
.....			
.....			
.....			
.....			
.....			

73 Getting the Basic Idea

Look at the picture below. Write a few key words to describe each animal.



Now, listen to the conversations. Write the number of each conversation next to the correct animal.

Check your answers with a partner.



74 Getting Details

Listen again. In each conversation, are the two people talking about the same animal or a different animal? Circle the correct answer.

- | | | |
|----------------|-------------|------------------|
| Conversation 1 | same animal | different animal |
| Conversation 2 | same animal | different animal |
| Conversation 3 | same animal | different animal |

Check your answer with a partner.



75 Practicing

Work with a partner.

- Student A page 114
Student B page 134

06 Spotlight on Listening

Words often link together.

NOTE: This happens when a word ends with a consonant sound and the next word begins with a vowel sound. See units 1 and 10.

NOTICE

It's a kind of dog.

It's a kind of dog.

Hear It!

Listen to the sentences below. Mark the sounds that link together.

Track
73

1. Hey. Look at those cute floppy ears.
2. ... but do you want a cat or a dog?
3. Furry means lots of hair, uhh..., lots of cat hair.
4. He's all brown.

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
74

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

1. It's white.
2. It's car.
3. small bird.
4. His light.

Check your answers with a partner.

07 Spotlight on Memory

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

Track
75

08 Spotlight on Speaking

Part 1: Read the following.

When you don't understand the meaning, ask about the meaning.



Part 2: Look at the expressions below.

- ◆ What do you mean?
- ◆ What does that mean?
- ◆ What does mean?

Listen to the conversations again. Write down the questions you hear.

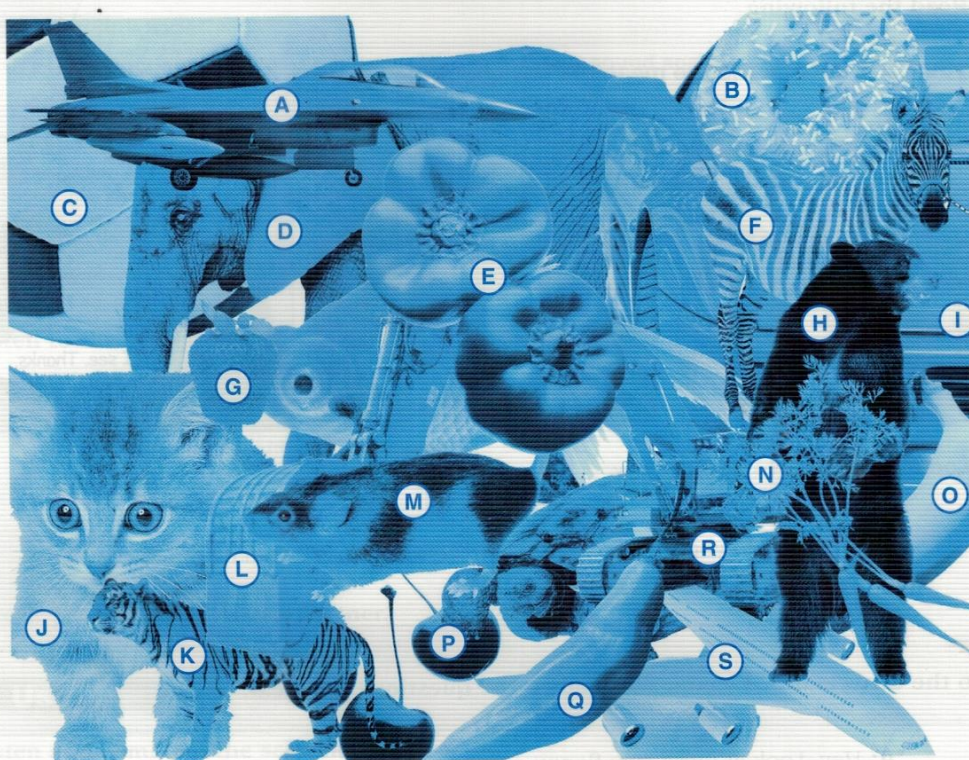
Track
72

1. **A:** Hey. Look at those cute floppy ears.
B:
A: Oh, sorry. Yeah, uh, floppy means, um, hanging down.
2. **A:** Hey. Look at that cat. He's really furry.
B:
A: Oh, sorry. Furry means lots of hair, uh..., lots of cat hair.
3. **B:** Okay. But remember. You have to be responsible.
A:
B: You take care of him. You feed him. Okay?

Work with a partner. Cover the conversations with a piece of paper. Practice the conversations.

09 Trying What You've Learned

Work in groups. Look at the picture below. Choose an object or an animal and describe it to your group members, but don't say what it is. Others try to guess.



10 Using What You've Learned

Work in groups. Use the same picture as *Trying What You've Learned*. One person thinks of an object (but doesn't say what it is). The other people ask questions. Answer the questions "yes" or "no."

For example:

◆ Is it big?

◆ Is it small?

◆ Is it expensive?

11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|--------------|
| ☐ | ☐ | floppy |
| ☐ | ☐ | meaning |
| ☐ | ☐ | responsible |
| ☐ | ☐ | both |
| ☐ | ☐ | take care of |

Yes / No

- | | | |
|--------------------------|--------------------------|-----------|
| ☐ | ☐ | feed |
| ☐ | ☐ | fantastic |
| ☐ | ☐ | wonderful |
| ☐ | ☐ | feet |
| ☐ | ☐ | gorilla |

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

Track
76

Listen to Track 76. Answer the questions below.

1. What are they talking about?
2. Where is it?
3. What kind is it?
4. Describe it.

Unit 15

When does it start?

01 Warming-Up

Look at the poster. Answer the questions.

1. What is the name of the exhibition?

.....

2. When does the exhibition start?

.....

3. When does the exhibition finish?

.....

4. What time does the museum open?

.....

5. What time does the museum close?

.....

6. Where is the exhibition?

.....

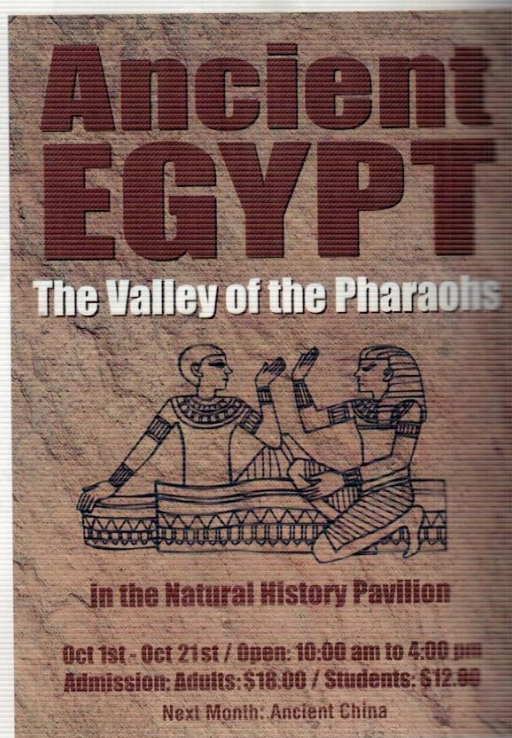
7. How much is it?

.....

8. What is the next exhibition?

.....

Check your answers with a partner.



12 Warming-Up

Work with a partner. Look at the poster on the right. Student A, ask questions. Use the hints. Student B, answer the questions.

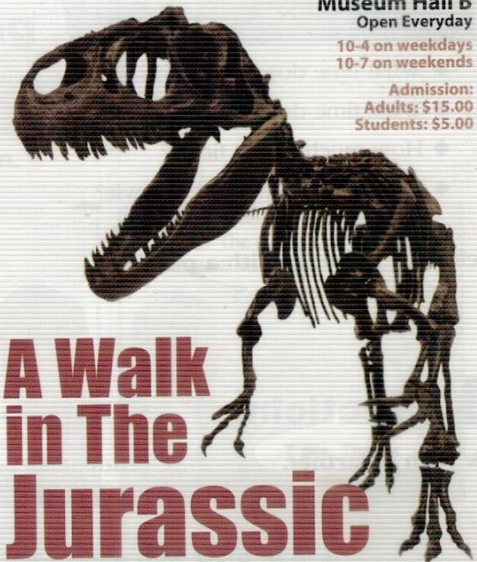
- ◆ What / name / exhibition?
- ◆ When / exhibition start?
- ◆ When / exhibition finish?
- ◆ What time / museum open?
- ◆ What time / museum close?
- ◆ Where / exhibition?
- ◆ How much / it?
- ◆ What / next exhibition?

The Age of the Dinosaurs

July 6th-Aug 22nd

Museum Hall B
Open Everyday
10-4 on weekdays
10-7 on weekends

Admission:
Adults: \$15.00
Students: \$5.00



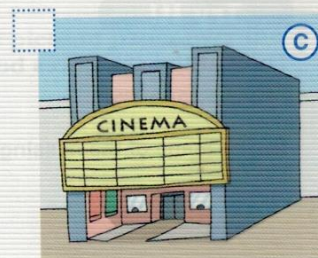
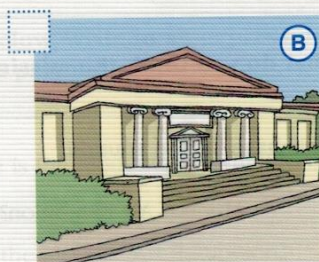
A Walk in The Jurassic

Next Month: Ancient Persia

Getting the Basic Idea

Part 1: Look at each picture. Write down some key words for each picture. What are these buildings? What happens at these buildings?

Track
77



Part 2: Listen to the conversations. Write the number of each conversation beside each picture. There is one extra picture.

Part 3: Check your answers with a partner.

04 Getting Details



Listen again. Circle the correct answers.

Conversation 1

- | | | |
|---------------------------------------|----------------------|----------------|
| ◆ Where is the Modern Art Exhibition? | the Art Exhibit Hall | Exhibit Hall C |
| ◆ What time does it finish? | 5:00 pm | 17:30 |
| ◆ When does it finish? | the last day | the 18th |
| | | next time |

Conversation 2

- | | | | |
|------------------------------------|-------|------|-------|
| ◆ What time does the movie start? | 5:15 | 9:15 | 11:15 |
| ◆ What time does the movie finish? | 5:15 | 9:15 | 11:15 |
| ◆ How much is one ticket? | \$14 | \$40 | \$28 |
| ◆ What's the name of the movie? | ..... |  |  |

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A ➤ page 117
Student B ➤ page 134

06 Spotlight on Listening

English is spoken with weak vowels (see units 3, 5, 8 and 12). You can't always hear each word clearly. If you don't hear clearly, guess. Guessing is a good strategy.

