

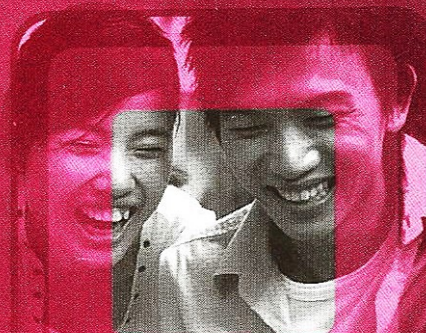
# JOIN IN

## Developing Conversation Strategies

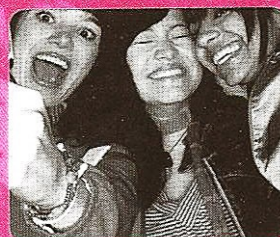
Teacher's Book

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

مرجع زبان ایرانیان



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# JOIN IN

## Developing Conversation Strategies

Teacher's Book 2

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



این مجموعه با لوگوی مرجع زبان ایرانیان  
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# Student Book Scope and Sequence

Unit	Lesson	Language Focus	Conversation Strategy
<b>1</b> Entertainment page 6	1 Likes and dislikes 2 Going out with friends	questions with <i>like</i> and <i>interested in</i> ; object pronouns	inviting, accepting, and declining
<b>2</b> Health and Illness page 12	1 Health problems 2 Treating health problems	present perfect tense and past tense	expressing sympathy
<b>3</b> You and Your Clothes page 18	1 Describing preferences 2 Shopping	comparatives	answering and giving additional information
<b>4</b> The Neighborhood page 24	1 Neighborhood favorites 2 Neighborhood problems	superlatives	complaining and apologizing
<b>5</b> The Weekend page 30	1 Last weekend 2 Next weekend	simple past questions	buying time by asking double questions
<b>6</b> Customs page 36	1 Things to remember 2 Interesting customs	verbs of obligation	clarifying understanding
<b>7</b> Stories and Explanations page 42	1 Cause and effect 2 Problem situations	past tense and past continuous	keeping a story going
<b>8</b> Vacations page 48	1 My next vacation 2 Vacation jobs	<i>going to</i> and <i>will</i> for future	using questions to confirm understanding
<b>9</b> Socializing page 54	1 Interests 2 Making small talk	quantifiers	making small talk
<b>10</b> Talents and Learning page 60	1 Talents 2 School learning	modal verb <i>can</i>	asking for more details
<b>11</b> People in the News page 66	1 Famous people 2 Celebrities	tag questions	expressing degrees of certainty
<b>12</b> Shopping page 72	1 In a store 2 Shopping problems	embedded questions	polite complaints

# 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 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 67–86, 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 67–86 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?*, and *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. This gives 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 has 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**

Exercise 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 in 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**

There is a one-page review for each unit at the back of the Student Book (pp. 79–90). The review allows learners to review the language focus and conversation strategy of the unit. Photocopiable answer keys can be found on pages 87–90 of the Teacher's Book.

# unit 0

## Before You Start

**Classroom Language:** Useful expressions, How do you spell...? What does...mean? What's this called in English? etc.

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

**Months and Dates:** Months, dates

**Telling time:** ten after seven; a quarter after eight, etc.

*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 2*. The classroom language, spelling, months, dates, and times can be practiced in class as needed. Alternatively, ask students to review the unit 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 boring mean?
3. A: What's a chef?  
A: How do you spell that?
4. A: What's this called in English?  
A: I'm sorry. Could you repeat that?

### 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

1. Focus students' attention on the alphabet.
2. Read the alphabet aloud and have students repeat. Alternatively, have students read it aloud around the class.
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 3

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

#### Answers

First name: S-U-Z-I-E  
Last name: M-U-R-P-H-Y

### 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"?*  
S1: *D-o-o-r.*  
T: *Thank you.*  
S1: *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. MONTHS AND DATES

### Activity A

Class CD1, Track 4

1. Focus students' attention on the months.
2. Play CD1, Track 4. Have students listen to the months. Play the recording again and have students repeat.

### Activity B

Class CD1, Track 5

1. Focus students' attention on the chart.
2. Explain that students will listen and write the date they hear in the chart.
3. Play CD1, Track 5. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

#### Answers

1. January 1
2. July 7
3. February 23
4. September 10

### Language Note

Explain that in the U.S., dates are written as month/day/year, whereas in the U.K., dates are written as day/month/year.

### Culture Note

Explain that in western astrology, *Pisces* is the sign that covers the period including February 23 (Feb.21–March 20). Explain that in the U.S., the school year begins in late August or early September and ends in June, with several short breaks throughout the year. Most colleges and universities begin in late August and finish in May.

### Optional Activity: Total Recall

See if students can recall the answers to these questions.

1. What date did the speaker as Bob about? *His birthday.*
2. Where is the meeting in July? *New Jersey.*
3. What does "Pisces" mean? *It's a sign of astrology.*
4. What happens on September 10? *It's the first day of school.*

## 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.

Student Book page 5

## 4. TELLING TIME

### Activity A

Class CD1, Track 6

1. Focus students' attention on the clocks and captions.
2. Play CD1, Track 6. Have students listen to the times and read the captions. Play the recording again and have students repeat.

### Language Note

In *Join In 2*, time is reviewed in longer format only, i.e., *a quarter to nine, ten after seven*. If students are familiar with other ways of telling time (e.g., *seven ten, eight forty-five*, etc.), 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 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 twenty after two.
2. B: It's a quarter to twelve.
3. B: It's twenty to four.
4. B: It's twenty-five to eleven.

5. Have volunteers perform the conversations for the class.

## Activity C

Class CD1, Track 7

1. Focus students' attention on the flight numbers. Explain that students will listen to announcements of flight arrival times and write the correct time next to each flight.
2. Play CD1, Track 7. Have students listen and do the activity.
3. Go over answers as a class.

#### Answers

1. 3:30
2. 2:05
3. 7:15
4. 9:50

### Activity D

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.

**Language Focus:** Questions with *Like/Interested in*; object pronouns

**Vocabulary:** Things to do and see, a dance competition, a play, etc.

**Conversation Strategy:** Inviting, accepting, and declining

## LESSON 1: Likes and dislikes

**Student Book page 6**

### Warm Up

Quickly practice some simple greetings and questions with several students. Use informal phrases and sentences, such as: *Hi! What's up? Nothing much. Have you been to the movies lately? What have you seen?*

### 1. WHAT KINDS OF MOVIES DO YOU LIKE?

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Read the question in the title of this activity aloud. Have students read through the list and put a check next to the kinds of movies they like.
3. Pair Work. Put students in pairs and have them compare their answers. Write any unfamiliar words on the board, such as *action* or *romance*, and explain the meanings as needed.
4. Have volunteers share their results with the class.

#### Activity B

Class CD1, Track 8

1. Explain to students that they will listen to two people decide on a movie to see.
2. Play CD1 Track 8. Play the recording again, if necessary.

#### Language Note

Remind students that the question *Do you want to* often runs together when speaking and sounds like *Du'ya'wanna*. Explain that *what's on* means *what movie is playing*. You can informally say *catch a movie* instead of *watch a movie*.

#### Culture Note

Explain that people often ask information questions as they make decisions.

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 B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.

#### Language Note

Remind students that *What's showing* means *what movie is playing*. Explain also that *at the moment* in *Are there any good ones at the moment* means at the current time in general, and not at that exact moment. Most movies are shown in theaters for a few weeks.

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 7**

### 2. LANGUAGE FOCUS: QUESTIONS WITH LIKE/INTERESTED IN; OBJECT PRONOUNS

#### Activity A

Class CD1, Track 9

1. Have students look at the language box. Give them time to read the examples.
2. Explain that after the subject is introduced in the question, it can be replaced by an object pronoun

in the answer. For example, *action movies* becomes *them*. Have students name the corresponding subject and object pronoun for each question and answer. Explain that the object pronoun must agree in number with the subject.

3. Play CD1 Track 9. Have students listen. Play the recording again and have students repeat.
4. Pair Work. Have students take turns practicing the sentences in the language box.

### Language Note

Explain that *film music* means the music or soundtracks used in films. Remind students that in the U.K., people often say *film* for the word *movie*, which is more commonly used in the U.S.

### Activity B

Class CD1, Track 10

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks with object pronouns like in A. Give students time to read the sentences and complete the activity.

### Culture Note

Explain that it's OK to politely disagree when comparing likes and dislikes.

3. Play CD1 Track 10 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. B: Not really. I don't like them very much. Do you?  
B: Oh, I never saw it.
2. B: Yes, I am. I always see them as soon as they come out.  
B: They're so exciting and fun. I really love them.
3. B: No, not really. I find it a bit boring. What about you?  
A: Um, I really like it actually.
4. A: Are you interested in jazz music? Do you listen to it very much?  
B: No, I don't like it at all. How about you?  
B: I haven't heard any of them. Maybe I should check them out.

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

### Activity C

1. Explain that students will work with a partner and take turns asking and answering questions like in B using their true information. Explain that they

should substitute their own movies or music and use true answers.

2. Pair Work. Give students time to do the activity. Make sure students take turns to ask and answer questions.
3. Have volunteers say their conversation for the class.

### Optional Activity: What Kind Do You Like?

1. If time permits, put pairs of students into small groups. Explain that the students will take turns to ask and answer questions about the kinds of music and movies they like. They should list them and mark how many people like each kind.
2. Have groups share their results with the class.

Student Book page 8

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 11

1. Focus students' attention on the first five columns in the chart. Give them time to read the types of movies. Explain that they will listen to Ted and Anna talk about the movies they like to watch and they will put a check in the correct boxes.
2. Play CD1 Track 11. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that sometimes *movies* are referred to as *films*. In the U.K., a *movie theater*, spelled t-h-e-a-t-r-e, is often referred to as a *cinema*. Explain that *I can't stand (something)* means you don't like it and *I'm crazy about* is an informal way to say you really like something.

#### Answers

Kinds of movies:  
Ted dramas, action  
Anna comedies, action

### Activity B

1. Focus students' attention on the last two columns of the chart in A. Explain that students will listen to Anna and Ted again. This time they will listen for how often they go to the movies and check the correct answers in the chart.
2. Play CD1 Track 11 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

Ted    pretty often  
Anna   not often

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Give them time to read the questions. Explain that students should write their answers to each question in the first column.
2. Give students time to answer the questions for themselves.
3. Explain that students will ask two classmates about movies they like and dislike and write their answers on the chart.
4. Have students stand up and do the activity. Make sure students interview two classmates each. Circulate and help as needed.

