

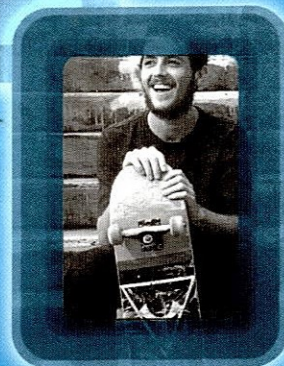
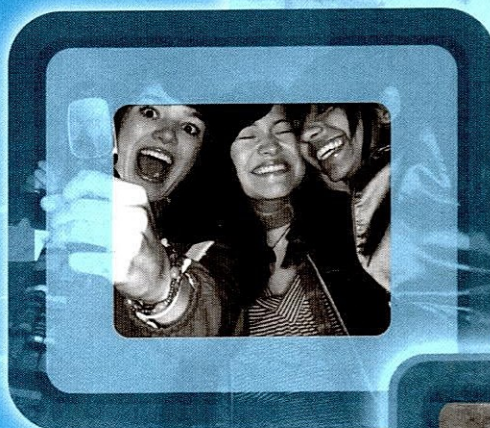
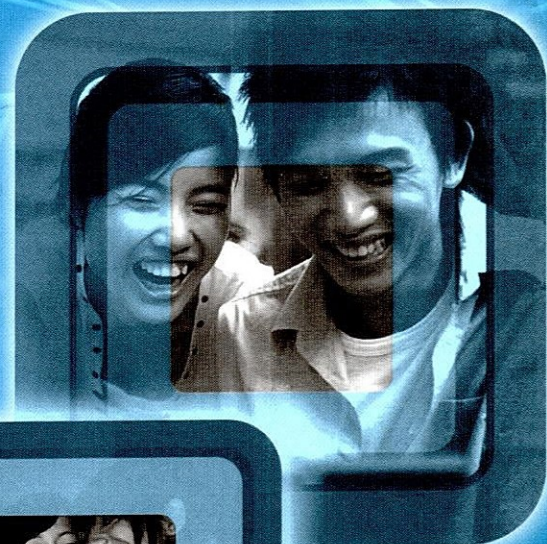
# JOIN IN

## Developing Conversation Strategies

Teacher's Book

Jack C. Richards, Kerry O'Sullivan  
& Lynne Robertson

مرجع زبان ایرانیان



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به صورت نشر برخط و حامل به ثبت رسیده است.  
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# Student Book Scope and Sequence

Unit	Lesson	Language Focus	Conversation Strategy
<b>1</b> Meeting People page 6	1 Nice to meet you. 2 Making small talk	Yes/No questions	showing interest
<b>2</b> Interesting Places page 12	1 Where are you from? 2 Favorite places in a city	<i>be</i> + adjective	asking follow-up questions
<b>3</b> Routines and Times page 18	1 Daily routines 2 Going out with friends	adverbs of frequency	accepting and declining invitations
<b>4</b> Foods and Meals page 24	1 Likes and dislikes 2 Eating out	count and non-count nouns	confirming information
<b>5</b> Occupations page 30	1 Finding out what people do 2 Giving opinions	<i>Wh-</i> questions	agreeing and disagreeing
<b>6</b> Going Places page 36	1 Where's the subway station? 2 Finding places	<i>there is/there are</i> + prepositions of place	checking information
<b>7</b> Home Life page 42	1 Homes and apartments 2 Homestay	questions with <i>is there</i> and <i>does</i>	asking for permission
<b>8</b> Possessions page 48	1 Keeping in touch 2 Cool things	adverb phrases	expressing enthusiasm
<b>9</b> Enjoying the Outdoors page 54	1 Seasonal activities 2 Weekend activities	verb + gerund	using echo questions
<b>10</b> Shopping page 60	1 Prices 2 Buying things in a store	questions with <i>how much</i>	reacting to opinions
<b>11</b> Tourism page 66	1 Things to see 2 On vacation	modal verbs	giving more information
<b>12</b> Biographies page 72	1 Childhood days 2 Events to remember	past tense	responding and asking for more information



# Introduction

Welcome to *Join In*, a three-level speaking and listening series for students of American English. The goal of the series is to teach an important aspect of English: developing conversation strategies by encouraging students to notice *what* people say and also *how* they say it. Developing these conversation strategies will help learners improve their English.

## Components

*Join In* is intended for learners at the false-beginner level through to intermediate level. The series is appropriate for learners who have studied some English before, but need additional practice with simple conversational language as well as improving their listening skills. Each level of *Join In* consists of the following components.

### Student Book with Student CD

The Student Book contains 12 theme-based units. Each unit consists of two lessons linked to the unit theme and with the following contents: Lesson 1: Conversation, Language Focus, Listen and Understand, and Join In; Lesson 2: Vocabulary, Conversation Strategy, Listen and Understand, and Join In. Each lesson ends with Join In—this activity is designed to give students the opportunity to practice the grammar, conversation strategy, and vocabulary of the unit in a less controlled activity.

### Student CD

The Student CD contains the conversation from Activity B on the first page of each unit. In addition, it contains recordings of the substitution conversations presented in Activity C. This is designed to give students additional listening opportunities outside the classroom.

### Class Audio CDs

The *Join In* audio program includes different listening genres, such as casual conversations, telephone conversations, interviews, and leaving messages. In order to increase the level of challenge in the audio program, the length of each audio track gradually increases across the series and the speed of the speakers increases within each level and across the series.

There are a number of different authentic accents included in the audio program. For Student Book 1, these are limited to regional American accents or non-American English-speaking accents, such as Canadian, British, and Australian. For Student Book 2 and Student Book 3, speakers with Asian and Latin American accents are also included.

The complete audio program is available on a set of two Class CDs. The Class CDs contain recordings of:

1. Conversation from Activity B on the first page of Lesson 1.
2. Language Focus—both Activity A and Activity B are recorded. Activity A presents a grammar structure for review. Activity B presents sample answers for the exercise.
3. Listen and Understand. Both listening activities are contained on the same track that's shown in the Student Book. These are recorded for both Lessons 1 and 2.
4. Vocabulary from the first page of Lesson 2.
5. Conversation Strategy. Activity A in this section is recorded to present a model for students and to allow them to notice not only what the people say, but how they say it.

### Teacher's Book

The Teacher's Book presents step-by-step instructions for each lesson including options for warm-up, review, and optional activities that allow you to adapt the lesson to your class situation. It also contains the audio scripts for the Class Audio CDs, Vocabulary Lists from the Student Book, answer keys to the activities, plus language and culture notes.

### Audio Scripts

The audio scripts for the Class Audio CDs are provided in two formats: 1) as photocopiable pages found after the Lesson Plans on pages 64–78, and 2) as electronic Microsoft® Office Word files available for downloading from the Teacher's Club at [www.oup.com/elt/teacher/joinin](http://www.oup.com/elt/teacher/joinin). The electronic document is a very easy and simple way for teachers to customize audio scripts for classroom or self-study use. There is one Microsoft® Office Word document for each unit that teachers can save onto their computers. The saved



audio script file can then be easily edited to produce additional listening activities, such as fill-in-the-blank and scrambled dialogues.

The photocopiable audio scripts on pages 64–78 can also be used to supplement listening activities and/or to aid students while they are listening to the audio materials.

### **Vocabulary Lists**

The photocopiable Vocabulary Lists at the end of the Teacher's Book contain the key words and phrases from each unit in the Student Book. They may be given to the students to translate or define before class. These same lists appear in the Student Book, and students can be encouraged to write their translations and/or definitions in their own book instead.

### **Test Pack with CDs**

The separate Test Pack contains photocopiable tests for each unit in the Student Book. These tests reinforce the vocabulary, grammar, and conversation strategies that students have practiced in each unit and are designed for quick and easy administration and scoring. The answer keys and audio scripts for the tests are included in the Test Pack. The Test Pack also contains an audio CD that contains all of the listening portions of the tests.

## **Approach**

Learning how to use spoken English as a tool for everyday communication is a priority for many language learners. Yet communication skills in English are not easy to acquire. Despite many years of classroom instruction, many learners of English find difficulty in using spoken English effectively. This is the type of learner that *Join In* is designed to help. Before turning to how *Join In* achieves its goals, it will be useful to review briefly some of the different aspects of language use that provide the basis for effective spoken English.

## **The building blocks of conversational competence**

Seven different dimensions of speaking can be regarded as the building blocks of conversational ability in a foreign language. These form the primary focus of the activities in *Join In*.

### **1. Knowing how to talk about common topics**

Conversation is usually *about* something. When we meet people we talk about such things as common interests, recent events and experiences, and likes and dislikes. Learners need to be able to understand and discuss these and other common topics, to ask and answer simple questions about them, and to understand what people say about such topics.

### **2. Knowledge of conversational vocabulary**

Closely related to the ability to talk about common topics is knowledge of the vocabulary we typically use when talking about a topic. Words are often grouped as lexical sets, so for example, people have a ready supply of basic vocabulary related to such topics as sports, food, work, travel, friends, family, and so on.

### **3. Use of appropriate grammar**

Being able to say what you want to say requires access to common grammar and sentence patterns. These enable a learner to put words together in the right way, and to use suitable tenses and other grammatical features in conversation. While many learners have studied grammar, they may lack the ability to use the grammar they know in conversation.

### **4. Use of conversational routines**

Conversational routines are the fixed expressions that occur in spoken language and which give it the quality of naturalness. They are expressions such as *Nice to meet you, I see what you mean, How have you been?, It doesn't matter*. People know and use hundreds of expressions like these in everyday speech. When learners incorporate these fixed expressions into their conversations, they will sound more natural.



### 5. Use of appropriate style of speaking

Sometimes we use casual language when we speak to people, and at other times we use more formal language. In some circumstances, it is appropriate to say *Hi!*, and in others *Good morning* is more appropriate. In some situations (e.g., informal settings), we can use a person's first name when we address them; in others (e.g., formal settings), we use a title (e.g., *Mr.* or *Ms.*). Knowing how and when to use language that is appropriate to the situation is an important dimension of conversation.

### 6. Use of appropriate functional language

We use spoken language for different purposes and functions, such as making requests, giving suggestions, describing problems, inviting, asking for advice, and so on. And to express different functions, suitable language has to be used. For example, to invite a friend to do something after class expressions such as the following can be used:

"Would you like to do something after class?"

"Do you want to do something after class?"

Knowing how to use language resources to express different functions is an important part of conversational ability.

### 7. Use of conversation management strategies

Conversation involves a speaker and a listener, and managing the interaction between them is an important conversational skill. It involves such strategies as knowing how to begin and end a conversation, knowing how to check and clarify understanding, and showing interest in what the other person is saying.

## The methodology employed in *Join In*

Two strands underlie the methodology of *Join In*:

- 1) a focus on the seven building blocks of conversation described above
- 2) development throughout each lesson from controlled practice of individual aspects of

conversation, to integrated use of several skills in a speaking task.

Carefully developed speaking and listening activities around high-interest topics and situations guide learners through the process of conversational interaction, giving learners the skills they need to use English in a variety of situations outside the classroom.

## What *Join In* contains

Each level of the course contains 12 theme-based units. Each unit consists of two lessons linked to the unit theme and with the following contents:

### Lesson 1

The focus of this lesson is conversational routines, functional language, grammar, listening, and speaking.

#### Conversation

Exercise 1 contains a model conversation that serves to present expressions, functional language, and grammar. Substitution exercises that follow allow the dialogue to generate extended conversational practice.

#### Language Focus

Exercise 2 is a grammar-focused activity. One or more key grammar points drawn from the conversation in Exercise 1 are practiced in context through guided dialogues and other more open-ended activities.

#### Listen and Understand

Exercise 3 focuses on listening skills. The listening exercises focus on a variety of listening skills, including listening for key words and expressions, listening for main ideas, and listening and making inferences.

#### Join In

Exercise 4 is a speaking activity. The speaking activity that ends Lesson 1 is always a more open-ended speaking activity, based on surveys, discussions, interviews, and other kinds of activities that allow learners to use language they have learned in the lesson in a realistic and natural way.



## Lesson 2

The focus of this lesson is vocabulary, conversation strategies, listening, and speaking.

### **Vocabulary**

Exercise 1 introduces vocabulary and develops learners' knowledge and use of topic-based vocabulary.

### **Conversation Strategy**

Exercise 2 focuses on conversation management strategies. Throughout the course, a range of important conversational strategies are practiced, giving learners practice in maintaining and managing conversational interaction.

### **Listen and Understand**

Exercise 3 has the same focus as the corresponding exercise in Lesson 1, and gives additional practice in listening skills.

### **Join In**

Exercises 4 has the same focus as the corresponding exercise in Lesson 1, and gives additional practice in speaking skills.

The main activities that address the seven essential building blocks of conversation can be seen the chart below:

	Lesson 1				Lesson 2			
	Ex 1	Ex 2	Ex 3	Ex 4	Ex 1	Ex 2	Ex 3	Ex 4
Common topics	X				X			
Conversational vocabulary	X				X			
Appropriate grammar		X	X	X				
Conversational routines	X					X		
Styles of speaking	X					X		
Functional language	X					X		
Management strategies						X	X	X

### **Review** [irLanguage.com](http://irLanguage.com)

There is a one-page review for each unit at the back of the Student Book (pp. 83–94). The review allows learners to review the language focus and conversation strategy of the unit. Photocopiable answer keys can be found on pages 79–81 of the Teacher's Book.



## Before You Start

**Classroom Language:** Useful expressions, How do you spell...? What does ... mean? etc.

**Spelling:** Reviewing the alphabet, spelling names

**Numbers and Days:** Days of the week, numbers 1–31, phone numbers, telling time

**Student Book page 2**

### Purpose

This unit is intended to serve as a presentation and review of useful language that students can use at any time while studying with *Join In 1*. The classroom language, spelling, and numbers can be practiced in class as needed. Alternatively, ask students to review the classroom language, spelling, numbers, and times for homework.

### Warm Up

1. Elicit English words and phrases that students already know. Point to things in the classroom, e.g., *door, chalkboard/whiteboard, books*, etc. Ask volunteers to say what the things are called in English and write the words on the board.
2. Elicit expressions such as *What's this?* and *What's that?* Write the expressions on the board. Encourage students to say other useful expressions they already know and write them on the board.

## 1. CLASSROOM LANGUAGE

### Activity A

1. Focus students' attention on the expressions at the top of the page. Have volunteers read them aloud.
2. Tell students that they will write the expressions in the conversations that follow in order to complete the dialogues. Read the existing lines aloud as a class.
3. Have students work individually to choose the best expressions to complete the conversations. Alternatively, put students in pairs and have them work together to complete the conversations. Give students time to do the activity.

### Activity B

Class CD1, Track 2

1. Explain to students that they will listen to the conversations and check their answers.

2. Play CD1, Track 2. Have students listen and check their answers. Play the recording again, if necessary.

### Language Note

Explain that it's polite and very common to say *I'm sorry* before you ask someone to repeat what they've just said, and it is not an apology.

3. Go over answers as a class.

### Answers

1. A: How do you pronounce this word?
2. A: What does *cheap* mean?
3. A: What's a vet?  
A: How do you spell that?
4. A: What's this called in English?  
A: I'm sorry. Could you repeat that?

### Language Note

Explain that *Pilates* is a form of exercise designed to stretch, strengthen, and balance the body. It was developed by Joseph Pilates early in the 20th century.

### Activity C

1. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
2. Ask several pairs to demonstrate their conversations for the class.

### Optional Activity: You Try It

1. Make statements and ask volunteers to say the question, e.g., *It's a book* to elicit *What's this/that?* Or spell an item in the classroom, e.g., *D-e-s-k* to elicit *How do you spell "desk"?*
2. Elicit expressions such as *What's this?* and *What's that?* Write the expressions on the board. Encourage students to say other useful expressions they already know and write them on the board.



**2. SPELLING****Activity A**

Class CD1, Track 3

1. Focus students' attention on the alphabet.
2. Play CD1, Track 3. Have students listen to the alphabet. Play the recording again and have students repeat.
3. Optional: If students have difficulty pronouncing particular letters, practice them in pairs, e.g., *p-b*, *s-z*, *l-r*, etc.

**Activity B**

Class CD1, Track 4

1. Focus students' attention on the paper with the partial first name and partial last name on it.
2. Explain that students will listen and fill in the blanks with the missing letters.
3. Play CD1, Track 4. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

Answers
First name: P-A-T-T-I
Last name: G-R-A-Y

**Culture Note**

Explain that *Patti* is a common English name—it's short for *Patricia*. Explain that names can be spelled in different ways. Other variations of *Patti* are *Patty* and *Pattie*.

**Activity C**

1. Explain that students will ask each other how to spell their first and last names.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they take turns asking the question and spelling their names.
3. Have several pairs spell their partners' names for the class.

**Optional Activity: Spelling Quiz**

1. Explain that students will create a spelling quiz for a classmate. Give students time to write five items in the classroom.
2. Demonstrate the activity with a student. Ask a volunteer how to spell an item in the classroom. The volunteer should spell the word. Write the model dialogue on the board:

T: *Excuse me. How do you spell "door"?*

S: *D-o-o-r.*

T: *Thank you.*

S: *You're welcome.*

3. Pair Work. Put students in pairs and have them quiz their partners. Give students time to do the activity.
4. Ask volunteers to spell some of their words and write them on the board.

Student Book page 4

**3. NUMBERS AND DATES****Activity A**

Class CD1, Track 5

1. Focus students' attention on the calendar.
2. Play CD1, Track 5. Have students listen to the numbers. Play the recording again and have students repeat.

**Activity B**

Class CD1, Track 6

1. Focus students' attention on the days of the week.
2. Play CD1, Track 6. Have students listen to the days of the week. Play the recording again and have students repeat.

**Activity C**

1. Explain that students will ask each other the questions that follow. Read the questions aloud.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they take turns asking and answering the questions.
3. Have several pairs share their answers with the class.

**Activity D**

Class CD1, Track 7

1. Focus students' attention on the chart. Read the names aloud.
2. Explain that students will listen to people asking for phone numbers. Students will write the missing numbers in the blanks.
3. Play CD1, Track 7. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

Answers	
Name	Phone number
1. Mary	1865-353-633
2. Jack	212-726-6391
3. Jun	823-773-4159



### Language Note

Explain that when saying phone numbers, we usually “chunk” the information—that is, we say the numbers in little groups and pause slightly between groups. This allows the listener to process the information and write down or verify the number depending on the situation. For example, Jack reads his number as: 2-1-2 [pause] 7-2-6 [pause] 6-3 [slight pause] 9-1. If time permits, play the recording again and encourage students to listen for the groupings.

### Optional Activity: Total Recall

See whether students can recall the answers to these questions.

1. Is this Mary's home phone number? *No, it's her cell phone number.*
2. Is this Jack's home phone number? *No, it's his work number.*
3. Is this Jun's cell phone number? *No, it's his home number.*

## 4. TELLING TIME

### Activity A

Class CD1, Track 8

1. Focus students' attention on the clocks and captions.
2. Play CD1, Track 8. Have students listen to the times and read the captions. Play the recording again and have students repeat.

### Language Note

Time is reviewed in digital format only, i.e., *seven ten*, *eight fifteen*, etc., for simplicity. If students are familiar with other ways of telling time (e.g., *a quarter after eight*), encourage them to say that as well. It's useful to remind students that you can say the same thing in different ways.

### Activity B

1. Focus students' attention on the clocks and the conversations below them. Explain that students will write in the time they see in order to complete the conversation.
2. Model the activity with a volunteer using the sample dialogue.
3. Pair Work. Put students in pairs and have them do the activity.
4. Go over answers as a class.

### Answers

1. B: It's two twenty.
2. B: It's eleven forty-five.
3. B: It's three forty.
4. B: It's ten thirty-five.

5. Have volunteers perform the conversations for the class.

### Activity C

1. Focus students' attention on the questions. Explain that they will work in pairs to ask and answer the questions. Read the questions aloud.
2. Pair Work. Put students in pairs and give them time to do the activity.
3. Go over answers as a class.



## Meeting People

**Language Focus:** Yes/No questions

**Vocabulary:** Leisure activities, sports, music, etc.

**Conversation Strategy:** Showing interest

## LESSON 1: Nice to meet you

*Student Book page 6*

### Warm Up

Quickly practice some simple introductions with several students. Use informal phrases and sentences such as: *Hi! I'm (name). How are you? I'm good, thanks.*

### 1. INTRODUCTIONS

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Pair Work. Read the question aloud. Put students in pairs and have them take turns answering the question about how they greet people.
3. Have volunteers use the pictures to describe to the class how they greet people.

#### Activity B

Class CD1, Track 9

1. Explain to students that they will listen to two people who are meeting each other for the first time.
2. Play CD1, Track 9. Play the recording again, if necessary.

#### Language Note

Explain that *Excuse me* is a polite and common way to begin a conversation with someone you don't know. Explain that *Anyway* can be used to change the subject of conversation. Remind students that you say *Nice to meet you* the first time you meet someone, but you don't say it to someone you already know.

#### Culture Note

Explain that typical topics you might discuss with someone you just met include classes or teachers, where you are from, jobs, or hobbies.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.

#### Language Note

Explain that *guy* is an informal way to refer to a man.

2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

#### Activity D

1. Pair Work. Tell students to close their books. Have them practice the conversation, substituting their own information. Write the conversation on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 7*

## 2. LANGUAGE FOCUS: YES/NO QUESTIONS

#### Activity A

Class CD1, Track 10

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1, Track 10. Have students listen and repeat. Play the recording again and have students repeat.



3. Pair Work. Have students take turns practicing the questions and answers in the language box.

### Language Note

Explain that Yes/No questions have a rising intonation. Remind students that when speaking, you use contractions with *not*, like *I'm not*, *she's not*, and *it isn't*.

### Activity B

Class CD1, Track 11

1. Focus students' attention on the questions and answers.
2. Explain that students will fill in the blanks with the answers from Activity A. Give students time to read the questions and complete the activity.

### Language Note

Remind students to use contractions.

3. Play CD1, Track 11 for students to check their answers. Play the recording again, if necessary.
4. Pair Work. Put students in pairs or small groups. Have them practice the questions and answers. Make sure they change roles.

### Activity C

1. Explain that students will ask and answer the questions in Activity B using their own information. Focus students' attention on the illustrations. Tell students that they can think of their own sports for question 4, and tell them where you are from for question 5.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogue for the class.

Student Book page 8

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 12

1. Focus students' attention on the cards. Give them time to read them. Explain that they will listen to two different people in two different places. Tell students to write the information down as they hear it.
2. Play CD1, Track 12. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that *family name* and *surname* both mean *last name*. Explain that in British English, it's common to

say *double* when spelling a word that has two of the same letters in a row (e.g., *moon*).

### Culture Note

A *home telephone number* is often referred to informally as a *landline*. These days, many people only have a cell phone. *Mobile phone* is another term for *cell phone*.

#### Answers

1. first name: Amy  
last/family name: Tanaka  
home phone number: 209-847-3350
2. first name: Jordan  
last/family name: Moon  
home phone number: 8349-9823

### Activity B

1. Explain that students will listen to the conversations again. This time they will listen for where each conversation takes place and write the correct letter in the box. Play the recording again, if necessary.
2. Go over answers as a class.

#### Answers

1. a. at a library
2. b. at a bank

### Optional Activity

1. If time permits, play the recording again. This time have students listen for the cell phone numbers and write them down.
2. Go over answers as a class.

#### Answers

1. Amy's cell phone number: 07-355-662
2. Jordan's cell phone number: 09-3576-8411

## 4. JOIN IN

### Activity A

1. Focus students' attention on the survey form. Give them time to read the questions. Have volunteers read the questions and give examples of their own ideas. Brainstorm other questions with the class, if necessary. For example: *Are you an artist?*
2. Give students time to answer the questions for themselves and to come up with two new ones.

### Activity B

1. Explain that students will introduce themselves and then ask and answer the questions from Activity A.



2. Model the activity with a volunteer using the sample dialogue.

### Language Note

Remind students that Yes/No questions have a rising intonation.

3. Pair Work. Put students in pairs and have them do the activity.
4. Group Work. Put the pairs of students into small groups. Have pairs introduce themselves to the group. Explain that students should take turns asking and answering questions to find out something else about the others in the group.

### Optional Activity: 20 Questions

1. Explain that students will think of a famous person—someone well-known such as a celebrity or an athlete. Students will write down several facts about their person but will not tell anyone who they chose. Facts can include where the person is from, what they do, etc. Then the group will ask up to 20 questions to guess the identity of each famous person. The student who is answering questions can answer as if he or she is the person, e.g., *Yes, I'm married to Angelina Jolie*. The student who guesses the secret identity correctly gets to answer questions about his or her secret famous person next.
2. Give students time to write down a few facts. Circulate and help if necessary.
3. Group Work. Have students play the game. Set a time limit.
4. After the game is finished, have several groups report on their famous people to the class.

## LESSON 2: Making small talk

Student Book page 9

### 1. LEISURE ACTIVITIES

#### Activity A

Class CD1, Track 13

1. Explain that leisure activities are hobbies or things you do when you have free time. Have students look at the pictures and labels. Tell students to circle the activities they like.
2. Play CD1, Track 13. Have students listen and repeat. Play the recording again and have students repeat.

#### Culture Note

Explain that in the U.S., the sport that most countries call *football* is called *soccer*, and *football* refers to *American football*.

### Activity B

1. Explain that students will write the words from Activity A in each of the three columns. Give an example of each category for the class, e.g., *Soccer is a sport*.
2. Give students time to list the words.
3. Then tell students to go through their lists and put a check (✓) by the activities they do.
4. Give students time to check the words.

### Activity C

1. Explain that students will ask each other what leisure activities they like using their lists in Activity B and adding any of their own information. Model the sample dialogue with a volunteer.

### Language Note

Remind students of the rising intonation of Yes/No questions.

2. Pair Work. Put students in pairs and have them discuss the question.
3. Have several pairs say their dialogues for the class.

### Optional Activity

If time permits, ask students what other words they know that fit in these categories. Have students add them to the lists in their books.

Student Book page 10

## 2. CONVERSATION STRATEGY: SHOWING INTEREST

#### Activity A

Class CD1, Track 14

1. Explain to students that they will listen to two short conversations that show how people show interest when talking, using words like *really* and *cool*.
2. Play CD1, Track 14. Play the recording again, if necessary.

### Language Note

Point out the rising intonation of Yes/No questions, such as *Do you like rock music?* Explain that *Do + you* often blend together to sound like *d'yu*. Explain that students may know the word *cool* as in temperature, like when we describe the weather. But here it's used to show that we like something, or admire it. This use of the word comes from jazz music. Remind students that intonation is very important. For example, *Really?* can be used in casual conversation to express either



interest or surprise depending on the tone and facial expression the speaker uses.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will practice the dialogues again. This time they will use different expressions. Read over the list with the class. Brainstorm other expressions the class might know, like *Awesome*, *That's great*, or *No way!* Write them on the board for the students' reference.