Try It!

Look at the sentences below. What do you think the missing words are? Write your guesses into the spaces.

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

- Where Modern Art Exhibition?
- When exhibition finish?
- The 18th last day.
- What time start?
- have seats back?

Now listen and check your guesses.



07 Spotlight on Memory

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

Track
79

08 Spotlight on Speaking

Part 1: Read the following.

If you don't understand, ask people to say things again.



Part 2: Look at the following expressions. People say these when they want to hear something again.

- | | | |
|--|--|---|
| ☐ I beg your pardon? | ☐ Pardon me? | ☐ Pardon? |
| ☐ Can you say that again? | ☐ Could you say that again? | ☐ Sorry. What did you say? |

Listen to *Conversation 1* again. What expression do you hear? Check the box.

Track
77

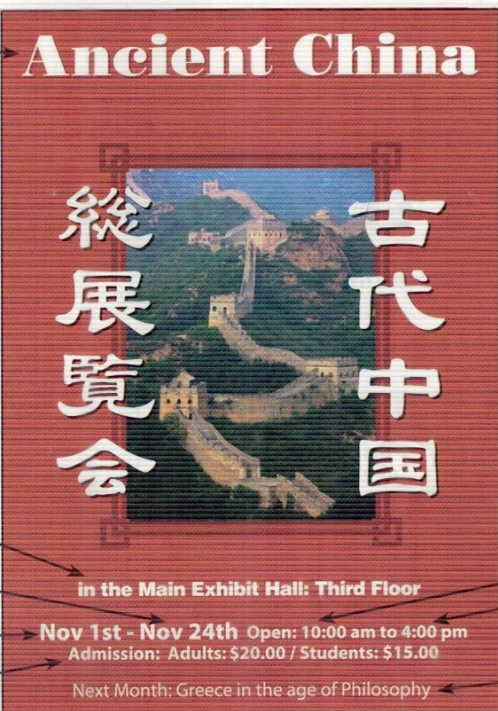
Part 3: Look at the conversation below. Write in an expression. Put a piece of paper over the conversation and practice it with a partner.

- A: Hi, where is the Modern Art Exhibition?
 B:
 A: Where is the Modern Art Exhibition?
 B: Exhibit Hall C.

09 Trying What You've Learned

Work with a partner. Look at the posters. Make questions for each number.

- 1 What's the _____ of the exhibition?
- 2 Where is the _____?
- 3 What time _____?
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



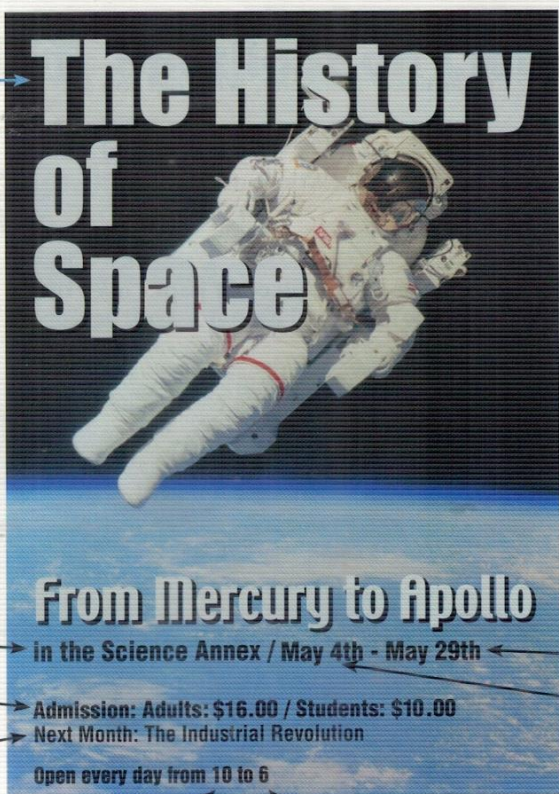
Ancient China

古代中国
総展覧会

in the Main Exhibit Hall: Third Floor

Nov 1st - Nov 24th Open: 10:00 am to 4:00 pm
Admission: Adults: \$20.00 / Students: \$15.00

Next Month: Greece in the age of Philosophy



The History of Space

From Mercury to Apollo

in the Science Annex / May 4th - May 29th

Admission: Adults: \$16.00 / Students: \$10.00

Next Month: The Industrial Revolution

Open every day from 10 to 6

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

When you finish, ask and answer questions about the posters.

10 Using What You've Learned

Work with a partner.

Student A page 119

Student B page 135

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ happen
☐ ☐ I see.
☐ ☐ sir
☐ ☐ at the back
☐ ☐ No problem.

Yes / No

- ☐ ☐ next in line
☐ ☐ ancient
☐ ☐ Mercury
☐ ☐ admission
☐ ☐ dinosaur

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 80. Answer the questions below.



1. What does he ask about?
2. How much are the good seats?
3. How much are the arena seats?
4. Where are the arena seats?
5. What time does it start?

Review 2

Unit 8 - Unit 15

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 use simple phrases to talk simply about basic topics.	☐	☐	☐	☐
2.	I can describe myself, my job, where I live, and other basic topics.	☐	☐	☐	☐
3.	I can use a few simple grammatical structures and sentence patterns.	☐	☐	☐	☐
4.	I can use short, simple stock phrases with some pausing to think about expressions.	☐	☐	☐	☐
5.	I can introduce myself, use basic greetings and ask people how they are.	☐	☐	☐	☐
6.	I can listen and generally understand the topic of basic discussions if people talk slowly and clearly.	☐	☐	☐	☐
7.	I can listen and understand simple instructions if people speak carefully and slowly.	☐	☐	☐	☐
8.	I can understand simple everyday expressions if people speak clearly and slowly.	☐	☐	☐	☐
9.	I can ask and answer questions about simple things, for example, people, where they live, and so on.	☐	☐	☐	☐
10.	I can read a short rehearsed statement.	☐	☐	☐	☐
11.	I can take short notes about basic messages or events if people speak clearly and slowly.	☐	☐	☐	☐
12.	I can use and understand basic words and phrases used in simple situations.	☐	☐	☐	☐
13.	I can tell people when I don't understand and ask for simple repetition.	☐	☐	☐	☐
14.	I can pronounce a limited number of words and phrases properly. I have an foreign accent but I am usually understood.	☐	☐	☐	☐

NOTE: These Can-do statements are adapted from a CEFR A1 level

02 Spotlight on Listening

Listen to Track 81. How many words are spoken in each sentence?

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

Track
81

- | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|
| 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 110

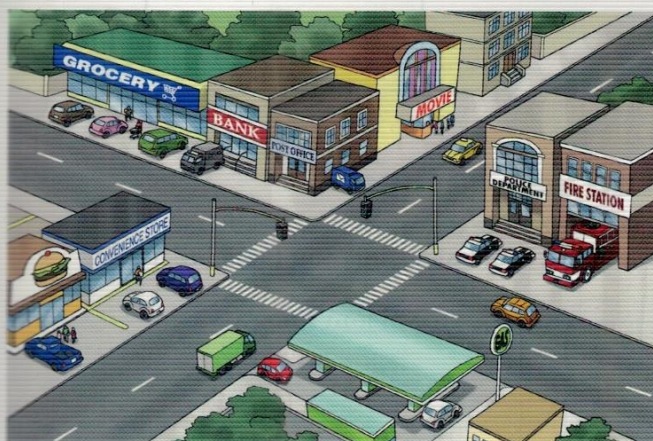
Student B ➤ page 135

04 Having Real Conversations

1. Work with a partner. Read the instructions below. Make conversations.

1. Look at the picture below.
Ask and answer questions; *Where is the bank?* etc. Take turns.

2. Say one of the numbers below.
Your partner will listen and shadow.
Take turns.



19,780	90,718	19,718
30,114	13,140	13,114
7,016	7,060	7,116
70,550	70,515	17,550
17,515	30,140	90,780
4,382	7,160	14,903

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

3. What did you do last weekend?

4. What did you do yesterday?

5. What time do you get up on Sundays?

6. What does broccoli look like?

7. Can you play a musical instrument?

8. What does an elephant look like?

9. What classes do you have on Tuesday?

10. Can you speak a foreign language?

05 Short Poster Presentations

Look at the example below. What did you do last weekend? Draw some simple pictures. When you finish, 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

exhibition

.....	
.....	
.....	
.....	
.....	
.....	

Expressions

.....
.....
.....
.....
.....

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

Unit 0 Practicing: Student A

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

1. How do you spell that?
2.
3. Pardon me?
4.
5. Can you say that again?
6.
7. What does that mean?
8.

Part 2: Look at the sentences again. Match the sentences with the problems below. Write the number of the sentence beside the problem.

- You didn't understand.
- You don't know the spelling.
- The person is speaking too fast.

Unit 2 Practicing: Student A

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

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

1. What vegetables do you like?
2.
3. I like water. I don't really like sweet drinks.
4.
5. What kind of food do you like?
6.
7. What foods do you dislike?
8.
9. I don't like green pepper and I don't like celery.
10.

Part 2: Look at the sentences again. Match the questions to the answers.

Questions	Answers
1 •	• 2
4 •	• 3
5 •	• 6
7 •	• 8
10 •	• 9

Unit 0 Spotlight on Speaking: Student A

You go first. Look at the first picture on the left. Ask your partner how to spell the object. Listen to your partner and spell out the word beside the picture.

Then listen to your partner's question and answer the question. Take turns.

For example:

A: How do you spell "  "?

B: X-X-X-X... (A ---> Listen and write it down.)

For example:

B: How do you spell "  "?

A: S-O-F-A.



1. _____



2. _____ sofa



3. _____



4. _____ racket



5. _____



6. _____ toaster



7. _____



8. _____ taxi



9. _____



10. _____ shower



11. _____



12. _____ table

Unit 1 Trying What You've Learned: Student A

You go first. Ask your partner to draw or write things. Then change the parts.

For example: ♦ Can you draw a "tree"? ♦ Can you write the number "fourteen"?
♦ Can you write the word "calendar"?

Ask your partner.

1.  Can you draw a "tree"?	2. 14 Can you write the number fourteen?	3. calendar Can you write the word "calendar"?
4. ruler	5. towel	6. 
7. 	8. 383	9. 

Listen to your partner.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Now do your own picture square.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Listen to your partner.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Unit 12 Using What You've Learned: Student A

Work in groups of three. Play the game *Attack Bingo*. Look at the rules below.

Rules

1. Call out numbers from your grid. You must call numbers from your grid.
2. Take turns calling out numbers.
3. If you have the number, mark it on your grid.
4. The first person who has a line (*Bingo*), loses.