### Activity B

1. Explain that in groups, students will ask and answer the questions from A, and ask follow-up questions to get more information. Read the sample dialogue with two volunteers. Brainstorm other follow-up questions students could ask and write them on the board, such as *Do you have a favorite foreign movie director?*
2. Group Work. Have groups do the activity. Make sure they take turns to both ask and answer questions.
3. Have groups report on their results to the class.

### Optional Activity: Movie Quiz

1. If time permits, put students into small groups based on the kind of movies they like, e.g., *action*, *drama*. Explain that each group will write five trivia questions and answers about their favorite kind of movie. For example, the action movie group might write: Q: *Who is the star of the Indiana Jones movies?* A: *Harrison Ford*. Students will write the questions and answers on small pieces of paper. Give groups time to do this.
2. Class Game. Students remain in their groups. Collect all of the pieces of paper. Mix them up. One student from a group chooses a question and reads it aloud. The other groups compete to be the first to raise a hand and then say the correct answer. If the group member says the correct answer, the group gets a point. Going around

the room, the next group takes a turn to read a question. The group with the most points in the end wins.

## LESSON 2: Going out with friends

Student Book page 9

### 1. THINGS TO DO AND SEE

#### Activity A

Class CD1, Track 12

1. Focus students' attention on the pictures and captions. Have students describe what they see. Explain that next to each picture, students will write 1 for *very interesting*, 2 for *OK*, or 3 for *kind of boring* to indicate their level of interest in that activity. Give students time to do this.
2. Play CD1 Track 12. Have students listen and repeat.

#### Language Note

Explain that in phrases made up of two nouns, like *baseball game*, usually both words are equally stressed. (But there are exceptions.)

#### Culture Note

Explain that *tae kwon do* (pronounced like *tie-KWON-doe*) is a Korean martial art, and the national sport of South Korea.

#### Activity B

1. Explain that students will discuss their opinions of the events with a partner. Model the sample dialogue with a volunteer. Have a volunteer explain what the object pronoun *it* in the sample dialogue refers to (a *dance competition*).
2. Pair Work. Put students in small groups and have them ask and answer questions.
3. Have pairs report on their answers to the class.

#### Activity C

1. Explain that students will talk with a partner about things they'd like to do. Model the conversation with a volunteer. Brainstorm other activities with the class and write them on the board. Tell students they can use these phrases too.
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have volunteers report on their discussion to the class.

## 2. CONVERSATION STRATEGY: INVITING, ACCEPTING, AND DECLINING

### Activity A

Class CD1, Track 13

1. Explain to students that they will demonstrate inviting, accepting, and declining invitations.
2. Play CD1 Track 13. Have students listen and repeat. Play the recording again, if necessary.

#### Language Note

Remind students that *Would you* runs together in speech and sounds like *wud'ju* and *Do you want to* runs together and sounds like *Du'yu'wanna*.

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 alternate expressions to make and respond to invitations. Read the expressions aloud and have the students repeat.

#### Language Note

Another expression students can use to accept invitations is *I'd love to!* and to decline, they can use *I wish I could, but I have other plans*.

#### Culture Note

Explain that when declining an invitation, it is polite to give a reason why.

2. Pair Work. Put students in pairs. Explain that students will practice the conversations in A, using different expressions to invite, accept, and decline. Give students time to do the activity. Make sure they change roles.
3. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will use the phrases from B to invite their partner to the events listed. Explain that they may add their own information. Demonstrate the activity by doing the first one as a class.

#### Sample Dialogue

- A: How about going to a car show on Friday night?  
B: Maybe. What time is it?

A: It's at 12 o'clock.

B: Yeah. That would be great.

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

### Activity D

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

#### Sample Dialogue

A: How about watching a movie tonight?

B: Sorry, I can't. I have to study for a test.

A: Well, how about Friday night then?

B: Sure. That sounds great.

2. Pair Work. Put students in pairs and have them practice the conversation. 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 14

1. Focus students' attention on the picture and the first two columns in the chart. Explain that they will listen to people talking about the events and they will write the dates and times for each event in the chart.
2. Play CD1 Track 14. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Explain that we write the dollar symbol \$ before the number, but we say the number before dollars, e.g., written \$4 is spoken as *four dollars*. Explain that we use the preposition *for* (spelled f-o-r, not f-o-u-r) when talking about pricing and amounts, *\$10 for adults*, means adults pay \$10 a ticket.

#### Culture Note

Explain when buying tickets in the U.S. for movies, museums, and some other places or events, children and senior citizens (people over 65) often pay a reduced price. Some other places offer student discounts, too, so students should carry a student ID card to get a discount.

Answers	
1. Event: talent show Dates: March 3 Times: 2–5	
2. Event: film festival Dates: April 27 and 28 Times: 11 a.m.–11 p.m.	
3. Event: ice-skating show Dates: December 4 and 5 Times: 7:00–9:30	

### Activity B

1. Focus students' attention on the last two columns of the chart in A. Explain that students will listen again and write the ticket prices in the chart.
2. Play CD1 Track 14 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

Answers	
1. Event: talent show Tickets (adults): \$9 Tickets (children): \$5	
2. Event: film festival Tickets (adults): \$25 Tickets (children): \$19	
3. Event: ice-skating show Tickets (adults): \$39 Tickets (children): \$21	

## 4. JOIN IN

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### Activity A

Focus students' attention on the chart and the pictures. Explain that they will choose two evenings of the week when they are busy and can't accept invitations. They will write the reasons they are busy in the chart. Brainstorm possible reasons as a class, if necessary. For example, Wednesday night: going to a concert. Give students time to write their reasons.

### Activity B

Explain that students will write three events in the chart that they would like to invite a classmate to do. Have them write the day and time. Give students time to write their answers.

### Activity C

1. Group Work. Explain that students will invite their classmates to the events they wrote in B. Students will check their schedules when they respond. Read the sample dialogue with a volunteer. Remind students to give a reason if they have to decline an invitation.
2. Have students circulate to do the activity.
3. Have a few volunteers say their conversations for the class.

### Optional Activity: Activity Role Play

1. Explain that students will use the schedules in Activity A again. Tell students they will work in pairs or small groups to come up with a role play using strange or funny characters, for example, someone who is very rude, or someone who agrees with everything, or someone who is very busy. Give students time to practice their role play.
2. Have pairs perform their role play for the class.

### Optional Activity: City Events

1. Group Work. If possible, bring in several copies of a local newspaper that lists local events in English. Have students work in small groups to read through the listings and invite each other to attend one of the events. Groups should try to find a time when all members are free.
2. Have groups share their discussions with the class.

# unit 2

## Health and Illness

**Language Focus:** Present perfect tense and past tense

**Vocabulary:** Drugstore items, cough drop, antacid tablets, etc.

**Conversation Strategy:** Expressing sympathy

### LESSON 1: Health problems

*Student Book page 12*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? How are you feeling? I'm fine. I have a headache.*

#### 1. WHAT HAPPENED?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class.
2. Read the question aloud and each sentence. Explain that students will write the correct number next to each illustration.
3. Check the answers as a class.

##### Answers

1    4    2    3

##### Activity B

*Class CD1, Track 15*

1. Explain to students that they will listen to two people talk about how one of them broke an arm.
2. Play CD1 Track 15. Play the recording again, if necessary.

##### Language Note

Explain the verb tenses in *I fell off my bike going home from school*: the simple past expression action (*fell off*) happened while another event was in progress, as indicated by the past continuous (*while*) *going home*. Explain that *fortunately* means *luckily*. Explain that *I don't recommend it* as used here is ironic, and doesn't imply a serious recommendation.

##### Culture Note

Explain that it is polite to express sympathy when someone is ill or injured, for example, *That's too bad*.

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 B. Then read aloud the sentences for Practice 1. 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 *just slipped* means *accidentally slipped*. To *run into something* is to collide with it, e.g., by walking or driving. We can also say *we ran into somebody we know*, but that means we met or saw them unexpectedly.

*Student Book page 13*

### 2. LANGUAGE FOCUS: PRESENT PERFECT TENSE AND PAST TENSE

##### Activity A

*Class CD1, Track 16*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 16. Have students listen. 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 present perfect tense is used for actions that occurred in the indefinite past and often have a result in the present. Point out that the present perfect is formed with the present tense of *have* plus the past tense verb, e.g., *She has broken her ankle*. Expressions in the simple past tense are used to indicate actions that are over and typically don't have a connection to the present, e.g., *She broke her ankle last summer*.

### Activity B

Class CD1, Track 17

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks using the correct form of the words in parentheses. They will use either the past tense or the present perfect. Give students time to read the sentences and complete the activity.

### Language Note

Point out that the questions in the present perfect tense use *ever*, *have you ever*. The question in the past tense, *what happened*, is used for an event that took place at a definite time, possibly recently. Explain that *acupuncture* is a traditional Chinese medicine that inserts needles into the skin. Point out that we use the word *sting* with bees, not *bite*, as in *to have a bee sting*, and *to get stung by a bee*.

3. Play CD1 Track 17 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: Have you ever had acupuncture?  
B: Yes, I have. I've had it many times.  
B: I have a lot of injuries from playing sports.
2. A: Have you ever had food poisoning?  
B: Yes, I have. I had it about a year ago.  
A: What happened?  
B: I ate some bad seafood. I went to the hospital.
3. A: Have you ever been in the hospital?  
B: Yes, I have. I was in the hospital twice.  
A: Oh? Why were you there?  
B: I broke my leg, and then I burned my arm.
4. A: Have you ever had a bee sting?  
B: Yes, I have. I was stung last summer.  
A: What happened?  
B: We were camping when some bees stung us.

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

5. Have several pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will practice the conversations again, this time using their own true information. Brainstorm some other injuries as a class and list them on the board, e.g., *sprained an ankle*, *lost a tooth*, *got a bruise*.
2. Pair Work. Have students work in pairs and practice the conversations. Make sure they switch roles.
3. Have pairs demonstrate their conversations for the class.