### Language Note

Students should pay attention to the way words that show interest are said because the same phrase spoken in two different ways can have two meanings. For example, *That's nice*, said shortly and with little emphasis, shows disinterest. But *That's nice!* said with enthusiasm shows appreciation.

### Culture Note

Explain that some of the expressions, like *cool* or *awesome*, are informal. Expressions like *That's nice* or *That's interesting* are more formal, but in general, the U.S. is fairly informal.

2. Pair Work. Put students in pairs and have them practice the conversations in Activity A again, using different expressions to show interest.

## Activity C

1. Explain that students will practice more dialogues and add their own expressions that show interest. Demonstrate the activity by doing the first one with a volunteer. Tell students they can use the expressions that show interest from Activity B, from the board, and any others that they know.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogues for the class.

### Sample Answers

1. That's nice.
2. Wow!
3. Cool.

## Activity D

1. Explain that students will practice conversations from Activity A, using those questions, but answering using their own information and expressions that show interest. Tell students they can use the expressions from Activity B or any

others they know. Demonstrate the activity by having a short conversation with a volunteer.

### Sample Answers

- A: Do you like basketball?  
B: No, I don't. I like soccer.  
A: Me too!

### Language Note

Tell students they can say *Me too* when they have something in common.

2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.

### Student Book page 11

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 15

1. Focus students' attention on the three lists of words. Explain that they will listen to three different people talking about things they like. Each time, the students will number three of the words from 1 to 3 in the order they hear them.
2. Play CD1, Track 15. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that saying *I guess* doesn't mean the person is literally guessing, but they are giving an answer they haven't put too much thought into.

### Answers

- |                  |            |              |
|------------------|------------|--------------|
| 1. 1 rock        | 2 hip-hop  | 3 jazz       |
| 2. 1 baseball    | 2 football | 3 basketball |
| 3. 1 video games | 2 shopping | 3 TV         |

### Activity B

1. Focus students' attention on the list of expressions of interest. Explain that students will listen again and this time they will number the expressions of interest from 1 to 3 in the order they hear them.
2. Play CD1, Track 15 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.



Answers
1. Is that right?
2. Cool.
3. Oh, that's nice.

fold the paper to cover their answer, and pass it along to the next group. Set a time limit. When the papers have returned to their original groups, hold a class discussion about rankings. Have groups discuss their answers.

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## 4. JOIN IN

### Activity A

1. Focus students' attention on the question and the pictures. Explain that they will think about which sports are popular at their school. Explain that *popular* means *many people like it*. Tell students that they can use the sports listed at the top of the page as well as thinking of their own. Brainstorm possible sports as a class, if necessary.
2. Group Work. Put students in small groups. Give students time to think about popular sports at their school and list them.

### Activity B

1. Explain that groups will discuss their lists of popular sports with the whole class. They will come up with one list as a class and put the sports in order from most popular to least popular.
2. Class Work. Have a volunteer from each group write their list on the board.
3. Lead a class discussion about the sports and list them from most to least popular.

### Language Note

Tell students they can use expressions like *I think* and *I disagree* to politely express their opinions.

4. If time allows, do Activities A and B again. This time, have students come up with lists of popular music or other activities. They can make lists for other schools or for their hometowns, too.

### Optional Activity: Ranking Categories

Do Activities A and B again. This time, have each group write a list of ten items for their own, different topic; for example, one group lists popular music, another lists weekend activities, favorite movies, favorite celebrities, etc. Explain that they should write ten things for their category in a column down the left side of the paper. On the far right side of the paper, groups will write their group name (this can be a number or a student leader's name), and under it the group will number the items in the category from #1 (most popular) down to #10 (least popular). Then the group will fold the edge of the paper over so their answers aren't visible. Groups then pass their papers to another group, who rank and discuss the items,



# unit 2

## Interesting Places

**Language Focus:** *Be + adjective*

**Vocabulary:** Stores and shops, Internet café, music store, etc.

**Conversation Strategy:** Asking follow-up questions

### LESSON 1: Where are you from?

*Student Book page 12*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences such as: *Hi! What's up? Nothing much. How about you? I'm good, thanks.*

#### 1. MY HOMETOWN

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Read the question and the adjectives aloud. Have students write the number of the adjective they think describes each city in the boxes. Pictures can have more than one number.
3. Have volunteers describe the pictures to the class using the adjective they chose.

##### Activity B

Class CD1, Track 16

1. Explain to students that they will listen to two people talk about where one is from.
2. Play CD1, Track 16. Play the recording again, if necessary.

##### Language Note

Remind students that *yeah* is a very common informal word for *yes*, and it's used to show agreement when speaking. We don't use *yeah* in writing. Remind students of the falling intonation of *Wh-* questions. Explain that the important words in a sentence are more heavily stressed: *I'm from TORONTO.*

##### Culture Note

Explain that it's very common to ask someone you've just met where they are from.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

##### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversations. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

##### Language Note

Explain that *whereabouts* is often used to get more specific information about where someone is from. For example: *A: I'm from Ohio. B: Whereabouts? A: Cincinnati.*

##### Activity D

1. Group Work. Have students think of three towns or cities in your country. Write them on the board. Read the expressions aloud.
2. Have volunteers use the expressions and others to describe the cities to the class.

##### Culture Note

Point out that instead of criticizing a place, it's more polite to say, *It's not bad.*



## 2. LANGUAGE FOCUS: BE + ADJECTIVE

### Activity A

Class CD1, Track 17

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1, Track 17. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### Language Note

Remind students that *an* is used before words that start with a vowel sound, such as *an interesting city* or *an exciting place*. Explain that we use the *be* verb with the adjective because in English, adjectives don't have the function of a verb. Also, adjectives don't agree in number with the noun, and they occur after the article and before the noun.

After they listen, you might also point out that in spoken English, *an* is reduced, or not stressed, so it may be difficult to hear.

### Activity B

Class CD1, Track 18

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks with the items from the language box or the words below. Give students time to read the sentences and complete the activity. Tell students that they may have different answers.
3. Play CD1, Track 18 for students to check their answers. Remind students that their answers may not be the same as the recording, especially for 2B and 4B, but they may still be correct. Play the recording again, if necessary. Answer any questions students may have.

#### Answers

1. A: What's Hong Kong like?  
B: I like it a lot. It's a very interesting city.
2. A: What's Los Angeles like?  
B: It's a great city. It's very exciting.
3. A: What's Kyoto like?  
B: It's a beautiful city. It's not very big.
4. A: What's Singapore like?  
B: It's a big city and it's very clean.
5. A: What's Shanghai like?  
B: It's a very big city and it's very crowded.

4. Pair Work. Put students in pairs or small groups. Have them practice the conversations as a dialogue. Make sure they change roles.
5. Focus students' attention on the words in the Try these box. Tell them to work with a partner and substitute the words into the conversations.

### Activity C

1. Explain that students will choose four places in their country or that they know. Then they will take turns asking and answering questions about them. Model the activity using the sample dialogue with a volunteer.
2. Focus students' attention on the words in the Try these box. Tell them to work with a partner and substitute the words into the conversations.
3. Pair Work. Have students do the activity.
4. Have several pairs demonstrate for the class.

Student Book page 14

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 19

1. Focus students' attention on the picture. Give them time to read the words. Explain that they will listen to people talking about places and number the words in the order they hear them.
2. Play CD1, Track 19. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that *really* is a useful and often used word with several purposes. As an adverb of degree, it intensifies what comes after it: *I really love the food*. Or it can express surprise or disbelief, or ask for clarification, as in *Really?*

#### Answers

- |               |             |               |
|---------------|-------------|---------------|
| 1. 1 favorite | 2 crowded   | 3 expensive   |
| 2. 1 old      | 2 beautiful | 3 interesting |
| 3. 1 big      | 2 exciting  | 3 wonderful   |

### Activity B

1. Explain that students will listen to the conversations again. This time they will listen to hear whether the other person has the same opinion and check (✓) the answer in the chart. Play the recording again, if necessary.
2. Go over answers as a class.



#### Answers

1. different
2. same
3. same

## 4. JOIN IN

### Activity A

1. Focus students' attention on the picture and the sample dialogue. Give them time to read the dialogue. Have a volunteer read the dialogue and guess the city. (Mexico City)
2. Explain that students will think of three interesting cities in different parts of the world and write a few sentences about them. Explain that students can base their dialogue on the sample and use the words from pages 13 and 14 or any others that they can think of. Brainstorm famous cities and adjectives as a class, such as *San Francisco*, *London*, *São Paulo*, *foggy*, *lively*, etc. Write them on the board for students' reference.
3. Give students time to write their descriptions. Remind students not to name their cities. Circulate and help as necessary.
4. Model the activity with a volunteer using the sample dialogue.
5. Group Work. Put students in small groups and have them read their descriptions and see whether the group can guess the city.
6. Have groups choose one of their city descriptions to share with the class.

### Optional Activity: City Ranking

If time allows, have students name a few cities and a few adjectives to describe them. Write them on the board. Lead a class discussion and rank the cities, numbering them from the most to least interesting, crowded, etc.

### Optional Activity: Travel Brochures

1. Group Work. If time allows, bring in travel brochures and catalogs. Put students in small groups. Have groups choose a city and create a simple travel brochure or poster about it. Students will mention several facts about the city and use at least five different adjectives to describe it. Give students time to do the activity.

#### Sample:

Visit beautiful Hawaii!

What's your favorite island? The Big Island has delicious coffee and it's less crowded.

Maui is expensive and exciting.

Oahu is famous for its beautiful beaches and excellent surfing!

2. Have groups present their brochure to the class. Display the brochures around the room and have groups circulate and choose which city they would like to visit.
3. Have groups share their opinions with the class.

## LESSON 2: Favorite places in a city

Student Book page 15

### 1. STORES AND SHOPS

#### Activity A

Class CD1, Track 20

1. Have students look at the pictures and captions. Explain that students will circle the places they went to last week. Play CD1, Track 20. Have students listen and repeat. Play the recording again and have students repeat.
2. Have a few volunteers say where they went last week.

#### Language Note

Explain to students the difference between a *store* and a *shop*. A *store* is generally larger and sells many different items. Stores are often part of a *chain*, which is the same store located in many cities throughout the country, like Target or the Gap in the U.S. A *shop* is typically smaller and is one-of-a-kind; they may sell many things or specialize in one kind of thing. These small shops are sometimes referred to as "Mom-and-Pop shops."

#### Activity B

1. Explain that students will talk about how often they go to the places listed in Activity A. Tell them to check (✓) the number of times they go to each place. Explain that three check marks means *often*, two check marks means *sometimes*, and one or none means *not very often*. Give students time to do the activity.
2. Pair Work. Tell students they will discuss their answers with a partner. Model the sample dialogue with a volunteer. Give students time to discuss their answers. Make sure they change roles.



3. Have students report on their partner's answers to the class.

### Activity C

1. Explain that students will discuss different types of stores and shops they like to go to.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have volunteers report on their group's discussion to the class.

*Student Book page 16*

## 2. CONVERSATION STRATEGY: ASKING FOLLOW-UP QUESTIONS

### Activity A

Class CD1, Track 21

1. Explain to students that they will listen to two short conversations that include follow-up questions. Explain that follow-up questions are questions that keep the conversation going.
2. Play CD1, Track 21. Play the recording again, if necessary.

#### Language Note

Explain that saying *I guess* when giving an answer doesn't literally mean the person is guessing; it shows that the person is giving an answer somewhat spontaneously.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Explain that we use expressions such as *What's yours?* and *How about you?* to keep a conversation going. Then read the list of other expressions and have students repeat.
2. Play CD1, Track 21. Ask students to identify the follow-up questions (*What's yours?* *How about you?*).

#### Language Note

Remind students of the rising intonation on the end of *Wh-* questions.

3. Pair Work. Put students in pairs and have them practice the conversation in Activity A again, using different expressions to keep the conversation going.

### Activity C

1. Explain that students will use the words from Activity B to keep the conversations going. Demonstrate the activity by doing the first one as a class.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they change roles.
3. Have several pairs say their dialogues for the class.

#### Sample Answers

1. B: What about you? / And yours?
2. A: What's yours? / What's your favorite?

### Activity D

1. Explain that students will practice conversations from Activity A again using their own information. Demonstrate the activity by having a short conversation with a volunteer. For example:  
A: *My favorite clothing store is Armani Exchange. They have cool styles. What about you?*  
B: *I shop at Abercrombie and Fitch. The guys there are really cute.*
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use follow-up questions.
3. Have several pairs say their dialogues for the class.

*Student Book page 17*

## 3. LISTEN AND UNDERSTAND

### Activity A

1. Focus students' attention on the list of qualities. Explain that they will read the list of qualities of a department store and check (✓) three things they think are important. Read the list aloud. Give students time to check the list.
2. Have volunteers share their answers with the class.

### Activity B

Class CD1, Track 22

1. Focus students' attention on the list of places. Explain that students will listen to people talking about their favorite places. Students will number three places in the order they hear them.
2. Play CD1, Track 22 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.



#### Answers

1. clothing store
2. ice-cream store
3. bookstore

#### Language Note

In the second conversation, the speaker says *For sure* in response to a question. This is an informal way to say *yes*.

#### Activity C

1. Tell students they will listen again and this time they will check (✓) **a** or **b** to indicate what each person liked about the place.
2. Play CD1, Track 22 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. a. the price
2. a. the choice
3. b. the staff

#### Optional Activity: Same Shopper

1. If time allows, have students go through the list in 3A and write down a store or shop for each quality mentioned. For example, *Old Navy* = *prices are reasonable*. Give students time to write their answers.
2. Class Activity. As a class or in groups, have students circulate and take turns saying their answers and asking each other follow-up questions to find someone who has an identical list of stores. Set a time limit. When time is up, have students compare what they learned to see who has the most similar list. Remind students to say *Me too!* when they are in agreement.



#### 4. JOIN IN

##### Activity A

1. Focus students' attention on the survey. Explain that they will think about their own favorite stores and shops.
2. Focus attention on the phrases in Activity 3. Tell students that they can make notes on the chart about their favorite places using these phrases. Give students time to think about their answers and write them down.

##### Activity B

1. Explain that students will discuss their favorite places with a partner.
2. Model the sample conversation with a volunteer.
3. Pair Work. Put students in pairs and have them discuss their favorite places. Make sure they ask each other follow-up questions.
4. Have students report on their partner's favorite places to the class. Remind students to use the third person when describing their partner's opinion.



# unit 3

## Routines and Times

مرجع زبان ایرانیان

**Language Focus:** Adverbs of frequency

**Vocabulary:** Things to do, a fashion show, a barbecue, etc.

**Conversation Strategy:** Accepting and declining invitations

### LESSON 1: Daily routines

*Student Book page 18*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences such as: *How are you today? I'm good, thanks. What are you doing today?*

#### 1. LET'S GET TOGETHER

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Pair Work. Put students in pairs and have them number the pictures.
3. Go over answers as a class.

##### Answers

1. have a snack
2. send a text message
3. have coffee
4. make a phone call

##### Activity B

*Class CD1, Track 23*

1. Explain to students that they will listen to two people making plans to get together.
2. Play CD1, Track 23. Play the recording again, if necessary.

##### Language Note

Explain that *Say* is a conversational cue used to get someone's attention in a very mild way, like *hey* or *so*, and doesn't literally mean *to say something*. Explain that *nothing much* is an informal way to say that you aren't busy.

##### Culture Note

Explain that people often text message each other

to make plans, and we can say *Text me* or *Wait! I'm texting*.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

##### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the phrases for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

##### Activity D

1. Class Activity. Tell students to close their books. Have students stand up to do the activity. Students will ask each other what they are doing later and make plans to meet, substituting their own information.
2. Ask volunteers to demonstrate for the class.

*Student Book page 19*

### 2. LANGUAGE FOCUS: ADVERBS OF FREQUENCY

##### Activity A

*Class CD1, Track 24*

1. Have students look at the language box. Give them time to read the examples. Explain the adverbs of frequency in the chart; for example, *always* means *all the time*, etc. As a rough guide, you can tell students that *always* = 95% of the time,



usually = 85%, often = 70%, sometimes = 40%, and never = 5% or less.

2. Play CD1, Track 24. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the questions and answers in the language box.

### Language Note

Explain that adverbs of frequency are usually positioned before the simple tense verb, as in *I often finish work at noon*. But they are positioned after the *be* verb, as in *I'm often on the bus at noon*.

### Activity B

Class CD1, Track 25

1. Focus students' attention on the conversation and the Try these box.
2. Explain that students will fill in the blanks with the items from Activity A and the Try these box. Give students time to read the questions and complete the activity.
3. Play CD1, Track 25 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: Do you usually get up early?  
B: Yes, I do.
2. A: What time do you usually get up?  
B: I usually get up around 5:30, but I sometimes get up at 6:30.
3. A: Do you leave home early in the morning?  
B: No, I don't. I usually leave home at 8 o'clock.
4. A: What time do you usually start school?  
B: I always start at 9 o'clock.

4. Pair Work. Put students in pairs or small groups. Have them practice the questions and answers. Make sure they change roles.
5. Have several pairs say their dialogue for the class.

Student Book page 20

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 26

1. Focus students' attention on the pictures and chart. Give them time to read it. Explain that they will listen to Debbie talk about her schedule. Tell students to write the times as they hear them.
2. Play CD1, Track 26. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that you can say *at the weekend* or *on the weekend*, but generally *at* is used with specific times, like *at noon* or *at 3:30*, and *on* is used with days, like *on Saturday*. You can also point out that *at the weekend* is more common in British English, while in American English, *on* is preferred.

#### Answers

	Weekdays	Weekends
1. get up	7 o'clock	9 o'clock
2. have breakfast	7:30	9:30
3. go to bed	9 o'clock	11 o'clock

### Activity B

1. Explain that students will listen to the conversations again. This time they will listen for how many times Debbie goes to yoga class every week.
2. Go over answers as a class.

#### Answers

She goes to yoga class 5 times a week.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Give them time to read the phrases. Explain that students will write down the times they do each activity. Go over the first one as an example with a volunteer.
2. Give students time to answer the questions for themselves.
3. Group Work. Put students in small groups. Explain that students will ask two other students about their schedule and write down their answers.
4. Give students time to do the activity.
5. Have students report on a group member's schedule to the class.

### Activity B

1. Explain that students will stay in their groups and use their schedules to find a time to meet for lunch and to see a movie together. Remind students to use adverbs of frequency.
2. Model the activity with a volunteer.



### Sample Dialogue

- A: Let's meet for lunch on Friday. What time do you usually have lunch?  
B: I usually have lunch at 1:00.  
C: Me too.  
A: On Friday I usually have lunch at 12:00. Can we meet at 12:30?  
B: OK.  
C: Sometimes I can't leave on time. So text me on Friday.

### Culture Note

Explain that it's polite to say *I'm sorry* if you are busy or can't make a plan.

3. Group Work. Have students stay in their groups and do the activity.
4. Have groups report their plans to the class.
5. If groups finish early, have them find a time in their schedules when they are never busy and make a plan to do something they never do.

### Optional Activity: Routine Changes

Divide the class into groups of three or four. Have students talk about how their daily schedules are different now from when they were younger. Also have them talk about how their schedules are different on weekdays versus weekends.

## LESSON 2: Going out with friends

Student Book page 21

### 1. THINGS TO DO

#### Activity A

Class CD1, Track 27

1. Remind students that *free time* is your unscheduled time. Have students look at the pictures and labels. Tell students to circle the activities they like.
2. Play CD1, Track 27. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Explain that *IT* means *Internet Technology*, and an *IT fair* is an exhibition of the latest in computers and technology-related electronics. Remind students that the first word of a compound noun gets more stress, e.g., a DANCE club.

#### Activity B

1. Focus students' attention on the sample conversation. Explain that students will work in pairs to compare their answers from Activity A. Model the first conversation.

#### Language Note

Explain that in response to a positive sentence, we use the positive statement *So do I* for agreement, and the negative statement *Oh, I don't* to show disagreement. And in response to a negative sentence, we can use the negative statement *Neither do I* to show agreement, and the positive statement *Oh, I do* to show disagreement.

2. Pair Work. Give students time to compare their answers from Activity A.
3. Have several pairs demonstrate for the class.

#### Activity C

1. Explain that students will talk with two classmates to find two things they both like to do and two they both don't like to do.

#### Language Note

Explain that we put *both* before the verb *like* when making a comparison, e.g., *We both like science museums*.

2. Group Work. Put students in groups and have them do the activity.
3. Have groups report on their answers.
4. Class Work. If there is time, have groups compare answers as a class.

Student Book page 22

### 2. CONVERSATION STRATEGY: ACCEPTING AND DECLINING INVITATIONS

#### Activity A

Class CD1, Track 28

1. Explain to students that they will listen to two conversations that show how people accept and decline invitations.
2. Play CD1, Track 28. Play the recording again, if necessary.

#### Language Note

Explain that *would you* is used in both formal and informal invitations. Remind students that when we say *would you*, the words run together so it sounds like *wud'ju*. You can also informally use *will you* for an invitation.



### Culture Note

Explain that when declining an invitation, it is polite to give a reason why, as shown in the dialogue: *Oh, sorry. I can't. I'm working late.*

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Focus students' attention on the different expressions to accept or decline invitations. Model the alternate expressions.

### Language Note

Remind students that *yeah* is a natural and informal way to say *yes*. Explain that when we use *I'm afraid* to decline an invitation, it shows mild regret.

2. Pair Work. Give students time to practice the conversations again, using different expressions to accept or decline.
3. Have several pairs demonstrate for the class.

### Activity C

1. Explain that students will complete the conversations using the expressions from Activity B. Then they will practice with a partner and add their own information. Brainstorm other activities and write them on the board. Model the first conversation with a volunteer as an example.
2. Pair Work. Put students in pairs and have them do the activity, adding their own information.
3. Have several pairs say their dialogues for the class.

#### Sample Answers

1. B: Oh, sorry. I can't. I'm going to a barbecue with my family.  
B: Sunday? Sure, that would be great.
2. B: Oh, sorry. I can't. I'm working late.  
B: Tomorrow? Yeah, that would be great.

Student Book page 23

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 29

1. Focus students' attention on the words. Explain that they will listen to people inviting friends to do things. They will number four of the activities from 1 to 4 in the order they hear them.
2. Play CD1, Track 29. Have students listen and do the activity. Play the recording again, if necessary.

3. Go over answers as a class.

#### Answers

1. a rock concert
2. a soccer game
3. a fashion show
4. a science museum

### Language Note

Explain that *Let's go out tonight* is a very informal way to invite someone to do something. *Would you like to...* is an acceptable invitation for both informal and formal situations. Explain that *You're a big (sports) fan* means the person really enjoys something, like sports. When we want to get someone to do something, we say *Come on*.

### Culture Note

Explain that it is acceptable to ask for more information when deciding whether to accept or decline an invitation. Explain that when declining an invitation, it is polite to give a reason why, as in the dialogue: *Oh, sorry. I can't. I'm working late.*

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and this time check (✓) whether the person invited accepts or declines the invitation.
2. Play CD1, Track 29 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. decline
2. accept
3. accept
4. decline

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Explain that they will think of three things they'd like to invite their classmates to do and write them in the box as shown. Explain that *Pilates class* is a kind of exercise class. Tell students that they can use the activities listed at the top of the page as well as thinking of their own. Brainstorm possible activities as a class and write them on the board.
2. Give students time to write down their activities.



## Activity B

1. Explain that students will invite three classmates to do the activities they wrote in Activity A. If the person declines, they should write the reason why in the box. Remind students that to invite someone they can say *Would you like to...* or, more informally, *Let's go/do...* Also, if they decline an invitation, they should give a reason.
2. Class Work. Have students ask and answer three invitations. Be sure students take turns asking and answering.
3. Have volunteers report on their invitations to the class.

### Optional Activity: Invitation Game

1. To do this activity, you will need an index card for each student. First, have the class come up with a list of 5-10 activities to invite people to, such as *go to a museum*. Write them on the board. Each student takes an index card and writes an invitation question using one of the listed activities on it, such as *Would you like to go to a museum?*
2. Collect the cards and mix them up. Give each student a card and tell him or her not to look at what it says. Explain that students will hold their cards facing out so that the person they are talking to can read it, but the person speaking can't. Students will circulate and take turns inviting each other to do one of the things listed on the board. If the person who is speaking invites someone to do the activity that is written on their card, the invitation should be accepted. If the activity does not match that on their card, the invitation is declined and the person has to keep asking about other activities. Once an invitation is accepted, the person can sit down. Continue until the last students are standing.

#### Sample

**A:** (card = museum) Would you like to go to a fashion show?

**B:** Sorry, I'm busy.

(A finds a new person to ask.)

**A:** Would you like to go to a museum?

**C:** Yes, I would! I love museums.



## unit

## 4

## Food and Meals

**Language Focus:** Count and non-count nouns

**Vocabulary:** Eating out, steak with french fries, ice cream, etc.

**Conversation Strategy:** Confirming information

## LESSON 1: Likes and dislikes

*Student Book page 24*

### Warm Up

Quickly practice some simple food phrases with several students. Use informal phrases and sentences such as: *What's your favorite food? What do you like to eat?*

### 1. SNACKS

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Explain to students that they will write *S* for *snack* or *D* for *drink* next to each picture. Give them time to do the activity.
3. Go over the answers with the class.

#### Answers

Snacks: cookie, fruit, nuts  
Drinks: tea, soda, milk

#### Language Note

Explain that *cookie* is the general term for this type of food, but it doesn't refer only to chocolate chip (the variety pictured). You might also tell students that in the U.K., cookies are called *biscuits*.

#### Activity B

Class CD1, Track 30

1. Explain to students that they will listen to a conversation about eating and drinking.
2. Play CD1, Track 30. Play the recording again, if necessary.

#### Language Note

Explain that *Yes, please* and *No, thanks* or *No, thank you* are the polite, common ways to accept food or drink.

#### Culture Note

Explain that if you decline an offer of food or drink, it's acceptable to ask the host for something you would rather have.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.

#### Language Note

Explain that when asked *Would you like...* for food or drinks, we answer *Yes, please* or *No, thanks*. We don't say *Yes, I would* or *No, I wouldn't*.

2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

#### Activity D

1. Class Work. Have students circulate and ask four students which of the snacks and drinks in Activity A they have had in the past two days. Explain that students can think about other food and drinks to ask about, such as candy or chips (snacks), and coffee or water (drinks).
2. Give students time to do the activity.
3. Ask volunteers to tell the class what they learned. Write the other snacks and drinks students asked about on the board.