119	745	90	190
5,670	39	587	5,597
718	4,586	1,019	7,580
60	3,017	59	916

Unit 1 Practicing: Student A

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

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

1. Can you tell me the answer?
2.
3. Can you help me with this?
4.
5. Can you say that again please?
6.
7. Can you put your pencils and erasers on the desk?
8.
9. Can you tell me your name?
10.



Part 2: Look at the sentences with a partner. Which requests are said by teachers? Which requests are said by students? Which can be said by both?

Teachers: → (T)

Students: → (S)

Both (teachers or students): → (B)

Unit 3 Practicing: Student A

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

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

1. He's climbing a high mountain in winter.
2.
3. He's browsing the internet.
4.
5. They're eating cake and talking.
6.
7. He's talking on the phone.
8.
9. They're jogging with their dog.
10.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Unit 2 Trying What You've Learned: Student A

Part 1: You go first. Look at the following. Ask your partner what Mia likes and doesn't like.

For example: ♦ What does Mia like? ♦ What does Mia really like? ♦ What does Mia dislike?

Name: Mia
Likes: _____
Really likes: _____
Doesn't like: _____



Mia

Part 2: Your partner will ask you questions about Matt. Answer his/her questions.

For example: ♦ He likes fruit, meat and juice.

Name: Matt
Likes: fruit, meat, juice
Really likes: mangoes, watermelon and hamburgers
Doesn't like: avocados, broccoli and really spicy hot food

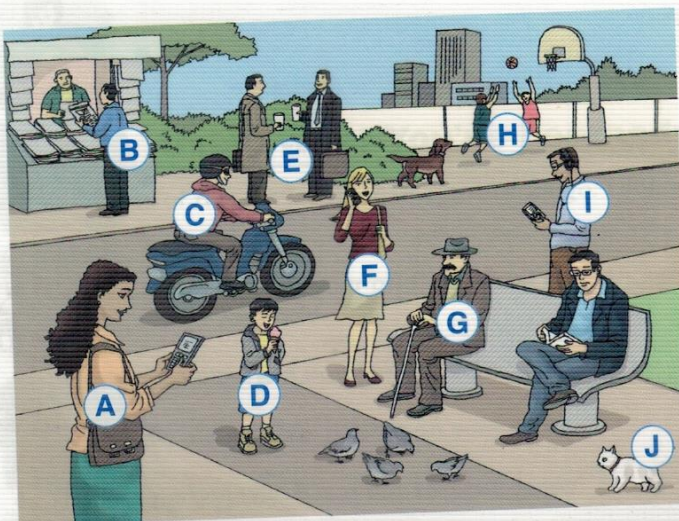


Matt

How about your father (mother, sister, brother, friends etc.) ?

Unit 3 Trying What You've Learned: Student A

Write down sentences for A, C, D, G and I. The first one is done for you.



A A young woman is texting a friend.

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

Now work with a partner. Read your sentences to your partner. Listen and write down your partner's sentences.

Unit 5 Warming-Up: Student A

Part 1: Ask your partner questions about the missing words. Answer your partner's questions.

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

For example: ♦ What is 'A'?

A	D	G paramedic	J
B taxi driver	E	H	K helicopter pilot
C nurse	F carpenter	I cameraman	L



Part 2: When you finish, write the letters in the circles. Check your answers with your partner.

Unit 8 Practicing: Student A

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

- Dylan has geography in first period on Tuesday.
-
- Nan has P.E. in first period on Tuesday and Thursday.
-
- Anne has physics in second period on Monday and Friday.
-
- Jeff has music and drama on Friday afternoons.
-

Part 2: Look at the sentences again. Some people are in the same class. Draw circles around the people who are in the same class.

Blaine	Anne	Jessie
Helen	Lorna	Jeff
Dylan	Nan	Sam

Unit 6 Practicing: Student A

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

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

1. The pen is on the textbook.
2.
3. The teapot is near the alarm clock.
4.
5. The pen is in the cup.
6.
7. The pen is under the cup.
8.



Part 2: When you finish, draw lines from the sentences you wrote to the pictures.

Unit 7 Practicing: Student A

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

1. If the weather is nice, they are going to go to the beach.
2.
3. They're going to go out to dinner at an Italian restaurant.
4.
5. He's going to stay at home and play his new video game.
6.
7. She's going to study at home with her cat.
8.
9. He is going to play soccer with his friends in the park.
10.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Review 1 Spotlight on Vocabulary and Strategies: Student A

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

- | | | | | | |
|----------|------------|----------|----------|-------------|----------------|
| 1. tutor | 3. | 5. | 7. store | 9. birthday | 11. |
| 2. | 4. janitor | 6. nurse | 8. | 10. | 12. first name |

Unit 3 Using What You've Learned: Student A

Part 1: Look at the following picture of a shopping mall. Think of sentences for:

1

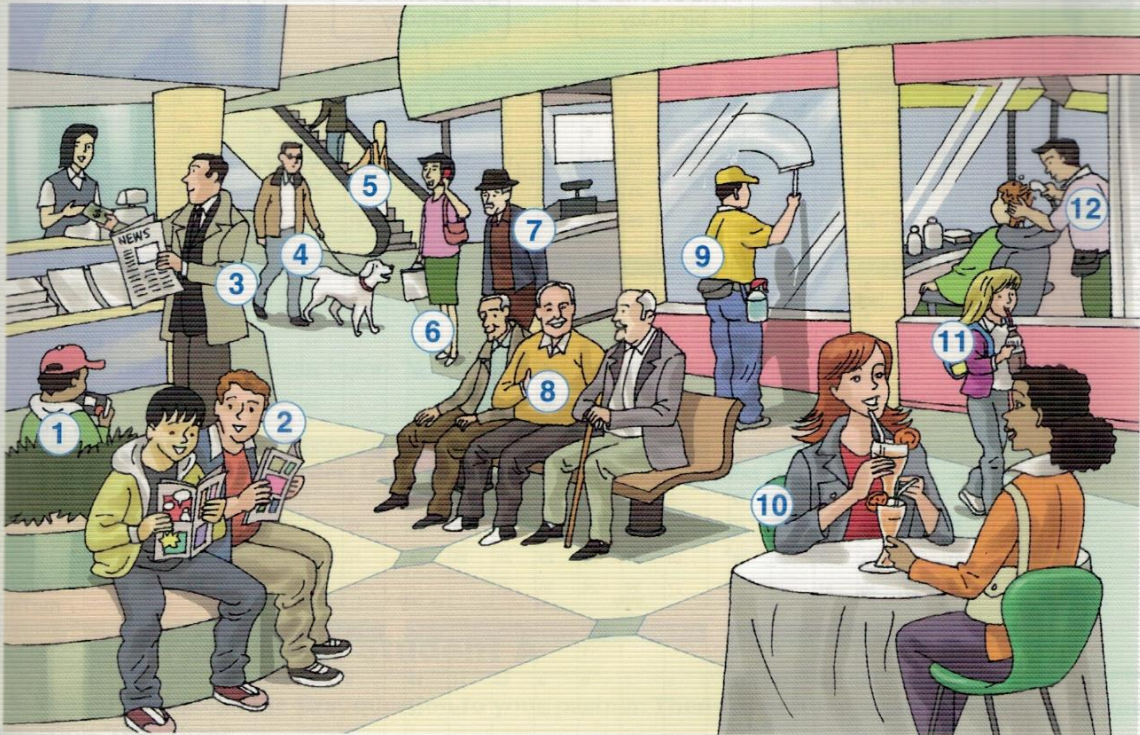
5

9

3

7

11



Part 2: Your partner's picture has the same people, but they are doing different things. Read your sentences to your partner. Listen to your partner's sentences. Find the differences.



or



- | | | | |
|---------------------|---------------------|---------------------|----------------------|
| 1. Same / Different | 4. Same / Different | 7. Same / Different | 10. Same / Different |
| 2. Same / Different | 5. Same / Different | 8. Same / Different | 11. Same / Different |
| 3. Same / Different | 6. Same / Different | 9. Same / Different | 12. Same / Different |

How many are different?

Unit 4 Trying What You've Learned: Student A

Part 1: You go first. Look at the calendar below. Tell your partner about Melody's family's birthdays.

For example: ♦ Melody's birthday is January twenty-seventh.



Melody's birthday

Melody's father's birthday

Melody's mother's birthday

JANUARY						
		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	31		

Melody's older brother's birthday

MAY						
		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	31		

Melody's little brother's birthday

SEPTEMBER						
		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			

Melody's grandfather's birthday

FEBRUARY						
		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					

Melody's grandmother's birthday

JUNE						
		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			

Andy's father's birthday

OCTOBER						
		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	31		

Andy's mother's birthday

MARCH						
		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	31		

Andy's older brother's birthday

JULY						
		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	31		

Andy's older sister's birthday

NOVEMBER						
		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			

Andy's grandfather's birthday

APRIL						
		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			

Andy's grandmother's birthday

AUGUST						
		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	31		

Andy's birthday

DECEMBER						
		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	31		

Part 2: Now your partner will tell you about Andy's family's birthdays. Listen and draw lines to match the dates and the birthdays.

Review 2 Spotlight on Vocabulary and Strategies: Student A

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

- | | | | | | |
|------------|----------|------------|-------------|-----------|-------------|
| 1. theater | 3. | 5. | 7. magazine | 9. dinner | 11. |
| 2. | 4. young | 6. history | 8. | 10. | 12. library |

Unit 4 Practicing: Student A

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

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

1. Tanja's birthday is on April 13th.
2.
3. The national holiday in France is on July 14th.
4.
5. Independence Day in the United States is on July 4th.
6.
7. My cousin's birthday is on August 12th.
8.
9. New Year's Eve is the night before New Year's Day. It is on December 31st.
10.

Part 2: Put the sentences in order, from the earliest date to the latest date.

2

9

Unit 5 Practicing: Student A

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

1. Do you wear a uniform?
2.
3. Do you use a computer?
4.
5. Do you make something?
6.
7. Is the pay good?
8.

Part 2: Look at the questions above. If you were a doctor, how would you answer those questions?

- | | |
|-------------|-------------|
| 1. YES / NO | 5. YES / NO |
| 2. YES / NO | 6. YES / NO |
| 3. YES / NO | 7. YES / NO |
| 4. YES / NO | 8. YES / NO |



Unit 8 Trying What You've Learned: Student A

Part 1: You go first. Look at Erika's schedule below. Tell your partner about Erika's schedule.