### Optional Activity: What Happened?

1. Pair Work. Put students in pairs and tell each pair to write down the name of an injury and how it happened. For example, *broke a wrist*, *ice-skating*. Give pairs time to do this.
2. Group Work. Combine pairs into groups of two or three pairs. Explain that the pairs will try to guess how each injury happened. Read the sample dialogue aloud.

#### Sample Dialogue

Pair 1 student: What happened?

Pair 2 student: I broke my wrist.

Pair 1 student: Did you break it while skiing?

Pair 2 student: No, I didn't. But it was cold.

Pair 1 student: Did you break it playing hockey?

3. Have students do the activity.
4. Have groups share their results with the class.

Student Book page 14

### 3. LISTEN AND UNDERSTAND

#### Activity A

1. Focus students' attention on the picture in B. Read the labels aloud. Have volunteers say when they use the items.

#### Activity B

Class CD1, Track 18

1. Explain that students will listen to people talking about injuries. They will number five of the pictures from 1 to 5 in the order they hear about them.
2. Play CD1 Track 18. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that native speakers often use the word *oh* when speaking. This useful word can convey a range of subtle meanings depending on how it is said. For example, *Oh, that's not too bad then*, means the speaker expected a different answer. In that case it would be said with a slightly rising inflection. In the answer, *Oh, I broke my leg* it acts to buy the speaker time before answering and can also mean the person is answering very casually. In this case, the word is drawn out more.

Answers		
5	x	1
4	2	3

### Activity C

1. Explain that students will listen again. This time they will number from 1 to 5 what each person was doing when they got hurt.
2. Play CD1 Track 18. Play the recording again, if necessary.
3. Go over answers as a class.

Answers	
1	going to work
2	playing sports
3	sunbathing
4	cooking
5	jogging

## 4. JOIN IN

### Activity A

1. Focus students' attention on the conversation. Explain that students will do a role play as a class. They will each choose a different injury to have and then ask and answer questions with different classmates. Model the activity with a volunteer using the sample dialogue.
2. Class Work. Have students stand up and do the activity. Set a time limit, e.g., ten minutes, and make sure students ask as many classmates as possible. Circulate and help as needed.
3. Have volunteers share their role plays with the class.

### Optional Activity: Guessing Game

1. Explain that students will work in small groups to play a guessing game. One student will act out an injury. The other students will try to be the first to guess what it is and say how to treat it, e.g., *He*

*hurt his eye. He needs an eye patch. Or She fell down and hurt her arm. She needs a sling.* The student who guesses correctly, gets to act next.

2. Group Work. Have students work in small groups to play the game. Allow enough time so that every student gets a chance to act out an injury. Make sure all students try to guess.
3. Have groups choose a volunteer to act out their injury for the class to guess.

## LESSON 2: Treating health problems

Student Book page 15

### 1. DRUGSTORE ITEMS

#### Activity A

Class CD1, Track 19

1. Focus students' attention on the pictures. Explain that they will circle the items they have used in the past month. Give students time to do the activity.
2. Play CD1 Track 19. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Explain that *antacid tablets* are used when your stomach is upset. *Antiseptic cream* is used to stop an infection on a cut. Point out that the prefix of both of these words *ant/anti* means against. Explain that an *ointment* is different from a *cream* in that it is heavier and oilier.

#### Culture Note

Explain that in the U.K., *bandages* are called *plasters*.

#### Activity B

1. Explain that students will discuss with a partner when they use the items from A. Focus students' attention on the Try these box. Tell students to use the words as they talk to their partners. Define any words the students aren't familiar with. Model the sample dialogue with a volunteer.

#### Language Note

Explain that *indigestion* is an upset stomach.

2. Pair Work. Put students in pairs and have them discuss what the items in A are used for.
3. Have a few pairs demonstrate their conversations for the class.

### Activity C

1. Focus students' attention on the Try these box. Explain that students will discuss what else they can do for the problems in B. Model the sample dialogue with a volunteer. Brainstorm some other actions to take and write them on the board. For example, *When I have muscle pain, I take a hot bath.*
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs volunteer to share their discussion with the class.

Student Book page 16

## 2. CONVERSATION STRATEGY: EXPRESSING SYMPATHY

### Activity A

Class CD1, Track 20

1. Explain to students that they will listen to two conversations that include expressing sympathy for another's health. Explain that it is polite to express sympathy when someone doesn't feel well.
2. Play CD1 Track 20. Play the recording and have students listen. Then play the recording again, and have students repeat.

#### Language Note

Explain that we say *that's too bad* to express sympathy. *I'm glad to hear it* means the speaker is glad the person's condition has improved. Point out that we use the verb *take* as in *take medicine*.

#### Culture Note

Explain that in the U.K., a *drugstore* is called a *chemist*.

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 expressions. Read them aloud. Have students repeat.

#### Language Note

Explain that when expressing sympathy, the intonation is flat or may go down. When reacting to good news, the tone is more cheerful and may go up a bit.

2. Explain that students will practice the conversations in A again. This time they will use different expressions to respond to good and bad news.

3. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will practice the conversations but this time they will use their own information. Demonstrate the activity by saying the sample dialogue with a volunteer. Have students think of an answer for the blank.

#### Example Answers

A: Sorry to hear that. / That's too bad.

2. Class Work. Ask several students in the class how they are and give suitable responses.

### Activity D

1. Explain that students will practice the conversations in A again, this time using their own information. Review the expressions in B. Demonstrate the activity by having a short conversation with a volunteer. Remind students to practice both good and bad news.

#### Sample Dialogue

A: How do you feel today?

B: Not so good. My back hurts.

A: Oh, that's too bad. Did you take anything for it?

B: No. I don't like to take medicine.

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

Student Book page 17

## 3. LISTEN AND UNDERSTAND

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### Activity A

Class CD1, Track 21

1. Focus students' attention on the illustration. Explain that they will listen to people describing health problems and then number five of the body parts from 1 to 5 in the order they hear about them.
2. Play CD1 Track 21. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Language Note

Explain that *It's not serious* means the injury isn't a major one. Explain that when given medicine to *take with food*, you should eat something when you take the medicine or you might get an upset stomach.

### Answers

The body parts are numbered as follows:

1. left ear
2. leg
3. hand
4. right eye
5. right foot

## Activity B

1. Focus students' attention on the chart. Explain that students will listen again and put a check next to the medicine the doctor gives the patient. More than one answer may be checked.
2. Play CD1 Track 21 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. Drops
2. Cream, Tablets
3. Antibiotics
4. Cream
5. Cream

## 4. JOIN IN

### Activity A

1. Put students in pairs. Explain that student A will look at the chart on page 17. Student B should not look at page 17. Student B should turn to page 78.
2. Focus students' attention on the dialogue. Explain that they will role-play being a doctor and a patient at a health clinic. Explain that the first blank will be filled with a health problem, such as *a fever*, and the second blank will be filled with a treatment, such as *aspirin*. Review the chart with the class.
3. Give students time to think about their answers.
4. Pair Work. Put students in pairs and have them do the role play. Be sure they switch roles.
5. Have several pairs demonstrate their role plays for the class.

### Optional Activity: Doctors and Patients

1. Divide the class in half. One half will be patients who have a health problem. The other half of the class will be doctors who have a remedy. Tell students to think of their answers and write them down and not tell anyone. Students will circulate and patients will tell doctors their problem. If the doctor has a matching remedy, they can both sit down. If not, they have to keep asking until a match is made.

2. Model the sample dialogue with a volunteer.

#### Sample Dialogue

A: How can I help you today?

B: My finger. I think it's broken.

A: That's too bad. I'm sorry. You'll have to see another doctor.

3. Class Work. Have the class circulate and ask and answer questions. Make sure they express sympathy. Some remedies can work for a variety of illnesses, whereas other remedies are more specific. For example, if a patient has a broken foot, antiseptic cream won't work.
4. Have volunteers report on their results to the class.
5. If time allows, do the activity again. This time have students switch patient and doctor roles.

### Optional Activity: Home Remedies

1. Have students work in small groups of 5–8 students. Explain that each student will write down a home remedy on a small piece of paper. Explain that a home remedy is a treatment created at home rather than medicine purchased in a store. All the papers will be collected and mixed up.
2. Students will take turns drawing a paper and reading the remedy to the group. That student will number the slip of paper (to keep track of the order in which it was read). Other students in the group will write the number and next to it, making note of what illness they think the remedy is for. Students who read can also guess what the remedy is for.
3. After all of the remedies are read, the group will work together to go through the list and discuss their answers. For each remedy, the student who wrote it should reveal the answer after the other students have told their guesses.
4. Have groups share their results with the class.

# unit 3

## You and Your Clothes

**Language Focus:** Comparatives

**Vocabulary:** Cool things, earrings, belt, bracelet, etc.

**Conversation Strategy:** Answering a question and giving additional information

### LESSON 1: Describing preferences

*Student Book page 18*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences that focus on their clothing, such as: *Hi! How are you today? That's a nice shirt. Are those new pants?*

#### 1. WHAT KIND DO YOU PREFER?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class. Have students put a check by the clothing they have bought in the past year.
2. Have a few volunteers say which clothing they bought.

##### Language Note

Explain that in the U.S., *sneakers* are sometimes referred to as *tennis shoes* even if they are not specifically used for tennis. In the U.K., *sneakers* are called *trainers*. Also, students should be made aware that the word *pants* when used in the U.K. refers to *underpants*. The word to use for *pants* in the U.K. is *trousers*.

##### Activity B

*Class CD1, Track 22*

1. Explain to students that they will listen to two people talk about buying new shirts.
2. Play CD1 Track 22. Play the recording again, if necessary.

##### Language Note

Explain the blue text in line 2: when describing preferences, especially when someone is trying to help you choose an item, it is polite to agree with the

person who is helping you, before expressing your preference.

##### Culture Note

Explain that *silk* and *cotton* are common fabrics. A current trend in clothing is *organic cotton*. *Spandex* and *Lycra* are common synthetic fabrics that are stretchy.

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 B. Then read aloud the sentences for Practice 1. 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, ask several volunteers in the class if they prefer cotton or silk or other fabrics and why.