## 2. LANGUAGE FOCUS: COUNT AND NON-COUNT NOUNS

### Activity A

Class CD1, Track 31

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1, Track 31. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### Language Note

Explain that non-count nouns are singular and don't change form when plural: *rice-rice*. Count nouns do change form: *nut-nuts*. There are spelling rules to learn for count nouns when making them plural by adding *s*. Two rules are: for nouns that end in *-o*, like *mango* and *tomato*, you add *-es*: *mangoes*, *tomatoes*. For nouns that end in *-y*, like *strawberry*, you drop the *y* and add *-ies*: *strawberries*. Explain that *many* is used before count nouns, and *much* is used before non-count nouns.

### Activity B

Class CD1, Track 32

1. Focus students' attention on the questions and answers.
2. Explain that students will fill in the blanks with the answers from Activity A. Give students time to read the questions and complete the activity.

#### Language Note

Remind students that *many* is used before count nouns, and *much* is used before non-count nouns.

3. Play CD1, Track 32 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: What fruit do you like? Do you like bananas?  
B: Yes, I do. I like them a lot.
2. A: Do you eat many vegetables?  
B: Yes, I eat a lot of vegetables. I love carrots.
3. A: Do you eat many nuts?  
B: No, I don't eat many.
4. A: Do you eat much broccoli?  
B: Yes, I do. I like it a lot.
5. A: Do you drink much tea?  
B: No, I don't drink much tea. I don't really like it.
6. A: I love fruit. I eat a lot of it. What about you?  
B: Yeah, I love it too. My favorites are mangoes and strawberries.
7. A: Do you have coffee for breakfast?  
B: No, I don't drink any coffee in the morning, but I drink a lot during the day.
8. A: Do you eat much meat?  
B: No, I don't eat meat. But I eat a lot of cheese and yogurt.

4. Pair Work. Put students in pairs or small groups. Have them practice the questions and answers. Make sure they change roles.

### Activity C

1. Explain that students will ask and answer the questions in Activity B using their own information. Brainstorm other food and drinks and list them on the board for students to refer to.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their conversation for the class.

Student Book page 26

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 33

1. Focus students' attention on the chart. Give them time to read it. Explain that they will listen to two people talk about shopping for food. Tell students to listen and check (✓) the things they are going to buy.
2. Play CD1, Track 33. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Explain that when Mary says *They're nice now* about the mangoes, that means the mangoes are *ripe*.



### Answers

- |              |                  |
|--------------|------------------|
| 1. broccoli  | Not going to buy |
| 2. noodles   | Not going to buy |
| 3. chocolate | Going to buy     |
| 4. milk      | Going to buy     |
| 5. carrots   | Not going to buy |
| 6. mangoes   | Going to buy     |
| 7. cheese    | Going to buy     |

### Activity B

1. Explain that students will listen to the conversation again. This time they will listen for the things Peter and Mary *don't* plan to buy and check (✓) the reason.
2. Play CD1, Track 33 again. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

- |             |            |
|-------------|------------|
| 1. broccoli | Not needed |
| 2. noodles  | Not liked  |
| 5. carrots  | Not liked  |

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Tell them they're going to find someone in the class who does each of the things listed. Give students time to read the questions.
2. Give students time to think about how they would answer each question for themselves.
3. Model the activity with a volunteer using the sample dialogue.
4. Class Work. Have students stand up and do the activity. Set a time limit, ten minutes for example, and make sure students ask as many classmates as possible. Circulate and help if needed.

### Activity B

1. Explain that students will work with a partner and discuss what they found out in Activity A.
2. Model the activity with a volunteer using the sample dialogue.

### Language Note

Remind students that to agree with a negative statement, for example, *He doesn't like...*, we say *Neither does (she)*. To agree with a positive statement, such as *He eats a lot of...*, we say *So does (she)*.

3. Pair Work. Put students in pairs and have them do the activity.
4. Class Work. Have students report their findings to the class.

### Optional Activity: Common Food

1. Pair Work. If there's time, have partners think of the top five food and drinks that they eat most often. Have pairs write down their lists.
2. Have pairs ask other pairs whether they like or eat a lot of these foods and take notes.
3. Class Activity. Have pairs share their results with the class. List the most popular food and drinks on the board and see if the class can decide on the top five.

## LESSON 2: Eating out

Student Book page 27

### 1. AT A RESTAURANT

### Activity A

Class CD1, Track 34

1. Explain to students the different categories in a meal: *appetizers* come before the meal, the *main dish* is the largest portion, *dessert* is something sweet to eat afterward, and *beverage* is another word for drink. Have students look at the pictures and labels. Tell students to label the foods *A* for appetizer, *M* for main course, *D* for dessert, or *B* for beverage. Give students time to do the activity.

### Language Note

Explain that food is often described *with* something, such as *steak with french fries*. The meaning is similar to *and*. But if the menu said *steak with french fries or salad*, that would mean the customer could choose french fries *OR* salad, but not both.

2. Play CD1, Track 34. Have students listen and check their answers. Play the recording again and have students repeat.

### Answers

<b>Appetizer</b>	<b>Dessert</b>
tomato soup	apple pie
salad	ice cream
<b>Main course</b>	<b>Beverage</b>
fish with fried rice	tea
steak with french fries	soda
grilled chicken with vegetables	



## Activity B

1. Explain that students will circle one food they like from each of the four categories and then discuss their answers with a partner. Model the sample dialogue with a volunteer.
2. Give students time to make their choices.
3. Pair Work. Put students in pairs and have them discuss their answers with their partner.

## Activity C

1. Explain that students will think of three foods they like and three foods they don't like and compare them with a partner. Students may say foods from Activity A, or any others they can think of. Model the conversation with a volunteer. Brainstorm some foods as a class and write them on the board.
2. Pair Work. Put students in pairs and give them time to do the activity.
3. Have several pairs say their dialogues for the class.

Student Book page 28

## 2. CONVERSATION STRATEGY: CONFIRMING INFORMATION

### Activity A

Class CD1, Track 35

1. Explain to students that they will listen to two conversations that show people ordering food in a restaurant. Both conversations show ways that we confirm information, by repeating information or by clarifying it.
2. Play CD1, Track 35. Play the recording again, if necessary.

#### Language Note

Explain that *did you* often blends together in the same way *would you* does. It sounds like *di'ju*.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will practice the dialogues again. This time they will use different expressions. Read over the two examples of ways we confirm information, by repeating a phrase or by asking for clarification.

#### Language Note

Explain that when we order food, it's common to say *I'll have*, *I'd like*, or *I'll take*. Explain that *main course* is another way to say *main dish*.

2. Pair Work. Put students in pairs and have them practice the conversations in Activity A again. Remind them to use different expressions to confirm information.
3. Have several pairs say their dialogues for the class.

### Activity C

1. Focus students' attention on the two dialogues. Explain that students will confirm the orders by repeating or clarifying, and adding any other information they can. Give them time to write their answers.

#### Language Note

Explain that *starter* is another way to say *appetizer*.

2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogues for the class.

#### Answers

1. A: So that's tomato soup, spaghetti, and apple pie.
2. A: Did you say tomato soup and a salad?

### Activity D

1. Explain that students will practice the conversations from Activity A, using their own information and expressions to confirm information. Students can use the expressions from Activity B or any others they know. Demonstrate the activity by having a short conversation with a volunteer.

#### Sample Answers

- A: Can I take your order?  
B: I'll have a coffee and apple pie.  
A: OK. That's coffee and apple pie with ice cream?  
B: Oh, no ice cream, just pie.

2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.



### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD1, Track 36

1. Focus students' attention on the order form. Give students time to read it over. Explain that they will listen to someone give an order and check ( ) the things she wants.
2. Play CD1, Track 36. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Remind students to use the same conversational mannerisms that English speakers do. For example, in the dialogue the woman says *um* when she is trying to make up her mind. Using sounds like *um* or *uh* when pausing signals to the listener that you are thinking about what to say next.

#### Answers

**Appetizer:** broccoli soup**Main course:** grilled fish**Beverage:** milkshake**Dessert:** fried bananas

#### Activity B

1. Explain that students will listen again, this time listening to find out whether the server took the order correctly.

#### Language Note

Explain that a person whose job is to take orders and bring people food and drinks in a restaurant is mainly called a *server* in the U.S. *Waiter* and *waitress* are still common terms in the U.K.

2. Play CD1, Track 36 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answer

No, she didn't.

4. Ask whether students can identify what the server got wrong with the order. (She ordered *fried bananas*, not *ice cream*.)

### 4. JOIN IN

#### Activity A

1. Focus students' attention on the menu. Explain that they will decide what they want to order. Explain

that a *vegetable platter* is a plate of several different kinds of vegetables. Give students time to decide what they want.

#### Activity B

1. Explain that students will work in pairs and take turns being the customer and the server. Focus students' attention on the Try these box. Remind students that the server can use these phrases to take the order. The person ordering can use any phrases they know or look back to page 28.
2. Role Play. Put students in pairs and have them practice ordering from the menu. Make sure they reverse roles.
3. Have pairs volunteer to act out their conversations for the class.

#### Optional Activity: Role Play

1. If time allows, do Activities A and B again. This time, bring in menus from local restaurants or have students come up with other menus of foods they like. Have students create characters to be; for example, a difficult customer who doesn't want to pay those prices, an indecisive customer who can't make up her mind, or a server who gets the order wrong. Put students in pairs or small groups and have them write down their menu and roles. Give them time to come up with their plan.
2. Have pairs sit at their desks as if they were in a restaurant and perform their role plays for the class.

#### Optional Activity: Mystery Menus

1. Put students in pairs or small groups. Have each group imagine they own a restaurant and come up with a brief menu of their favorite foods—tell them to include food, drinks, and prices. Tell students they can include strange and exotic foods that other students may not know, too. Give students time to do the activity.
2. Group Work. Have pairs or small groups circulate and take turns visiting other groups' "restaurants" and ordering from their menu. Tell students to ask about any unfamiliar items on the menu. Give students time to do the activity.

#### Sample Dialogue

A: What's a cookie milkshake?

B: It's a milkshake with cookies crumbled in it.

A: Oh, maybe I'll have the apple pie instead.

B: OK, so you'll have the apple pie.

3. Class Work. Have the class discuss whose menus they liked the best, etc.



**Language Focus:** *Wh-* questions

**Vocabulary:** Jobs, rock musician, computer programmer, etc.

**Conversation Strategy:** Agreeing and disagreeing

## LESSON 1: Finding out what people do

*Student Book page 30*

### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences such as:

A: *Hi, (student's name). I'm a teacher. What do you do?*

B: *I'm a student.*

### 1. WHAT DO YOU DO?

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Have students write a number next to each picture.
3. Check the answers as a class.

#### Answers

From left to right, pictures should be numbered:

2   4   1   3

#### Activity B

*Class CD1, Track 37*

1. Explain to students that they will listen to two people talking about what they do.
2. Play CD1, Track 37. Play the recording again, if necessary.

#### Language Note

Remind students that the intonation of *Wh-* questions goes down. Point out that in the U.S., *school* is used to refer to all levels of education, from elementary school through university. In the U.K., however, *school* refers only to elementary (primary) and secondary education; after that level, people say *I'm at university*.

#### Culture Note

Remind students that asking someone about their job is one of the most common topics of conversation we engage in, both with people we've just met and people we know. In the U.S., *a course* is typically one topic per semester, such as a course in Art History. In the U.K., *a course of study* refers to an extended, major program of study.

In the U.S., a student *studies* or *majors in* a subject, as in *I'm majoring in computer science*. In the U.K., a student *studies* or *reads* a subject.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.
5. If time permits, go around the room and have students say what they do or what they are studying, using their real information.

*Student Book page 31*

## 2. LANGUAGE FOCUS: WH- QUESTIONS

#### Activity A

*Class CD1, Track 38*

1. Have students look at the language box and the pictures. Give them time to read the examples.



2. Play CD1, Track 38. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the questions and answers in the language box.

### Language Note

Remind students that the intonation of *Wh-* questions goes down. Explain that there are several acceptable usages of prepositions: you can work *in a hotel* or *at a hotel*, although *in* means *in an enclosed place*. You can work *at (Company X)* or work *for (Company X)*.

### Activity B

Class CD1, Track 39

1. Focus students' attention on the conversations.
2. Explain that students will fill in the blanks with the answers from Activity A. Give students time to complete the activity.
3. Play CD1, Track 39 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: What do you do, Kazu?  
A: And where do you live?
2. A: What do you do, Maria?  
A: Really? And what do you do there?
3. A: Tim, where do you go to school?  
A: And what are you studying?

4. Pair Work. Put students in pairs. Have them practice the conversations. Make sure they change roles.

### Activity C

1. Explain that students will ask and answer the questions above using their own information. Remind students they can use the questions in Activity A.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they use their own information.
3. Have several pairs say their dialogue for the class.

Student Book page 32

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 40

1. Focus students' attention on the chart. Explain that they will listen to three different people talk about what they do. Some of the information in the chart is incorrect, and students should make note of it.

2. Play CD1, Track 40. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over the answers as a class.

### Language Note

In response to Tony's answer, the speaker said *Nice*. This is an informal response that shows approval, like *cool* or *sweet*.

#### Answers

- |              |                     |                         |
|--------------|---------------------|-------------------------|
| <b>Tony</b>  | student             | East-West College       |
|              | subject:            | music                   |
| <b>Amy</b>   | salesperson         | Galaxy Department Store |
|              | section:            | children's              |
| <b>Tracy</b> | high school student | International Academy   |
|              | year:               | 1                       |

### Activity B

1. Explain that students will listen to the conversations again. This time they will listen to hear whether the person likes what he or she does and make note of it in the chart. Play the recording again, if necessary.
2. Go over answers as a class.

#### Answers

- |              |                           |
|--------------|---------------------------|
| <b>Tony</b>  | Likes it a lot            |
| <b>Amy</b>   | Doesn't like it very much |
| <b>Tracy</b> | Likes it a lot            |

## 4. JOIN IN

### Activity A

1. Pair Work. Put students in pairs. Student A looks at this page. Student B looks at the card on page 78.
2. Focus students' attention on the identification card on their page. Explain to students that they are getting ready for a conference. Student A asks Student B questions in order to complete the missing information on his or her card. Then they reverse roles, and Student B asks Student A questions to complete his or her card. Model the sample conversation with a volunteer. Remind students that they will use *Wh-* questions.
3. Give students time to do the activity.

### Activity B

1. Explain that students will practice conversations like the ones in Activity A but using true information about themselves.
2. Model the activity with a volunteer using the sample dialogue with real information.



### Language Note

Remind students that when they say *What do you do*, the words blend together to sound like *wuh-du-ya-du*.

3. **Pair Work.** Put students in pairs and have them do the activity. Make sure students reverse roles and use their own information. Remind them to ask each other whether they like what they do.
4. **Class Work.** Have students report their partner's answers to the class. For example: *This is Rose. She works at a gym. She doesn't like it very much.*

### Optional Activity: Who Are You?

1. Explain that students will choose a famous character; for example, a character from a movie, a book, or a famous personality. Students will complete one of the cards from Activity A with the information for their character. Tell students that they can add additional information that is important, such as whether they have a spouse or children, where they are from, an important event in their life, or things they like. Give students time to fill out the information for their character. Circulate and help as necessary.
2. **Group Work.** Put students in small groups. Have the group take turns asking one student *Wh-* questions to find out who they are. If necessary, the student can prompt the *Wh-* questions by saying a phrase; for example, he or she can say *my most famous work* to get the question *What is your most famous work?* Students should answer as if they are their character, e.g., *Hamlet is my most famous work (William Shakespeare).* Allow students to ask up to 20 questions to find out the character. The person who guesses correctly is asked the questions next. Set a time limit.
3. Have groups tell about some of their characters to the class.

## LESSON 2: Giving opinions

Student Book page 33

### 1. JOBS

#### Activity A

Class CD1, Track 41

1. Have students look at the pictures and labels. Tell students to circle the job if they know someone who does it.
2. Play CD1, Track 41. Have students listen and repeat. Play the recording again and have students repeat.

### Language Note

Explain that we can also say *rock star* for *rock musician* or simply *programmer* for *computer programmer*. Notice that except for *computer programmer*, the stress on all of the other two-word jobs falls on the first word, like *TOUR guide*.

#### Activity B

1. Focus students' attention on the Try these box. Explain that students will talk with a partner and use these phrases to discuss the jobs above. Model the sample dialogue with a volunteer. Remind students that more than one answer is possible.
2. **Pair Work.** Give students time to do the activity.
3. Have several pairs demonstrate for the class.

#### Activity C

1. Explain that students will ask each other what jobs they would like from Activity A, adding any of their own true information. Brainstorm jobs as a class and list them on the board for students to refer to. Remind students to explain why they want a particular job, e.g., *I want to be a DJ. I like to go to clubs.*

### Language Note

Remind students that *what would you* blends together to sound like *whu-wu-ju*.

2. **Pair Work.** Put students in pairs and have them discuss the question. Remind students they can use the phrases in the Try these box to explain why they want the job.
3. Have several pairs say their dialogues for the class.

Student Book page 34

## 2. CONVERSATION STRATEGY: AGREEING AND DISAGREEING

#### Activity A

Class CD1, Track 42

1. Explain to students that they will listen to two short conversations that show how people agree or disagree, using words like *I don't think so* and *I think so too*.
2. Play CD1, Track 42. Play the recording again, if necessary.



### Language Note

Explain that *so* in *so interesting* is an adverb of degree and it's used to intensify the word that follows it, *interesting*, making the phrase mean *very interesting*. Other intensifiers are *very*, *really*, and the informal *totally*.

### Culture Note

Explain that it's OK to disagree as long as you are polite about it. Use a softer tone of voice and weaker phrasing; for example, saying *I don't think so* is more polite than *That sounds awful!* or *I absolutely disagree*.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will practice the dialogues again, using different expressions to agree or disagree with people's opinions. Read over the list with the class. Brainstorm other expressions the class might know, like *totally* (informal, shows agreement), *You think so?* (unsure), or *No way!* (informal, disagreement). Write them on the board for the students' reference.

### Language Note

Explain that sometimes instead of directly agreeing or disagreeing, we introduce an element of uncertainty in our response. Someone might say *I want to be a garbage collector*. You could respond, informally, *No way! Really? Why?* This combination can show disbelief and disagreement. Or you could say, *No way! Really? Me too!* which shows disbelief and agreement.

2. Pair Work. Put students in pairs and have them practice the conversations in Activity A again, using different expressions to show interest.

### Activity C

1. Explain that students will practice more agreeing and disagreeing using the items from Activity B or any other expressions they know. Focus students' attention on the Try these box and remind them they can use those phrases to describe the job. Demonstrate the activity by doing the first one with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogues for the class.

### Sample Answers

1. B: Oh, I don't think so. / Yeah, I think so too.
2. B: Oh, me too. / Yes, I think so too. / Really?
3. B: Oh, me too. / Really? I'm not sure.
4. B: I don't think so. / Oh, me too.

### Activity D

1. Explain that students will practice conversations from Activity A, using their own information. Students can use the expressions from Activity B or any others they know. Demonstrate the activity by having a short conversation with a volunteer.

### Sample Answers

- A: I think I want to be a pilot.  
B: Really? I'm afraid of flying.  
A: Yes, but you get free travel!

### Language Note

Explain that to politely disagree, you can say *Yes, but ....* This indicates you understand the speaker's opinion, but you have your own opinion.

2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.

### Student Book page 35

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 43

1. Focus students' attention on the pictures and words. Explain that students will listen to people talking about jobs. Students will number three of the jobs from 1 to 3 in the order they hear them.
2. Play CD1, Track 43. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Culture Note

In the first conversation, the speaker asks James, *Can you earn a lot?* It's considered rude to directly ask how much money someone earns. But you can comment in a general way about that kind of job, e.g., *That must pay well*.

### Answers

1. music teacher
2. flight attendant
3. DJ



## Activity B

1. Focus students' attention on the list of expressions of interest. Explain that students will listen again and this time number the expressions of interest from 1 to 3 in the order they hear them.
2. Play CD1, Track 43 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. agree
2. agree
3. disagree

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will work with a partner to think of three jobs that would be good for each of the types of people listed. Students can use the vocabulary from page 33 as well as thinking of their own. Brainstorm possible jobs as a class, if necessary.
2. Pair Work. Put students in pairs. Give students time to think about the jobs and list them.
3. Go over answers as a class.

### Sample Answers

travel: flight attendant, travel agent, tour guide  
 meet people: tour guide, hotel clerk, teacher  
 work outdoors: tour guide, gardener, forest ranger  
 sell things: shop clerk, salesperson, real estate agent

### Activity B

1. Explain that the class will talk to four classmates about jobs that sound interesting. Model the sample conversation with a volunteer. Students should use their real information.
2. Class Work. Have students stand up and talk to four classmates. Set a time limit. Make sure students take turns asking and answering in the conversations.
3. Have volunteers share what they learned as a class. List the most popular jobs on the board.

## Optional Activity: Role Play

1. If time allows, do Activity A again. This time, have students make a list of three things they like to do and three things they like to study. For example, *listen to music*, *draw pictures*, *travel*, and *computers*, *history*, and *art*. Give students time to write down their answers.
2. Pair Work. Have students take turns role-playing getting a job. One student acts as a job counselor and asks the partner *Wh-* questions, such as *What do you do?* *What do you like to do?* *Where would you like to work?*, etc. Then the job counselor suggests three jobs their partner might enjoy. Have partners switch roles.
3. Have a few volunteers share their results with the class.



# unit 6

## Going Places

**Language Focus:** *There is/There are* + prepositions of place

**Vocabulary:** Landmarks, a bridge, a park, etc.

**Conversation Strategy:** Checking information

### LESSON 1: Where's the subway station?

*Student Book page 36*

#### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences such as: *Hi! Where were you before class? Where's that?*

#### 1. ASKING FOR LOCATIONS

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Have students read the list of words and write the correct number by each picture.
3. Check the answers as a class.

##### Answers

Pictures should be numbered in the following order:

5	6	3
2	4	1

##### Activity B

*Class CD1, Track 44*

1. Explain to students that they will listen to someone asking for a location.
2. Play CD1, Track 44. Play the recording again, if necessary.

##### Language Note

Explain that we say *down the street* or *up the street* and that the words *up* or *down* don't indicate specific directions.

##### Culture Note

To get the attention of someone we don't know, we often say *Excuse me*.

3. Model the conversation with a volunteer.

4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

##### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

##### Language Note

Explain that the responses *Sure* and *No problem* are mainly used in the U.S. They mean *You're welcome* and are considered very informal. Explain that food from a *fast-food restaurant* can be ordered to *go* or *take-out* in the U.S., but it's called *take-away* in the U.K.

*Student Book page 37*

### 2. LANGUAGE FOCUS: THERE IS/THERE ARE + PREPOSITIONS OF PLACE

##### Activity A

*Class CD1, Track 45*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1, Track 45. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.



### Culture Note

Explain that when people say *up* or *down the street*, they usually gesture with their hand or arm to indicate the direction.

### Activity B

Class CD1, Track 46

1. Focus students' attention on the pictures. Have them describe what they see.
2. Go over each of the prepositional phrases of place in the language box and point them out on the map in the book, or draw a similar map on the board. For example, *across from the hotel* means something is *straight across the street*.
3. Explain that students will fill in the blanks with the words from Activity A. Give students time to read the sentences and complete the activity.

### Language Note

Explain that we use the phrases *where is*, *looking for*, or *trying to find* when asking where a place is.

4. Play CD1, Track 46 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. B: Sure, there's one across from the hotel.
2. B: A supermarket? Oh yes, there's one next to the hotel.
3. B: Sure, there's one across from the music store.
4. B: I think there are two on Main Street.
5. B: There's one on the corner of Spring Street and Main Street.
6. B: A music store? Um, I think there are some on Spring Street.

5. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
6. Have several pairs demonstrate for the class.

### Activity C

1. Explain that the pairs will ask and answer the questions in Activity B using true information. Brainstorm places in your city, town, or campus and list them on the board for the students to refer to.
2. Pair Work. Give students time to do the activity. Make sure they change roles and use true information.
3. Have several pairs demonstrate for the class.

Student Book page 38

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 47

1. Focus students' attention on the map. Give them time to read the locations. Explain that they will write the places on the map.
2. Give students time to do the activity.
3. Play CD1, Track 47. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

### Language Note

Explain that *cinemas* is another word for *movie theaters*. *Great* is another way to say *OK* or *right*.

#### Answers

1. taxi stand = next to subway
2. souvenir shops = next to the post office on Main Street
3. movie theaters = on the corner of Main Street and Green Street
4. bus stop = on Green Street, across from Grand Hotel

### Activity B

1. Explain that students will listen to the people describing where they are and number their locations, in the order they hear them, writing 1 to 4 on the map in Activity A.
2. Go over answers as a class.

#### Answers

1. Jun: across from the Grand Hotel
2. man looking for souvenir shops: Grand Hotel
3. Sarah: post office
4. person looking for bus stop: near King's Park

## 4. JOIN IN

### Activity A

1. Pair Work. Put students in pairs. Explain that student A will look at the map on page 38. Student B should not look at page 38. Student B should turn to page 79.
2. Explain that students will take turns asking their partner about the location of the places listed above their map. Then they will check their answers.
3. Model the activity with a volunteer using the sample dialogue.
4. Give students time to do the activity.
5. Check the answers as a class.



### Optional Activity: More Directions

1. If time allows, have pairs do Activity A again. This time, each student will add three places to their own map first. Then partners will take turns directing their partner to the new places on their map. Remind students that they can draw new places and should put them near existing ones. Give students time to add their places.
2. Pair Work. Student A will give directions to a place on Map A, saying one instruction at a time; for example, *Go down Pine Street, Turn right*, etc. Student B will try to find the place and mark it on his or her map. When students are done, have them compare maps to see whether they were correct. Did students place locations in the same spot?
3. Group Work. If time allows, put three or four pairs of students together. Pair 1 will begin by describing a place on Map A without saying its name. The other pairs try to be the first to guess the name of the place. Then pairs change roles.

## LESSON 2: Finding places

Student Book page 39

### 1. LANDMARKS

#### Activity A

Class CD1, Track 48

1. Explain that a *landmark* is an obvious feature of a place that makes it easy to tell where you are. Focus students' attention on the pictures and captions. Explain that students should circle the things that are in their town.
2. Play CD1, Track 48. Have students listen and repeat. Play the recording again and have students repeat.
3. Go over the answers as a class.

#### Answers

Answers will vary.

#### Culture Note

Usually landmarks refer to man-made features because nature is changeable. However, things like lakes, rivers, and mountains can serve as general landmarks.

#### Activity B

1. Explain that students will mark an X next to the places in Activity A that they wouldn't like to have in their neighborhood. Then they will discuss what they think with a partner using as many details as possible. Model the sample dialogue with a volunteer.

### Language Note

Remind students to ask questions to get information, like *Why not?* or *Why do you think that?* Students can also agree and disagree.

2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs volunteer to discuss their ideas for the class.

#### Activity C

1. Explain that students will discuss where they live with a group. They should mention landmarks. Brainstorm places in your town and write them on the board for students to refer to.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have volunteers report on their group's discussion to the class. Circulate and help as necessary.
4. Have groups volunteer a few of their descriptions to the class.