Erika

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Math	English	Chemistry	Math	English
2nd Period	Free	Geography	Chemistry	Free	Geography
3rd Period	History	Free	Free	History	Free
4th Period	P.E.	Physics	Free	Physics	P.E.

Part 2: Now listen to your partner. Your partner will tell you about Gordon's schedule. Listen and write down the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Math				
2nd Period		Drama	Music		
3rd Period				History	
4th Period					



Gordon

Unit 9 Practicing: Student A

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

- Peter can ride a motorbike. He rides to school every day. Yes / No
- Yes / No
- Tina loves music. She can play the guitar and also the bass guitar. Yes / No
- Yes / No
- Dary is good at winter sports. He can skate, ski and snowboard. Yes / No
- Yes / No
- Jennifer can drive a car. She got her license last year. Yes / No
- Yes / No

Part 2: Look at the sentences again. Can you do any of these things? Circle Yes if you can do these things. Circle No if you can't. What can your partner do?

Unit 10 Practicing: Student A

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

- | | |
|---|--------------|
| 1. The post office is next to the bank on the right. | True / False |
| 2. | True / False |
| 3. The restaurant is next to the hotel on the left. | True / False |
| 4. | True / False |
| 5. The library is between the hotel and the bank. | True / False |
| 6. | True / False |
| 7. The coffee shop is across from the gas station. It is beside the restaurant. | True / False |
| 8. | True / False |

Part 2: Look at the sentences and the picture in the *Warming-Up* (page 65). Are these sentences true or false? Circle *True* if they are true. Circle *False* if they are false.

Unit 12 Trying What You've Learned: Student A

Part 1: Ask and answer questions about the airport. You go first.

Cedar City Airport Information

Number of runways:	.....
Number of terminals:	2.....
Number of restaurants:	.....
Number of rooms in the hotel:	347.....
Number of workers:	.....
Number of stores:	28.....
Number of fire trucks:	12.....
Number of flights per day:	.....
Number of bags and suitcases handled every day:	6,843.....
Number of restrooms:	.....
Number of parking spaces in the car parks:	1,381.....
Number of gates:	27.....
Number of cups of coffee sold each day:	.....
Number of meals made for the people on the planes:	2,417.....
Number of passengers each day:	.....

Part 2: Look below. Which is more? Draw ">" or "<".

number of terminals	.....	number of runways	.....
number of workers	.....	number of parking spaces	.....
number of rooms in the hotel	.....	number of flights per day	.....
number of fire trucks	.....	number of gates	.....

Unit 11 Practicing: Student A

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

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

- | | |
|---|------------------|
| 1. I get up at 7:00 on weekdays. I leave home at 8:00. | Same / Different |
| 2. | Same / Different |
| 3. My father goes to bed at 9:30. He works early every morning. | Same / Different |
| 4. | Same / Different |
| 5. I have dinner at about 6:15. After dinner I do my homework. | Same / Different |
| 6. | Same / Different |
| 7. Lunch starts at 12:15. It finishes at 1:00. | Same / Different |
| 8. | Same / Different |

Part 2: Look at the sentences again. Is this the same as you? Do you do these things at the same time? Circle *Same* if you do these things at the same time. Circle *Different* if you do these things at a different time.

Unit 14 Practicing: Student A

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

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

- | | | |
|--|---|---|
| 1. It's long and thin. It's very quiet and it's green. | • |  |
| 2. | • | |
| 3. It's big and heavy. It's also fast and very expensive. | • | |
| 4. | • |  |
| 5. It's gray and very big. Its ears are big and its nose is long. | • | |
| 6. | • |  |
| 7. It's white and very small. It's quiet and its tail is long. | • | |
| 8. | • | |
| 9. It's big and it's sweet. It's green on the outside and red on the inside. | • |  |
| 10. | • | |

Part 2: Draw lines from the sentences you wrote to the pictures on the right.



Unit 13 Using What You've Learned: Student A

Ask and answer questions about Tom's weekend. You go first. Then take turns.

For example:

◆ What did he do?

◆ When did he ...?

◆ Where did he ...?

On Friday afternoon ...



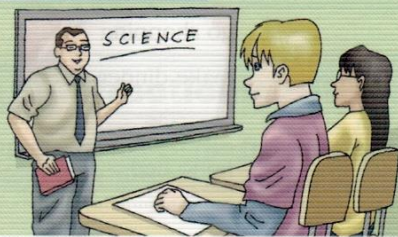
What:
What time:
Where:

On Friday night ...



What: listen to music & read
What time: between 8 and 10 pm
Where: at home

On Saturday morning ...



What:
What time:
Where:

On Saturday afternoon...



What: go shopping
What time: around 5:30 pm
Where: at the supermarket

On Saturday evening ...



What:
What time:
Where:

On Sunday morning ...



What: play video games
What time: all morning
Where: at home

How about you? What did you do last weekend?

Unit 11 Using What You've Learned: Student A

Part 1: Look at Wendy's schedule. Tell your partner about Wendy's day.

Part 2: Your partner will tell you about Jim's schedule. Listen and take notes.

For example: ♦ Wendy gets up at eight ...



Wendy

8:00 am	get up
8:15 am	have a cup of coffee
8:30 am	watch the news on TV
10:00 am	get to school
Noon	have lunch
5:45 pm	go to the sports club
7:30 pm	get home
8:30 pm	do homework
10:00 pm	play video games
11:45 pm	go to bed



Jim

7:45 am	
8:00 am	
8:30 am	
	get to school
	take a break
1:15 pm	
	go shopping
	make dinner
9:00 pm	
	go to bed

Unit 13 Practicing: Student A

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

- Gord didn't watch TV on Sunday night. He studied chemistry.
-
- Samantha had a band practice on Saturday morning. They practiced for two hours.
-
- Greg went jogging and then he exercised in the gym.
-
- JC went out with his friends. He didn't study at all.
-

Part 2: Look at the sentences you wrote and the sentences below. Match the sentences.

- | | |
|------|--|
| 2. ● | ● a. His house was dirty. |
| 4. ● | ● b. He had a date. |
| 6. ● | ● c. He wasn't feeling very well. |
| 8. ● | ● d. Her mother's birthday is next week. |

Unit 12 Practicing: Student A

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

1. There are 38 restaurants and two food courts in the mall.
.....
2.
3. There are 312 seats in the food court.
.....
4.
5. There are 5 floors in the main shopping mall.
.....
6.
7. More than 2,000 people work in the shopping mall.
.....
8.

Part 2: Look below. Which is more? Draw ">" or "<".

number of shops in the shopping mall	.....	number of seats in the food court
number of restaurants in the mall	.....	number of washrooms in the mall
number of people working in the mall	.....	number of parking spaces at the mall
number of floors in the mall	.....	number of screens at the movie theater

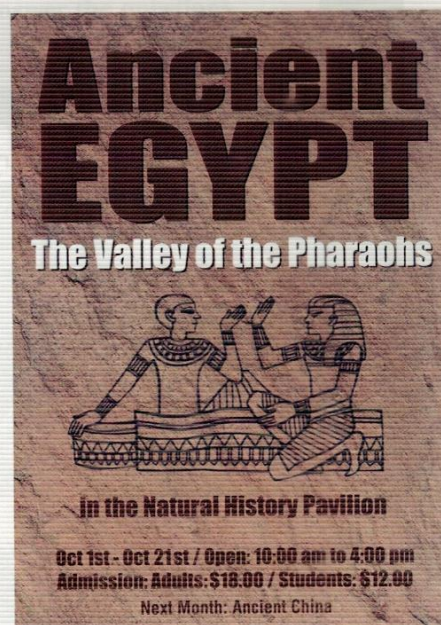
Unit 15 Practicing: Student A

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

1. Where is the dinosaur exhibition?
.....
2.
3. What time does the museum close on weekdays?
.....
4.
5. What is the name of next month's exhibition?
.....
6.
7. What time does the museum open?
.....
8.

Part 2: Look at the poster on the right. Write the answers below.

2.
4.
6.
8.



Unit 0 Spotlight on Speaking: Student B

Your partner goes first. Look at the first picture on the left. Your partner will ask you how to spell the object. Tell your partner how to spell it.

Then look at the first picture on the right. Ask your partner how to spell the object. Listen to your partner and spell out the word beside the picture. Take turns.

For example:

A: How do you spell "  "?

B: X-X-X-X-... (A ---> Listen and write it down.)

For example:

B: How do you spell "  "?

A: S-O-F-A.



1. _____ escalator



3. _____ hamburger



5. _____ towel



7. _____ calendar



9. _____ motorbike



11. _____ ruler



2. _____



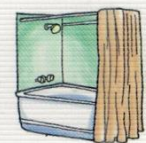
4. _____



6. _____



8. _____



10. _____



12. _____

Unit 6 Practicing: 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 cup is between the pen and the keys.
3.
4. The lamp is behind the cap.
5.
6. The pen is in front of the teapot.
7.
8. The teddy bear is beside the alarm clock.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Unit 15 Using What You've Learned: Student A

Part 1: You go first. Ask questions about the exhibition on the left. Listen and write down the answers.

Part 2: Your partner will ask about the exhibition on the right. Answer the questions.

Exhibition Name

Name of Exhibit Hall

Start Date

Finish Date



Price

Opens (time)

Closes

Next Exhibition

The Changing Earth

Environment at Risk

Sept 6th-Sept 24th

Exhibit Hall C / Open from 9:30 - 5:00

Admission: Adults \$15.00

Students: \$5.00

Next Month: Space Technology

Unit 0 Practicing: Student B

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

1.
2. Can you speak more slowly?
3.
4. How do you spell your name?
5.
6. I'm sorry. I don't understand.
7.
8. What do you mean?

Part 2: Look at the sentences again. Match the sentences with the problems below. Write the number of the sentence beside the problem.

- You didn't understand.
- You don't know the spelling.
- The person is speaking too fast.

Unit 2 Trying What You've Learned: Student B

Part 1: Your partner goes first. Look at the following. Your partner will ask you what Mia likes and doesn't like. Answer the questions.

For example: ♦ Mia likes most foods.

Name: Mia

Likes: most foods

Really likes: cola, pasta, rice, fish and cakes

Doesn't like: liver



Mia

Part 2: When you finish, ask your partner questions about Matt. Write down the answers.

For example: ♦ What does Matt like? ♦ What does Matt really like? ♦ What does Matt dislike?

Name: Matt

Likes:

Really likes:

Doesn't like:



Matt

How about your father (mother, sister, brother, friends etc.) ?

Unit 1 Trying What You've Learned: Student B

Your partner goes first. Listen and draw or write. Then change the parts.

For example: ♦ Can you draw a "guitar"? ♦ Can you write the number "eighty"?
♦ Can you write the word "racket"?