*Student Book page 19*

### 2. LANGUAGE FOCUS: COMPARATIVES

#### Activity A

*Class CD1, Track 23*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 23. Have students listen. 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 some comparative adjectives are formed by adding *-er* and others by adding *more* before the base adjective. You usually add *-er* to one syllable adjectives and adjectives that end in *-e* (*light-er*, *cheap-er*), and two syllable adjectives that end in *-er*, *-y*, *-ly*, (*clever—cleverer*, *easy—easier*, *costly—costlier*). You usually add *more* to three syllable adjectives (*expensive—more expensive*), and two syllable adjectives that end in *-ful* or *-re* (*beautiful—more beautiful*, *interesting—more interesting*). Of course there are the exceptions for irregular adjectives (*bad—worse*, *good—better*, *many* and *much—more*). Comparative adjectives are often used with *than* when comparing two things. Point out that when we compare things, we often say *this one* to refer to one of the items.

### Activity B

Class CD1, Track 24

1. Explain that students will fill in the blanks with the comparative forms of the adjectives in the parentheses. Give students time to read the sentences and complete the activity.
2. Play CD1 Track 24 for students to check their answers. Play the recording again, if necessary.
3. Check the answers as a class.

#### Answers

1. A: Which do you like better: dark colors or light colors?  
B: Light colors, I think. I think they suit me better.
2. A: Do you like cotton better than silk shirts?  
B: Yes, I do. They're easier to wash.  
A: Really? I like silk better.
3. A: Which do you think is better for school: jeans or pants?  
B: Jeans, I think. They're cooler than pants.  
A: I agree. And they're more comfortable too.
4. B: I like sneakers better. They're easier to clean.  
A: I like shoes better. I think they look better than sneakers.
5. A: Do you think cotton socks are warmer than wool ones?  
A: I agree. And they feel softer too.

### Language Note

Remind students that the comparative of the irregular adjective *good*, is *better*. Explain that to say something *suits you* means that *it fits and/or is your style*. The expression *good for (school)* means something is appropriate to wear for that occasion.

4. Pair Work. Put students in pairs. Have them practice the conversations. Make sure they change roles.
5. Have several pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will practice the conversations again, this time using their own true information. Brainstorm other clothing and adjectives with the class, and write them on the board if necessary.
2. Pair Work. Have students work in pairs and practice the conversations. Make sure they switch roles.
3. Have pairs demonstrate their conversations for the class.

Student Book page 20

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 25

1. Focus students' attention on the pictures. Have volunteers describe what they see. Explain that students will listen to people talk about the items. Students will circle the things the speakers prefer.
2. Play CD1 Track 25. Have students listen and circle the item that each speaker prefers. Play the recording again, if necessary.
3. Check the answers as a class.

#### Answers

1. sunglasses on the left
2. jacket on the left
3. sandals on the left
4. Datex watch (on right)
5. green shirt (on left)
6. black shoes (on right)

### Language Note

Explain that a *jacket* is any short coat that opens in the front, such as a blazer or suit coat. A coat can generally refer to a jacket, but typically refers to longer outerwear.

### Activity B

1. Explain that students will listen again and this time check the correct column for why people prefer each item. Note: more than one column may be checked for some items.

2. Play CD1 Track 25. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. Style
2. Quality
3. Price
4. Brand
5. Color
6. Price, Color, and Style

## 4. JOIN IN

### Activity A

1. Focus students' attention on the list of clothing. Explain that students will go through the items on the list with a partner and discuss which places they are more suitable for. Model the activity with a volunteer using the sample dialogue. Explain that students can agree or disagree with their partner, as the speakers in Exercise 3 above did.
2. Pair Work. Have students do the activity. Make sure students take turns speaking. Circulate and help as needed.
3. Have volunteers share their opinions with the class.

### Activity B

1. Focus students' attention on the list of events. Explain that students will go through the items on the list with their partner and discuss what they would wear to the occasions listed. Remind students that they can agree or disagree with their partners.
2. Pair Work. Give students time to do the activity.
3. Have volunteers share their opinions with the class.

### Optional Activity: Style Role Play

1. Explain that students will role-play giving style advice. One student will choose to be the stylist (the person who gives advice), and the other student will come to them with a fashion problem. Students can use the events in B, or their own ideas, such as a concert, a first date, the gym, etc. Students can also agree or disagree and give good or bad advice.
2. Pair Work. Give students time to do the activity.
3. Have pairs volunteer to perform their role play for the class.

### Optional Activity: Fashion Magazines

1. If possible, bring in some fashion magazines. Have students work in pairs or small groups to choose three or four outfits and discuss where they would wear them. Then pairs trade magazines with another pair and repeat the activity. Finally pairs come together and compare their answers.
2. Pair Work. Have pairs find three to four outfits and discuss where they would wear them. Make sure students mark which pictures they want to discuss.
3. Pair Work. Have pairs switch magazines with another pair and repeat the activity with that pair's pictures.
4. Group Work. Have the two pairs work together to discuss their results.
5. Have pairs share their results with the class.

## LESSON 2: Shopping

Student Book page 21

### 1. COOL THINGS

#### Activity A

Class CD1, Track 26

1. Focus students' attention on the pictures. Explain that they will circle the items they are wearing today. Give students time to do the activity.
2. Play CD1 Track 26. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Explain that the words on the list that are listed as plural—*earrings, socks, boots*—are the items that come in pairs. They can also be referred to in the singular. *Shorts* is the exception, as it is always a *pair of shorts*, even though it is one garment. (This is because pants were originally made from two separate pieces of cloth.)

#### Culture Note

Explain that what is called a *sweater* in the U.S. is called a *jumper* in the U.K. Explain that the difference between *boots* and *shoes* is that boots typically are above the ankle. Explain that most of the items pictured are referred to as accessories (*earrings, belt, bracelet, necklace, umbrella, tie, scarf, and wallet*).

3. Go around the room and ask students if other students are wearing the items mentioned on the list. For example, *Is Pedro wearing a necklace?*  
Yes, he is.

## Activity B

1. Explain that students will discuss with a partner the things in A that they have. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them ask and answer questions about the items in A.
3. Have a few pairs demonstrate their conversations for the class.

## Activity C

1. Focus students' attention on the Try these box. Explain that students will use these adjectives to discuss what they think of the items in A. Brainstorm some other adjectives with the class and write them on the board, e.g., *trendy*.

### Language Note

Remind students that some comparatives are formed by adding *-er* to the end, like *cooler*, *trendier*. Others take *more*, like *more stylish*.

2. Pair Work. Put students in pairs and have them discuss the question. Make sure they use adjectives.
3. Have pairs volunteer to share their discussion with the class.

Student Book page 22

## 2. CONVERSATION STRATEGY: ANSWERING A QUESTION AND GIVING ADDITIONAL INFORMATION

### Activity A

Class CD1, Track 27

1. Explain to students that they will listen to three conversations about shopping, in which people will answer questions and give additional information.
2. Play CD1 Track 27. Play the recording and have students listen. Then play the recording again, and have students repeat.

### Language Note

Explain that when answering a question, we often add an explanation why or give an opinion, before turning the question back on our partner to get their opinion.

### Culture Note

Explain that *bought any for ages*, means *bought any in a very long time*. *Staff* means the *employees* or *people who work at the store*.



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 expressions in italics in the conversations in A. Read them aloud. Have students repeat. Explain that students will practice the conversations in A again, this time replacing the sentences in italics with different expressions. Brainstorm replacement sentences with the class or read the examples below, if necessary. Give pairs time to think of their answers.

### Example Answers

1. B: Or other bright colors.  
A: Most of my clothes are light blue.
  2. B: Mine are worn out.  
B: All of mine have holes in them.
  3. B: They always have sales.  
A: The sales clerks are very helpful.
2. Pair Work. Have pairs practice the conversations. Make sure they switch roles and take turns.
  3. Have pairs demonstrate their conversations for the class.

## Activity C

1. Explain that students will practice the conversations but this time they will use their own information. Demonstrate the activity by doing the sample dialogue with a volunteer. Have students think of an answer for the blank.

### Sample Answers

1. B: They're really comfortable./They were on sale./I really needed a new pair.
2. They always have good prices./I like the staff there.
3. It's a Datex./I like the color.
4. It's a camera phone./It can take movies.  
It was on sale./It was free with my service plan.

### Language Note

Remind students of the use of *any* and *some*. *Any* is used in questions and negative sentences, with count and non-count nouns. *Some* is used in positive sentences or when offering or requesting something.

2. Pair Work. Give pairs time to practice their sentences. Make sure they switch roles.
3. Have pairs demonstrate their conversations for the class.

## Activity D

1. Explain that students will practice the conversations in A again, this time using their own information. Read the sample dialogue.

### Sample Dialogue

A: That looks like a new shirt. Did you go shopping last weekend?

B: I did go shopping! Do you like it?

A: Yes, it's a good color for you.

B: Thanks! It was on a really good sale.

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

Student Book page 23

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 28

1. Focus students' attention on the illustration. Explain that they will listen to people as they are shopping. Students will number five of the stores shown in the picture from 1 to 5 in the order they hear about them.
2. Play CD1 Track 28. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class. Note: The sporting goods store is not numbered.

### Culture Note

Explain that *big brands* means well-known brand names, often the same thing as *good brands*.

#### Answers

1. Shoe store
2. Jeans shop
3. Jewelry
4. Electronics
5. Flowers

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and put a check in the correct column to indicate if the person decides to buy something or not.
2. Play CD1 Track 28 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. Yes, they do.
2. No, they don't.
3. Yes, they do.
4. No, they don't.
5. Yes, they do.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the dialogue. Explain that they will role play being a sales clerk and a customer in a clothing store. Explain that they will use the items listed in the chart, and request the stated size and payment type. Students may add their own information if they wish.
2. Give students time to prepare their conversations.
3. Pair Work. Put students in pairs and have them do the role play. Be sure they switch roles.
4. Have several pairs demonstrate their role plays for the class.

### Optional Activity: Role Play Again

1. Explain that pairs will repeat the activity in A, only this time they will return an item they bought or they received as a gift, because it was the wrong size, color, etc. Tell students that they can create characters to be, e.g., a difficult customer and an unhelpful sales clerk.
2. Model the sample dialogue with a volunteer.

#### Sample Dialogue

A: How can I help you today?

B: I need to return these shoes. They're the wrong size. They're 13 and I wear 12.

A: I can get you a size 12.

B: I don't want them in size 12. They're too narrow.

A: Would you like to see another brand?

B: No, thanks. I just want my money back.