Student Book page 40

### 2. CONVERSATION STRATEGY: CHECKING INFORMATION

#### Activity A

Class CD1, Track 49

1. Explain to students that they will listen to two conversations that demonstrate how we repeat information to check it. Explain that an echo question is a question that takes a speaker's statement and puts it in question form. It is used to show surprise.
2. Play CD1, Track 49. Play the recording again, if necessary.

### Language Note

Explain that we could use *your place* to refer to an apartment, house, or office. Remind students that we use the word *right* for directions, but also to mean *that's correct*.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

#### Activity B

1. Explain that students will practice the conversations using different expressions to ask for repetition or to repeat something. Model the expressions.



2. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
3. Have several pairs demonstrate for the class.

### Activity C

1. Explain that students will use the expressions from Activity B to check information in the conversations and then practice with partner. Give students time to write their answers.
2. Pair Work. Put students in pairs and have them do the activity using the information they added.
3. Have several pairs say their dialogues for the class.

### Language Note

Explain that we often say *hop*, as in *hop on a train/a bus/the subway*, or *hop in a cab*. *Come check it out* is an informal invitation to go see or do something. Explain that *just*, as in *just past* something, means a little bit.

#### Sample Answers

1. A: Let me check that I got that right. I take the A train and go four stops.
2. A: Could you say that again, please?

### Activity D

1. Explain that students will practice conversations from Activity A again, but using their own information.  
*Sample Dialogue*  
A: How do I get to the bookstore from here?  
B: Turn right on University Drive and go past the stadium. It's on the left.  
A: Let me repeat that. Right on University, past the stadium, and it's on the left?  
B: That's correct.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they ask for repetition or repeat the information.
3. Have several pairs say their dialogues for the class.

Student Book page 41

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 50

1. Focus students' attention on the chart. Explain that they will listen to people inviting friends to visit them and complete the information in the chart.

2. Play CD1, Track 50. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that in the third conversation the speaker used *right* as a tag question to confirm the information: *Newtown, right?* Also, *exactly* can be used as *yes* or *that's right*.

#### Answers

1. When: Sunday  
How to get there: take a bus on Oxford Street  
Nearest landmark: museum
2. When: Friday  
How to get there: take the subway  
Nearest landmark: stadium
3. When: Saturday  
Address: 2 Station Street  
How to get there: train to Newtown Station  
Nearest landmark: the station

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and check ( ) whether each statement is true or false.
2. Play CD1, Track 50 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. True
2. True
3. False

## 4. JOIN IN

### Activity A

1. Focus students' attention on the list. Give students time to read the instructions. Explain that students will work in pairs and invite each other out and give directions. Model the sample conversation with a volunteer. Brainstorm places to meet and landmarks and write them on the board for students to refer to.
2. Pair Work. Give students time to practice their conversations.
3. Have pairs volunteer to practice their conversation for the class.
4. If time allows, have two pairs work together. Pair 1 invites the second pair to one of their places and gives directions. Pair 2 confirms or repeats the information.



### Optional Activity: Find the Place

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1. Pair Work. Explain that students will work in pairs or small groups. They will draw a simple map of their school or a neighborhood they all know and include only a few of the major landmarks. Then they each think of a place that the other students may not know, but they do not say what it is.
2. Students take turns giving directions to somewhere on the map, without saying the name of the place. The other students will follow along on the map. Once they come to it, they should say or guess what it is. The person who is correct gets to describe a location next. Remind students to ask questions and repeat information as they go.
3. Have groups choose their best place to describe for the class to guess.





# unit 7

## Home Life

**Language Focus:** Questions with *Is there* and *Does*

**Vocabulary:** Home activities, use the kitchen, have friends over, etc.

**Conversation Strategy:** Asking for permission

### LESSON 1: Homes and apartments

*Student Book page 42*

#### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences such as: *Where do you live? Do you live in a house or an apartment?* etc.

#### 1. WHAT'S YOUR APARTMENT LIKE?

##### Activity A

1. Focus students' attention on the words and picture. Have volunteers describe what they see. Read the words aloud.
2. Explain that students will write the numbers of the rooms on the picture of the apartment building.
3. Go over the answers in class.

Answers		مرجع زبان ایرانیان				
Picture should be numbered in the following order:						
third floor:	5	4	2			
second floor:	8	1				
first floor:	7	10	3	6	9	

##### Activity B

*Class CD2, Track 2*

1. Explain to students that they will listen to a conversation between two people about an apartment building.
2. Play CD2, Track 2. Play the recording again, if necessary.

##### Language Note

Explain that the way the word *quite* is said can give it two meanings. When less stressed, *quite* intensifies a strong word or phrase, *quite AMAZING*, or means *very* as in *quite BIG*. This superlative use is favored in American English. But more stressed, *QUITE* reduces the meaning of the word that follows, so that *QUITE*

*good* means *less than good*. This is the British English usage. Explain that *(to have) a view* means you can see for some distance around.

##### Culture Note

Explain that in the U.S., the entry-level floor is called the *ground floor* or *first floor*. In the U.K., the entry-level floor is called the *ground floor* and the floor above that is the *first floor*. Also, the U.S. *elevator* is called a *lift* in the U.K.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

##### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 43*

#### 2. LANGUAGE FOCUS: QUESTIONS WITH *IS THERE AND DOES*

##### Activity A

*Class CD2, Track 3*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2, Track 3. Have students listen and repeat. Play the recording again and have students repeat.
3. Ask several students to demonstrate for the class.



### Language Note

Have students notice the difference in word order of the questions and answers with *is* and *does*. For questions the verb comes before the subject, and for answers it comes after.

### Activity B

Class CD2, Track 4

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks with the items from Activity A. Give students time to read the sentences and complete the activity.
3. Play CD2, Track 4 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: What's your apartment like?  
B: It's really great. It's quite big.  
A: Does it have a view?  
B: Yes, it does. It has a view of the park.  
A: Nice. Is there a balcony?  
B: No, there isn't.  
A: That's too bad. Does it have a dining room?  
B: Yes, it does.  
A: Great. And is there a game room?  
B: A game room? No, there isn't.  
A: Oh, that would be nice.
2. A: What's your new apartment like?  
B: It's fantastic. I really love it.  
A: How many bedrooms does it have?  
B: Two. It has two bedrooms and two bathrooms.  
A: That's great. Does it have a balcony?  
B: Yes, it does. There's a balcony near the living room.  
A: And is there a view from the balcony?  
B: No, there isn't.  
A: And what about a swimming pool? Is there a pool in the building?  
B: Yes, there is. I can go swimming every day.  
A: Nice.

4. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Explain that this time students will take turns asking and answering the questions above, using true information. If time allows, brainstorm other words and phrases to substitute into the dialogue and write them on the board. For example, *Is there a hot tub?* or *Aww, too bad* for *That's too bad*, and *Awesome* and *Cool* for *Nice*.

2. Pair Work. Have pairs practice the conversation with the new words.
3. Ask several pairs to demonstrate for the class.
4. If time allows, have the class interview the pairs who volunteered to ask more questions about where they live.

Student Book page 44

### 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 5

1. Focus students' attention on the apartment pictures. Explain that they will listen to people talk about their apartments and number them from 1 to 3 in the order they hear about them.
2. Play CD2, Track 5. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that a *study* is a quiet room to study or work in. In conversation 3, *That's a great color* means the kitchen is *painted* a great color.

#### Answers

1. picture on bottom right
2. picture on bottom left
3. picture on top right

### Activity B

1. Explain that students will listen again. For each conversation, students will check (✓) the correct answer. Give them time to read the sentences.
2. Play CD2, Track 5. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. He has his own bedroom.
2. There's a study.
3. He likes the kitchen.

4. If time allows, as a class or group activity, have students say which apartment they like best and describe why.



## 4. JOIN IN

### Activity A

1. Pair Work. Put students in pairs. Explain that student A will look at the apartment picture on page 44. Student B should not look at page 44. Student B should turn to page 80.
2. Explain that students will take turns asking their partner about each other's apartment to find out the differences. Explain that students will find the differences and then compare pictures to check their answers.
3. Model the activity with a volunteer using the sample dialogue.
4. Give students time to do the activity.
5. Check the answers as a class.

#### Sample Answers

##### Differences are:

##### On page 44:

Kitchen: smaller than B's kitchen, no table in the kitchen  
Has a dining room  
Living room: three pictures on the left wall; no plant  
Bathroom: two bathrooms; both are smaller than B's; one is next to the study and one is next to a bedroom  
Three bedrooms  
One study  
Has a balcony

##### On page 80:

Kitchen: larger than A's kitchen; there's a table in the kitchen  
Living room: one picture on the left wall; a plant between the TV and chair  
Bathroom: one bathroom to the right of the living room; larger than A's  
Two bedrooms  
One study  
No balcony

## Optional Activity: My Dream Home

1. Explain that students will make a simple sketch of their dream home. A *dream home* is your fantasy place if you could afford anything and live anywhere you wanted. It can be a house or an apartment. Explain that they should list the features of the apartment that they learned in the unit, and add any others they can think of, such as a movie theater, hot tub, garden, etc. Give students a few minutes to think of their dream home.
2. Pair Work. Put students in pairs or small groups. Explain that they should ask each other questions to find out as much as they can about their dream home. Remind students to use *Does it have...* and *Is there...* questions.

#### Sample Dialogue

A: Does your house have a garage?

B: Oh yes, I have two garages.

A: Why do you have two garages?

B: There's a big garage for the big house, and a small garage for the guest house.

## LESSON 2: Homestay

### Student Book page 45

## 1. HOME ACTIVITIES

### Activity A

Class CD2, Track 6

1. Explain that a *homestay* is when you go to stay with a host family in another country. Have students look at the pictures and captions. Have students circle the activities they think are acceptable for the guest to do while staying at someone's home.
2. Play CD2, Track 6. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Have students notice that the verb *use* is often said with objects or appliances.

#### Culture Note

Explain that homestay guests are also called *exchange students*. As a homestay guest, you stay with a *host family*.

3. Group Work. Put students in small groups and have them compare their answers.
4. Have students report on their group's answers to the class.

### Activity B

1. Pair Work. Put students in pairs. Explain that students will repeat the steps in Activity A, only this time, they'll compare information about their own apartments. Give students time to make a few notes about their own homes.
2. Pair Work. Have students take turns asking each other questions about what their homes are like. They can take notes if they like. Explain that pairs should decide what they like best about each other's apartments.
3. Group Work. Combine several pairs into a small group and have them decide whose apartment they like best.
4. Have groups share their information with the class.



## Activity B

1. Explain that students will work with a partner to discuss other things that are and are not acceptable to do as a homestay guest. Model the sample dialogue with a volunteer. Brainstorm other ideas with the class and list them on the board. For example: *Do you think it's OK to wear your shoes in the house?*
2. Pair Work. Put students in pairs or small groups and have them discuss the question.
3. Have pairs report on their answers to the class.

## Activity C

1. Explain that students will ask whether their classmates have been on a homestay before and ask questions about which activities they did and didn't do. Brainstorm with the class some other activities and appliances they may have used and write them on the board.
2. Class Activity. Have students stand up to do the activity and discuss the question.
3. Have volunteers report on their findings to the class.
4. Note: If no one in the class has been on a homestay, have students discuss what kind of homestay guest they would like and what they would let him or her do. For example: *My homestay guest would be from Greece. He could borrow my bicycle. He could not drive my car.*

Student Book page 46

## 2. CONVERSATION STRATEGY: ASKING FOR PERMISSION

### Activity A

Class CD2, Track 7

1. Explain to students that they will listen to two short conversations that ask for permission. One answer accepts and the other declines the request.
2. Play CD2, Track 7. Play the recording again, if necessary.

### Language Note

*That's fine* is another way to say *It's OK*.

### Culture Note

Explain that when declining a request, it is polite to say *sorry* and to give a reason why. In response to a request of yours that has been declined, it is polite to say something like *No problem* or *That's OK* so the person who declined doesn't have to feel bad.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

## Activity B

1. Focus students' attention on the list of words of how we request permission and accept or decline requests. Read the phrases aloud and have the class repeat. Brainstorm other phrases and write them on the board, such as *Would you mind* (more formal), and *Is it cool if* (very informal), or *Go for it* (informal acceptance).
2. Explain that students will practice the conversations in Activity A again. This time they will use different expressions.
3. Pair Work. Put students in pairs or small groups and have them do the activity.
4. Have pairs demonstrate their conversation for the class.

## Activity C

1. Explain that students will use the words from Activity B to write their own answers. Then they will practice with a partner and add their own information. Demonstrate the activity by doing the first one as a class.
2. Give students time to do the activity.
3. Go over answers as a class.

### Sample Answers

1. A: Is it OK if / Is it all right if / Can
2. A: all right / OK  
B: Sorry
3. A: mind if  
B: Sure / Certainly / Yes
4. A: it all right / it OK

4. Pair Work. Put students in pairs and have them do the activity.
5. Have several pairs say their dialogues for the class.

## Activity D

1. Explain that students will practice the conversations in Activity A again, but this time using their own information. Demonstrate the activity by having a short conversation with a volunteer.

### Sample Answers

- A: Is it OK if I use your cell phone?  
B: Maybe later. I'm expecting a call.  
A: OK. Let me know when.



2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.

*Student Book page 47*

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD2, Track 8

1. Focus students' attention on the pictures. Have students describe what they see. Explain that they will listen to guests asking for permission and then number the things from 1 to 6 in the order they hear them.
2. Play CD2, Track 8. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Explain that *the machine is free* in conversation 1 means that the machine is *not in use*, not that it literally doesn't cost anything.

Answers			
Photos should be numbered in the following order:			
6	1	4	n/a
2	5	3	n/a

#### Activity B

1. Explain that students will listen again and circle the picture in Activity A if the person accepts the request. And they will put an X over the picture if the person declines the request.
2. Play CD2, Track 8 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

Answers	
Circled pictures are: 1, 3, 4, and 6	
Pictures with an X are: 2 and 5	

### 4. JOIN IN

#### Activity A

1. Pair Work. Put students in pairs. Explain that student A will look at the chart on page 47. Student B should not look at page 47. Student B should turn to page 81.

2. Explain that students will role-play being houseguests and take turns asking for permission to do things.
3. Model the activity with a volunteer. *A: It's hot. Can I turn on the air conditioner? B: Sorry, it's broken.*
4. Role Play. Put students in pairs. Give students time to do the activity.
5. Have pairs perform their role play for the class.

#### Optional Activity: Role Play

1. If time permits, have students choose characters to be, such as a very nice host or a rude houseguest. Have students think of different activities to ask about. Brainstorm ideas as a class and write them on the board for reference.
2. Pair Work. Put students in pairs. Give students time to do the activity.



**Language Focus:** Adverb phrases

**Vocabulary:** Interesting products, electric skateboard, backpack with wheels, etc.

**Conversation Strategy:** Expressing enthusiasm

## LESSON 1: Keeping in touch

*Student Book page 48*

### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences to ask about student's possessions such as: *Do you have a cell phone? Do you own an MP3 player?* etc.

### 1. HEY, THAT'S COOL!

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Have students put the number of the word next to the picture.
3. Go over the answers as a class.

#### Answers

- a. 2 MP3 player
- b. 1 digital camera
- c. 5 cell phone
- d. 3 electronic dictionary
- e. 6 camcorder
- f. 4 scanner

4. Pair Work. Read the questions aloud. Put students in pairs and have them take turns telling each other whether they own the items in the pictures.
5. Have volunteers tell the class what they own. Brainstorm any other items they own that are not pictured and write them on the board.

#### Activity B

*Class CD2, Track 9*

1. Explain to students that they will listen to a conversation about a new digital camera.
2. Play CD2, Track 9. Play the recording again, if necessary.

#### Language Note

Remind students that *What do you* blends together to sound like *Wu'du'yu*. Explain that *just* is a commonly used adverb of degree. It goes before the word it modifies, but its meaning can vary based on its position. In this conversation it means *almost*. But if *just* occurred before the verb, *I just use it about every day*, the meaning would change to *only*.

#### Culture Note

Explain that it's common to talk about people's possessions, and asking questions about them is an easy way to carry on a conversation. Unlike asking how much money people earn or how much their house costs, it's generally not rude to ask how much something cost, but it's more polite not to ask or to say *That must be expensive*.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.
5. If time allows, have pairs practice the conversations using items that they own and their own true information. Have volunteers perform their conversation for the class.



## 2. LANGUAGE FOCUS: ADVERB PHRASES

### Activity A

Class CD2, Track 10

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2, Track 10. Have students listen and repeat. Play the recording again and have students repeat.
3. Have volunteers demonstrate for the class.

#### Language Note

Remind students that *Do you* blends together to sound like *d'yu*. Explain that you could say *fairly often* in place of *pretty often*, and both *pretty* and *fairly* are typically paired with words whose meaning is positive. *Hardly* is usually paired with *ever*, and *hardly* is negative in meaning. *From time to time* means occasionally.

### Activity B

Class CD2, Track 11

1. Focus students' attention on the conversations. Explain that they will complete the conversations with items from Activity A and the words in the Try these box. Then they will practice with a partner.
2. Give students time to read the sentences and complete the activity.

#### Language Note

Explain that sometimes statements like *I guess you use it a lot* can function as a question. The adverb *actually* can occur at the beginning or end of a sentence.

3. Play CD2, Track 11 for students to check their answers. Play the recording again, if necessary.

#### Sample Answers

1. B: I use it from time to time for school projects.
2. B: Oh, I use it all the time.
3. B: Yeah, pretty often.

4. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
5. Focus students' attention on the words in the Try these box. Tell them to work with a partner and substitute the words into the conversation.
6. If time allows, brainstorm other words and phrases to substitute into the dialogue and write them

on the board. For example: *I use the camera for special occasions like birthdays* or *I use it every day*. Have pairs practice the conversation with the new words.

Student Book page 50

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 12

1. Focus students' attention on the pictures. Explain that they will listen to people talk about things they own and number them from 1 to 4 in the order they hear them.
2. Play CD2, Track 12. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

The word *pretty* has two meanings; as an adjective it means *attractive*. As an adverb of degree it means *very*, like in the phrase *pretty much*.

#### Answers

Pictures should be numbered in the following order:

1	n/a	4	3
n/a	2	n/a	n/a

### Activity B

1. Explain that students will listen again. This time they will listen for whether the people use their possessions *a lot* or *hardly ever*.
2. Play CD2, Track 12. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. Hardly ever
2. A lot
3. Hardly ever
4. A lot

## 4. JOIN IN

### Activity A

1. Explain that students will make a list of items they use a lot and a list of items they use from time to time. Brainstorm items that students own and list them on the board.



## Activity B

1. Explain that students will take turns asking each other about what items they own. They will ask follow-up questions to get more information about how often they use the items and what they use them for. Students will take turns asking and answering questions.
2. Model the activity with a volunteer using the sample dialogue.
3. Pair Work. Put students in pairs. Give them time to do the activity.
4. Have pairs report on their findings to the class.

### Optional Activity: Useful Possessions

1. Group Work. If time allows, choose a few of the common items and put students who own those items into groups, e.g., an MP3 player group, a video camera group, etc. Have groups discuss how, and how often, they use their possessions. Have them brainstorm new uses for their possessions and report to the class.
2. Class Activity. Have the whole class list the items on the board and rank them from the most useful to the least useful.

## LESSON 2: Cool things

Student Book page 51

### 1. INTERESTING PRODUCTS

#### Activity A

Class CD2, Track 13

1. Have students look at the pictures and captions. Have them describe what the products are. Explain any that the students don't know. (See Language Note below.) Have students check (✓) the products they would buy.
2. Play CD2, Track 13. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

*Neon* is a bright color. A *hybrid vehicle* is one that uses two different fuel sources. A *cordless wave keyboard* is one with a curved shape that you don't have to plug in. A *flexible camera tripod* is bendable, with three (tri) legs. The *motorized scuba bike*, as it appears, is a bike that contains scuba equipment.

#### Culture Note

Products that are *green* or *environmentally friendly* are very popular right now, such as alternative fuel vehicles or things made from organic cotton.

## Activity B

1. Explain that students will discuss their answers from Activity A with a partner. Model the sample dialogue with a volunteer. If necessary, review how to agree and disagree (Unit 5, page 34) and brainstorm descriptive adjectives like *exciting*, *unique*, etc.
2. Pair Work. Put students in pairs and have them discuss their answers.
3. Have students report on their partner's answers to the class.

## Activity C

1. Explain that students will work in groups to discuss other cool things they'd like to buy and why they'd like to buy them. Brainstorm with the class some unique products and reasons to buy them. List them on the board.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have volunteers report on their group's discussion to the class.

Student Book page 52

### 2. CONVERSATION STRATEGY: EXPRESSING ENTHUSIASM

#### Activity A

Class CD2, Track 14

1. Explain to students that they will listen to three short conversations that express enthusiasm. Explain that students should listen for the expressions of enthusiasm and the way they are said, like *That's cool*.
2. Play CD2, Track 14. Play the recording again, if necessary.
3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

#### Language Note

Explain that phrases of enthusiasm are often stressed in a way to show that you are impressed. Imitating the stress pattern can help speech sound more natural.



### Culture Note

Explain that if you want to see something someone owns, especially if it's a new possession, it's polite to ask first by saying *Can I take a look at it?*

### Activity B

1. Focus students' attention on the list of expressions. Read them aloud and have students repeat. Brainstorm other expressions the class may know and write them on the board.
2. Pair Work. Explain that students will practice the dialogues again. This time they will use different expressions to show interest.
3. Have several pairs demonstrate for the class.

### Activity C

1. Explain that students will use the words from Activity B in the conversations and then practice with a partner. Give students time to write their answers.
2. Go over answers as a class.

#### Sample Answers

1. B: neat / cool / awesome
2. B: That's
3. A: cool / neat

3. Pair Work. Put students in pairs and have them do the activity.
4. Have several pairs say their dialogues for the class.

### Activity D

1. Explain that students will work in small groups to discuss cool things they have with them. Remind students to ask questions about the product and to express enthusiasm. For example:

A: *Is that a new cell phone?*

B: *Yeah, it is.*

A: *I want one of those. Can I see it?*

B: *Sure.*

A: *This must be easy to text with. That's so cool.*

2. Class Activity. Put students in groups and have them do the activity. Circulate and make sure they express enthusiasm.
3. Have groups describe the best product in their group to the class.

Student Book page 53

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 15

1. Focus students' attention on the pictures of things in a store. Explain that they will listen and check (✓) whether the person is going to buy the item.
2. Play CD2, Track 15. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Notice that people say *I think* for opinions, as in *I think it's a bit weird*, and for advice, as in *I think you should*.

#### Answers

Checked items: cell phone, pedometer, and robot dog

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and check (✓) why the person decided to buy or not to buy the item.
2. Play CD2, Track 15 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. belt buckle Its look
2. cell phone Its look
3. pedometer Its usefulness
4. robot dog Its look

## 4. JOIN IN

### Activity A

1. Focus students' attention on the pictures. Explain that students will discuss with a partner whether they like the items shown and what they think about them. Read aloud the expressions at the bottom of the page. Model the sample dialogue with a volunteer.
2. Pair Work. Have students use the language on the page and any of their own ideas to practice the conversations.
3. Give students time to do the activity.
4. Have pairs demonstrate their conversations for the class.



5. If time allows, bring in catalogs and magazines and have small groups or pairs go through them and discuss the objects they see. They can look for something they'd like to buy and something they wouldn't and give reasons why.

### **Culture Note**

Sometimes instead of expressing disagreement (e.g., *I think it's weird*), it's more polite to just say *really* or something like *I don't know* or *It's unusual/different*.

### **Optional Activity: Catalog Shopping**

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1. If time allows, bring in catalogs and magazines and have small groups or pairs go through them and discuss the items they see. They can look for something they'd like to buy and something they wouldn't and give reasons why. Remind students to express enthusiasm.
2. Have groups choose their most interesting or strangest item to share with the class.

### **Optional Activity: The New Thing**

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1. Group Work. If time allows, put students in pairs or small groups. Explain that they will come up with a new item. They can combine existing items, for example, the motorized scubabike on page 51 with a vacuum cleaner (to clean the bottom of the ocean floor). Or they can think of something new. Items can be useful or strange. Give students time to think of their item, give it a name, and describe what it does. Circulate and help as necessary.
2. Have groups present their new items to the class. Have the class express enthusiasm (or disagreement). Then have the class agree on labels for each item, like *the weirdest*, *the strangest*, and *most useless*.



# unit 9

## Enjoying the Outdoors

**Language Focus:** Verb + gerund

**Vocabulary:** Ways to relax or keep fit, jogging, hiking, etc.

**Conversation Strategy:** Using echo questions

### LESSON 1: Seasonal activities

*Student Book page 54*

#### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences to ask whether students enjoy activities, such as: *Do you like water-skiing? Do you like hiking?* etc.

#### 1. DO YOU EVER GO WATER-SKIING?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see. Read the words aloud and have students repeat.
2. Have students put the number of the word next to the picture. Then have students circle the activities they like to do.
3. Go over answers as a class.

##### Answers

Photos should be numbered in the following order:

3	1	4
2	6	5

4. Have a few volunteers tell the class what they like to do.

##### Language Note

Explain that there isn't a rule for spelling compound words with or without a hyphen, like *water-skiing* or *rock climbing*, so students will need to look them up in a dictionary.

##### Activity B

*Class CD2, Track 16*

1. Explain to students that they will listen to a conversation about some activities people like to do.
2. Play CD2, Track 16. Play the recording again, if necessary.

##### Language Note

Explain that *ever* is often used in questions and means *at any time*. Explain that *I'd love to try it* is often shortened to *I'd love to* in speech.

##### Culture Note

Explain that a sport similar to *canoeing* is *kayaking*, and both words come from other languages.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

##### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 55*

### 2. LANGUAGE FOCUS: VERB + GERUND

##### Activity A

*Class CD2, Track 17*

1. Have students look at the photos and language box. Give them time to read the examples. Explain that the list goes from *love*, which shows strong like, down to *hate*, which shows strong dislike.
2. Play CD2, Track 17. Have students listen and repeat. Play the recording again and have students repeat.
3. Have volunteers demonstrate for the class.



### Language Note

Explain that *gerunds* are verbs used as a noun when we are considering the action in a general sense: *I run every day* (verb) versus *I like running* (noun). Verbs that express preferences, such as *love*, *enjoy*, *don't like*, and *hate* are followed directly by the gerund: *I love swimming*. But you can use the infinitive in the present tense: *I love to swim*.

### Culture Note

It is more acceptable to overstate something in the positive by saying you *love* something than it is to say you *hate* something.

### Activity B

Class CD2, Track 18

1. Focus students' attention on the questions and responses. Explain that they will match each question with the correct response and then they will practice with a partner.
2. Give students time to read the sentences and complete the activity.