Listen to your partner.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Ask your partner.

1.  Can you draw a "guitar"?	2. 80 Can you write the number eighty?	3. racket Can you write the word "racket"?
4. 143	5. taxi	6. 
7. table	8. shower	9. 

Now do your own picture square.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Listen to your partner.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Unit 12 Using What You've Learned: Student B

Work in groups of three. Play the game *Attack Bingo*. Look at the rules below.

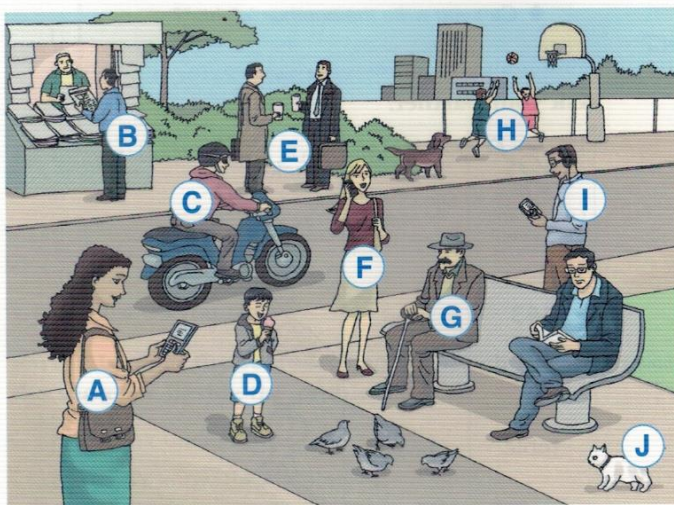
Rules

1. Student A calls out a number from his/her grid. If you have the number, mark it on your grid.
2. Call out numbers from your grid. You must call numbers from your grid.
3. Take turns calling out numbers.
4. The first person who has a line (*Bingo*), loses.

718	7,580	39	90
19	1,019	4,586	190
754	4,670	916	397
3,017	587	59	5,018

Unit 3 Trying What You've Learned: Student B

Write down sentences for B, E, F, H and J. The first one is done for you.



- A
- B A man is buying a newspaper.
- C
- D
- E
- F
- G
- H
- I
- J

Now work with a partner. Read your sentences to your partner. Listen and write down your partner's sentences.

Unit 7 Practicing: Student B

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

1.
2. She is going to practice the flute with the band.
3.
4. They're going to study together at the library.
5.
6. She is going to go shopping for a dress.
7.
8. They are going to meet their friend at the airport.
9.
10. She's going to go out for coffee with her friends.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Unit 2 Practicing: 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. I like Italian food and Chinese food.
3.
4. What fruit do you like?
5.
6. I really like watermelon. I eat it all the time in summer.
7.
8. I like all kinds of vegetables.
9.
10. What drink do you like?

Part 2: Look at the sentences again. Match the questions to the answers.

Questions	Answers
1 •	• 2
4 •	• 3
5 •	• 6
7 •	• 8
10 •	• 9

Unit 4 Practicing: 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. His uncle's and his cousin's birthdays are on February 23rd.
3.
4. Canada Day is July 1st each year.
5.
6. Halloween is on October 31st.
7.
8. Her aunt's birthday is on November 17th.
9.
10. Boxing Day is the day after Christmas. It is on December 26th.

Part 2: When you finish, put the sentences in order, from the earliest date to the latest date.

Unit 3 Using What You've Learned: Student B

Part 1: Look at the following picture of a shopping mall. Think of sentences for:

2

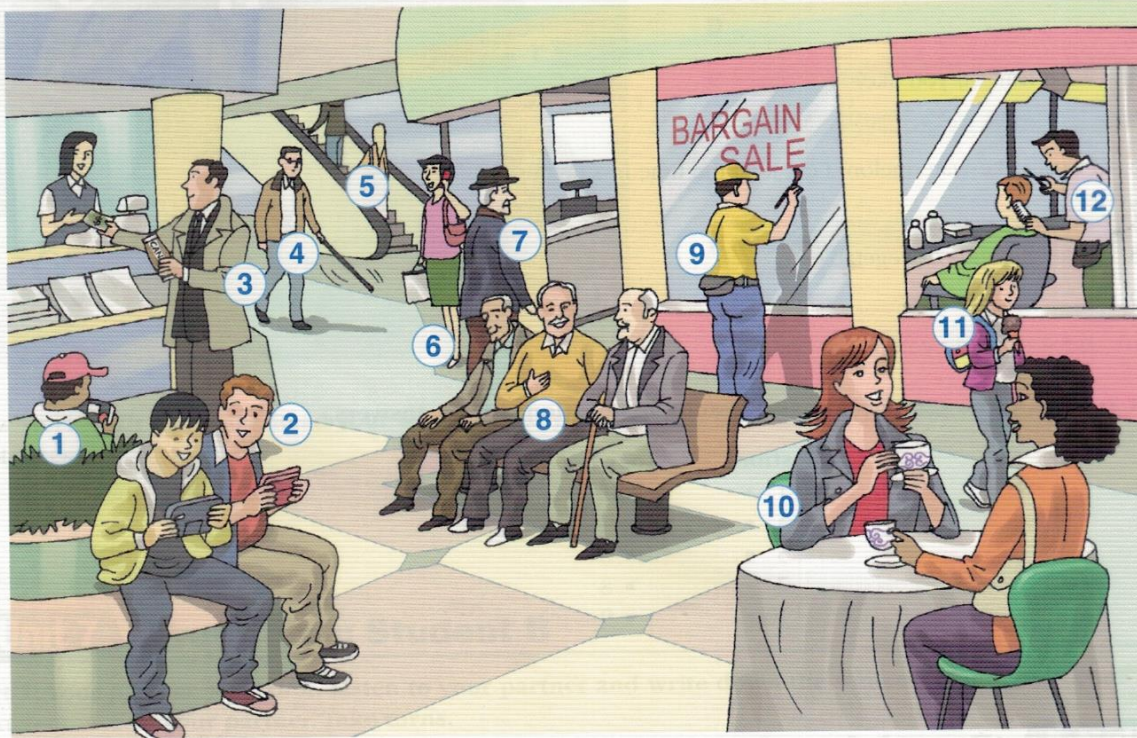
4

6

8

10

12



Part 2: Your partner's picture has the same people, but they are doing different things. Read your sentences to your partner. Listen to your partner's sentences. Find the differences.



or



- | | | | |
|---------------------|---------------------|---------------------|----------------------|
| 1. Same / Different | 4. Same / Different | 7. Same / Different | 10. Same / Different |
| 2. Same / Different | 5. Same / Different | 8. Same / Different | 11. Same / Different |
| 3. Same / Different | 6. Same / Different | 9. Same / Different | 12. Same / Different |

How many are different?

Unit 4 Trying What You've Learned: Student B

Part 1: Your partner goes first. Look at the calendar below. Your partner will tell you about Melody's family's birthdays. Listen and draw lines to match the dates and the birthdays.


 Melody's birthday

Melody's older brother's birthday

Melody's little brother's birthday

Melody's grandfather's birthday

Melody's grandmother's birthday

JANUARY

		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	31		

MAY

		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	31		

SEPTEMBER

		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			

FEBRUARY

		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					

JUNE

		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			

OCTOBER

		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	31		

MARCH

		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	31		

JULY

		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	31		

NOVEMBER

		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			

APRIL

		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			

AUGUST

		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	31		

DECEMBER

		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	31		

Andy's father's birthday

Andy's mother's birthday

Andy's older brother's birthday

Andy's older sister's birthday

Andy's grandfather's birthday

Andy's grandmother's birthday


 Andy's birthday

Part 2: Now tell your partner about Andy's family's birthdays.

For example: ♦ Andy's birthday is December twenty-sixth.

Review 1 Spotlight on Vocabulary and Strategies: Student B

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

- | | | | | | |
|---------|---------------|----------|-------------|--------------|------------|
| 1. | 3. dictionary | 5. drink | 7. | 9. | 11. barber |
| 2. chef | 4. | 6. | 8. homework | 10. February | 12. |

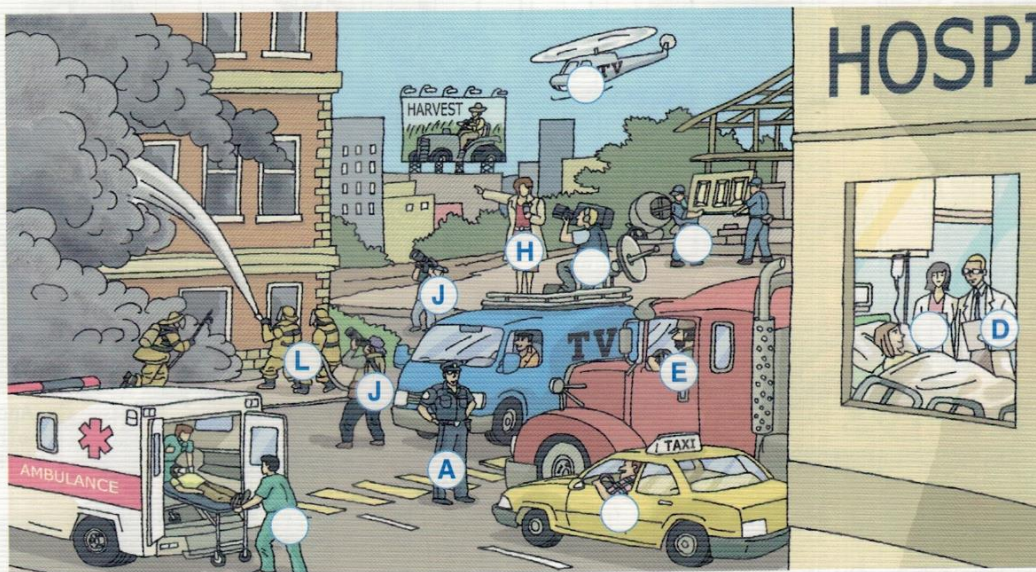
Unit 5 Warming-Up: Student B

Part 1: Ask your partner questions about the missing words. Answer your partner's questions.

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

For example: ♦ What is 'B'?

A police officer	D doctor	G	J photographer
B	E truck driver	H TV reporter	K
C	F	I	L firefighter



Part 2: When you finish, write the letters in the circles. Check your answers with your partner.

Unit 8 Practicing: 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.

-
- Blaine has physics in second period on Monday and Friday.
-
- Jessie has music and drama on Friday afternoons.
-
- Lorna has math in third period on Thursday.
-
- Helen has geography in first period on Tuesday.