3. Pair Work. Have pairs practice their conversations. Circulate and help.
4. Have volunteers demonstrate their conversations for the class.

**Language Focus:** Superlatives

**Vocabulary:** Neighborhood considerations, safety and security, rent and costs, etc.

**Conversation Strategy:** Complaining and apologizing

## LESSON 1: Neighborhood favorites

Student Book page 24

### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences such as: *Hi! How are you today? Where do you live? Do you like your neighborhood?*

### 1. WHERE'S THE BEST PLACE TO SHOP?

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class. Read the questions aloud. Explain that students will make notes on how often they shop at each of the places shown and what they usually buy there. Then they will talk with a partner.

#### Culture Note

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

2. Pair Work. Have pairs talk about the questions.
3. Have pairs tell the class what they found out.

#### Activity B

Class CD1, Track 29

1. Explain to students that they will listen to two people talk about what's in the neighborhood.
2. Play CD1 Track 29. Play the recording again, if necessary.

#### Language Note

Have students notice in the fifth line how the speaker asks two questions together. This is done to save time and clarify what one is asking.

#### Culture Note

Explain that to get the attention of someone we don't know, we typically 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 B. Then read aloud the sentences for Practice 1. 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

Point out that *around here* means *nearby*.

#### Culture Note

Explain that in the U.S., a *subway* is an underground train. This is called the *tube* in the U.K. In some cities in the U.S., the subway has city-specific names, such as the *T* in Boston, the *CTA* in Chicago, and *BART* or *MUNI* in San Francisco. People also refer to the subway specifically by the nearby line, *the A*, *the 4-5-6*, *the Piccadilly line*, etc.

## 2. LANGUAGE FOCUS: SUPERLATIVES

### Activity A

Class CD1, Track 30

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 30. Have students listen. 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 superlatives are formed using the following rules: for one syllable words, and two-syllable words that end in -y, -er, -le, or -ow, add -est/-st: *near—nearest, close—closest, busy—busiest, and narrow—narrowest*. Three or more syllable words take *most*: *interesting—most interesting*. Again, there are irregular adjectives: *good—best, bad—worst, far—farthest, little—least, many—most*.

### Activity B

Class CD1, Track 31

1. Focus students' attention on the picture. Have them describe what they see.
2. Explain that students will fill in the blanks with the superlative form of the word in parentheses. Then they will listen and check their answers before practicing the conversations. Give students time to read the sentences and complete the activity.
3. Play CD1 Track 31 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: What's the nicest park in this neighborhood?
2. A: What's the most interesting street for cafes?
3. A: What's the most famous building in this area?
4. A: What's the closest shopping mall?
5. A: What's the most popular restaurant in the neighborhood?
6. A: Where's the best place to jog or walk?
7. A: What's the tallest building in town?
8. A: What would you say is the busiest street in the neighborhood?

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 several pairs demonstrate the conversations for the class.

### Activity C

1. Explain that students will take turns asking and answering questions like the ones in B, only this time they will use true information about their own neighborhoods. If necessary, brainstorm local places and adjectives and write them on the board for students to refer to, e.g., *the video store, the cafe, and coolest, quietest*.
2. Pair Work. Have students work in pairs to talk about their neighborhoods. Be sure they take turns asking and answering questions.
3. Have pairs share their conversations with the class.

### Optional Activity: Superlative Places

1. If time permits, list a few of the superlative words that students used in B on the board, for example, *most expensive restaurant, most popular restaurant, etc.*
2. Group Work. Put students in small groups and have them agree on one place for each category.
3. Have groups share their answers with the class. Did all the groups have the same answers? Have students raise their hands to vote.

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 32

1. Focus students' attention on the illustration. Explain that students will listen to Robyn talk about favorite places in her neighborhood and number five of them from 1 to 5 in the order they hear them.
2. Play CD1 Track 32. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class. Note: the bookstore is not numbered.

### Culture Note

Explain that *You name it, they've got it* means that they have everything you can think of. Explain that *six stories* means a building six floors high.

#### Answers

1. cafe
2. clothes store
3. the park
4. music store
5. the mall

## Activity B

1. Explain that students will listen to Robyn again. This time they will listen and check what she likes most about each place. Note: more than one column can be checked for some places.
2. Play CD1 Track 32. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

1. Friendly staff
2. Convenient location and Prices
3. Convenient location
4. Convenient location and Variety
5. Variety

4. If time permits, see if students can recall the answers to these questions:
  1. What is the food like at the cafe? *Fresh and tasty.*
  2. How much of a percent off can you get at the clothes store? *20% off, 50% off.*
  3. How many times a day does the speaker go to the park? *Four or five times a day.*
  4. Where is the music from? *All over the world / every country.*
  5. About how many stores are in the mall? *20.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Have volunteers read the questions aloud. Then have students write their answers to the questions in the chart.

#### Language Note

Explain that *live music* means music with a performer or band playing live, not recorded.

2. Have a few volunteers share their answers with the class.

### Activity B

1. Explain that students will talk with a partner about their preferences using the questions and answers in A. Model the sample dialogue with a volunteer.
2. Pair Work. Have students do the activity. Be sure they change roles.
3. Have pairs share their results with the class.

## Optional Activity: Famous City Rankings

1. Explain that students will work in small groups to come up with categories and places that are the best, or other superlatives for each category. Each group will create lists for best places, naming cities around the world. For example, *most delicious restaurants: Paris, best live music: London, best hiking nearby: Boulder*, etc.
2. Group Work. Have groups decide on five categories. Then they decide which cities are the best in each category.
3. Have groups share their lists with the class.

## Optional Activity: City Guide

1. Explain that students will do the optional activity described previously, only this time, they will create a city guide for their town. Have groups write a brief description explaining why each place is the best in its category.

## LESSON 2: Neighborhood problems

Student Book page 27

### 1. NEIGHBORHOOD CONSIDERATIONS

#### Activity A

Class CD1, Track 33

1. Ask students what factors people take into account when choosing a neighborhood. Have students look at the pictures and captions. Have volunteers describe what they see. Explain any phrases students aren't familiar with.

#### Language Note

Explain that *convenience* can mean how easy it is to get what you need to get around; *services* can include parks, schools, and libraries; recreational facilities can include parks, sports fields, etc. There is some overlap in the categories mentioned, e.g., *parking* or *public transportation* can be part of *convenience*.

#### Culture Note

Explain that it is common in big cities in the U.S. to refer to neighborhoods by *acronyms* (initials that stand for something else). For example, in New York City, the neighborhood called *Soho* refers to *South of Houston Street*. The *Soma* area in San Francisco, refers to *South of Market Street*.

2. Give students time to go through the list and number the items from 1, *most important*, to 9, *least important*.

3. Play CD1 Track 33. Have students listen and repeat. Play the recording again and have students repeat.
4. Have a few volunteers share their information with the class.

### Activity B

1. Explain that students will discuss their answers from A with a partner. Model the sample dialogue with a volunteer.

#### Culture Note

Remind students that it is OK to politely disagree. If necessary, review phrases one might use to disagree politely, e.g., *I see your point, but for me...* or *Because I have a car, parking is most important*. Explaining the reason you think something helps to soften the disagreement.

2. Pair Work. Put students in pairs and have them discuss which concerns are the most important.
3. Have pairs report on their answers to the class. Which of the considerations are the top concerns for the class?

### Activity C

1. Explain that students will discuss other factors that are important to them in choosing a neighborhood. Brainstorm some ideas and write them on the board, e.g., *close to friends or family, has a lot of cafes, has a dog run nearby*, etc.
2. Pair Work. Put students in small groups and have them discuss the question.
3. Have pairs share their results with the class.

#### Optional Activity: Neighborhood Ranking

1. If time permits, have students work in small groups to rank the neighborhoods or areas in your city or town in terms of the nine considerations in A. Or you can come up with a class list of other considerations that the students find important and use those. Explain that groups will work together to choose a best and a worst neighborhood for each factor on the list.
2. Group Work. Give students time to do this.
3. Have groups report on their results to the class.

Student Book page 28

## 2. CONVERSATION STRATEGY: COMPLAINING AND APOLOGIZING

### Activity A

Class CD1, Track 34

1. Explain to students that they will listen to two conversations in which people complain and apologize. Explain that the phrases in italics show complaining and apologizing.
2. Play CD1 Track 34. Play the recording again, if necessary.

#### Language Note

Explain that a polite way to complain is to use the phrase *would you mind*. Have students notice that *excuse me* is also used to gain someone's attention when voicing a complaint.

#### Culture Note

Explain that it is acceptable to complain, as long as you do it politely. If someone complains to you, it is polite to apologize.

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 expressions used for complaining and apologizing. Make sure students notice the steps to take when complaining and apologizing. Read the steps and expressions aloud.
2. Pair Work. Put students into pairs and have them practice the conversations in A again, using different expressions.
3. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will write numbers from 1 to 3 next to each phrase to put the conversation in order.
2. Have students do the activity.
3. Check the answers as a class.

#### Answers

1. Sorry, I didn't notice.
2. I guess he needs to go for a walk.
3. I'll take him out right now.

## Activity D

1. Explain that students will practice complaining and apologizing about the two situations listed. Demonstrate the activity by having a short conversation with a volunteer.  
*Sample Dialogue*  
A: Excuse me. Would you mind turning down your radio? I have a big exam tomorrow.  
B: Oh, sure. Sorry, I didn't realize it was so loud.  
A: No problem. Thanks!
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they take turns complaining and apologizing.
3. Have several pairs say their conversations for the class.

Student Book page 29

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 35

1. Focus students' attention on the illustration and the first column in the chart. Explain that they will listen to people complaining to their building manager about things in their building. Students will number the complaints from 1 to 5 in the order they hear about them.
2. Play CD1 Track 35. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Culture Note

Explain that in this case, the phrase *our regular person* means the person who regularly delivers the mail, but it can in general mean the person who *regularly* does any duty.

### Language Note

Explain that the first conversation discusses leaving the garbage in the hallway, and most apartment buildings in the U.S. have a designated garbage area, either in a basement or outside the building.