### Language Note

Explain that *white-water rafting* involves going down a river of fast-moving water. It's called *white-water* because the water looks white when it is choppy and churned up.

3. Go over answers as a class.

#### Answers

1. Do you like swimming in the ocean?  
f. No, I don't. I prefer swimming in a pool.
2. Do you enjoy camping?  
c. No, I don't like sleeping outdoors.
3. Do you like white-water rafting?  
b. Yes, I do. It's really exciting.
4. Do you like jogging?  
d. Not really. I prefer walking slowly.
5. Do you enjoy canoeing?  
e. Yes, I do. It's really relaxing.
6. Do you like skiing?  
a. Oh, no. It's too cold.

4. Pair Work. Put students in pairs or small groups. Have them practice the questions and answers. Make sure they change roles.
5. Have volunteers demonstrate for the class.

### Activity C

1. Explain that in groups, students will discuss how they keep fit and what they do on weekends. They can use the activities in Activity A on page 54 or any others that they know. Model the conversation.
2. Group Work. Put students into groups. Have them discuss the questions.

3. Have volunteers report on their groups' discussion.

### Activity D

1. Explain that students will work with a partner to ask and answer the questions in Activity B, using true information. Remind them to use the activities in Activity A on page 54 or any others that they know. If necessary, brainstorm the activities as a class and write them on the board.
2. Pair Work. Put students in pairs. Give them time to do the activity.
3. Have volunteers demonstrate for the class.
4. If time allows, have pairs rank the activities listed on page 54 from most liked to least liked.

### Optional Activity

1. Group Work. If time allows, put students into groups that like or dislike the same activities; for example, the camping group. Have group members compare the reasons they like or dislike their activity and try to list as many different reasons as they can.
2. Have groups share their lists with the class. See which group came up with the most reasons to like their activity.

Student Book page 56

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 19

1. Focus students' attention on the pictures. Explain that they will listen to people talk about outdoor activities and number them from 1 to 4 in the order they hear them.
2. Play CD2, Track 19. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that the word *actually*, as in *It's quite difficult, actually*, is a sentence adverb and means *in fact*. It can occur at the beginning or end of a sentence.

### Culture Note

In the U.S., people use the word *love* a lot and tend to overstate things.

#### Answers

Photos should be numbered in the following order:

4	n/a	1
n/a	3	2



## Activity B

1. Explain that students will listen again. This time they will listen for what the speaker thinks of the activity. More than one answer is possible. Give students time to look at the chart.
2. Play CD2, Track 19. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. fun, relaxing
2. difficult, exciting
3. fun, difficult
4. fun, relaxing

## 4. JOIN IN

### Activity A

1. Explain that students will write the names of four outdoor activities in the chart. Then they will talk to three classmates to find out whether they like doing the same activities and why or why not. Give students time to write their activities. Model the activity with a volunteer using the sample dialogue.
2. Class Activity. Have students stand up to do the activity. Give them time to do the activity. Circulate and help as necessary.
3. Have students report on their findings to the class.
4. If time allows, choose a few of the common activities and put students in groups based on whether they like those activities. Have them work together to list what they like and don't like about that activity. Then have groups report on their findings to the class.

### Optional Activity 1

1. Pair Work. Put students in pairs. Explain that pairs will compare what they learned while doing Activity A. Give students time to discuss the questions.
2. Have a few pairs tell the class what they found out.

### Optional Activity 2

1. Pair Work. If time allows, put students in their pairs from Activity B (or small groups). Explain that they will use the activities on page 54 and make a chart with the seasons on it. They will list each activity in the season it can take place and think of new ways it can happen in other seasons

or another setting. For example, *water-skiing* = *summer*, but *snow-skiing* = *winter*. *Water-skiing in an indoor water park* = *all seasons*. Give pairs time to do the activity.

2. Have pairs discuss whether they changed their opinion on the activities they did or didn't like before if they took place in a different season or setting.
3. Have pairs report on their findings to the class.

## LESSON 2: Weekend activities

Student Book page 57

### 1. WAYS TO RELAX OR KEEP FIT

#### Activity A

Class CD2, Track 20

1. Have students look at the pictures and captions. Have them read the captions aloud. Explain that students will go through and check the activities they do and circle the things they would like to try. Give them time to do this.
2. Play CD2, Track 20. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Explain that for the compound activity names, like *body surfing* or *horseback riding*, the second word is the verb or main part of the activity (surfing, riding), and the first word of the compound explains *how*. This can help students figure out unfamiliar phrases.

#### Activity B

1. Explain that students will discuss their answers from Activity A with a partner. Model the sample dialogue with a volunteer. Remind students to take turns asking and answering questions.
2. Pair Work. Put students in pairs and have them discuss their answers.
3. Have students report on their partner's answers to the class.

#### Activity C

1. Explain that students will make a list of other things they do to relax or keep fit. Then they will discuss their list with a partner. Brainstorm activities and list them on the board. Remind students to ask and answer questions like in Activity B.



2. Pair Work. Put students in pairs and have them discuss the question.
3. Have volunteers report on their findings to the class.

*Student Book page 58*

## 2. CONVERSATION STRATEGY: USING ECHO QUESTIONS

### Activity A

Class CD2, Track 21

1. Explain to students that they will listen to two short conversations that feature echo questions. Explain that an echo question is a question that takes a speaker's statement and puts it in question form. It is used to show surprise.
2. On the board, write:  
*I like to go motorcycle racing.*  
*Motorcycle racing? Wow!*  
Point out how the question takes the important information from the statement and turns it into a question.
3. Play CD2, Track 21. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Language Note

Explain that we say *go bicycling* or *go jogging*, or we say *do some bicycling* or *do some jogging*, but never *go some jogging*.

### Culture Note

Echo questions, if said the wrong way with too much emphasis, can be insulting.

### Activity B

1. Focus students' attention on the list of expressions. Explain that you can give yourself more time to think by using echo questions. Read the list aloud. Explain that students will practice the dialogues again, using different activities and echo questions.
2. Pair Work. Put students in pairs. Give them time to do the activity.
3. Have several pairs demonstrate for the class.

### Activity C

1. Explain that students will add echo questions to the conversations and then practice with a partner. Give students time to write their answers.
2. Go over answers as a class.

#### Answers

1. B: Mountain biking?
2. B: Rock climbing?
3. B: Ice hockey?
4. B: The most popular sport? / In my country?

3. Pair Work. Put students in pairs and have them do the activity.
4. Have several pairs say their dialogues for the class.

### Activity D

1. Explain that students will practice the conversations from Activity A again, this time using their own information. For example: *Where's a good place to go horseback riding?* Give students time to think of their own activities.
2. Pair Work. Put students in pairs. Have them do the activity.
3. Have several pairs say their dialogues for the class.

*Student Book page 59*

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 22

1. Focus students' attention on the chart. Explain that they will listen to people talking about things to do and places in their city. They will check (✓) the things they can do in each place.
2. Play CD2, Track 22. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that in the first conversation the gerund follows the word *go*: *Can I go horseback riding?* Earlier in the conversation, we heard *I don't know where to go*. In that sentence, *horseback riding* was omitted, but understood: *I don't know where to go horseback riding*.

### Culture Note

Explain that in British English the word *hire*, as in *hire them per hour*, is used commonly for people and things. But in American English, we *hire* people and *rent* things or objects.



### Sample Answers

botanical gardens: cycling  
university campus: skateboarding, swimming  
city park: horseback riding

## Activity B

1. Focus students' attention on the chart. Explain that students will listen again and check when it is a good time to go to each place. More than one answer is possible.
2. Play CD2, Track 21 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. Weekdays
2. Weekends
3. Weekdays, Weekends
4. every day

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that students will work with a partner to write down unusual and interesting outdoor activities that people can enjoy in your city.
2. Pair Work. Put students in pairs and give them time to do the activity. Circulate and help as necessary.
3. Have pairs share their charts with the class.

### Activity B

1. Group Work. Put pairs together to form small groups. Explain that in groups, students will talk about their ideas from Activity A. Circulate and help as necessary.
2. Have groups report on their results to the class.

### Optional Activity

1. If time allows, as a class, list the most unusual and interesting outdoor activities in your town or city. Write them on the board. Explain that students will work in pairs or small groups to create a brochure or poster that features three places on it. They should include important information about each activity, such as the location, best time to go (by day and by season), and a couple of reasons why the activity is *fun*, *interesting*, etc. Give students time to create their posters.

2. Put the posters up around the room. Give the class time to circulate and look at them. Set a time limit.
3. Have the class discuss the posters and which activities look the most fun.

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# unit 10 Shopping

**Language Focus:** Questions with *How much*

**Vocabulary:** Shopping items, flu medicine, T-shirt, etc.

**Conversation Strategy:** Reacting to people's opinions

## LESSON 1: Prices

*Student Book page 60*

### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences such as: *Is that your cell phone? Is that your MP3 player?* etc.

### 1. HOW MUCH IS IT?

#### Activity A

1. Focus students' attention on the words and pictures. Have volunteers describe what they see. Read the words aloud.
2. Explain that students will write the number of the words on the correct pictures and then circle the things they've bought lately. Give students time to do the activity.
3. Go over the answers in class.

#### Answers

Pictures should be numbered in the following order:

2	8	1	5
3	7	4	6

4. Have several volunteers tell the class what they have bought lately.

#### Activity B

*Class CD2, Track 23*

1. Explain to students that they will listen to a conversation about someone buying a CD player.
2. Play CD2, Track 23. Play the recording again, if necessary.

#### Language Note

Explain that we ask *how much* when asking about prices, not *how many*. Explain that *that's not bad* means the price is reasonable. Explain that even though the dollar sign (\$) is written *before* the number, we say it

*after* the number: written = \$69, spoken = sixty-nine dollars. Remind students that we use *this* when talking about things near us, and *that* for things far away from us.

#### Culture Note

Explain that it is not customary to bargain in stores.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 61*

## 2. LANGUAGE FOCUS: QUESTIONS WITH HOW MUCH

#### Activity A

*Class CD2, Track 24*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2, Track 24. Have students listen and repeat. Play the recording again and have students repeat.
3. Ask several students to demonstrate for the class.



### Language Note

Explain that the question form here is *How much does \_\_\_ cost?* and *How much is \_\_\_?* For answers, we say something costs *about (price)*, which means that we are stating the general price, and not the exact price. Note that we can ask about the price of an item using its singular or plural form: *a digital camera, these DVD players*.

### Activity B

Class CD2, Track 25

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks in the conversations with the items from Activity A and the words in the Try these box. Read the Try these words aloud and have students repeat.
3. Give students time to read the sentences and complete the activity.

### Language Note

Explain that *on special* means *on sale for a reduced price*.

### Culture Note

When someone is trying to sell you something, they want to make it sound inexpensive, so they will use words like *just* or *only*, as in *It's only \$250*. We also refer to prices being *high (expensive)* or *low (inexpensive)*.

4. Play CD2, Track 25 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: Excuse me. How much is this camera?  
B: This one? Let me see. Um ... It's \$110.  
A: Wow. That's quite expensive.
2. B: How much are these CDs?  
A: These? Yes, they're all on special, sir. They're all just \$19.
3. A: Hi. How much does this TV cost?  
B: Oh, yes, that's a great TV. It only costs \$350.  
A: Mm. That's a pretty good price.
4. A: Excuse me. How much are these headphones?  
B: Mmm. Let me check. They're just \$47.
5. B: This radio? It's quite expensive, ma'am. It's \$180.
6. A: Excuse me. How much are these video games?  
B: Oh, they're only \$19.99 each this week.

5. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
6. Ask several pairs to demonstrate for the class.

### Activity C

1. Explain that this time, students will take turns asking and answering the questions in Activity B, using their own true information. Remind them to use the words in the Try these box.
2. Pair Work. Have pairs practice the conversations with the new words.
3. Ask several pairs to demonstrate for the class.

### Optional Activity

1. If time allows, have group discussions about expensive and inexpensive prices for the items pictured in Activity B. Have pairs compare their opinions about how expensive and inexpensive the items are. Have them suggest new prices.
2. Have pairs explain what they think to the class.

Student Book page 62

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 26

1. Focus students' attention on the chart. Explain that they will listen to Koichi talking to a travel agent about the price of things in Australia. They will write down the price of each thing.
2. Play CD2, Track 26. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that people use a lot of non-essential words when speaking; for example, *That's pretty good. We pay about \$20 here, so that's quite cheap really.*

### Culture Note

In the U.K., people use the term *transport*, but in the U.S., people say *transportation*. The U.K. uses the term *cinema*, and the U.S. favors *movie theater*.

#### Answers

1. hamburger: \$4-\$10
2. bus ride: \$2-\$7
3. DVD: \$20-\$30
4. movie ticket: \$9-\$15

### Activity B

1. Explain that students will listen again. For each thing listed, students will check (✓) how Koichi feels about it. Give students time to read the chart.
2. Play CD2, Track 26. Have students listen and do the activity. Play the recording again, if necessary.



- Go over answers as a class.

#### Answers

- hamburger: reasonable
- bus ride: expensive
- DVD: expensive
- movie ticket: cheap

- If time allows, as a class or group activity, have students give their opinions of the prices on Koichi's list.

## 4. JOIN IN

### Activity A

- Role Play. Put students in pairs. Explain that student A will look at the web page on page 62. Student B should not look at page 62. Student B should turn to page 82.
- Explain that students will take turns acting like an overseas traveler or a travel agent. They will take turns telling and asking their partner about the things on their list. They should add two more things to ask about to their lists. Explain that students will take notes on the answers. Remind students to use follow-up questions to find out more.
- Model the activity with a volunteer using the sample dialogue below.  
*A: How much is a bus from the airport to downtown?*  
*B: It's about \$60.*  
*A: Wow! That's expensive.*
- Role Play. Give students time to do the activity. Circulate and help as necessary.
- Have several pairs volunteer to perform their role play for the class.

### Optional Activity: A Bad Trip

- Pair Work. If time permits, have students create fun roles, such as a cheap customer or a travel agent who gives clearly wrong prices or sends the customer to the wrong place. Explain that students should think of different activities to ask about and different places to visit. Give pairs time to create their role-play.
- Have pairs perform their role-plays for the class.

### Optional Activity: Spending Trip

- Pair Work. If time permits, do Activity A again, but this time, have pairs come up with prices for someone who is visiting your town or city.

Explain that pairs should list prices for the things in Activity A and come up with other things and activities tourists might want to spend money on.

- Have pairs join another pair and compare their prices.

## LESSON 2: Buying things in a store

Student Book page 63

### 1. SHOPPING ITEMS

#### Activity A

Class CD2, Track 27

- Focus students' attention on the pictures and captions. Explain that students will write the number of the store where they can buy each item. Give them time to do the activity.
- Play CD2, Track 27. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Explain that *bookstore*, *drugstore*, and *supermarket* are compound words, e.g., *book* + *store*. Explain that when pronouncing words with an *r*, like *bookstore*, the *r* is pronounced more clearly in American English than it is in British English.

#### Culture Note

In the U.S., people say *pharmacy* or *drugstore*, but in the U.K., it's called a *chemist*.

- Check answers as a class.

#### Answers

Bookstore:	cakes
magazines	pet food
Sporting good store:	Electronic store:
sports shoes	batteries
tennis balls	Bakery:
sunglasses	cakes
Clothing store:	Drugstore:
watch	flu medicine
T-shirt	battery
Supermarket:	Jewelry store:
breakfast cereal	watch
flu medicine	

#### Activity B

- Explain that students will work with a partner to ask each other questions and answers about where they can buy the things in Activity A. Model the sample dialogue with a volunteer.



2. Pair Work. Put students in pairs or small groups and have them discuss the question.
3. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will name two other things they can get at each of the stores on the list. Read the speech bubble aloud. Explain that we say *you can get* or *you can buy*.
2. Pair Work. Have pairs do the activity.
3. Have each pair say their items for the class. Write them on the board. See how many different things the class can think of for each store.

*Student Book page 64*

## 2. CONVERSATION STRATEGY: REACTING TO PEOPLE'S OPINIONS

### Activity A

Class CD2, Track 28

1. Explain to students that they will listen to two short conversations in which people react to other people's opinions. Give students time to read the conversations. They should listen for the phrases and the way they are said.
2. Play CD2, Track 28. Play the recording again, if necessary.

### Language Note

*Suits (me)* means that something is flattering or fitting.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Focus students' attention on the lists of expressions we use to agree or disagree with someone's opinion. Read the phrases aloud and have the class repeat.

### Culture Note

Explain that when someone asks for an opinion, it's OK to give an honest opinion as long as it's polite. To disagree with an opinion, we usually respond with a statement that indirectly rejects the opinion.

2. Explain that students will practice the conversations in Activity A again. This time they will use different expressions to react to opinions.

3. Pair Work. Put students in pairs or small groups and have them do the activity.
4. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will use the phrases from Activities A and B to write their own reactions to opinions. Then they will practice with a partner and add their own information. Demonstrate the activity by doing the first one as a class.
2. Give students time to write their reactions.
3. Go over answers as a class.

#### Sample Answers

1. B: Yeah, I agree. / You're right.
2. B: Oh, I don't know. / Do you think so?
3. B: I agree. / Oh, yes.
4. B: Do you think so? / I'm not sure.
5. B: Do you think so?
6. B: Yeah, you're right.

4. Pair Work. Put students in pairs and have them do the activity.
5. Have several pairs say their dialogues for the class.

### Activity D

1. Explain that students will practice the conversations in Activity A again, but this time using their own information. Remind students to react to opinions. Note: If possible, bring in catalogs for students to look through and find things to discuss buying. If not, they can use classroom objects and pretend they are shopping for them.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.

*Student Book page 65*

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 29

1. Focus students' attention on the chart. Explain that they will listen to people talking about things in a store and check (✓) what Maria thinks of them. Give students time to read the chart.
2. Play CD2, Track 29. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.



### Language Note

Notice how tag questions like *Aren't they...?* or *Don't you think...?* are used to get someone's opinion.

### Culture Note

Explain that phrases like *a bit* or *pretty*, when used with an adjective in phrases like *a bit strange* or *pretty expensive*, have the effect of softening a negative opinion.

#### Answers

##### Maria:

bracelet: dislikes  
sunglasses: likes  
watch: likes  
ring: likes



### Activity B

1. Explain that students will listen again for whether or not Tony agrees with Maria's opinions and mark it on the chart.
2. Play CD2, Track 29 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

##### Tony:

bracelet: doesn't agree  
sunglasses: doesn't agree  
watch: agrees  
ring: doesn't agree

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will find three people in the class who have something cool/unusual/interesting with them today. They will make notes about what the item is and list their opinion. Tell them to find the strangest things they can.
2. Class Activity. Have students stand up to do the activity.
3. Have a few volunteers tell the class what is on their chart.

### Activity B

1. Explain that students will work in groups to discuss their charts. They should offer opinions and react to opinions. Read the model dialogue with a volunteer.

2. Group Work. Put students in small groups. Have groups discuss the things on their charts.
3. Have groups present their group's opinions to the class.

### Optional Activity: Personal Shopper

1. Pair Work. If time permits, have students role-play being a *personal shopper*. A *personal shopper* chooses things for you to buy. Have one student be the shopper and the other be the customer. They can pick fun roles for themselves too, such as an indecisive shopper (not good at it), a customer who doesn't want to spend much money, or a celebrity. Bring in magazines or catalogs. Have students work in pairs to go through them and suggest new clothes and things to buy. Students should create their role play and include asking for and giving opinions, and reacting to opinions. Give students time to do the activity.
2. Have pairs perform their role play for the class.

### Optional Activity: Two Truths and a Lie

1. If you can bring in magazines and catalogs, give them to pairs or small groups of students. If not, students can suggest items they know. Explain that students will think of three things to recommend to their partner or a group member to buy. Two of them should be things they think the person would like, and one should be something that the person wouldn't like. Refer students to the conversations on page 64 for getting and giving opinions and reacting to advice. Give students time to come up with their lists and reasons.
2. Pair Work. Have students do the activity, taking turns giving advice and reacting to it. After each partner has made three suggestions, partners share which things they liked and which one they didn't like.
3. Have pairs share their results with the class.



# unit 11 Tourism

**Language Focus:** Modal verbs

**Vocabulary:** Vacation activities, visit an amusement park, go window shopping, etc.

**Conversation Strategy:** Giving more information

## LESSON 1: Things to see

*Student Book page 66*

### Warm Up

Quickly practice some simple questions with several students. Use informal phrases and sentences such as: *What do you do on vacation? Do you go to museums?* etc.

### 1. WHAT DO YOU RECOMMEND?

#### Activity A

1. Focus students' attention on the words and pictures. Have volunteers describe what they see. Read the words aloud and have students repeat.
2. Explain that students will number the pictures with the correct terms. Give students time to do the activity.
3. Go over the answers in class.

#### Language Note

*Hire a bicycle* is a U.K. expression; in the U.S. people say *rent a bicycle*.

#### Answers

Pictures should be numbered in the following order:

1 2 3  
4 5 6

#### Activity B

*Class CD2, Track 30*

1. Explain to students that they will listen to a conversation about someone visiting Vietnam for the first time.
2. Play CD2, Track 30. Play the recording again, if necessary.

#### Language Note

Explain that we use the word *should* when giving advice or a recommendation.

#### Culture Note

Explain that it's common to talk about vacations you are going to take and things you are going to do. These kinds of conversations provide great opportunities for asking and giving advice.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 67*

## 2. LANGUAGE FOCUS: MODAL VERBS

#### Activity A

*Class CD2, Track 31*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2, Track 31. Have students listen and repeat. Play the recording again and have students repeat.
3. Ask several students to demonstrate for the class.

#### Language Note

Modal verbs are auxiliary verbs that come before a main verb and give information about it. The verb that follows a modal is in the infinitive, or base,



form: *Should + see*. *Should* is used for giving advice or suggestions. *Can* expresses possibility. Point out that the modal occurs before the subject and the main verb in questions, and after the subject but directly before the main verb in answers.

### Activity B

Class CD2, Track 32

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will match the questions with the responses and then practice with a partner.
3. Give students time to read the sentences and complete the activity.
4. Play CD2, Track 32 for students to check their answers. Play the recording again, if necessary.

### Language Note

Explain that *souvenirs* means the same as *handicrafts*; both are things you buy when on vacation.

5. Go over the answers as a class.

#### Answers

1. What can a tourist do here?  
b. Well, you can take a city tour.
2. What should you see?  
a. You should see the museum.
3. Can you buy souvenirs downtown?  
f. Sure, you can buy some handicrafts there.
4. Do you think you should hire a car?  
e. No, you don't need to. It's not necessary.
5. Where can you try local food?  
d. You can go to the night market. They have local dishes.
6. Where can you get a good view of the city?  
c. You can see everything from the TV tower.

6. Pair Work. Put students in pairs or small groups. Have them practice the questions and answers. Make sure they change roles.
7. Ask several pairs to demonstrate for the class.

### Activity C

1. Explain that this time, pairs will choose a city they both know and ask and answer questions about visiting it. Remind them to use expressions that ask for advice, like in Activity A.
2. Pair Work. Have pairs practice the conversations with the new words.
3. Ask several pairs to demonstrate for the class.
4. If time allows, combine pairs who've chosen different cities into groups. Have them take turns asking and answering questions about what they can do.

Student Book page 68

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 33

1. Focus students' attention on the chart. Explain that they will listen to two people talking about places in a city. Students will check ( ) whether the speaker recommends visiting those places.
2. Play CD2, Track 33. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that when asking about things to do, we often use the past continuous to say *I was thinking about* or *I was wondering about*. When people give advice or suggestions, they often preface them by saying *I think you should*.

### Culture Note

Explain that when recommending a different activity than the one the speaker wants to do, it is polite to acknowledge their idea first (*Yes, it's a great view*) before giving reasons why not to do it (*but it's expensive*), and then offering your suggestion (*I think you should...*).

#### Sample Answers

1. the market: Doesn't recommend
2. the old town: Recommends
3. the zoo: Doesn't recommend
4. the tower: Doesn't recommend

### Activity B

1. Explain that students will listen again. For each place listed, students will write the reason why the person does or doesn't recommend it.
2. Play CD2, Track 33. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. the market: very crowded and not very safe
2. the old town: a great place; really interesting
3. the zoo: it's too hot
4. the tower: it's expensive



## 4. JOIN IN

### Activity A

1. Explain that students will complete the chart about three interesting cities in their country. They will write what they like about it (for example, *the food*), and things you can see or do there (for example, *go to a theme park*).
2. Give students time to read the directions and the chart. Give students time to do the activity. Brainstorm ideas on the board with the class if necessary. Circulate and help when needed.

### Activity B

1. Explain that students will work in groups to discuss their answers from Activity A. Students will say the name of the place they like, and group members will ask them questions about why they like it and things to do and see there. Remind them to use questions like in Lesson 2, Activity A on page 67. Model the sample dialogue with a volunteer.
2. Group Work. Put students into groups. Have them ask and answer questions.
3. Have groups report their findings to the class.
4. If time permits, play a class game. Have groups choose one of their cities and list the things to do there and what they like about it. Then have groups take turns making statements about their city, while other groups try to be the first to guess what it is.

#### Sample Answers

A: This city is in the United States. It is hot there. It is crowded, but very fun.  
B: Is it Los Angeles?  
A: No, this city is on the beach. It has a great zoo.  
B: Is it San Diego?  
A: No, it isn't. The night life is very fun.  
B: Is it Miami?  
A: Yes, it is!

### Optional Activity: 20 Questions

1. If time permits, play a class game. Have groups choose one of the cities discussed in Activity B and list things to do there and what they like about it.
2. Class Activity. Have groups take turns making statements about their city, while other groups try to be the first to guess what it is. See which groups correctly guess the most cities.

#### Sample Game

A: This city is in the United States. It's hot there. It's crowded, but a lot of fun.

B: Is it Los Angeles?

A: No, this city is on the beach. It has a great zoo.

C: Is it San Diego?

A: No, it isn't. The nightlife is exciting.

C: Is it Miami?

A: Yes, it is!

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## LESSON 2: On vacation

Student Book page 69

### 1. VACATION ACTIVITIES

#### Activity A

Class CD2, Track 34

1. Focus students' attention on the pictures and captions. Explain that students will circle the number of the things they like to do. Give them time to do the activity.
2. Play CD2, Track 34. Have students listen and repeat. Play the recording again and have students repeat.
3. Have volunteers tell the class the things they circled.

#### Language Note

Explain that we mainly use *go to* to refer to places.

#### Culture Note

Informally, it is common to say we'd like to *check out* a place or event: *I'd like to check out the night market.*

#### Activity B

1. Explain that students will work with a partner to tell each other about the things from Activity A they'd like to do. Remind them to agree or disagree. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs or small groups and have them discuss their answers.
3. Have pairs demonstrate their conversations for the class.