Part 2: Look at the sentences again. Some people are in the same class. Draw circles around the people who are in the same class.

Blaine	Anne	Jessie
Helen	Lorna	Jeff
Dylan	Nan	Sam

Unit 5 Practicing: Student B

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

1.
2. Do you work at night?
3.
4. Do you meet many people?
5.
6. Do you sell something?
7.
8. Is the job interesting?

Part 2: Look at the questions above. If you were a doctor, how would you answer those questions?

- | | |
|-------------|-------------|
| 1. YES / NO | 5. YES / NO |
| 2. YES / NO | 6. YES / NO |
| 3. YES / NO | 7. YES / NO |
| 4. YES / NO | 8. YES / NO |



Unit 8 Trying What You've Learned: Student B

Part 1: Your partner will tell you about Erika's schedule. Listen and write down the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period			Chemistry		
2nd Period		Geography			
3rd Period	History				
4th Period					P.E.



Erika

Part 2: Look at Gordon's schedule below. Tell your partner about his schedule.



Gordon

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	Math	English	Math	Drama	Math
2nd Period	Music	Drama	Music	English	Free
3rd Period	Free	Geography	Free	History	Free
4th Period	P.E.	History	P.E.	Geography	P.E.

Unit 1 Practicing: Student B

Part 1: Your partner goes first. Listen to your partner and write down the question. Then read the second question 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. Can you put away your books?
3.
4. Can everyone please be quiet?
5.
6. Can you open your books and turn to page 35?
7.
8. Can you tell me about the homework again?
9.
10. Can you help me with my homework?



Part 2: Look at the sentences with a partner. Which requests are said by teachers? Which requests are said by students? Which can be said by both?

Teachers: → **(T)**

Students: → **(S)**

Both (teachers or students): → **(B)**

Unit 3 Practicing: 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. She's reading a book at home.
3.
4. They're making a sand castle on the beach.
5.
6. They're watching TV in the living room.
7.
8. She's walking in the forest.
9.
10. He's taking a picture of the Great Wall of China.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Unit 9 Practicing: 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. Yes / No
2. Janice can swim. She is on the school swim team. Yes / No
3. Yes / No
4. Mario can't use computers. He always has trouble with computers. Yes / No
5. Yes / No
6. Jean can draw beautiful pictures. She can also paint. Yes / No
7. Yes / No
8. Charlie can surf. He learned to surf when he was young. Yes / No

Part 2: Look at the sentences again. Can you do any of these things? Circle **Yes** if you can do these things. Circle **No** if you can't. What can your partner do?

Unit 11 Using What You've Learned: Student B

Part 1: Your partner will tell you about Wendy's schedule. Listen and take notes.

Part 2: Look at Jim's schedule. Tell your partner about Jim's day.

For example: ♦ Jim gets up at seven forty-five ...



Wendy

8:00 am	
8:15 am	
	watch the news on TV
10:00 am	
	have lunch
	go to the sports club
7:30 pm	
8:30 pm	
10:00 pm	
	go to bed



Jim

7:45 am	get up
8:00 am	have a cup of tea
8:30 am	read the newspaper
9:45 am	get to school
12:15 pm	take a break
1:15 pm	go to the library
6:30 pm	go shopping
7:15 pm	make dinner
9:00 pm	wash the dishes
Midnight	go to bed

Unit 11 Practicing: 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.

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

- | | |
|---|------------------|
| 1. | Same / Different |
| 2. My brother comes home at 4:00. After that he watches TV. | Same / Different |
| 3. | Same / Different |
| 4. I go to bed at about 10:45 on weekday nights. | Same / Different |
| 5. | Same / Different |
| 6. My sister eats breakfast at 7:15. Then she goes to work. | Same / Different |
| 7. | Same / Different |
| 8. I go to school at 8:30. I get to school at 9:00. | Same / Different |

Part 2: Look at the sentences again. Is this the same as you? Do you do these things at the same time? Circle *Same* if you do these things at the same time. Circle *Different* if you do these things at a different time.

Unit 12 Practicing: 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. There are 215 shops in the shopping mall.
3.
4. There are 44 washrooms and three day care centers.
5.
6. There are more than 2,500 parking spaces.
7.
8. There is a movie theater with 14 screens and 2,150 seats.

Part 2: Look below. Which is more? Draw a ">" or a "<":

number of shops in the shopping mall	.....	number of seats in the food court
number of restaurants in the mall	.....	number of washrooms in the mall
number of people working in the mall	.....	number of parking spaces at the mall
number of floors in the mall	.....	number of screens at the movie theater

Unit 10 Practicing: 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. | True / False |
| 2. The bank is across from the gas station. It is beside the post office. | True / False |
| 3. | True / False |
| 4. The movie theater is next to the supermarket on the left. | True / False |
| 5. | True / False |
| 6. The library is between the bank and the gas station. | True / False |
| 7. | True / False |
| 8. The restaurant is beside the coffee shop on the right. | True / False |

Part 2: Look at the sentences and the picture in the *Warming-Up* (page 65). Are these sentences true or false? Circle *True* if they are true. Circle *False* if they are false.

Unit 12 Trying What You've Learned: Student B

Part 1: Ask and answer questions about the airport. Your partner goes first.

Cedar City Airport Information

Number of runways:	3
Number of terminals:	.....
Number of restaurants:	18
Number of rooms in the hotel:	.....
Number of workers:	1,258
Number of stores:	.....
Number of fire trucks:	.....
Number of flights per day:	74
Number of bags and suitcases handled every day:	6,843
Number of restrooms:	46
Number of parking spaces in the car parks:	.....
Number of gates:	.....
Number of cups of coffee sold each day:	984
Number of meals made for the people on the planes:	.....
Number of passengers each day:	6,290

Part 2: Look below. Which is more? Draw a ">" or a "<".

number of terminals	.....	number of runways
number of workers	.....	number of parking spaces
number of rooms in the hotel	.....	number of flights per day
number of fire trucks	.....	number of gates

Unit 12 Using What You've Learned: Student C

Work in groups of three. Play the game *Attack Bingo*. Look at the rules below.

Rules

1. Other students call out a number from their grid. If you have the number, mark it on your grid.
2. Call out numbers from your grid. You must call numbers from your grid.
3. Take turns calling out numbers.
4. The first person who has a line (*Bingo*), loses.

718	19	754	3,017
7,580	1,019	5,670	587
39	4,586	916	59
90	190	397	5,597

Unit 13 Practicing: 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. Lily went shopping downtown. She bought her mother a sweater.
3.
4. Leo stayed home and watched TV all day.
5.
6. He cleaned his room and washed all the dishes.
7.
8. Jerry went out for dinner and then went to a movie.

Part 2: Look at the sentences you wrote and the sentences below. Match the sentences.

- | | |
|------|---|
| 1. ● | ● a. He wants to lose some weight. |
| 3. ● | ● b. There is a concert next week. |
| 5. ● | ● c. He had a test on Monday morning. |
| 7. ● | ● d. He finished all his tests last week. |

Unit 13 Using What You've Learned: Student B

Ask and answer questions about Tom's weekend. Your partner will ask first. Then take turns.

For example:

◆ What did he do?

◆ When did he ...?

◆ Where did he ...?

On Friday afternoon ...



What: take a test

What time: at 1:45 pm

Where: in room 6B-214

On Friday night ...

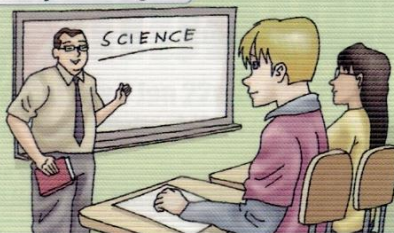


What:

What time:

Where:

On Saturday morning ...



What: have a science class

What time: at 10:00 am

Where: in the science annex

On Saturday afternoon...



What:

What time:

Where:

On Saturday evening ...



What: play basketball

What time: from 7 pm to 9 pm

Where: in the gym

On Sunday morning ...



What:

What time:

Where:

How about you? What did you do last weekend?

Unit 14 Practicing: Student B

Part 2: Your partner goes first. Listen to your partner and write down the set of sentences. Then read your 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. It's big and it's yellow. It's slow but very strong.
3.
4. It's very tall. It's yellow and brown. It has a long neck.
5.
6. It's slow and brown. Its back is very hard.
7.
8. It's small and red but very powerful. It's spicy.
9.
10. It's red. It's expensive and fast.



Part 2: Draw lines from the sentences you wrote to the pictures on the right.

Unit 15 Practicing: Student B

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

1.
2. How much is the Ancient Egypt exhibition?
3.
4. When does the exhibition start?
5.
6. When does the exhibition finish?
7.
8. What time does the exhibition close?

Part 2: Look at the poster on the right. Write the answers below.

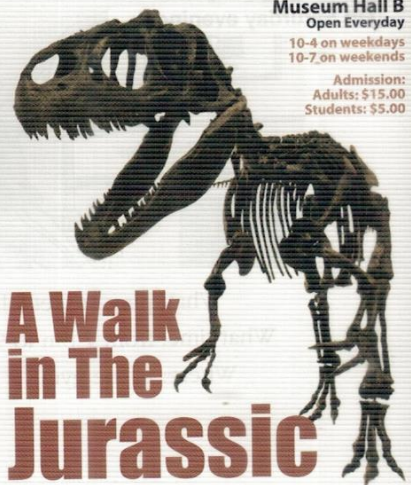
1.
3.
5.
7.

The Age of the Dinosaurs July 6th-Aug 22nd

Museum Hall B
Open Everyday

10-4 on weekdays
10-7 on weekends

Admission:
Adults: \$15.00
Students: \$5.00



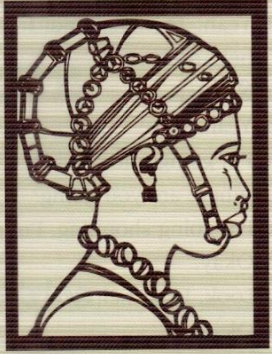
**A Walk
in The
Jurassic**

Next Month: Ancient Persia

Unit 15 Using What You've Learned: Student B

Part 1: Your partner goes first. Your partner will ask questions about the exhibition on the left. Answer the questions.

Part 2: Now ask questions about the exhibition on the right. Listen and write down the answers.



The African Art Exhibition

East Gallery / Jan 22nd - Feb 20th
Admission: Adults: \$18.00 / Students: \$12.00

Open 9 to 5
Next Month: The Ancient Aztecs

Exhibition Name

Name of Exhibit Hall

Start Date

Finish Date



Price

Opens (time)

Closes

Next Exhibition

Review 2 Spotlight on Vocabulary and Strategies: Student B

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

- | | | | | | |
|--------------|--------------|--------------|----------------|-----------|-----------------|
| 1. | 3. breakfast | 5. chemistry | 7. | 9. | 11. supermarket |
| 2. expensive | 4. | 6. | 8. post office | 10. lunch | 12. |

Scripts

Unit 0 How do you spell that?