#### Answers

1. cleanliness
2. noise
3. elevator
4. parking
5. mail

## Activity B

1. Focus students' attention on the last two columns in the chart in A. Explain that students will listen again and put a check in the correct column to indicate if the problem has happened before.
2. Play CD1 Track 35 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. This was the first time
2. This was the first time
3. It has happened before
4. It has happened before
5. This was the first time

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that students are staying in a school dormitory and they will think of complaints they might have about the issues listed in the chart.
2. Give students time to think about their complaints and write them in the chart. Brainstorm possible complaints as a class, if necessary. For example, *the other students have strange visitors at all hours*.

### Activity B

1. Focus students' attention on the dialogue. Explain that they will role play with one student being the person with the complaint and the other student, the person who is responsible for the problem. Explain that they will use the items they listed in the chart. Students may add their own information if they wish. Then students will think of another situation and reverse roles. Model the sample dialogue with a volunteer.
2. Give students time to prepare their conversations.
3. Pair Work. Put students in pairs and have them do the role play. Be sure they switch roles.
4. Have several pairs demonstrate their role plays for the class.

### Optional Activity: Role Play Again

1. Explain that pairs will repeat the activity in A, only this time they will choose funny, strange, or obnoxious characters to be, like the fussy student who complains about every little thing, or the obnoxious student who isn't sorry. Tell students to think of funny situations to complain about and funny, rude, or strange ways to handle them.

2. Pair Work. Give pairs time to practice their role plays.
3. Class Activity. Have pairs perform their role plays for the class. Have the class vote on which one they liked the best.

### **Optional Activity: Role Play Intervention**

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1. Explain that students will work in groups of three or four. A pair of students will think of a situation: one of them will complain, the other will be responsible for the situation. Then they will meet with the other student(s) and tell both sides of their situation. The other student will work with them to think of a solution. Students can choose to be funny, strange, or obnoxious characters.

#### *Sample Dialogue*

A: The problem is that my roommate here keeps eating my food while I'm gone.

B: No, I don't!

A: Yes, you do! Every morning there are crumbs all over.

C: A, are you sure your food is missing?

A: Yes.

B: I don't eat it! I have my own food.

C: Is there some other way it might go missing? Like maybe you have a mouse?

A: I hadn't thought of that.

B: If you wouldn't leave the food out, maybe we wouldn't have a mouse out.

C: A, you should tell B you're sorry.

A: You're right. I'm sorry, I thought you were taking my food.

2. Group Work. Have groups practice their dialogues.
3. Have groups perform their dialogues for the class.

# unit 5

## The Weekend

**Language Focus:** Simple past questions

**Vocabulary:** Weekend events in town, world music festival, farmer's market, etc.

**Conversation Strategy:** Buying time by asking double questions

### LESSON 1: Last Weekend

*Student Book page 30*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences such as: *Hi! How are you today? How was your weekend? What did you do?*

#### 1. HOW WAS YOUR WEEKEND?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class. Read the phrases. Explain that students will circle any of the things they did last weekend.
2. Have a few volunteers say what they circled.

##### Activity B

*Class CD1, Track 36*

1. Explain to students that they will listen to two people talk about what they did on the weekend.
2. Play CD1 Track 36. Play the recording again, if necessary.

##### Language Note

Remind students that *did you do* often blends together in speech to sounds like *di-ju-du*. Point out that the pronoun *it* in B's first line and A's third line refers to the *weekend*. Point out that we use the preposition *on* with the days of the week, as in *on Saturday*.

##### Culture Note

Explain that it is polite to ask about what people did on the weekend.

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 B. Then read aloud the sentences for Practice 1. 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

Point out that we can use the possessive pronouns *my* or *your* with *weekend*, e.g., *how was your weekend?*

5. If time permits, ask a few volunteers what they did on the weekend.

*Student Book page 31*

#### 2. LANGUAGE FOCUS: SIMPLE PAST QUESTIONS

##### Activity A

*Class CD1, Track 37*

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 37. Have students listen. 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 for actions completed at a definite time in the past. Point out that the question is formed using *did* and the base form of the verb, e.g., *Where did you go?* But the answer contains the verb in the simple past, *I went to the park*.

Remind students that irregular past tense verbs are not formed by adding *-ed*, but must be memorized, for example, *go—went*, *see—saw*, *have—had*, *be—was*.

## Activity B

Class CD1, Track 38

1. Focus students' attention on the conversations. Explain that students will fill in the blanks with the simple past tense form of the word in parentheses. Give students time to read the sentences and complete the activity. Remind students that some verbs are irregular.

### Language Note

Explain that *that was all* is a short way of saying *that was all I did*.

2. Play CD1 Track 38 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: Did you have a good weekend?  
B: Yes, it was good, thanks.  
B: I saw a concert at the college.
2. A: Where did you go on Saturday night?  
B: I invited some friends over and we watched a DVD.  
A: What movie did you watch?  
B: We saw a Korean movie. / It was funny.
3. A: How was your Sunday?  
B: I spoke to friends online for a while. And then in the afternoon I took my dog for a walk to the park.  
A: I had a nice weekend. Some friends came over and we played video games.
4. B: Did you?  
A: Yes, I studied all weekend.  
A: Well, I went for a walk on Sunday afternoon but that was all.

4. Pair Work. Put students in pairs or small groups. Have them practice the conversations. Make sure they change roles.
5. Have a few pairs volunteer to perform the dialogues for the class.

## Activity C

1. Explain that students will ask each other about their weekends using the conversation in B as a model. Tell students to use their own true information. Practice with a volunteer.

#### Sample Dialogue

- A: Did you have a nice weekend? Do anything fun?  
B: No, I stayed home and cleaned the house.  
A: Oh, sorry to hear that.

B: It was OK. My brother was home, too. How was your weekend?

A: Not too exciting. I studied.

2. Pair Work. Have pairs ask and answer questions about their weekends.
3. Have a few volunteers perform their dialogues for the class.

Student Book page 32

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 39

1. Focus students' attention on the illustrations and phrases. Give them time to read the phrases. Explain that they will listen to Roland talk about things he did over the weekend. Students will put a check in the box if he did that activity.

### Language Note

Explain that *caught some waves* is informal for *went surfing*.

### Culture Note

In the U.K., *the movie theater* is called *the cinema*.

2. Play CD1 Track 39. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

Checked activities are:  
went to the beach  
watched a movie at a movie theater  
went to the gym  
played video games  
studied

### Activity B

1. Focus student's attention on the list of times. Explain that students will listen to the conversation about Roland's weekend again. This time they will listen for what times he talked about.
2. Play CD1 Track 39. Have students check the times. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

Checked times are:  
Friday evening  
Saturday morning  
Saturday afternoon  
Saturday evening  
Sunday afternoon

### Optional Activity: Total Recall

See if students can recall the following information.

1. the name of the beach Roland went to:  
*Fisherman's Beach*
2. what movie he saw: *the new James Bond movie*
3. what he studied: *economics*
4. his dogs' name: *Trixie*
5. what he played video games with: *the new Wii*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Give them time to read the phrases. Read the example sentences aloud.
2. Explain that students will ask their classmates if they did the things on the chart. Explain that they should ask follow-up questions to find out more information. Brainstorm follow-up questions as a class, such as: *Who did you meet? How was he unusual?*, etc. Write them on the board for students' reference.
3. Class Work. Have students stand up to do the activity. Set a time limit like five or ten minutes.

### Activity B

1. Explain that students will share three interesting things they learned in A with the class. Tell the class that they can ask follow-up questions.
2. Group Work. Put students in small groups to do the activity. Have students tell three interesting things they learned about their classmates. The class can ask follow-up questions.

### Optional Activity: Charades

1. Explain that students will play a game in small groups. Each student will think of several things that they did (or could have done) over the weekend. Then students will take turns to act out three actions, without speaking. For example, pretending to talk on the phone (silently, by holding a hand to the ear and moving one's mouth), pretending to jog (running in place), and pretending to walk a dog (with leash, bending down to pet dog). After the student has performed all three actions, group members try to correctly guess, e.g., You talked on the phone, then you went jogging, then you walked the dog. The student who guesses correctly gets to go next.
2. Group Work. Put students in groups and have them do the activity.

## LESSON 2: Next Weekend

Student Book page 33

### 1. WEEKEND EVENTS IN TOWN

#### Activity A

Class CD1, Track 40

1. Focus students' attention on the pictures and captions. Have students describe what they see. Explain that students will circle the events they have been to. Give students time to do this.
2. Play CD1 Track 40. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Pay attention to hear if students are having difficulty with pronunciation and be sure they are using their mouths and tongues correctly. Especially the *s* in *music* (which should not sound like a *j* sound); the initial *f* in *festival*, *farmer's*, *food*, and *fair* (not like a *p* sound); and finally the *sp* in *speed*, the *sh* in *show*, and the *str* in *street*.

#### Culture Note

Explain that a *farmer's market* is a temporary market that takes place usually on weekends where local farmers bring their produce in to sell.

#### Activity B

1. Explain that students will discuss with a partner which of the events from A they would like to and not like to go to. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs report on their answers to the class.

#### Activity C

1. Explain that students will discuss interesting events taking place in your city this weekend. Practice the dialogue with a volunteer. Brainstorm some ideas and write them on the board for students to refer to, if necessary.
2. Class Activity. Ask students if they know of any interesting events taking place this weekend. Ask volunteers to share with the class. Alternatively, put students in small groups and have them discuss the question first before discussing as a class.
3. Have volunteers report on their group's discussion to the class. List the events on the board. Which ones do class members most want to go to? Least want to go to?

## 2. CONVERSATION STRATEGY: BUYING TIME BY ASKING DOUBLE QUESTIONS

### Activity A

Class CD1, Track 41

1. Explain to students that they will listen to two conversations that include double questions. Explain that asking double questions buys the speaker more time, and can clarify meaning.
2. Play CD1 Track 41. Play the recording again, if necessary.

### Language Note

Remind students that *do you* often blends together in speech to sound like *du'yu* and *are you going to* often blends together to sound like *are'yu'gonna*?

### Culture Note

Explain that if students find people are asking double questions too rapidly for them to reply, they can buy response time by asking the person to speak more slowly: *Excuse me, could you speak more slowly please?* Or they can buy time by using an English pause, such as *Oh...*, *Hmmm (let me think)*, or *Ummm*.

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 double questions in A. Explain that we often ask a general question first and then a more specific question after. The second question focuses more on the topic. Explain that students will practice the conversations in A again, this time using different questions to buy time. Remind students they can use the events vocabulary on the previous page.