#### Activity C

1. Explain that students will talk with a partner about other things they like to do when they visit a new city. Model the sample dialogue with a volunteer.
2. Pair Work. Have pairs do the activity.
3. Have each pair say their dialogue for the class. Write their ideas on the board. See how many different vacation activities the class can think of.



## 2. CONVERSATION STRATEGY: GIVING MORE INFORMATION

### Activity A

Class CD2, Track 35

1. Explain to students that they will listen to questions and answers about visiting new places. Model the first one with a partner. Give students time to read the conversations. They should listen for the way people give additional information.
2. Play CD2, Track 35. Play the recording again, if necessary.

### Language Note

Explain that the first two questions invert the question phrase with an introductory phrase: *When you visit \_\_\_\_, do you \_\_\_\_?* Explain that we use phrases such as *I like*, *I prefer*, and *I usually* to give additional information. Explain that *I find* doesn't literally mean *to find something* but is a way of stating your opinion. *I find* is often used with *that*: *I find that bus tours are a good way to see a city.*

### Culture Note

In English-speaking countries, it's acceptable to give your personal opinions and use the word *I* when talking about yourself.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Focus students' attention on the lists of expressions we use to give additional information. Read the phrases aloud and have the class repeat.

### Language Note

Have students notice that the compound sentences are joined by *and*: *I like listening to local music and watching local dances.*

2. Explain that students will practice the conversations in Activity A again. This time they will answer the questions in different ways, using the sentences in Activity B.
3. Pair Work. Put students in pairs or small groups and have them do the activity.
4. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will use the phrases from Activities A and B to write their own answers to the questions. Then they'll practice with a partner and add their own information. Demonstrate the activity by doing the first one as a class.
2. Give students time to write their answers.
3. Go over answers as a class.

### Sample Answers

1. B: No, I don't. I like to walk around and see the city instead. / I prefer to go to the beach.
2. B: Yes, I do. I usually buy local handicrafts / buy small gifts for my family.
3. B: No, I don't. I prefer to go sightseeing.

4. Pair Work. Put students in pairs and have them do the activity.
5. Have several pairs say their dialogues for the class.

### Activity D

1. Explain that students will practice the conversations in Activity A again, this time using their own information. Remind them to practice answering using *yes* and *no*.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use their own information.
3. Have several pairs say their dialogues for the class.

Student Book page 71

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 36

1. Focus students' attention on the chart. Explain that they will listen to people answer questions about things they do and don't do when they visit a city. They'll check (✓) whether the people give extra information.
2. Play CD2, Track 36. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Notice how tag questions like *Aren't they...?* or *Don't you think...?* are used to get someone's opinion.



### Culture Note

Explain that the phrase *you know* or *you know, like* is very commonly used to introduce details or give extra information that the speaker knows the listener will be familiar with. This phrase is useful for sounding like a native-speaker, but it is sometimes overused in speech.

#### Answers

1. Extra information
2. No extra information
3. Extra information
4. Extra information

### Activity B

1. Explain that students will listen again and write a letter that indicates what the information is about on the chart. Give them time to read the list of letters and phrases for each of the speakers.
2. Play CD2, Track 36 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. b. animals
2. n/a
3. a. the cost
4. a. locations

## 4. JOIN IN

### Activity A

1. Focus students' attention on the tour posters. Explain that they will decide which of the tours of Harlem in New York City they would like to go on. They will work with a partner to discuss which they prefer and why. Model the sample dialogue with a volunteer.

### Language Note

Explain that *soul food* is a kind of Southern African American cooking and includes foods like ham hocks, collard greens, and cornbread. *Gospel music* is a kind of religious music that focuses on vocals. *Sundown* means the time when the sun is setting.

2. Pair Work. Put students in pairs and have them do the activity.
3. Have volunteers tell the class which tour they prefer and why.

### Optional Activity: 20 Questions

1. If time permits, have students work in pairs to create a tour of their city or a city they both know. Have them write a few sentences about it. Tell them to include information about the place (location, scenery, people, food) and what there is to see and do there (museums, music, etc.). You could bring in travel brochures and paper and pens for students to put together a travel poster.
2. Have each pair tell the class about their tour. When it is not their turn to talk, pairs will listen to the other tours. Then go around the class again and have pairs say which tour they would like to go on and why.



# unit 12

# Biographies

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**Language Focus:** Past tense

**Vocabulary:** I got my first bicycle, I got my first pet, etc.

**Conversation Strategy:** Responding and asking for more information

## LESSON 1: Childhood days

*Student Book page 72*

### Warm Up

Quickly practice some simple questions and answers with several students. Use informal phrases and sentences such as: *Hi! Where are you from?*

### 1. TELL ME ABOUT YOURSELF

#### Activity A

1. Focus students' attention on the pictures and the list of schools. Tell students they will look at each picture and write the number next to it for the school they think that person attends.

#### Language Note

An *adult education center* is a school where people over age 16 go to get their high school equivalency certificate.

2. Have students do the activity.
3. Go over the answers as a class.

#### Answers

Pictures should be numbered in the following order:

4	1	
5	3	2

#### Activity B

*Class CD2, Track 37*

1. Explain to students that they will listen to two people talking. They should pay attention to the kinds of questions we ask to find out about somebody. Give them time to read over the dialogue.
2. Play CD2, Track 37. Play the recording again, if necessary.

#### Language Note

Explain that the questions and answers are in the simple past tense, and in these examples, they use the *be* verb (*was*), *do* (*did*), and an irregular past tense verb (*grew*). Point out that the questions are *Wh-* and *Do* questions.

#### Culture Note

Explain that asking where someone is from, where they went to school, and what they study are all common questions to be asked or to ask someone.

3. Pair Work. Have students take turns practicing the conversation.
4. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered, blue highlighted sentences in the conversation in Activity B. Then read the sentences for Practice 1 aloud. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.
5. Go around the class and ask several students where they are from and when they studied English.

*Student Book page 73*

## 2. LANGUAGE FOCUS: PAST TENSE

#### Activity A

*Class CD2, Track 38*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2, Track 38. Have students listen and repeat. Play the recording again and have students repeat.



3. Pair Work. Have students take turns practicing the sentences in the language box.

### Language Note

Explain that the simple past tense is used to show actions that happened at a definite time in the past and are now completed. Simple past tense information questions are formed with questions using *did*. Simple past Yes/No questions are formed with the *be* verb. The past tense is typically formed by adding *-ed* to a word: *play-played*. The endings of irregular past tense verbs like *grow-grew* have to be memorized.

### Activity B

Class CD2, Track 39

1. Focus students' attention on the conversations. Explain that students will use the items from Activity A. Give students time to read the sentences and complete the activity.

### Language Note

Remind students that we use *did* for simple past information questions and *be* (*was/were*) with simple past Yes/No questions.

### Culture Note

Note that *primary school* is a term used in the U.K.; in the U.S. it's referred to as *elementary school*.

2. Play CD2, Track 39 for students to check their answers. Play the recording again, if necessary.
3. Go over the answers as a class.

#### Answers

1. A: Where were you born?  
B: I was born in Bangkok.
2. A: Where did you grow up?  
B: I grew up in Toronto.
3. A: Did you study English at school?  
B: Yes, I did. I studied it in primary school and high school.
4. A: Were you good at English at school?
5. A: Did you enjoy high school?  
B: Yes, I did. I liked it a lot.
6. B: No, I didn't.
7. A: When did you graduate from high school?  
B: I graduated in 2004.

4. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
5. Have volunteers say the questions and answers for the class.

### Activity C

1. Explain that pairs will take turns asking and answering the questions in Activity B using their own true information. Tell students they can add other questions or answers that they think of. Model the questions with a few students in the class.

### Culture Note

Explain that in everyday conversation with people you've just met or who aren't your peers, it is generally safer *not* to ask people their age or what year they were born.

2. Pair Work. Have pairs do the activity. Make sure they take turns asking and answering questions.
3. Have volunteers say their dialogues for the class.

Student Book page 74

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 40

1. Focus students' attention on the checklist. Give them time to read the sentences. Explain that they will listen to Paul talk about his childhood and then check (✓) whether the statements are true or false.
2. Play CD2, Track 40. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

*So much fun* is a very common expression that means something was extremely fun. *What do you remember most* means a strong memory.

### Culture Note

When someone says that somebody died, the polite response is to say *I'm sorry*.

#### Answers

- |          |          |
|----------|----------|
| 1. False | 5. True  |
| 2. False | 6. False |
| 3. True  | 7. True  |
| 4. True  |          |



## Activity B

1. Explain that students will listen about Paul again. This time they will listen for two more things, not on the checklist, that they heard about Paul.
2. Play the recording again.
3. Go over answers as a class.

### Sample Answers

He was born in San Francisco. / He grew up in Los Angeles.  
He liked playing sports. He was team captain. / His team won lots of championships.  
His mother was an actress. / He didn't like studying.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the form. Give them time to read the phrases. Explain that students will fill out the form with their own true information. Explain that *best subject* means the subject they enjoyed the most and/or got the best grades in.
2. Give students time to answer the questions for themselves.

### Activity B

1. Explain that students will walk around and interview their fellow students, asking and answering questions about the information on their cards in Activity A. Remind students to use past tense questions like those listed in the sample. Read them aloud with the class.
2. Class Work. Have students stand up to do the activity. Set a time limit on the activity.
3. Have students share a few facts they found out about their classmates with the class.
4. If time permits, have students think of other questions to ask, such as: *What was your favorite song in high school?* Then have students circulate and ask each other their new questions.

### Optional Activity: Who Am I?

1. If time permits, play a game with students in groups (of more than 6) or with the whole class. Have students think of a unique fact about themselves that nobody knows, such as *I'm a pilot*. Have students write their fact on a piece of paper, but they should not write their name or identify who they are.
2. Group or Class Activity. Have one person collect the facts and read them all to the group, e.g., *Someone is a pilot. Someone swam in the Pacific and*

*Atlantic Oceans*. Have the other students make a list of the facts. The object is for students to write the name of who they think each fact is about and see how many they guess correctly. Explain that students take turns asking the other group members questions, but they can only ask Yes/No questions. For example: *Did you ever swim in an ocean?*

3. The first student to think he or she has filled out the list can stop the game and check whether the answers are correct. If they're not, he or she is out of the game, but the group keeps playing.

## LESSON 2: Events to remember

Student Book page 75

### 1. MILESTONES

#### Activity A

Class CD2, Track 41

1. Explain that a *milestone* is an important event in someone's life. Have students look at the pictures and captions. Tell students to circle the milestones they have experienced.
2. Play CD2, Track 41. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Remind students that the sentences are in the simple past. Most of the verbs shown—*get-got*, *go-went*, *have-had*—are all irregular verbs whose past tense forms must be learned by memory, not by adding *-ed*, like the regular verb shown, *learn-learned*.

#### Culture Note

Explain that *ID card* means *identity card*, and it could mean any kind of official card, from a student identification card to a driver's license.

3. Have a students tell the class the items they circled.

#### Activity B

1. Explain that students will listen to the important events in Cindy's life again and take notes on when they happened and then discuss with a partner. Model the sample dialogue with a volunteer. Focus students' attention on the Try these box.
2. Play CD2, Track 41 again.
3. Pair Work. Put students in pairs and have them discuss the question.
4. Have students tell the class what they learned.



## Activity C

1. Explain that students will discuss and make a list of other milestones they can think of with a partner. Give students time to write their answers.
2. Pair Work. Put students in pairs and have them compare lists.
3. Have volunteers report on their partner's answers to the class.

Student Book page 76

## 2. CONVERSATION STRATEGY: RESPONDING AND ASKING FOR MORE INFORMATION

### Activity A

Class CD2, Track 42

1. Explain to students that they will listen to two short conversations that include responding to answers and asking for more information.
2. Play CD2, Track 42. Play the recording again, if necessary.

#### Language Note

Explain that responses can be a comment, like *really* or *wow*, or an echo question that repeats what the speaker said: *Seven?* Or a rhetorical question, like *Did you?*, for which we don't really expect an answer.

3. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
4. Have several pairs demonstrate for the class.

### Activity B

1. Focus students' attention on the list of responses to how people ask for more information. Read the responses aloud and have students repeat.

#### Language Note

*Oh, yeah?* is said in a light and friendly tone to show interest. If it's said too harshly, it can sound like a challenge.

2. Pair Work. Put students in pairs and have them practice the conversations from Activity A again, this time using different expressions to respond and ask for more information.
3. Have several pairs demonstrate for the class.

### Activity C

1. Explain that students will practice using the information from Activities A and B to respond

and ask for more information in the conversations. Then they will practice with a partner. Give them time to write their answers.

2. Go over the answers with the class.

#### Sample Answers

1. B: Oh? / Did he? What was his name?
2. B: Oh, yeah? How old were you?
3. B: Really? / Oh, yeah? Where did you fly to? / Where did you go?
4. B: Oh, yeah? Did you go by yourself?

3. Pair Work. Put students in pairs and have them do the activity.
4. Have several pairs say their dialogues for the class.

### Activity D

1. Explain that students will tell their partner three things about their past and answer any follow-up questions. For example:  
A: I went to Paris when I was eight.  
B: Really? Did you go with your family?
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they take turns and respond and ask follow-up questions.
3. Have several pairs say their dialogues for the class.

Student book page 77

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 43

1. Focus students' attention on the pictures. Explain that they will listen to people talking about memories and then number the pictures from 1 to 4 in the order they hear them.
2. Play CD2, Track 43. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Remind students to pay attention to phrases that native speakers use, like *well* and *I mean*, and to try to hear how they create the rhythm of speech.

#### Answers

Pictures should be numbered in the following order:

2	3	4
1	n/a	n/a



## Activity B

1. Focus students' attention on the list. Explain that students will listen again and put circle what each speaker remembers most about each event.
2. Play CD2, Track 43 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. b. what she was good at doing
2. b. the date she left
3. a. her clothes
4. a. her gift

2. Group Work. Have groups put their time lines out so other students in the group can see them. Have students take turns asking and answering questions about each other's time lines.
3. Have groups report a few facts to the class, e.g., *In 2008 when Yoko was studying English, Hector was studying Chinese.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they'll think about their own memories and interview classmates to find someone who did the things on the chart. Explain that a *choir* is a singing group. Give students time to think about their memories.
2. Class Activity. Have students stand up to do the activity. Remind them to respond and ask for more information.

### Optional Activity: Share What You Learned

1. Have students report the facts they learned about their classmates to the class.
2. Group Work. If time allows, do Activities A and B again. This time, have students use their imagination to think of funny or unusual memories and discuss them with a group. Have each group choose the funniest or most interesting memories and report them to the class.

### Optional Activity: Time Line

1. Have students create a time line. A time line is a straight line with marks on it to indicate the years (time) and when things happened. Students can include general facts about their life, like moving, getting a pet, etc., and they should include funny or strange facts, too. Give students time to create their time lines. Have each of them include at least five milestones on it.



# Student Book Audio Scripts

## UNIT 0

Student Book page 2

### 1. CLASSROOM LANGUAGE

#### Activity B

Class CD1, Track 2

1.  
A: How do you pronounce this word?  
B: Which word? This one?  
A: Uh-huh. That one.  
B: Pilates.
2.  
A: What does *cheap* mean?  
B: It means *not expensive*.
3.  
A: What's a *vet*?  
B: A doctor for animals. It's short for *veterinarian*.  
A: How do you spell that?  
B: V-e-t-e-r-i-n-a-r-i-a-n.
4.  
A: What's this called in English?  
B: This? It's called a tennis racket.  
A: I'm sorry. Could you repeat that?  
B: Tennis racket.

Student Book page 3

### 2. SPELLING

#### Activity A

Class CD1, Track 3

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

#### Activity B

Class CD1, Track 4

- A: What's your name?  
B: Patti Gray.  
A: Is that P-A-T-T-Y?  
B: No, it's P-A-T-T-I.  
A: And how do you spell your last name?  
B: G-R-A-Y.

Student Book page 4

### 3. NUMBERS AND DATES

#### Activity A

Class CD1, Track 5

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

#### Activity B

Class CD1, Track 6

Monday, Tuesday, Wednesday, Thursday,  
Friday, Saturday, Sunday

#### Activity D

Class CD1, Track 7

1.  
A: Mary, what's your cell phone number?  
B: It's 1865-353-633.  
A: So, that's 1865-353-633.  
B: Yes, that's right.
2.  
A: Jack, what's your work number?  
B: It's 212-726-6391.  
A: OK. Thanks.
3.  
A: Jun, what's your home phone number?  
B: It's 823-773-4159.  
A: That's 823-773-4519?  
B: No. 823-773-4159.  
A: Oh, OK. Thanks.

Student Book page 5

### 4. TELLING TIME

#### Activity A

Class CD1, Track 8

It's four o'clock.  
It's seven ten.  
It's eight fifteen.  
It's six thirty.  
It's one fifty.  
It's nine forty-five.

## UNIT 1: Lesson 1

Student Book page 6

### 1. INTRODUCTIONS

#### Activity B

Class CD1, Track 9

- A: Excuse me. Are you Ted?  
B: No, I'm Bill. That's Ted over there.  
A: Oh, yeah. Anyway, my name's Suzie.  
B: Hi, Suzie. How are you? Are you in my Spanish class?  
A: Yes, I am.  
B: *Hola!*

Student Book page 7

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 10

- A: Are you Jack?  
B: Yes, I am.  
C: No, I'm not.  
A: Is your last name Wong?  
B: Yes, it is.  
C: No, it isn't.  
A: Is he Peter?  
B: Yes, he is.  
A: Is she Marie?  
B: No, she's not.  
A: Are you a student?  
B: Yes, I am.  
C: No, I'm not.

#### Activity B

Class CD1, Track 11

1.  
A: Is your first name Amy?  
B: No, it isn't. It's Emily.
2.  
A: Are you Bill?  
B: No, I'm not. I'm Ted.
3.  
A: Is the teacher's first name Peter?  
B: No, it isn't. It's Patrick.

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4.  
A: Are you a tennis player?  
B: No, I'm not. I play basketball.
5.  
A: Is the teacher from Canada?  
B: No, she's not. She's from Australia.
6.  
A: Is your last name Jackson?  
B: No, it isn't. It's Johnson.

*Student Book page 8*

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 12

1.  
A: OK. What's your first name?  
B: It's Amy. A-M-Y.  
A: And your last name?  
B: Tanaka.  
A: Home telephone number?  
B: 209-847-3350.  
A: OK. And your cell phone number?  
B: 07-355-662.  
A: OK. Here's your card.  
B: Great. Thanks. How many books can I borrow?
2.  
A: First name, please.  
B: Jordan.  
A: And your family name?  
B: Moon.  
A: M-double O-N?  
B: Yes.  
A: OK. Home telephone number?  
B: 8349-9823.  
A: And your cell phone number?  
B: 09-3576-8411.  
A: All right. This is your account number.  
B: Thanks. Now, how much money can I borrow?

## UNIT 1: Lesson 2

*Student Book page 9*

### 1. LEISURE ACTIVITIES

#### Activity A

Class CD1, Track 13

1. television
2. shopping
3. swimming
4. baseball

5. tennis
6. video games
7. reading
8. eating out
9. country
10. classical
11. jazz
12. rock

*Student Book page 10*

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 14

1.  
A: Do you play a musical instrument?  
B: Yes, I do. I play the trumpet.  
A: Really?
2.  
A: Do you like rock music?  
B: Yeah, I love it. My mom is a rock singer.  
A: Cool.

*Student Book page 11*

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 15

1.  
A: I really love music.  
B: What kind do you like?  
A: I guess my favorite is rock, but I really like hip-hop, too. It's great. Oh, and jazz, too. I like all kinds of music.  
B: Is that right?  
A: Yeah.
2.  
A: I guess baseball is my favorite sport. Or maybe football. But my *best* sport is basketball. I'm on the college team.  
B: Cool. Basketball is a fun sport.
3.  
A: When I have free time, I usually play video games at home. Or I go to the mall. You know, to go shopping. Sometimes I just watch TV. Or read.  
B: Oh, that's nice. What do you read?

## UNIT 2: Lesson 1

*Student Book page 12*

### 1. MY HOMETOWN

#### Activity B

Class CD1, Track 16

- A: Where are you from, Ted?  
B: I'm from Toronto.  
A: Oh, Toronto. What's it like?  
B: Oh, it's a great city. I love it.  
A: Yeah, I hear it's nice.

*Student Book page 13*

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 17

- A: What's Toronto like?  
B: It's an interesting city.  
C: It's very interesting.  
A: What's your hometown like?  
B: It's not an interesting city.  
C: It's not very interesting.

#### Activity B

Class CD1, Track 18

1.  
A: What's Hong Kong like?  
B: It's a very interesting city.
2.  
A: What's Los Angeles like?  
B: It's a great city. It's very exciting.
3.  
A: What's Kyoto like?  
B: It's a beautiful city. It's not very big.
4.  
A: What's Singapore like?  
B: It's a big city and it's very clean.
5.  
A: What's Shanghai like?  
B: It's a big city and it's very crowded.

*Student Book page 14*

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 19

1.  
A: I really love Shanghai. It's my favorite city in China. Yes, I know it's very crowded, and expensive too, but I really love the food.



B: Really? I don't like crowded cities. I like quiet places.

2.

A: My favorite city in Japan is Kyoto. It's really old and very beautiful. And it has so many interesting places to visit.

B: Yeah, I hear it's really great. I'd love to go there.

3.

A: Mexico City is a great place. It's a very big city and very busy. And it's really exciting, with so many interesting buildings. And the food is wonderful.

B: Oh, I know. It's my favorite city. I've been there many times.

## UNIT 2: Lesson 2

Student Book page 15

### 1. STORES AND SHOPS

#### Activity A

Class CD1, Track 20

1. Internet cafe
2. music store
3. bookstore
4. electronics store
5. café
6. sporting goods store
7. ice-cream shop
8. department store
9. clothing store

Student Book page 16

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 21

1.

A: What's your favorite Internet cafe?

B: I guess my favorite is Bob's Internet Cafe. It's nice and quiet. What's yours?

A: Mine is Downtown Internet Center. It's very cheap.

2.

A: What's your favorite ice-cream shop?

B: It's called Ice Cream Heaven. How about you?

A: It's my favorite, too! I love the chocolate delight.

Student Book page 17

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 22

1.

A: I go there every weekend. I really love it.

B: Did you buy those jeans there?

A: Yes! And this T-shirt too.

B: It's really cute. So why do you like that store?

A: The prices! These jeans were only \$20.

2.

A: I usually go there on my way home after school.

B: So, you really like it?

A: For sure. Everything they have is delicious.

B: Is it expensive?

A: Oh, no. It's cheap. But what I like best is that they have so many flavors.

B: How many do they have?

A: Fifty-five. My favorite is chocolate.

3.

A: Hi, Mike. Where are you going?

B: Oh, I'm going to New World. It's my favorite store.

A: Oh? Do you buy a lot of things there?

B: Oh, yes—all the time. I really love reading.

A: So it's a nice store?

B: Yes. But what I like the best is the people who work there. They're so friendly and helpful.

## UNIT 3: Lesson 1

Student Book page 18

### 1. LET'S GET TOGETHER

#### Activity B

Class CD1, Track 23

A: Hi. How are things?

B: Pretty good, thanks.

A: Say, what are you doing later today?

B: Oh, nothing much.

A: Great. Let's have a coffee after work.

B: Sure.

A: What time do you usually finish? Do you usually work late?

B: I usually finish around 6.

A: Great. Text me when you finish, and we can get together.

Student Book page 19

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 24

A: Do you usually work late?

B: Yes, I do.

C: No, I don't.

A: What time do you usually finish work?

B: I always finish work around 6.

C: I usually finish work around 6.

D: I often finish work around 6.

A: I sometimes finish work around 6.

B: I never finish work around 6.

#### Activity B

Class CD1, Track 25

1.

A: Do you usually get up early?

B: Yes, I do.

2.

A: What time do you usually get up?

B: I usually get up around 5:30, but I sometimes get up at 6:30.

3.

A: Do you leave home early in the morning?

B: No, I don't. I usually leave home at 8 o'clock.

4.

A: What time do you usually start school?

B: I always start at 9 o'clock.

Student Book page 20

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 26

A: You have a very busy life, Debbie.

B: Yes, I do.

A: What time do you usually get up in the morning?

B: During the week I get up at 7 o'clock, but on the weekend I get up at 9.

A: So do you have breakfast about 7:30?

B: Yes, on weekdays. And about 9:30 on Saturday and Sunday.

A: And what time do you go to bed?

B: On weekdays I go to bed early, at 9 o'clock.

A: Oh? Why is that?

B: Well, I go to yoga class for an hour after work every day, so I come home a bit tired.



- A: Right. But you don't have yoga class on the weekend?  
 B: No. So I go to bed quite late, about 11 o'clock.

## UNIT 3: Lesson 2

Student Book page 21

### 1. THINGS TO DO

#### Activity A

Class CD1, Track 27

1. a fashion show
2. a barbecue
3. a soccer game
4. an IT fair
5. a movie
6. a theme park
7. a science museum
8. a dance club
9. a rock concert

Student Book page 22

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 28

1.  
 A: Are you free on Saturday afternoon?  
 B: Yes. I'm not doing anything.  
 A: Would you like to see a fashion show?  
 B: A fashion show? Sure, that sounds fun.
2.  
 A: Would you like to do something on Friday night?  
 B: Oh, sorry. I can't. I'm working late.  
 A: How about Saturday night? Would you like to go to a dance club?  
 B: Sure, that would be great.

Student Book page 23

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 29

1.  
 A: Hey, Mark, let's go out tonight. There's a new show I want to see.  
 B: I don't know.  
 A: It's a great band. You'll like it, I'm sure.  
 B: I don't think so. I love music, but I'm tired. Maybe next time, OK?

2.  
 A: Hey, Emma. You're a big sports fan. Would you like to see the game tonight?  
 B: Who's playing?  
 A: The University against City College. They're great teams.  
 B: I'd love to. What time does it start?

3.  
 A: Hey, Mei-ling. You like beautiful clothes, don't you?  
 B: Sure. Why?  
 A: There's a great show at the Central Department Store on Saturday. Would you like to see it?  
 B: Is it both men's and women's clothes?  
 A: Yes. Come on. It'll be great.  
 B: OK then. It sounds good.

4.  
 A: Look at this, Omar. There's a new museum opening this Sunday. Would you like to go?  
 B: Let me see. Hmm. It's all about science. I'm not sure.  
 A: Come on. It'll be fun.  
 B: No, I don't think so, thanks. I have enough science at school.  
 A: All right. Maybe I'll ask John.

## UNIT 4: Lesson 1

Student Book page 24

### 1. SNACKS

#### Activity B

Class CD1, Track 30

- A: Do you want something to drink?  
 B: Yes, please.  
 A: How about a coffee?  
 B: No, thanks. I don't drink much coffee. Do you have any soda?  
 A: Sure. And how about something to eat? Maybe some cookies?  
 B: Oh, yes, please.