Main Listening

Track 1

- A:** Good morning.
BC: Good morning.
A: Hi.
B: Hi.
A: Can I have your name?
B: Pardon me?
A: What's your name?
B: Oh, my name is Jasmin.
A: Jasmin. That's a nice name.
B: Oh, thank you.
A: How do you spell that?
B: Um, J-A-S-M-I-N.
A: J-A-S-M-I-N. Okay, let's see, who's next... What's your name?
C: My name is Leigh.
A: Is that your family name?
C: No, that's my first name.
A: Oh, I see. How do you spell that? L-E-E?
C: No, it's L-E-I-G-H.
A: L-E-I-G-H. I see. What's your last name?
C: My last name? It's Darnell.
A: Uh, Leigh Darnell. Okay. Anyway, good morning, everyone. I'm your teacher. My name's Ted Rogers...

Spotlight on Memory

Track 4

- A:** What's your name?
B: Pardon me?
A: What's your name?
B: Susie.

Unit 1 Can you open the window?

Main Listening

Track 6

Conversation 1

- A:** This room is hot.
B: Yes, it is. Excuse me, Murat. Can you open the window?
C: Pardon me?
B: Can you open the window?
C: Oh, sure.

Conversation 2

- A:** Hey, where are you going?
B: I'm going out.
A: Now?

B: Yes. Why?

A: Can you help me?

B: Your homework?

A: Yeah. This is stupid! I don't understand it. Can you help me?

B: Now?

A: Yeah.

B: I'm going out.

A: Where are you going?

B: I'm going shopping. I'm going to the supermarket.

A: Okay.

B: Look. I can help you later. Okay?

A: Okay.

Conversation 3

A: Excuse me, uhh. Pete?

B: Yes?

A: I can't find my cell phone.

B: Pardon me?

A: My cell phone. I can't find my cell phone.

B: Again?

A: Can you call it?

B: Yeah, sure.

Spotlight on Memory

Track 9

A: Excuse me.

B: Yes?

A: Can you help me?

B: Sure.

Unit 2 I like tea

Main Listening

Track 11

A: Hey, a drink machine.

B: A drink machine?

A: Yeah. Do you want something?

B: Yeah, sure.

A: What do you want?

B: I don't know. What do you want?

A: I like this. Lemon-lime. Do you like lemon-lime?

B: Lemon-lime?

A: Yeah.

B: You like lemon-lime?

A: Yeah.

B: Not me. I don't like those drinks.

A: Really?

B: Yeah. I like water.

A: Water?

- B:** Yeah. Lemon-lime has sugar, right?
A: Yeah. It's good.
B: I don't like sweet drinks. Water doesn't have any sugar. I like to drink natural things.
A: Oh. So, what kind of drinks do you like?
B: Natural things, water, tea, coffee, you know, from nature.
A: Lemons are natural, limes are natural. And it's good.
B: Yeah. Maybe. But that isn't natural.

Spotlight on Memory

Track 14

- A:** I like ginger ale.
B: You like ginger ale?
A: Yeah.
B: Me too.

Unit 3 She's studying

Main Listening

Track 16

Conversation 1

- A:** Hey, Lisa.
B: Hi, Jack.
A: Where's Cathy?
B: Pardon me?
A: Where's Cathy?
B: Oh, she's at home. She's studying...
A: She's studying?
B: Yeah. She's studying for tomorrow's test.
A: Oh, right... You're not studying?
B: No. I studied this morning.

Conversation 2

- A:** Hey, Jack. What are you doing?
B: Hi, Grace. Uh, Andy and Rob are here.
A: Oh, yeah? They're there now?
B: Yeah. They're watching the game.
A: I beg your pardon?
B: The game. We're watching the game...
A: The game? What game?
B: Baseball!!! It's the playoffs!
A: Oh, right. Who's winning?
B: It's tied. It just started.
A: Well, enjoy your game.
B: Thanks. Talk to you later.
A: Yeah. See you later.

Spotlight on Memory

Track 19

- A:** What's he doing?
B: He's studying for a test.
A: Pardon me?
B: He's studying for a test.

Unit 4 What's the date today?

Main Listening

Track 21

Conversation 1

- A:** What's the date today?
B: I beg your pardon?
A: What's the date today?
B: It's the 20th.
A: Sorry, did you say the 20th?
B: Yeah. March 20th.
A: March 20th. I can't believe it. It's almost April.
B: Yeah. Time flies.

Conversation 2

- A:** When's your birthday?
B: My birthday? You don't know?
A: Sorry.
B: It's October 23rd.
A: Sorry, did you say October 23rd?
B: Yeah. The 23rd.
A: Really? You're kidding!
B: No. Why?
A: My sister's birthday is October 23rd.
B: You're kidding.
A: No. October 23rd.

Conversation 3

- A:** My father's birthday is next week. And I...
B: Did you say next week?
A: Yeah. The 13th.
B: That's a Friday!
A: Yeah, Friday the 13th. This year anyway.
B: Did you get him a present?
A: No. I don't have any money.

Spotlight on Memory

Track 24

- A:** When's your birthday?
B: May fifth.
A: Did you say May fifth?
B: Yeah, May Fifth.

Unit 5 What do you mean?

Main Listening

Track 26

Conversation 1

- A:** Do you work after school?
B: Yeah, three times a week.
A: What do you do?
B: I'm a tutor.
A: Tutor? What's a tutor?
B: Pardon?

- A:** Um. What does *tutor* mean?
B: Oh, I go to people's houses and teach.
A: What do you teach?
B: I teach physics and math.
A: Who do you teach?
B: Oh, uh, young people, junior high or high school students.
A: Do you like it?
B: Yeah, it's fun.

Conversation 2

- A:** What do you do?
B: Oh, I work at A&B Digital.
A: The store?
B: Yeah.
A: Do you sell cameras?
B: Not really.
A: Well, what do you do?
B: I'm a stock manager.
A: What does *stock* mean?
B: Stock? Oh well. Stock, that's the things our store sells, all the things we sell, cameras, memory sticks and so on.
A: So, what's a stock manager?
B: Well, I count things.
A: What do you mean?
B: Uh, I count our stock. I count how many cameras we have, how many memory sticks and I write reports.
A: Sounds difficult.
B: No, no. It's easy. It's boring. I just count things.

Spotlight on Memory

Track 29

- A:** I'm a tutor.
B: What does *tutor* mean?
A: A home teacher.
B: So, you teach at home?

Unit 6 Where's my phone?

Main Listening

Track 31

Conversation 1

- A:** Okay, I won't be long.
B: Okay. Where are you going?
A: Oh, wait. Where's my bag? Jimmy, can you bring me my bag?
B: Your bag?
A: Yes. It's in the front room beside the door.
B: By the door?
A: Yes, just there. My bag's on the chair.
B: Oh, right.

Conversation 2

- A:** Do you have a pencil?
B: A pencil? Yeah. There's a pencil in the desk.
A: On the desk?
B: No, no. Inside, just in there.
A: Here?
B: Yeah, in the middle. Yeah, there.
A: In the middle. Got it. Thanks.

Conversation 3

- A:** Ashley, where's my phone?
B: Your cell phone?
A: Yeah, my cell phone. I can't find it.
B: Oh, I saw your phone on the table, maybe under the paper.
A: In the front room?
B: Yeah, under the paper on the table.
A: It's not there.

Spotlight on Memory

Track 34

- A:** Where's my phone?
B: It's on the chair.
A: On the chair?
B: Yeah.

Unit 7 You're going to work?

Main Listening

Track 36

Conversation 1

- A:** What are you going to do after school tomorrow?
B: I'm going to work at my part-time job.
A: You're going to work?
B: Yeah.
A: But it's going to be a beautiful day.
B: Yeah, I know.
A: What do you do?
B: I work at the pool.
A: At the swimming pool?
B: Yeah, at the sports center.
A: Oh, that's right. You're a swimming instructor.
B: No, no, I'm a lifeguard.
A: Do you work everyday?
B: No, no, just Saturday and Sunday, but it's a good job. I like it.

Conversation 2

- A:** What are you going to do after school today?
B: Me? I'm going to go to the library.
A: You're going to study?
B: Yeah.
A: What are you going to study?
B: History. I have a test on Monday.

- A:** Are you going to go out later?
B: Tonight? Go out tonight?
A: Yeah.
B: No. I don't think so. I have a test.

Conversation 3

- A:** What are you going to do this weekend?
B: Uh, I'm going to see a baseball game tomorrow.
A: You're going to see a baseball game? On TV?
B: No, no. At the ballpark.
A: You're going to the ballpark?
B: Yeah. We have great tickets.
A: Who are you going to go with?
B: My brother.
A: Sounds good.

Spotlight on Memory

Track 39

- A:** What are you going to do tomorrow?
B: I'm going to play tennis.
A: You're going to play tennis?
B: Yeah.

Unit 8 When do you have chemistry?

Main Listening

Track 42

- A:** Hi, Yumi.
B: Hi, Sally. Did you get your schedule? Can you show me?
A: Yeah. Did you get the classes you wanted? Show me your schedule.
B: Sure.
A: When do you have chemistry?
B: Sorry, what did you say?
A: When do you have chemistry?
B: Ah. Tuesday mornings.
A: Hey, me too. We're in the same class.
B: Pardon me?
A: Oh, I said we're in the same class.
B: Oh, good. That's great. We can study together.
A: Yeah, you can help me. Do you have geography?
B: Yeah.
A: Great. Wednesday morning?
B: Ah... no.
A: Oh, really? I have geography Wednesday mornings. How about history?
B: No, not this term.
A: No history?
B: No, not this term.
A: So, when do you have geography?
B: On Friday. Friday afternoon.
A: Really? Hmm. I need to find a friend for geography.

Spotlight on Memory

Track 45

- A:** When do you have P.E.?
B: Pardon me?
A: When do you have P.E.?
B: On Wednesday morning.

Unit 9 I can cook!

Main Listening

Track 47

Conversation 1

- A:** Hey, let's go swimming.
B: No, I uhh, I don't really like...
A: You can't swim?
B: Well, okay, no. I can't swim. I mean I can swim, but I'm not very good.
A: Why not?
B: I don't like the water.
A: Okay, okay.