### Language Note

The point isn't to ask questions just to ask them or just to buy time, but to get to the point.

2. Pair Work. Put students in pairs to practice the conversations in A again. Make sure students reverse roles.
3. Have several pairs demonstrate their conversation for the class.

### Activity C

1. Focus students' attention on the list of questions. Explain that they can substitute them into the

conversations that follow, if they make sense. Do the first one as an example:

A: *Are you busy this weekend? Do you have any plans?*

Point out that in the example above, the second question is more specific—it asks for information about the listener's plans.

2. Pair Work. Have students do the activity. Make sure they switch roles.
3. Check the answers as a class.

### Suggested Answers

1. A: Do you have any plans?  
B: Do you want to check out the summer sales?
2. A: Do you want to try some delicious Middle Eastern dishes?  
A: Are you interested in seeing the new Nicole Kidman movie?

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### Activity D

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

### Sample Dialogue

A: Are you free on Sunday? Do you want to come over for dinner?

B: Maybe. Will there be a lot of people? What are you making?

A: Just a few of us. Do you like spaghetti?

B: I do. What time should I come?

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

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 42

1. Focus students' attention on the event posters. Explain that students will listen to people calling a visitor information center for information about weekend events. Some of the information on the posters is incorrect, so students need to note the correct information in their books.
2. Play CD1 Track 42. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that *entry* in conversation 3 means an *entrance fee*, or the money you pay to get in some event or place.

#### Answers

1. Ice-Skating Competition  
Day: Sunday  
Time: 7:30  
Location: New Stadium
2. Children's Singing Competition  
Day: Saturday afternoon  
Type: National competition  
Price: \$9 students; \$12 regular admission  
Location: Gold Park
3. International Food Festival  
Day: day after tomorrow  
Time: 6:00  
Price: free admission

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and put a check in the correct column to indicate if they think the caller is going to attend the event. Then they will circle the main reason for their decision.
2. Play CD1 Track 42 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. No c. the competitors
2. Yes a. the cost
3. No b. the location

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will ask four classmates about their weekend plans and write notes in the chart.
2. Class Work. Have students circulate and do the activity. Set a time limit if necessary.

### Activity B

1. Focus students' attention on the dialogue. Explain that they will work in groups and tell the group what they found out about their classmates in A. Read the sample questions and then the sample dialogue with a volunteer.
2. Group Work. Put students in pairs and have them share their results from A. Make sure all students take turns to speak.

3. Have several students tell the class what they found out.

### Optional Activity: Double Trouble

1. Explain that sometimes asking double questions can buy time, for example, when you don't want to accept an offer, but you don't want to turn the person down immediately, you can ask double questions to buy time. Conversely, if you want to ask someone to do something that you know they don't want to do, you can ask double questions that will make it difficult for them to refuse you. Read the sample dialogue with a volunteer.

#### Sample Dialogue

A: Are you busy on Saturday night? Want to come to my house?

B: Saturday? What time? I'm kind of busy.

A: Early. What time are your plans?

B: Well, I have a date at 9 o'clock.

A: Want to baby-sit my little brother until then? Your date can pick you up at my house.

B: Will you really be home by nine? Where are you going?

2. Explain that pairs will work together to come up with a conversation and situations in which each partner asks double questions to try to get their way. Sometimes, the double questions can serve to find a solution so that both partners can win. Brainstorm some ideas and write them on the board if necessary. For example, student A wants student B to go to the beach, but student B wants to go to the movies. Student A can ask double questions to find out what time the movie is, and suggest going to the beach first.
3. Pair Work. Have pairs work together to create a conversation. Then they practice it.
4. Have pairs demonstrate their conversations for the class.

# unit 6

## Customs

مرجع زبان ایرانیان

**Language Focus:** Verbs of obligation

**Vocabulary:** Local customs, sing traditional songs, send a card, etc.

**Conversation Strategy:** Clarifying understanding

### LESSON 1: Things to remember

*Student Book page 36*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? What did you do last weekend?*

#### 1. WHAT CAN I BRING?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class. Read the question aloud, and then read each phrase. Have students repeat each phrase. Explain that students will check the things they take to someone's house when invited for dinner.
2. Have a few volunteers tell the class the things they take when invited for dinner at someone's house.

##### Activity B

*Class CD1, Track 43*

1. Explain to students that they will listen to two people talk about customs, specifically, one person is asking another for advice.
2. Play CD1 Track 43. Play the recording again, if necessary.

##### Culture Note

Explain that when invited to someone's house for dinner, it is customary in the U.S. to bring something. If you're not sure what to bring, it is perfectly acceptable to ask the host. However, the host will probably tell you not to bring anything. In that case, you decide whether you still want to bring something small, like chocolates or candies for after dinner. Traditional sweets from your own country would be a nice gesture. Also, in the U.S., people usually arrive

about 15 minutes after the stated invite time, but not earlier. In the U.K., people tend to arrive only a few minutes after the invite time. And in either country if the invitation says sharp, e.g., 8 o'clock sharp, that means you must be there right on time at 8.

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 B. Then read aloud the sentences for Practice 1. 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 *ought* is a modal verb used when giving advice, like *should* or *must*. *Must* is more imperative than *ought* or *should*, which express suggestion.

##### Activity D

1. Explain that students will work in groups to discuss who among the group members comes on time to a party and who comes late. Have students ask follow-up questions to find out more.
2. Group Work. Put students in small groups and have them do the activity.
3. Have groups report on their findings to the class.

## 2. LANGUAGE FOCUS: VERBS OF OBLIGATION

### Activity A

Class CD1, Track 44

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 44. Have students listen. 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 the verbs of obligation express a duty, a correct action to take, or advice. *Must*, *need to*, and *have to* convey a stronger sense of obligation than *ought to* and *should*. *Could* conveys the weakest sense of obligation, as in *you could*, but *you don't have to*. Point out that *ought to*, *have to*, and *need to* all include *to*.

### Activity B

Class CD1, Track 45

1. Focus students' attention on the Try these box and the conversation. Explain that students will fill in the blanks using the words from Try these and the language box in A. Give students time to do the activity. More than one answer may be possible.
2. Play CD1 Track 45 for students to check their answers. Play the recording again, if necessary.

#### Answers

- A:** What kind of clothes should I wear?  
**B:** Well you shouldn't wear anything too formal.  
**A:** And what time should I arrive?  
**B:** No, you shouldn't arrive early. ... You ought to be there about 10 or 15 minutes after the time your host has said.  
**B:** No, you shouldn't bring a friend unless you ask your host first.  
**A:** And do I need to bring anything, like a gift or something?  
**B:** Well, you could bring something if you like, maybe some flowers.

3. Pair Work. Put students in pairs or small groups. Have them practice the conversation. Make sure they change roles.
4. 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. Have pairs practice the conversation with the new words.

### Activity C

1. Focus students' attention on the list of occasions. Explain that students will think of things to bring when invited to the occasions. Model the conversation with a volunteer. Give them time to make notes.
2. Pair Work. Put students in pairs and have them talk with a partner about the things they'd bring.
3. Have pairs share their results with the class.

### Optional Activity: Customs

1. Focus students' attention on the words in the Try these box. Explain that students will work in pairs to come up with sentences using each of the words. They should think of three positive and three negative sentences to talk about customs in their own country.
2. Pair Work. Give students time to do the activity.
3. Have pairs share their sentences with other pairs.

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 46

1. Focus students' attention on the sentences. Explain that they will listen to the advice a friend gives to Sami, who is going to a bridal shower. Students should circle the correct phrase when they hear it. Give students time to read the sentences first.
2. Play CD1 Track 46. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Language Note

Explain that *smart casual* means *dressy casual* or *nice casual* clothing, not jeans and a T-shirt. *Smart* is a common adjective used in the U.K. to describe someone's appearance or dress. In the U.S., people would use the words *nice*, *great*, or *stylish*.

#### Answers

- |              |              |
|--------------|--------------|
| 1. should    | 4. shouldn't |
| 2. can       | 5. need to   |
| 3. shouldn't | 6. shouldn't |

### Activity B

1. Explain that students will listen to the conversation again. This time they will listen and select the best

option based on the advice. Play CD1 Track 46. Have students listen and do the activity. Play the recording again, if necessary.

- Go over answers as a class.

#### Answers

1. a    2. c    3. b    4. c

### Optional Activity: Total Recall

See if students can recall the answers to these questions:

- What is a bridal shower? *A party given for a woman who is going to get married.*
- Do you need to take food to a bridal shower? *No.*
- What is a good gift to take to a bridal shower? *Something the bride can use in the home.*
- Is it OK to bring a friend when you're invited to something? *You should ask the hosts.*
- Are men invited to bridal showers? *No, bridal showers are usually for women only.*

## 4. JOIN IN

### Activity A

- Focus students' attention on the chart. Explain that students will work with a partner to fill in the chart explaining what a visitor needs to know about following customs in their country.
- Pair Work. Give pairs time to do the activity. Circulate and help as needed.

### Activity B

- Explain that students will work in small groups and compare their answers from A. Model the sample dialogue with a volunteer.
- Group Work. Have students discuss their answers.
- Have groups share their results with the class.

### Optional Activity: True or False?

- Explain that students will work in small groups to play a guessing game. First, each student will write one true and one false custom on separate pieces of paper. For example, *You should bring something small when invited to dinner. You should show up an hour after the stated time for dinner at a friend's house.* Give students time to write their sentences. Students can write serious or funny false statements.

- Group Work. Put students in small groups. Have one student collect and mix up the papers. Then students in the group take turns choosing a paper and reading it aloud. The group then discusses if each custom is true or false. After everyone has said his or her opinion of true or false, the student who wrote the custom can confirm if it was true or false.
- Have groups share their results with the class.

### Optional Activity: Gift Catalog

- If possible, bring in gift catalogs or magazines. Have students work in pairs to discuss various items they could bring to different events. Have them find five gifts appropriate for five different events.
- Pair Work. Have pairs do the activity.
- Combine two pairs and have them share their ideas with another pair.

### Optional Activity: My Favorite Custom

- If time permits, have students work in pairs or small groups and come up with their own list of five fun, amusing, polite, etc., customs that they wish existed. For example, *When people get married, instead of us giving them gifts, the couple has to cook dinner for their friends.* Remind students to use verbs of obligation when talking about their customs.
- Pair Work. Put students in pairs and have them think of five customs they wish existed.
- Have pairs share their ideas with the class. What were the funniest customs? What were the best ideas?