Student Book page 25

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 31

- Count  
 A: I like tomatoes.  
 B: I don't like carrots.  
 C: I don't like them at all.

- A: Do you eat many cookies?  
 B: Yes, I eat a lot.  
 C: No, I don't eat many.  
 D: No, I don't eat any.  
 A: oranges, nuts, bananas, vegetables, mangoes, strawberries  
 Non-count  
 A: I like rice.  
 B: I don't like broccoli.  
 C: I don't like it very much.  
 A: Do you drink much coffee?  
 B: Yes, I drink a lot.  
 C: No, I don't drink much.  
 D: No, I don't drink any.  
 A: milk, cheese, bread, tea, yogurt, meat, fruit

#### Activity B

Class CD1, Track 32

1.  
 A: What fruit do you like? Do you like bananas?  
 B: Yes, I do. I like them a lot.
2.  
 A: Do you eat many vegetables?  
 B: Yes, I eat a lot of vegetables. I love carrots.
3.  
 A: Do you eat many nuts?  
 B: No, I don't eat many.
4.  
 A: Do you eat much broccoli?  
 B: Yes, I do. I like it a lot.
5.  
 A: Do you drink much tea?  
 B: No, I don't drink much tea. I don't really like it.
6.  
 A: I love fruit. I eat a lot of it. What about you?  
 B: Yeah, I love it too. My favorites are mangoes and strawberries.
7.  
 A: Do you have coffee for breakfast?  
 B: No, I don't drink any coffee in the morning, but I drink a lot during the day.
8.  
 A: Do you eat much meat?  
 B: No, I don't eat meat. But I eat a lot of cheese and yogurt.



### 3. LISTEN AND UNDERSTAND

Class CD1, Track 33

- A: Let's see. We need to buy milk.  
Write it down, Peter.  
B: OK. Milk. What else?  
A: Um, cheese.  
B: Right. What about some vegetables?  
Some broccoli?  
A: No, we have a lot already. But we  
need carrots.  
B: You know I don't like carrots.  
A: OK. How about some fruit?  
B: Get some mangoes. They're nice  
now.  
A: Yeah. What about some oranges too?  
B: Look over there! Can't you see? We  
still have some.  
A: Oh, yeah. Anything else?  
B: Yes. Noodles for lunch. I'm hungry.  
A: What? Peter, you know I never eat  
noodles.  
B: Oh, yes. OK. Nothing else then.  
A: I know! Chocolate. That's what we  
need.  
B: That's a good idea. Come on. Let's  
go.

## UNIT 4: Lesson 2

Student Book page 27

### 1. AT A RESTAURANT

#### Activity A

Class CD1, Track 34

Appetizer  
tomato soup  
salad  
Main course  
fish with fried rice  
steak with french fries  
grilled chicken with vegetables  
Dessert  
ice cream  
apple pie  
Beverage  
soda  
tea

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 35

1.  
A: Are you ready to order?  
B: Yes, I'd like a green salad, grilled  
chicken with vegetables, and tea.  
A: OK. So that's a green salad, grilled  
chicken with vegetables, and tea.  
B: That's right.
2.  
A: Would you like anything else?  
B: Yes, I'll have a coffee with cream,  
but no dessert.  
A: Did you say coffee with cream and  
dessert?  
B: No. Coffee with cream, but no  
dessert.

Student Book page 29

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 36

- A: Are you ready to order?  
B: Yes, I think so. Um...I'd like grilled  
fish, please.  
A: OK. And what about an appetizer?  
The mango salad is nice.  
B: Hmm. I think I'll have soup.  
Broccoli soup.  
A: Great. And for dessert?  
B: Mm. Fried bananas. That sounds  
nice.  
A: And some ice cream, maybe?  
B: No, thanks.  
A: OK. And what would you like to  
drink?  
B: Just a juice, thanks. Um, no...this  
looks good. I'll have a milkshake.  
A: A milkshake. Right. So, let's see.  
That's broccoli soup, grilled fish, ice  
cream, and a milkshake.  
B: Um, actually...

## UNIT 5: Lesson 1

Student Book page 30

### 1. WHAT DO YOU DO?

#### Activity B

Class CD1, Track 37

- A: What do you do? Are you a student?  
B: Yes, I am.  
A: Where do you go to school?

- B: I go to City College.  
A: Really? And what are you studying  
there? Music?  
B: No, I'm studying Chinese.  
A: That's interesting.

Student Book page 31

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 38

- A: What do you do?  
B: I'm a student.  
C: I'm a gym instructor.  
B: I work in a hotel.  
A: Where do you work?  
B: I work in a hotel.  
C: I work for City Bank.  
A: Where do you go to school?  
B: I go to City College.  
A: What are you studying?  
B: I'm studying business.  
A: Where do you live?  
B: I live downtown.  
A: When do you finish your course?  
B: I graduate next year.

#### Activity B

Class CD1, Track 39

1.  
A: What do you do, Kazu?  
B: I'm a student at City College.  
A: And where do you live?  
B: On campus.  
A: Cool.
2.  
A: What do you do, Maria?  
B: I work for a software company.  
A: Really? And what do you do there?  
B: I design software.  
A: Wow.
3.  
A: Tim, where do you go to school?  
B: I go to a technical college.  
A: And what are you studying?  
B: I'm taking a computer course.  
A: That's interesting.

Student Book page 32

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 40

1.  
A: Hi. What's your name?  
B: My name's Tony.



A: Nice to meet you. And what do you do, Tony?  
 B: I'm a student.  
 A: OK. And where do you go to school?  
 B: East-West College.  
 A: What are you studying?  
 B: Music.  
 A: Nice.  
 B: Yeah. It's great. I love it.

2.  
 A: Hello. I'm Seon-hee.  
 B: Hi. I'm Amy.  
 A: Hi. What do you do, Amy?  
 B: I'm a salesperson. I work at Galaxy Department Store.  
 A: Wow. Which section?  
 B: The children's section.  
 A: That's interesting.  
 B: Not really. I want a new job.

3.  
 A: Hi. What's your name?  
 B: My name's Tracy.  
 A: And what do you do, Tracy?  
 B: I'm a high school student.  
 A: And where do you go to school?  
 B: International Academy.  
 A: Right. What are you studying?  
 B: My major is business. I love it. It's really interesting.  
 A: That's nice. And when do you finish your course?  
 B: I'm in first year, so I finish next year.

## UNIT 5: Lesson 2

Student Book page 33

### 1. JOBS

#### Activity A

Class CD1, Track 41

1. rock musician
2. computer programmer
3. tour guide
4. vet
5. flight attendant
6. hotel clerk
7. travel agent
8. security guard
9. DJ



Student Book page 34

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 42

1.  
 A: You know, I'd really like to be a tour guide.  
 B: Really?  
 A: Yes, I think it sounds so interesting.  
 B: Oh, I don't think so.
2.  
 A: I think I'd like to be a computer programmer.  
 B: Why?  
 A: I think it sounds fun.  
 B: Yeah, I think so too.

Student Book page 35

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 43

1.  
 A: Do you like your job, Mrs. Lee?  
 B: Yes, I do.  
 A: And can you earn a lot?  
 B: No, not really. But it's a lot of fun.  
 A: Right.  
 B: And I have very good students. One of them plays the violin in the school orchestra.  
 A: Oh, that's nice.  
 B: Yes, it's a good job.  
 A: Yeah, it sounds nice.
2.  
 A: Is your job difficult, Tom?  
 B: No, it's not. But I have a lot of responsibility.  
 A: And do you like it?  
 B: Oh, yes, very much. And I can travel a lot.  
 A: Right.  
 B: And the uniform is nice.  
 A: Very nice.  
 B: Yes, it's a great job.  
 A: Mmm. It sounds really good.
3.  
 A: Where do you work, Kobe?  
 B: At the Midnight Club.  
 A: What do you do? Are you a singer?  
 B: No, I'm not. I play the music in the club.

A: Oh. I see. Pop and hip-hop music?  
 B: Yes. That's right.  
 A: Wow.  
 B: But it's not a very good job.  
 A: Oh, I don't agree. I think it sounds cool.

## UNIT 6: Lesson 1

Student Book page 36

### 1. ASKING FOR LOCATIONS

#### Activity B

Class CD1, Track 44

A: Excuse me. I'm looking for the subway station.  
 B: Sure. There's one just down the street on the left.  
 A: Oh, thanks. And I also need to find an ATM.  
 B: Let me think. Oh yeah, there are some in the mall.  
 A: Thanks a lot.  
 B: You're welcome.

Student Book page 37

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 45

A: Where's the subway station?  
 B: There's one down the street.  
 C: There's one next to the department store.  
 D: There's one across from the hotel.  
 C: There's one on the corner.  
 A: Where are the fast-food places?  
 B: There are some in the mall.  
 C: There are some near the station.  
 D: There are some on King Street.

#### Activity B

Class CD1, Track 46

1.  
 A: Excuse me, I'm trying to find a post office.  
 B: Sure, there's one across from the hotel.



2.  
A: Where can I find a supermarket?  
B: A supermarket? Oh, yes, there's one next to the hotel.
3.  
A: Excuse me, I'm looking for a department store.  
B: Sure, there's one across from the music store.
4.  
A: Excuse me. I'm trying to find a Japanese restaurant.  
B: I think there are two on Main Street.
5.  
A: Hi. Where can I find a sporting goods store?  
B: There's one on the corner of Spring Street and Main Street.
6.  
A: Excuse me. I'm looking for a music store.  
B: A music store? Um, I think there are some on Spring Street.

**Student Book page 38**

### **3. LISTEN AND UNDERSTAND**

Class CD1, Track 47

1.  
A: Hey, Jun! Where are you? You're late.  
B: Sorry. I'm looking for a taxi stand.  
A: A taxi stand? There's one next to the subway station.  
B: Oh, OK. Thanks.  
A: So where are you now?  
B: Um. Let's see. I'm across from the Grand Hotel.  
A: OK. And do you know where the subway station is?  
B: Yes, it's around the corner on Main Street, right?  
A: Yes, that's right.  
B: OK. I'm coming now.
2.  
A: Good morning. Tourist Information. Can I help you?  
B: Yes. Good morning. I'm looking for a souvenir shop, please.  
A: And where are you right now, sir?  
B: Um, I'm at the Grand Hotel.  
A: There are some souvenir shops near your hotel. Next to the post office on Main Street.  
B: Main Street. Great. That's near the hotel.  
A: Yes. Very near.

- B: OK. Thanks very much.  
A: You're welcome. Have a nice day.
3.  
A: Hey, Sarah. Do you want to go see a movie?  
B: All right. Whereabouts?  
A: Well, there are some movie theaters near your college.  
B: Near my college? Where?  
A: On the corner of Main Street and Green Street.  
B: Oh, yeah. I know. OK. I'll meet you there.  
A: Great. Where are you now?  
B: I'm at the post office.  
A: Really? So am I! I can't see you.
4.  
A: City Travel. How can I help you?  
B: Hi. Where can I get a bus to the city?  
A: Where are you right now?  
B: Um, I'm near King's Park.  
A: OK. Go around the corner. There's a bus stop across from the Grand Hotel.  
B: Great. Thanks.  
A: No problem.

## **UNIT 6: Lesson 2**

**Student Book page 39**

### **1. LANDMARKS**

#### **Activity A**

Class CD1, Track 48

1. a bridge
2. a park
3. a temple
4. a statue
5. a fountain
6. a train station
7. an apartment building
8. a stadium
9. a museum

**Student Book page 40**

### **2. CONVERSATION STRATEGY**

#### **Activity A**

Class CD1, Track 49

1.  
A: How do I get to your place?  
B: Take bus number 114 and get off at the high school. Then turn right and walk along North Street. Our apartment is across from the bus stop.

- A: Could you say that again, please?  
B: Sure. Take bus number 114 and get off at the high school. Then you'll turn right and walk along North Street. You'll find our apartment across from the bus stop.
2.  
A: Can you tell me how to get to your office?  
B: Sure. Take the subway and get off at Lake Station. At the station, cross the bridge and take a left on Pine Street. The address is 116 Pine Street.  
A: Let me repeat that. So, I take the subway and get off at Lake Station. At the station, I cross the bridge and take a left on Pine Street. Your address is 116 Pine Street.  
B: That's right.

**Student Book page 41**

### **3. LISTEN AND UNDERSTAND**

Class CD1, Track 50

1.  
A: Hey, Nam. Would you like to come to my place for dinner on Sunday?  
B: Sure. That sounds nice. What's your address?  
A: I live at 4/22 West Street.  
B: Great. And what's the best way to get there?  
A: Just get a bus on Oxford Street. My place is just past the museum. It's a new apartment building.  
B: Oxford Street, right?  
A: Yes.
2.  
A: Hi, Emma. We're having a barbecue at our place this Friday. Would you like to come?  
B: Yes, I'd love to. Thanks. Where do you live?  
A: Near the stadium. You know, the new stadium.  
B: Right. And what's the address?  
A: It's 7/19 Market Street. The best way to come is by subway. Just get off at Stadium Station and it's about a two minute walk.  
B: OK. Let me see if I've got it right. I take the subway to Stadium Station and then just walk. And it's... um... 7/19 Market Street.  
A: Yes. That's it.



3.

- A: Hi, Sam. We're having a party for Mei-ling at our house this Saturday. At 8 o'clock. Are you free to come?
- B: Oh, yes. That sounds great. What's the address?
- A: It's an easy address. Number two Station Street. Because it's right near the station.
- B: Right. Yes, that is easy. So I come by train then?
- A: Yes. Get off at Newtown Station. And our house is right across from the station.
- B: Newtown, right?
- A: Yes. Exactly.
- B: OK. Thanks for asking me.
- A: Sure.

## UNIT 7: Lesson 1

*Student Book page 42*

### 1. WHAT'S YOUR APARTMENT LIKE?

#### Activity B

*Class CD2, Track 2*

- A: What's your new apartment like?
- B: It's nice. It's quite big.
- A: Really? Does it have a view?
- B: Yes, it does. It has a city view.
- A: I see. And is there parking?
- B: Yes, there's parking in the basement.
- A: Well, that sounds really nice. I hope you enjoy living there.
- B: Me too.

*Student Book page 43*

### 2. LANGUAGE FOCUS

#### Activity A

*Class CD2, Track 3*

- A: Is there a view?
- B: Yes, there is.
- A: Is there a yard?
- B: No, there isn't.
- A: Does it have a balcony?
- B: Yes, it does.
- A: Does it have an elevator?
- B: No, it doesn't.
- A: Does it have a dining room?
- B: Yes, it does.
- A: Is there a dining room?
- B: Yes, there is.
- A: It doesn't have an elevator. It has a dining room.
- B: There isn't a swimming pool. There is a balcony.

#### Activity B

*Class CD2, Track 4*

1.

- A: What's your apartment like?
- B: It's really great. It's quite big.
- A: Does it have a view?
- B: Yes, it does. It has a view of the park.
- A: Nice. Is there a balcony?
- B: No, there isn't.
- A: That's too bad. Does it have a dining room?
- B: Yes, it does.
- A: Great. And is there a game room?
- B: A game room? No, there isn't.
- A: Oh. That would be nice.

2.

- A: What's your new apartment like?
- B: It's fantastic. I really love it.
- A: How many bedrooms does it have?
- B: Two. It has two bedrooms and two bathrooms.
- A: That's great. Does it have a balcony?
- B: Yes, it does. There's a balcony near the living room.
- A: And is there a view from the balcony?
- B: No, there isn't.
- A: And what about a swimming pool? Is there a pool in the building?
- A: Yes, there is. I can go swimming every day.
- B: Nice.

*Student Book page 44*

### 3. LISTEN AND UNDERSTAND

*Class CD2, Track 5*

1.

- A: What's your new apartment like, Jack?
- B: It's really great.
- A: Is it big? How many bedrooms does it have?
- B: It has three.
- A: Three. That's nice. So do you have your own bedroom?
- B: Yes. I really love that.
- A: And do you have your own bathroom too?
- B: No, there's only one. Oh, and there's a study, too.
- A: Wow. Does the apartment have a balcony?
- B: Yeah. There's a balcony with a great view of the city.
- A: It sounds fantastic.

2.

- A: How's your new house, Samantha?
- B: It's good. It's very small, but I really like it.
- A: Small? How many bedrooms are there?
- B: Just one. But there's a small study, too.
- A: That's good.
- B: Yes. I really like that. I can work at home.
- A: Right. And is there a dining room?
- B: The dining table is in the kitchen.
- A: So there's a big kitchen then?
- B: Yeah. It's pretty big.
- A: It sounds really nice.

3.

- A: Do you want to see some photos of my new apartment?
- B: Sure. Let me see.
- A: This is the living room.
- B: Beautiful. Is there a dining room too?
- A: No. We just eat in the kitchen. This is the kitchen here.
- B: Nice. That's a great color.
- A: Yeah. The kitchen is great. That's why I bought the apartment, actually.
- B: Oh, yeah? And is this your bedroom?
- A: Yes. It's quite comfortable.
- B: And how many bedrooms are there?
- A: Two. This is the second bedroom here.
- B: Beautiful.

## UNIT 7: Lesson 2

*Student Book page 45*

### 1. HOME ACTIVITIES

#### Activity A

*Class CD2, Track 6*

1. use the kitchen
2. have friends over
3. watch TV
4. use the telephone
5. come home late
6. play loud music
7. use the washing machine
8. use the family computer
9. help wash the dishes



## 2. CONVERSATION STRATEGY

### Activity A

Class CD2, Track 7

1.  
A: Is it OK if I use the telephone?  
B: Yes, that's fine.  
A: Thank you.
2.  
A: Do you mind if I watch TV?  
B: Sorry, not right now please. I'm reading.  
A: Sure. No problem.

Student Book page 47

## 3. LISTEN AND UNDERSTAND

Class CD2, Track 8

1.  
A: Oh, I need to wash this shirt. The machine is free at the moment. Is it OK if I use it now?  
B: Sure. Not a problem.
2.  
A: Excuse me. I'd like to send an e-mail to my family. Is that OK?  
B: Um. Maybe tomorrow morning. I have a lot of work to do this evening.
3.  
A: I bought some food in the mall today. Is it OK if I heat it up for a minute?  
B: Of course. Go ahead.
4.  
A: Excuse me. My cell phone battery is low. Can I use yours? I need to call my mom.  
B: No problem. Here you are.
5.  
A: Um, Mr. Lee, do you mind if I watch the news at 7 o'clock? There's a story I really want to see.  
B: Oh, sorry, that's a bit of a problem. I want to watch a program at 7.
6.  
A: Mrs. Kim, my classmates want to come over tonight and study. Is that all right?  
B: Sure. No problem. You can study in the living room.

## UNIT 8: Lesson 1

Student Book page 48

### 1. HEY, THAT'S COOL!

#### Activity B

Class CD2, Track 9

- A: Is that your new digital camera?  
B: Yes. I love it.  
A: Do you use it very often?  
B: Yes, I do. I use it just about every day.  
A: What do you use it for?  
B: Oh, I like to take pictures of my friends. Take a look.  
A: Yeah. That's cool.

Student Book page 49

## 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 10

- A: How often do you use your camera?  
B: I use it all the time.  
A: Do you use your camera very often?  
B: I use it pretty often.  
C: I use it a lot.  
A: Do you use it a lot?  
B: I use it from time to time.  
C: I don't use it very often.  
D: I hardly ever use it.  
A: I never use it.

#### Activity B

Class CD2, Track 11

1.  
A: Hey, Yu-ting. Do you have a digital camera?  
B: Yes, I do.  
A: I guess you use it a lot.  
B: No, not really. I don't use it very often, actually.  
A: So what do you use it for then?  
B: I use it from time to time for school projects.
2.  
A: Do you have an MP3 player, Tom?  
B: Yeah, I just bought a new one last month. It's cool.  
A: How often do you use it?  
B: Oh, I use it all the time.

3.

- A: Do you have an electronic dictionary?  
B: Yes, I got one last year.  
A: Do you use it a lot?  
B: Yeah, pretty often.  
A: Really? For learning English, you mean?  
B: Yes, I check new English words from time to time. It's easy to use.

Student Book page 50

## 3. LISTEN AND UNDERSTAND

Class CD2, Track 12

1.  
A: Wow. That's cool.  
B: Yeah, I bought it last year.  
A: Is it easy to use?  
B: Yeah. You just input where you want to go and it shows you how to get there.  
A: Nice. So do you use it a lot?  
B: No, not really. I never go anywhere.
2.  
A: Is that new?  
B: Oh, no. I got it about two years ago.  
A: It says you've walked over 5 miles today.  
B: Yes. That's right. I walk a lot every day.  
A: So you use it every day?  
B: Yeah, pretty much. I like using it.
3.  
A: They're nice, Jun-hao. You look very handsome.  
B: Oh, no.  
A: I've never seen you wear them before.  
B: Yes. I only wear them when I'm tired.  
A: Oh, I see. So you're tired today?  
B: Yes, very.
4.  
A: What are you listening to?  
B: Hip-hop.  
A: Cool. Let me listen. Very nice. Do you take it with you everywhere?  
B: Yeah. I use it all the time.



5.  
A: Did you use that at the concert yesterday?  
B: Yes, I did. The kids were so cute!  
A: Will you watch the recording later?  
B: Yes, my daughter always likes watching what she did at her concerts.  
A: Oh, I see. So you're tired today?

6.  
A: What do you use those for?  
B: Well, I usually use them when I go bird-watching.  
A: Oh, so you use them out in the woods? How far can you see?  
B: Oh, I can see really far if the weather is clear. I've seen a lot of great birds using them.  
A: That sounds like fun. Maybe we can go together sometime.

## UNIT 8: Lesson 2

*Student Book page 51*

### 1. INTERESTING PRODUCTS

#### Activity A

Class CD2, Track 13

1. electric skateboard
2. backpack with wheels
3. neon sunglasses
4. electric bike
5. hybrid vehicle
6. cordless wave keyboard
7. flexible camera tripod
8. motorized scuba bike

*Student Book page 52*

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 14

1.  
A: What's that?  
B: It's my new digital camera.  
A: It's neat. Can I take a look at it?  
B: Sure.  
A: Wow. That's amazing.
2.  
A: How do you like my new cell phone?  
B: Let me take a look.  
A: Sure. Here you are.  
B: It's awesome.

3.  
A: What do you think of my new skateboard?  
B: Wow. Is it electric?  
A: Yes. It can go up to 20 kilometers per hour.  
B: That's really cool.

*Student Book page 53*

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 15

1.  
A: Hey, what do you think of this belt buckle, Maria?  
B: Let me see it. Hmm. I think it's a bit plain.  
A: Yeah, I guess so.  
B: I mean, the color's not very nice, and the buckle is plain.  
A: Yeah, it's not very nice, is it?  
B: No, it isn't.  
A: What else do they have?

2.  
A: Wow. This cell phone is great.  
B: Let me have a look. Yeah. Awesome.  
A: Look at the style. It's so cool. So slim.  
B: Yeah. And I really love the color.  
A: Me too.  
B: I'm going to get it.  
A: Yeah, I think you should.

3.  
A: Hey, Young-Soo. What's this?  
B: Oh, that shows you how far you walk.  
A: What for?  
B: So you can keep fit.  
A: Oh, I see. That's a neat idea.  
B: Yeah. It helps you to check how much exercise you get.  
A: I think I should get one. I need to get more exercise.  
B: Well, this is great.

4.  
A: Hey, take a look at this.  
B: It's amazing. It looks like a real dog, doesn't it?  
A: It sure does. Awesome.  
B: But it's not very useful really, Emi.  
A: No, I guess not. But I just think it's so cute.  
B: Yeah, I know what you mean.  
A: And I'm sure my family is going to love it.

## UNIT 9: Lesson 1

*Student Book page 54*

### 1. DO YOU EVER GO WATER-SKIING?

#### Activity B

Class CD2, Track 16

- A: Do you like swimming?  
B: Yes, I like it a lot.  
A: Me too. How about water-skiing?  
Do you ever go water-skiing?  
B: No, I don't. But I'd love to try it.  
It looks fun.  
A: Yeah, it does.

*Student Book page 55*

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 17

- A: I love swimming.  
B: I enjoy camping.  
A: I like white-water rafting.  
B: I don't mind canoeing.  
A: I don't like skiing.  
B: I can't stand sailing.  
A: I hate snow-boarding.

#### Activity B

Class CD2, Track 18

1.  
A: Do you like swimming in the ocean?  
B: No, I don't. I prefer swimming in a pool.
2.  
A: Do you enjoy camping?  
B: No, I don't like sleeping outdoors.
3.  
A: Do you like white-water rafting?  
B: Yes, I do. It's really exciting.
4.  
A: Do you like jogging?  
B: Not really. I prefer walking slowly.
5.  
A: Do you enjoy canoeing?  
B: Yes, I do. It's really relaxing.
6.  
A: Do you like skiing?  
B: Oh, no. It's too cold.



### 3. LISTEN AND UNDERSTAND

Class CD2, Track 19

1.
 

A: Oh, it's one of my favorite summer sports. I usually go with my friends to the lake and we have a lot of fun there.

B: Do you ever fall out into the water?

A: Oh sometimes, but that's part of the fun.

B: Is it dangerous?

A: Oh, not at all. We go very slow. It's a great way to relax.
2.

A: It looks really difficult.

B: Yeah, it is, but it's my favorite thing to do in winter.

A: Why do you like it so much?

B: It's really exciting. I love skiing down the mountain really fast.

A: But don't you fall over sometimes?

B: Yes. We often fall over, but the snow is very soft, so it's no problem.
3.

A: I play every weekend during the winter.

B: Every weekend? Wow, you must really like it.

A: Yeah, I do. It's really good exercise, and it's so much fun. I love team sports.

B: You have to skate really well, I guess.

A: Yes. All the players are really good skaters. It's quite difficult, actually.

B: I'm sure it is. And how many players are there in a team?

A: Six.

B: Right.
4.

A: Do you only do it in winter?

B: Oh, no. We do it all year, winter and summer.

A: Really?

B: Yes. There's an ice rink at the mall.

A: Cool. Is it expensive to do it?

B: Oh, no. It's quite cheap. About five dollars an hour.

A: OK.

B: It's really fun, and it's relaxing too. And I love the music they play when we skate.

## UNIT 9: Lesson 2

Student Book page 57

### 1. WAYS TO RELAX OR KEEP FIT

#### Activity A

Class CD2, Track 20

1. jogging
2. hiking
3. skate-boarding
4. walking
5. mountain biking
6. snorkeling
7. bicycling
8. bodysurfing
9. horseback riding

Student Book page 58

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 21

1.
 

A: Where's a good place to go snorkeling?

B: Snorkeling? I'm not sure you can go snorkeling around here.

A: I see. Well, can you go bodysurfing here at all?

B: Bodysurfing? Yes, I think you can do that at the water park.
2.

A: Where's a good place around here to go jogging?

B: Jogging? You can go jogging in New Park.