Conversation 2

- A:** Hey! You can cook?
B: Of course! I'm a good cook.
A: Really?
B: Yeah!
A: Really? What can you cook?
B: I don't know, lots of things. Italian, Chinese, Thai, French, Japanese...
A: I didn't know that.
B: Yeah, I love cooking.

Conversation 3

- A:** Hey, ahhh, she's cute.
B: Yeah, she's a cutie.
A: How old is she?
B: Oh, she's fourteen months.
A: Can she talk?
B: Well, a little, she's still a little young.
A: Can she walk?
B: Oh, yeah. She loves to walk.
A: When did she start walking?
B: Oh, when she was eleven months...

Spotlight on Memory

Track 50

- A:** Can you cook?
B: Yeah, I'm a good cook.
A: What can you cook?
B: Lots of things.

Unit 10 It's next to the theater

Main Listening

Track 52

Conversation 1

- A: Excuse me, I'm looking for the park.
B: The park? Yeah, it's on Pandora Street.
A: Pan - - dora street.
B: Yeah, it's on Pandora. The park is next to the library.
A: Next to the library?
B: Yeah. It's across from a hotel. I forget the name...
A: Across from a hotel. Thanks.
B: You're welcome.

Conversation 2

- A: Where is the post office?
B: The post office? It's on Fraser.
A: Fraser. Fraser Street?
B: Yeah, well, Fraser Road actually but...
A: Okay, thanks.
B: You're welcome. It's next to a gas station and across from a hotel.
A: Oh, thanks. Um. Next to a gas station and across from a hotel.
B: Yes. It's easy to find.
A: Thank you.

Conversation 3

- A: Excuse me.
B: Yes.
A: I'm looking for the theater.
B: A theater? Near here? I don't think there is a...
A: Oh, really? I heard...
B: Oh, wait a minute. Yes, yes, there is. It's on St. James.
A: St. James?
B: Yeah. It's an old theater. Quite small.
A: Yeah, that's it.
B: It's next to a café and a pizza place.
A: Between a café and a pizza place.
B: Yeah, *Antonio's pizza* or something like that.

Spotlight on Memory

Track 55

- A: Excuse me. Where's the library?
B: It's across the street.
A: Across the street.
B: Yeah.

Unit 11 What time do you get up?

Main Listening

Track 57

Conversation 1

- A: What time do you go to school?
B: Well, I go to school at 8:30. I get to school at 9:00.
A: Sorry, can you say that again?
B: I get to school at 9:00.
A: Uh, what time do you get home?
B: I usually get home at 4:15, but on Fridays I get home at 3:15.

Conversation 2

- A: So when do you have lunch?
B: Pardon me?
A: What time do you have lunch?
B: At 12:15.
A: Uh, what time does it finish?
B: At 1:00.
A: So you have 45 minutes for lunch.
B: Yeah.

Conversation 3

- A: Do you get up at 7:30 every day?
B: I beg your pardon?
A: Do you get up at 7:30?
B: No, I usually get up at 7:00.
A: How about on Sundays?
B: Oh, on Sundays I get up at 9 or 10.

Spotlight on Memory

Track 60

- A: What time do you have lunch?
B: Pardon?
A: What time do you have lunch?
B: 12:30.

Unit 12 How many are there?

Main Listening

Track 62

Conversation 1

- A: Did you go to the new mall?
B: The Hill Valley Mall. Yeah, it's amazing. There are 130 stores in the mall.
A: 130 stores?
B: Yeah.
A: Did you visit all of them?
B: No. 130 stores. Are you kidding?

Conversation 2

- A: There are many books in the library.
B: How many are there?
A: I don't know..., a lot.
B: About how many?

A: Well, last year we counted. There were 56,650.

B: 56,650? And you counted them all?

A: Yup.

Conversation 3

A: This is great.

B: Yeah.

A: Look at all the people.

B: Yeah.

A: Yeah... how many people are here?

B: I don't know. Maybe around 3,000.

A: 3,000, that's a lot.

B: Not really. Last year I went to this concert and there were about 50,000 people.

A: 50,000? You're kidding!

Spotlight on Memory

Track 65

A: How many people were there?

B: 550.

A: 550.

B: Yeah, 550.

Unit 13 What did you do after school?

Main Listening

Track 67

Conversation 1

A: What did you do after school yesterday?

B: I went home.

A: You went home? What did you do?

B: I made some tea and did my homework.

A: Did you finish your report?

B: No, not yet.

Conversation 2

A: What did you do after school yesterday?

B: Uh, nothing much. I went home, listened to music and read a magazine.

A: What kind of magazine?

B: Ah, a music magazine, about jazz.

A: Oh, yeah? And what did you listen to?

B: Well, jazz, of course.

Conversation 3

A: What did you do yesterday?

B: Last night?

A: No, after school.

B: Me and a few friends went out to a burger place.

A: Oh, yeah? Where did you go?

B: A new place downtown.

A: How was it?

B: It was good.

Spotlight on Memory

Track 70

A: What did you do after school yesterday?

B: I studied in the library.

A: What did you study?

B: Math.

Unit 14 It's black and white

Main Listening

Track 72

Conversation 1

A: Hey. Look at those cute floppy ears.

B: Floppy? What does *floppy* mean?

A: Oh, sorry. Yeah, uh, floppy means, um, hanging down.

B: Hanging down?

A: Yeah, yeah. Uh... Look at the small brown dog over there.

B: Um, the big brown one over there?

A: No, no, the small brown one. His ears are hanging down. They're uh, they're floppy.

B: Oh, I see. Yeah, yeah. They're cute.

Conversation 2

A: Hey. Look at that cat. He's really furry.

B: Furry? What does that mean?

A: Oh, sorry. Furry means lots of hair, uhh... lots of cat hair.

B: You mean that black one over there?

A: Yeah. He's furry.

B: Yeah, he is.

Conversation 3

A: I love them. They're so cute.

B: Yeah. But do you want a cat or a dog?

A: Can I get both?

B: No, a cat or a dog.

A: Okay, I like that one. He's all brown.

B: The dog?

A: No, the cat. There.

B: Okay. But remember. You have to be responsible.

A: What do you mean?

B: You take care of him. You feed him. Okay?

A: Okay.

Spotlight on Memory

Track 75

A: It's fantastic.

B: What do you mean?

A: Great. Wonderful.

B: Oh, I see.

Unit 15 When does it start?

Main Listening

Track 77

Conversation 1

- A:** Hi.
B: Hi. Where is the Modern Art Exhibition?
A: I'm sorry. Pardon me?
B: Where is the Modern Art Exhibition?
A: Exhibit Hall C.
B: Exhibit Hall C. Thanks. When does the exhibition finish?
A: 5:30, sir.
B: No, I mean uh... when does the exhibition finish?
A: Oh, sorry, sir. It finishes next week. The 18th is the last day.

Conversation 2

- A:** Next in line, please.
B: Hi. Can I get a ticket to *The Earth in Fifty Years*?
A: *The Earth in Fifty Years*. Okay.
B: What time does it start?
A: It starts at 9:15.
B: What time does it finish?
A: At 11:15, sir.
B: Okay, great. Two, please.
A: Where do you want to sit?
B: Do you have seats at the back?
A: Yes, we do. For two?
B: Yes, please. How much is that?
A: That's twenty-eight dollars.
B: Sorry, what time does the movie start?
A: At 9:15.
B: Sorry.
A: No problem. Next in line, please.

Spotlight on Memory

Track 79

- A:** What time does it start?
B: At 7:30.
A: What time does it finish?
B: At 9:15.

Spotlight on Vocabulary

Write any *new* words into the template below.

major	example sentence What's your major? / My major is Science and Technology.
☒ noun ☐ verb ☐ adjective	☐ adverb ☐
Can I have your name?	meaning the main subject you study
☐ noun ☐ verb ☐ adjective	☐ adverb ☒ expression
	example sentence Can I have your name?
	meaning polite way to say "What's your name?"
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning
☐ noun ☐ verb ☐ adjective	☐ adverb ☐
	example sentence
	meaning

1. Words have consonants and vowels (a, e, i, o, u and sometimes y). Choose new words from your template. Write them on the list below. How many vowels (vowel letters) do they have?

<u>Word</u>	<u>No. of vowels</u>	<u>Word</u>	<u>No. of vowels</u>
eraser	3		

2. Look at your word templates. Make a list of one syllable words, two syllable words and three syllable words. Draw a line to divide the word into syllables.

<u>One syllable words</u>	<u>Two syllable words</u>	<u>Three syllable words</u>
lend	textbook	eraser

3. Look for words in your word template. Then think of words that sound the same, or *rhyme*.

<u>Your words</u>	<u>Words that rhyme</u>	<u>Your words</u>	<u>Words that rhyme</u>
cook	book		
run	fun		
math	bath		
free			
nice			
make			

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Communication Spotlight: Speaking Strategies & Listening Skills, Starter is the third book in the four level **Communication Spotlight** series. These are two-skill, speaking and listening texts aimed at adult and young adult, elementary through intermediate level learners of American English. (CEFR A1 through B2)

► **Speaking: Communication Spotlight** introduces students to the strategies of speaking: the strategies we use to confirm or clarify what we're saying and what we're hearing, the strategies we use to show interest in and to maintain and develop conversations, the strategies we use that help with fluency and the strategies we use to compensate for a lack of language—in sum, the strategies that give students control in communicative situations, strategies which help students use their existing English skill set with greater finesse.

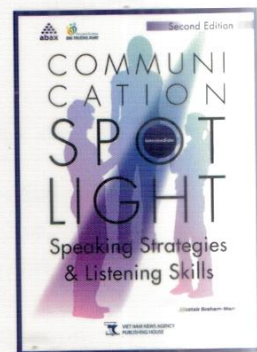
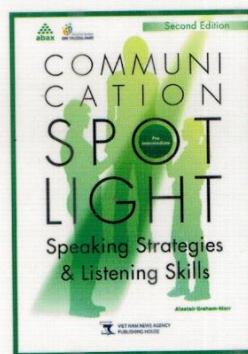
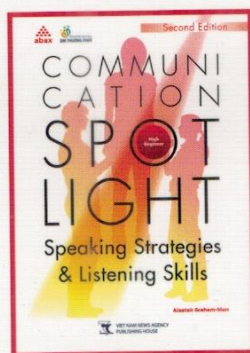
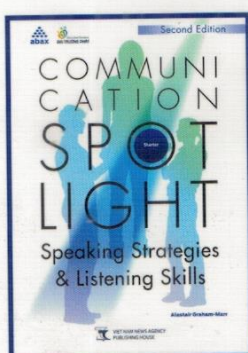
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Level: CEFR A1 - A2

Alastair Graham-Marr



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