A: OK. And I'd like to do some bicycling too this weekend.

B: Bicycling? Sure, you can do that in the park too.

Student Book page 59

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 22

1.
 

A: I really love horseback riding, but I don't know where to go. Can you help me?

B: Sure. Um. The best place is in the park, I guess. You know, City Park. They have horses there and you can rent them per hour.

- A: Great. That sounds good. Are there any other places?
- B: No, I don't think so.
- A: OK. And can I go horseback riding every day?
- B: Yeah, but it's better on weekdays. You know, it's not so busy.
- A: That's a good idea.
2.
 

A: Hey, that's a cool skateboard.

B: Thanks. I just bought it. Do you like skateboarding, too?

A: Yeah, but I just moved here. I don't know where to go. People said there's a place at the university. Is that right?

B: Yeah. It's a great place. Really big and new.

A: Sounds great. I'll check it out. Is it open every day?

B: Yeah, you can go on weekdays, but I think weekends are better. There are a lot of cool kids there on Saturday and Sunday.

A: Maybe I'll see you there this Saturday then.

B: Great.
3.
 

A: Is that your bicycle?

B: Yeah. Do you like it?

A: It's awesome. Where do you usually go cycling?

B: Oh, lots of places. In the park mostly, but also in the botanical gardens. You know, near the city. You can rent bicycles there if you want.

A: Oh, that sounds great. I'll try it soon.

B: OK. But don't go on a public holiday. It's so crowded then. Any other time is fine.

A: Right. Thanks for the advice.
4.
 

A: I'm new to the city. Can you tell me about swimming places here?

B: Of course. There are many places, but I think the best is at the university. There's an awesome pool there.

A: Great. Is it expensive to get in?

B: Oh, no. I go almost every day.

A: So, it's open every day?

B: Oh, yeah.

A: But isn't it too busy on the weekend, and on public holidays?

B: Oh, no. It's great every day. Believe me.



## UNIT 10: Lesson 1

Student Book page 60

### 1. HOW MUCH IS IT?

#### Activity B

Class CD2, Track 23

- A: I like this CD player. How much is it, please?  
B: Let me see. Yeah, it's \$69.  
A: I see. That's not bad. And how much is this one?  
B: Oh, that one is \$145.  
A: Wow. That's expensive.  
B: Well, have a look at this one. It's not too expensive.

Student Book page 61

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 24

- A: How much is the digital camera?  
B: It's \$69.  
A: How much does a CD player cost?  
B: It costs about \$170.  
A: How much are these MP3 players?  
B: They're \$85.  
A: How much do those DVD players cost?  
B: They're \$60.

#### Activity B

Class CD2, Track 25

1.  
A: Excuse me. How much is this camera?  
B: This one? Let me see. Um...It's \$110.  
A: Wow. That's quite expensive.
2.  
A: Good morning. Can I help you?  
B: How much are these CDs?  
A: These? Yes, they're all on special, sir. They're all just \$19.
3.  
A: Hi. How much does this TV cost?  
B: Oh, yes, that's a great TV. It only costs \$350.  
A: Mm. That's a pretty good price.
4.  
A: Excuse me. How much are these headphones?  
B: Mmm. Let me check. They're just \$47.  
A: Thanks. I'll take them, please.

5.  
A: How much is this radio?  
B: This radio? It's quite expensive, ma'am. It's \$180.  
A: That's not too bad, actually.
6.  
A: Excuse me. How much are these video games?  
B: Oh, they're only \$19.99 each this week.  
A: Thanks. I'll take these two, please.

Student Book page 62

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 26

- A: So are you excited about going to Australia?  
B: Oh, yes. Very excited. But I'm a bit worried about the prices in Australia. Are things expensive?  
A: Yes. Some things are expensive.  
B: For example, food. How much is a hamburger?  
A: Um, you can get one in a fast food place for about \$4, but in a restaurant—you know, in a nice place—maybe up to \$10.  
B: Well, that's not bad. It's not very expensive at all, actually. And what about transportation? I mean, how much is a bus ride, for example?  
A: A short bus ride in the city is about \$2, but a long ride is about \$7.  
B: That's quite a lot. Bus rides only cost about a dollar here. Oh, well, maybe I can walk everywhere.  
A: Yes, it's easy to walk everywhere.  
B: And what about buying things? Like a DVD, for example. How much does a DVD cost?  
A: From about 20 to 30 dollars usually, I think.  
B: Mm, that's quite expensive too. Oh, well. Maybe I won't buy many things.  
A: Yes, things like that are quite expensive.  
B: How about entertainment? I mean, how much is it to go to a movie, for example?  
A: A movie? Well, some days you can get cheap tickets, around \$9, but usually it costs about \$15.  
B: That's pretty good. We pay about \$20 here, so that's quite cheap, really. Great.  
A: Yes. Some things are more expensive than here, and some things are cheaper.

- B: I think it will be all right.  
A: Yes, I'm sure it will be. OK. Well, here's your ticket, Koichi. Have a good trip.  
B: Thanks.

## UNIT 10: Lesson 2

Student Book page 63

### 1. SHOPPING ITEMS

#### Activity A

Class CD2, Track 27

flu medicine  
breakfast cereal  
watch  
sports shoes  
T-shirt  
sunglasses  
tennis balls  
lottery tickets  
magazines  
batteries  
cake  
pet food

Student Book page 64

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 28

1.  
A: I love this top. The design is really cool.  
B: Yeah, I agree.  
A: But I'm not sure about the color. I don't think it suits me.  
B: Really? Why not?
2.  
A: What do you think of this bag? I really like it.  
B: I'm not sure. It's very expensive.  
A: I guess it is, but it's a good brand.  
B: I suppose so.

Student Book page 65

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 29

- A: Hey, Tony. Look at these sunglasses. They're so stylish, aren't they? And look at the color—it's fantastic.  
B: Well, I'm not so sure. They look a bit strange to me.



- A: Oh. OK. What about this? This bracelet. Do you think it would suit me?
- B: Try it on.
- A: OK. Oh, no—it looks weird. It's too big, and the design is a bit strange.
- B: I think it looks great on you.
- A: No, I don't think it's for me. Let's see. Hey, how about this ring? It's really beautiful, don't you think? And the price is really reasonable.
- B: I don't know about that. It looks pretty expensive to me.
- A: Really? Well, you know more about these things, I guess.
- B: What about this watch? What do you think of it?
- A: I've never seen one like that. It's awesome.
- B: I think so too. It's very unusual.

## UNIT 11: Lesson 1

Student Book page 66

### 1. WHAT DO YOU RECOMMEND?

#### Activity B

Class CD2, Track 30

- A: I'm going to Vietnam for the first time next month.
- B: That's great. It's a fascinating place.
- A: What places do you think I should visit?
- B: You should go to Hanoi and Ho Chi Minh City.
- A: What can you do in Hanoi?
- B: Well, you should rent a bicycle and ride around the city. It has some lovely old buildings.
- A: It sounds great.

Student Book page 67

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 31

- A: What can you do in Hanoi?
- B: You can rent a bicycle.
- C: You can take a city tour.
- A: Can you take a canal tour?
- B: Yes, you can.
- C: No, you can't.
- A: What should I do?
- B: You should go to the museums.
- C: What should I see?

- A: You should see the Ho Chi Minh Memorial.
- B: Should I take credit cards?
- A: Yes, you should.
- B: No, you don't need to.

#### Activity B

Class CD2, Track 32

- A: What can a tourist do here?

B: Well, you can take a city tour.
- A: What should you see?

B: You should see the museum.
- A: Can you buy souvenirs downtown?

B: Sure, you can buy some handicrafts there.
- A: Do you think you should rent a car?

B: No, you don't need to. It's not necessary.
- A: Where can you try local food?

B: You can go to the night market. They have local dishes.
- A: Where can you get a good view of the city?

B: You can see everything from the TV tower.

Student Book page 68

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 33

- A: I have a few days here, so I want to do some sightseeing. I was wondering about the market. Do you think I should see it?

B: Well, it's always very crowded, and I don't think it's very safe. I think you should do your shopping at the mall.
- A: People say the old town is a good place to visit. I was thinking about taking a walking tour there tomorrow. What do you think? Do you think I should?

B: Yes, it's a great place. Really interesting. I think you should do it for sure.

3.

- A: Do you think I should go to the zoo? I really like animals, and people say it's a nice place.
- B: Yes, it is nice, that's true. But it's so hot at the moment. I think you should go to the beach instead, maybe.

4.

- A: We have some free time tomorrow. Do you think we should go to the top of the tower—you know, the Central Tower? People say there's a great view of the city.
- B: Yes, it's a great view, but it costs quite a lot. I think you should go up to Black Mountain for a view of the city. That's free.

## UNIT 11: Lesson 2

Student Book page 69

### 1. VACATION ACTIVITIES

#### Activity A

Class CD2, Track 34

- visit an amusement park
- go window shopping
- go to a night market
- hear live music
- go to a nightclub
- try local food
- take a city tour
- look for interesting souvenirs
- go to the zoo

Student Book page 70

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 35

- A: When you visit a place, do you like to shop for souvenirs?

B: Yes, I do. I like to try to buy small gifts for my family.
- A: In a new city, do you like to try the local food?

B: Yes, I do. I usually ask someone for the name of a good restaurant.



3.  
A: Do you usually check out the stores?  
B: No, I don't. I prefer to go sightseeing.
4.  
A: Do you ever rent a bicycle to look around?  
B: Yes, I do. I think you see a lot more that way.
5.  
A: Do you like to see cultural shows?  
B: Yes, I do. I find them really interesting.
6.  
A: Do you like to travel with someone else?  
B: No, I don't, actually. I prefer to be by myself.

*Student Book page 71*

### **3. LISTEN AND UNDERSTAND**

*Class CD2, Track 36*

1.  
A: Do you like to visit zoos when you go to a new city?  
B: Yes, I do. I especially like to look at the wild animals from Africa, you know, like tigers and lions.
2.  
A: When you visit another city, do you like to go to street markets? You know, walk around and see all the local things.  
B: No, not really.
3.  
A: Do you usually rent a car when you visit a new city?  
B: No, I never do. I mean, it's so expensive. I don't want to spend my money on that.
4.  
A: Do you stay in hotels when you visit other cities?  
B: Hotels? Yes, I always do. I usually choose a hotel in the old part of town or maybe near the beach.

## **UNIT 12: Lesson 1**

*Student Book page 72*

### **1. TELL ME ABOUT YOURSELF**

#### **Activity B**

*Class CD2, Track 37*

- A: Where were you born, Kay?  
B: I was born in Osaka, in Japan.  
A: Really? And did you learn English at school?  
B: Yes, I did. My teacher was from California.  
A: That's interesting. And when did you graduate from college?  
B: I graduated last year.

*Student Book page 73*

### **2. LANGUAGE FOCUS**

#### **Activity A**

*Class CD2, Track 38*

- A: Where were you born?  
B: I was born in China.  
A: Were you born in Beijing?  
B: No, I was born in Shanghai.  
A: Where did you grow up?  
B: I grew up in Hong Kong.  
A: Did you go to high school here?  
B: Yes, I did.  
C: No, I didn't. I went to high school in Canada.

#### **Activity B**

*Class CD2, Track 39*

1.  
A: Where were you born?  
B: I was born in Bangkok.
2.  
A: Where did you grow up?  
B: I grew up in Toronto.
3.  
A: Did you study English at school?  
B: Yes, I did. I studied it in elementary school and high school.
4.  
A: Were you good at English at school?  
B: Yes, I was.

5.  
A: Did you enjoy high school?  
B: Yes, I did. I liked it a lot.

6.  
A: Did you play many sports in high school?  
B: No, I didn't.

7.  
A: When did you graduate from high school?  
B: I graduated in 2004.

*Student Book page 74*

### **3. LISTEN AND UNDERSTAND**

#### **Activity B**

*Class CD2, Track 40*

- A: So where were you born, Paul?  
Were you born here in Los Angeles?  
B: Oh, no. I was born in San Francisco, but grew up in Los Angeles.  
A: Oh, I see.  
B: Yeah. My family moved here when I was three.  
A: Why did you move?  
B: Because of my mother. She was an actress, and she got a job in a movie here.  
A: Wow. And is she still an actress?  
B: No, she died a few years later, when I was seven.  
A: Oh, I'm sorry. So, um, you went to school here in Los Angeles then?  
B: Yes, that's right.  
A: And did you like school?  
B: Oh, yes. I loved it. It was so much fun.  
A: And what was your favorite subject at school?  
B: Um, I can't remember. I didn't like studying very much. I just liked playing sports.  
A: So what was your favorite sport?  
B: Baseball. Definitely baseball.  
A: Right. Were you on the school team?  
B: Yes. I was team captain. And we won lots of school championships.  
A: Cool. And what do you remember most from your childhood?  
B: Watching my mother act in films. That was awesome.



## UNIT 12: Lesson 2

Student Book page 75

### 1. MILESTONES

#### Activity A

Class CD2, Track 41

1. I got my first bicycle.
2. I got my first pet.
3. I went on my first airplane ride.
4. I learned how to swim.
5. I got my first ATM card.
6. I had my first English lesson.
7. I got my first computer.
8. I got my first cell phone.
9. I got my first ID card.

Student Book page 76

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 42

1.  
A: I got my first bicycle when I was seven.  
B: Did you? What color was it? Do you remember?  
A: Sure. I remember it very well. It was silver and black.  
B: Cool.
2.  
A: When did you get your first computer?  
B: When I was 17.  
A: Really? What kind was it?  
B: It was an IBM.

Student Book page 77

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 43

1.  
A: She was really cool. I used to take her for walks every day as soon as I came home from school.  
B: That's nice. What was her name?  
A: Samantha. But her nickname was Sa-sa. She was so cute. And she was really good at catching a ball. I always remember that.

2.

- A: She was really beautiful, with fantastic blonde hair. She came and stayed with my family when I was about 13, I think. We used to really have fun together, always laughing.  
B: That sounds like a lot of fun. How long did she stay with you?  
A: About a year, I guess. She went back to Canada on my birthday. I always remember that.

3.

- A: My friends and I were so excited when she came to our school.  
B: Oh? Why?  
A: Well, she was so famous. We all really loved her. I mean, she was such a fantastic singer.  
B: Right. And why did she come to your school if she was such a big star?  
A: Because that was her school. She graduated about 10 years before me.  
B: Awesome.  
A: Yeah. And she had a really cool red car. I'll never forget that car.

4.

- A: I thought she was so cool.  
B: Oh, yeah? So you never met her before that day?  
A: No. I mean, she was my aunt, but she moved to Canada before I was born.  
B: I see. So how old were when she came to visit?  
A: I was about 10, I think. She was so friendly, and so stylish. I was really excited to meet her.  
B: So that's why you remember her visit so well?  
A: Oh, no! The thing I remember most was the money she gave me!



# Review

## UNIT 1 ANSWERS

### ACTIVITY B

- A: Is your name Tim?  
B: No, it isn't. It's Jon.
- A: Are you Jenny?  
B: No, I'm not. I'm Sandy.
- A: Are they students?  
B: No, they aren't. They are rock singers.  
A: Wow!
- A: Are you a tennis player?  
B: No, I'm not. I play basketball.  
A: Cool.
- A: Is she from Canada?  
B: No, she isn't. She's from Australia.  
A: Is that right?
- A: Are you teachers?  
B: No, we aren't.

## UNIT 2 ANSWERS [www.irLanguage.com](http://www.irLanguage.com)

### ACTIVITY B

- A: What's your hometown like?  
B: It's interesting / beautiful / a big city (etc.). What about yours?  
A: My hometown is clean / crowded / exciting (etc.).
- A: What's your school like?  
B: It's big / modern (etc.). And yours?  
A: It's big / modern (etc.).
- A: I like Jo's Cafe. They have good iced coffee. What about you?  
B: I like King's. It's not expensive / cheap / quiet (etc.).  
A: Oh, that's nice.
- A: Is she a good teacher?  
B: Oh, yes. She's very good / interesting (etc.).
- A: My favorite music store is The Beat. It's big and very cheap. What's your favorite?  
B: I like Tune Town. It's cheap / not expensive (etc.).
- A: What's your favorite class?  
B: English. It's very interesting (etc.).

## UNIT 3 ANSWERS

### ACTIVITY B

- A: What time do you get up?  
B: I always / usually (etc.) get up early.
- A: What time do you usually start school?  
B: I always / usually (etc.) start at 8:00 / 8:30 (etc.).
- A: What time do you leave school?  
B: I usually / often (etc.) leave at 3:30 / 4:00 (etc.).
- A: What time do you usually get home?  
B: I always / usually (etc.) get home at 6:00 / 6:30 (etc.).
- A: Would you like to go to a dance club on Saturday?  
B: Sorry, I can't. I always visit my family on Saturday.  
A: OK. How about Friday?  
B: Sure. That sounds fun.
- A: Do you go to dance clubs often?  
B: I often / never (etc.) go to dance clubs.
- A: I often see a movie on Fridays. Do you want to go to a movie on Friday night?  
B: Thanks. I'd love to. / That would be great. (etc.).

## UNIT 4 ANSWERS

### ACTIVITY B

- A: Do you drink much tea?  
B: Yes, I drink a lot.
- A: I love fruit. I eat it a lot. What about you?  
B: Fruit? Yes, I often have fruit for dessert.
- A: Are you a vegetarian?  
B: No, I'm not. Actually, I love fish—I eat it a lot.
- A: Can I get you a drink?  
B: Yes, please. Do you have any soda?  
A: Soda? Sure. And would you like some cookies?  
B: No, thanks. I don't eat many cookies.



## UNIT 5 ANSWERS

### ACTIVITY B

1. A: What are you studying?  
B: I'm studying English / business / music (etc.).
2. A: What do you do?  
B: I 'm a student / work in a bank (etc.).
3. A: What does Terry do?  
B: She's a vet. She loves animals.  
A: That's interesting.
4. A: What does Bob do?  
B: He's a flight attendant.  
A: Really? It sounds difficult.  
B: He likes it. He gets to travel a lot.  
A: Oh, I'm not sure I'd like that.

## UNIT 6 ANSWERS

### ACTIVITY B

1. A: Excuse me. Where can I find a supermarket?  
B: There's one on Main Street, next to the hotel.  
A: Thanks a lot.  
B: You're welcome.
2. A: Where's the post office?  
B: There's one on Main Street across from / next to the hotel.  
A: Thank you.
3. A: Excuse me. How can I get to the stadium?  
B: There's a bus stop on the corner of Main and Spring. The bus goes to the stadium.  
A: There's a bus stop on Main and Spring?  
B: Yes, that's right.
4. A: Excuse me. Where is King's Park? Is it near here?  
B: It's on Maple Street. Go down the street and turn right. It's next to / across from the post office.  
A: OK, thanks.

## UNIT 7 ANSWERS

### ACTIVITY B

1. A: What's your apartment like?  
B: It's not big, but I like it.  
A: Oh, good. How many bedrooms does it have?  
B: There are two bedrooms.  
A: And does it have a dining room?  
B: No, it doesn't. But there's a large kitchen.
2. A: What's your new apartment like?  
B: It's great! I really like it.  
A: That's great! Does it have a view?  
B: Yes, it has a view of the city.  
A: Oh, nice. And is there a pool?  
B: Yes, there is. It's fantastic.  
A: Oh, yeah? Is it all right if I come swimming sometime?  
B: Sure.
3. A: Does your apartment have a balcony?  
B: No, doesn't, but there's a yard.  
A: Oh, that's nice.

## UNIT 8 ANSWERS

### ACTIVITY B

1. A: Hey, Sam. Do you use your camera very often?  
B: Not really. I hardly ever / never use it.
2. A: Does Tina have an MP3 player?  
B: Oh, yeah. And she uses it all the time. She's always listening to music.
3. A: Hi, Morgan. What's that?  
B: It's my new cell phone.  
A: Yeah? It looks great. Do you use it a lot?  
B: Oh, yes. I use it all the time! I can take photos, listen to music, and make phone calls on it.  
A: Wow, that's really cool.
4. A: How often do you go to a bookstore?  
B: I like reading, but I hardly ever / never go to a bookstore. I usually get books from the library.
5. A: How often do they play sports?  
B: They love sports so they play a lot—almost every day.



## UNIT 9 ANSWERS

### ACTIVITY B

1. A: Do you ever go jogging?  
B: No, I don't really like / enjoy jogging. What about you?  
A: Yes, I love / like / enjoy jogging.
2. A: Do you like mountain biking?  
B: Mountain biking? I don't know, I've never tried it.
3. A: Emma loves / likes camping. She goes on a camping trip every summer.  
B: Camping? Oh, I don't like it very much.
4. A: Tom loves / enjoys cooking. He cooks every night. But I hate / can't stand / don't like cooking.  
B: I don't mind cooking, but I hate / can't stand / don't like washing the dishes!
5. A: I love / like horseback riding, but I don't know where to go.  
B: Oh, you can go horseback riding in the park. It's nice there.

## UNIT 10 ANSWERS

### ACTIVITY B

1. A: How much does the TV cost?  
B: It costs \$1,299.  
A: Really? That's quite expensive.
2. A: Wow. Look at these sandals. I love the color.  
B: Yes, they're nice. How much do they cost?  
A: Oh! They're \$25. That's not too bad.  
B: You're right. I think you should buy them.
3. A: Excuse me. How much are the CDs?  
B: They're all \$19.  
A: OK, thanks.
4. A: I need some flu medicine. How much is this?  
B: These tablets are \$7.99, sir.  
A: OK, I'll take it.
5. A: Excuse me. How much are the video games?  
B: Let me see... They're \$19.99 each.  
A: Thanks, I'll take this one, please.
6. A: How much does a movie ticket cost?  
B: Oh, it's not expensive—about \$13.  
A: No, that's not bad.

## UNIT 11 ANSWERS

### ACTIVITY B

1. A: When I visit a new place, I like to rent a bicycle.  
B: Really? Why is that?  
A: I can see more of the area that way.
2. A: I'm going to Taiwan for vacation. Should I take credit cards?  
B: Yes, you should.
3. A: My mom is going to Singapore next month.  
B: Oh, she should visit Sentosa Island. It's beautiful.  
A: OK. What else can she do there?  
B: Oh, she should take a night safari at the zoo. It's fantastic!  
A: Wow, that sounds cool. I'll tell her.

## UNIT 12 ANSWERS

### ACTIVITY B

1. A: I got my first bicycle when I was five.  
B: Yeah? What color was it?  
A: It was blue. I loved it.
2. A: Do you have a pet?  
B: No, but I had a dog when I was young.  
A: Oh, yeah? What was its name?  
B: His name was Roscoe. He was very friendly.
3. A: Sanjay is a good tennis player.  
B: Yes, he was on the school team when he was in high school.  
A: Is that right?
4. A: Where were you born, Cindy?  
B: I was born in New Zealand.  
A: Oh, yeah? When did you move here?  
B: I moved here when I was 17.



## UNIT 1

are  
baseball  
be  
classical  
country (music)  
eating out  
first name  
is  
jazz  
last name  
music  
phone number  
reading  
rock (music)  
shopping  
sports  
swimming  
television  
tennis  
video games

## UNIT 2

beautiful  
bookstore  
cafe  
clean  
clothing store  
crowded  
department store  
electronics store  
exciting  
favorite

hometown  
ice-cream shop  
interesting  
Internet cafe  
music  
music store  
play (v)  
sporting goods store  
sports

## UNIT 3

always  
around  
barbecue  
coffee  
dance club  
fashion show  
finish  
get together  
get up  
IT fair  
late  
leave  
movie  
never  
often  
rock concert  
science museum  
soccer game  
sometimes  
text (v)  
theme park  
yoga



## UNIT 4

appetizer  
banana  
beverage  
bread  
broccoli  
carrot  
cheese  
cookie  
dessert  
fish  
fruit  
ice cream  
mango  
meat  
milk  
nut  
orange (*n*)  
pie  
rice  
salad  
soda  
soup  
steak  
strawberry  
tea  
tomato  
vegetable  
yogurt

## UNIT 5

business  
computer programmer

DJ  
fashion design  
flight attendant  
hotel clerk  
languages  
music teacher  
rock musician  
security guard  
singer  
software design  
student  
study (*v*)  
tour guide  
travel agent  
vet  
what  
when  
where

## UNIT 6

across from  
apartment building  
ATM  
bridge (*n*)  
bus stop  
camera shop  
down (*prep*)  
drugstore  
food stall  
fountain  
in  
mailbox  
movie theater  
museum



near  
next to  
on (*prep*)  
park (*n*)  
souvenir shop  
stadium  
statue  
subway station  
supermarket  
taxi stand  
temple  
there are  
there's  
train station  
where

## UNIT 7

balcony  
bathroom  
bedroom  
come home  
computer  
dining room  
elevator  
first floor  
have (someone) over (*v*)  
help  
kitchen  
living room  
lobby  
play music  
second floor  
study (*n*)  
swimming pool

use  
view (*n*)  
wash dishes  
washing machine  
watch (*v*)  
yard

## UNIT 8

a lot (*adv*)  
all the time  
backpack  
belt  
bike  
camcorder  
cell phone  
digital camera  
electronic dictionary  
flexible tripod  
from time to time  
hardly ever  
hybrid vehicle  
motorized scuba bike  
MP3 player  
never  
not very often  
pedometer  
pretty often  
robot dog  
scanner  
skateboard  
sunglasses  
wave keyboard



## UNIT 9

(don't) mind (v)

bicycling

bodysurfing

can't stand

canoeing

enjoy

hate

hiking

horseback riding

ice hockey

ice-skating

jogging

love

mountain biking

rock climbing

sailing

skate-boarding

skiing

snorkeling

snowboarding

swimming

tennis

walking

water-skiing

white-water rafting

## UNIT 10

airport bus

bakery

batteries

bracelet

breakfast cereal

cake

CD player

clock

clothing store

DVD player

flu medicine

headphones

jewelry store

laptop

magazines

pet food

printer

ring

speakers

sports shoes

tennis balls

T-shirt

watch (n)

youth hostel

## UNIT 11

amusement park

buy

handicrafts

hear

live music

local food

look for

market

nightclub

rent (v)

see (v)

take (a tour)

try



visit (v)

window shopping

zoo

can (v)

should

need (v)

## UNIT 12

adult education center

airplane

ATM card

born

English lesson

grade school

ID card

junior high school

learn

milestones

pet

senior high school

university

was

were

graduate (v)

year



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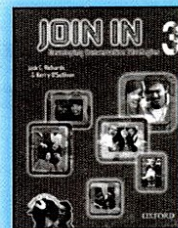
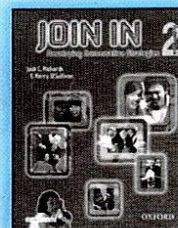
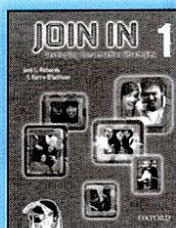


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