## LESSON 2: Interesting customs

Student Book page 39

### 1. LOCAL CUSTOMS

#### Activity A

Class CD1, Track 47

- Focus students' attention on the pictures of customs and list of events. Explain that students will match each custom with an event when it usually happens. Answers can be used more than once. Give students time to write their answers.
- Play CD1 Track 47. Have students listen and repeat. Play the recording again and have students repeat.

### Language Note

Point out that each listed custom consists of a verb plus a noun. Explain that *exchange* in this case means that both people involved give each other a gift, and not to return the gifts to a store. We can also use the verb *decorate*, instead of *put up decorations*.

### Culture Note

Explain that in the U.S., people have many different customs that vary throughout the country, and even from family to family, but some customs are national customs, like those practiced on the 4th of July.

3. Check the answers as a class.

#### Suggested Answers

sing traditional songs: 2, 4, 6  
send a card: 1, 3, 5, 6  
give money: 1, 3, 5  
wear special clothes: 2, 3, 4  
eat special food: 1, 3, 4, 6  
exchange gifts: 4, 5  
light firecrackers: 2, 6  
give flowers: 1, 5  
put up decorations: 2

### Activity B

1. Explain that students will work in pairs to think of any other times not listed in A in which people in your country do any of the things from A.
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs report on their answers to the class.

### Activity C

1. Explain that pairs will think of other customs not mentioned in A, e.g., doing traditional dances.
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs report on their discussion to the class.

Student Book page 40

## 2. CONVERSATION STRATEGY: CLARIFYING UNDERSTANDING

### Activity A

Class CD1, Track 48

1. Explain to students that they will listen to three conversations in which people ask questions to clarify understanding. Explain that when clarifying understanding, we often take a speaker's statement and restate it or expand on it in question form.

2. Play CD1 Track 48. Play the recording again, if necessary.

### Culture Note

Explain that students should pay attention to the way the clarifying questions are spoken because you don't want the intonation of these questions to sound like you are being critical of the speaker.

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 other expressions you can use for clarification. Read them aloud and have students repeat.
2. Explain that pairs will practice the conversations in A again, this time using different expressions to clarify understanding.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will choose expressions from the list to write in the dialogues. Give students time to do this.
2. Pair Work. Have students do the activity.
3. Check the answers as a class.

#### Answers

1. B: So does that mean you don't give her a gift?
2. B: So you don't put them up at other times of the year?
3. B: So does that mean you'll be buying some tomorrow then?

### Activity D

1. Explain that students will practice the conversations from A again, but using their own information and questions to clarify understanding. Tell students they can use expressions from B or any others they know. Demonstrate the activity by having a short conversation with a volunteer.
2. Pair Work. Put students in pairs and have them practice the conversations using their new expressions. Make sure partners change roles.
3. Have several pairs say their dialogues for the class.

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD1, Track 49

1. Focus students' attention on the illustrations and customs. Have students describe what they see. Explain that students will number five of the pictures from 1 to 5 in the order they hear about them.
2. Play CD1 Track 49. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class. Note: throwing confetti at a wedding is not numbered.

#### Language Note

Explain that you can interchangeably *give* or *bring* gifts to various events, but you wouldn't *give* a birthday cake, you would only *bring* it.

#### Culture Note

Explain that throwing rice used to be customary at weddings in the U.S., but it is dangerous to birds, so most people nowadays throw rose petals or rice paper confetti that is *biodegradable* (can break down naturally and won't harm the environment).

#### Answers

1. bringing gifts to a wedding
2. giving gifts at a baby shower
3. taking shoes off
4. writing a thank-you note
5. bringing a birthday cake

#### Activity B

1. Focus students' attention on the statements. Explain that students will listen again and put a check next to the statements that are true.
2. Play CD1 Track 49 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. ✓
3. ✓
5. ✓

#### Optional Activity: Total Recall

See if students can recall the answers to the following questions:

1. When do people in Matthew's country take their shoes off? *When they're dirty.*

2. What should the office people do for the speaker's birthday in conversation 2? *Take her to lunch.*
3. When is the wedding in conversation 3? *Saturday.*
4. What kind of note should Malee send? *A nice, handwritten note.*
5. What is a mobile? *A thing that hangs over a baby's bed.*

### 4. JOIN IN

#### Activity A

1. Explain that students will imagine they are on a school visit to another country and they will give a short presentation to the school about customs in their own country. Students will work with a partner and come up with a short talk on the topics listed. Read the example dialogue aloud.
2. Pair Work. Put students in pairs and give them time to prepare their talk. Explain that when students give their talk in B, they will be asked clarifying questions.

#### Activity B

1. Group Work. Put students in groups and have them present their talk. Explain that the group members can ask clarifying questions.
2. Have the group nominate a pair to give their talk to the class.

#### Optional Activity: 20 Questions

1. If time allows, play a game in small groups. Each student will think of one custom for one event. Group members will take turns to ask 20 questions about customs surrounding the event to find out what the event is. Students have to ask 5 questions about customs before they are allowed to guess what the event is. The first person to guess correctly, is the winner and gets to think of the next event and answer questions about it.

#### Sample Dialogue

A: Do you give money at this event?

B: You can give money.

C: Do you give gifts at this event?

B: You can give gifts.

D: Do you do special dances at this event?

B: No, you don't.

2. Group Work. Put students in groups and have them play the game.
3. Have groups share with the class how their game went.

# unit 7

## Stories and Explanations

**Language Focus:** Past tense and past continuous

**Vocabulary:** Unfortunate experiences, you lost your cell phone, you got robbed, etc.

**Conversation Strategy:** Keeping a story going

### LESSON 1: Cause and effect

*Student Book page 42*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? Did anything happen to you on the way to class?*

#### 1. TELL ME ABOUT IT!

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe the pictures to the class. Explain that students will talk with a partner about what they think happened in each illustration.
2. Pair Work. Put students in pairs and have them discuss the illustrations.
3. Have volunteers tell the class their story about the pictures.

##### Activity B

*Class CD2, Track 2*

1. Explain to students that they will listen to two people talk about what happened to one of their cars.
2. Play CD2 Track 2. Play the recording again, if necessary.

##### Language Note

In this conversation *insurance* refers to the *insurance company*.

##### Culture Note

Explain that it is polite to ask clarifying questions or to ask for more information while someone is telling a story; however, you don't want to interrupt them too much. In many places in the U.S., it is illegal to talk on a cell phone while driving. In the U.K., *cell phones* are called *mobile phones*.

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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 in the U.K., *garage* is pronounced like GAR'-edj, but in the U.S., it is pronounced like gah-RADJ'.

#### Activity D

1. Explain that students will close their books and retell the story to their partner using their own words.
2. Pair Work. Put students in pairs and have them close their books and retell the story.
3. Have a few volunteers share their stories with the class.

*Student Book page 43*

### 2. LANGUAGE FOCUS: PAST TENSE AND PAST CONTINUOUS

#### 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. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

### Language Note

Point out the use of verb tenses with *while* in *I ran into a wall while I was parking the car*. The simple past tense indicates an action was completed in the past (*ran*), and the word *while* places the event within the broader timeframe indicated by the past continuous tense (*was parking*). This is a common structure used when telling stories and sequences of events.

### 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 past tense or the past continuous form of the verb in parentheses. Give students time to read the sentences and complete the activity.

### Culture Note

Explain that it is usually not polite to ask a stranger these kinds of questions

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

#### Answers

1. B: I dropped them while I was getting out of a taxi.
2. B: It fell out of my pocket when I was jogging in the park.
3. B: I broke it while I was playing ice hockey.
4. B: I dropped it when I was showing it to my friend.
5. B: I hit another bike when I was riding to school.
6. B: I was playing with my dog in the park when she scratched me.

4. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.

### Activity C

1. Explain that students will practice the conversations in B again. This time, they will suggest other explanations for each of the problems. Read the sample dialogue with a volunteer.
2. Pair Work. Have pairs do the activity.
3. Have pairs demonstrate their conversation for the class.

### Optional Activity: Ridiculous Stories

1. If time allows, have students work in small groups to come up with other funny, strange, unlikely explanation for each of the problems above. Students will go around the group and offer an explanation for what happened, and then the next student will try to suggest an even more ridiculous explanation.

#### Sample Dialogue

- A: How did he break his glasses?
- B: While he was at the zoo, an elephant stepped on them.
- C: No, that's not what happened. He was at the zoo and the elephant was wearing them, but then the elephant couldn't see, so the elephant fell down and broke them.
- D: That's not what I heard. He works at the zoo, and the monkeys stole his glasses and fought over them.

2. Group Work. Have groups tell the stories.
3. Have a few groups share their best explanations with the class.

Student Book page 44

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD2, Track 5

1. Focus students' attention on the illustrations. Explain that students will listen to people explaining how the things happened. Students will number five of the things from 1 to 5 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

Point out that in addition to asking questions, the listener will often respond to the story with a comment or a suggestion of action to take.

#### Answers

- |   |   |   |
|---|---|---|
| 5 | 1 | 3 |
| 4 | 2 | x |

#### Activity B

1. Explain that students will listen again, only this time they will choose what the person was doing when each event happened.

2. Play CD2 Track 5 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

Answers
1. c
2. b
3. a
4. e
5. d

### Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. What sport was the injured speaker playing in conversation 1 when the baseball hit him? *Basketball.*
2. What street does the boy live on in conversation 2? *Hill Street.*
3. What street was the woman in conversation 3 coming along when she got splashed? *King Street.*
4. What is the person's favorite dinner in conversation 4? *Spaghetti.*
5. What two things didn't the person in the last conversation have to take notes with? *Paper or a cell phone.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the list of situations. Explain that students will work in pairs to take turns thinking of creative explanations for the situations listed. Read the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have a few pairs share their dialogues with the class.

### Optional Activity: Quick Thinking

1. Explain that students will play an improvisational game, meaning they will have to think of answers quickly. Students will play in small groups. One student will think of a situation, for example, *I come home and the dog is missing. Where is the dog?* Other students will try to be the first to say an explanation of why the dog is missing, e.g., *The dog was in the house, but he ran out when I opened the door.* The student who gives the first complete

and believable explanation then gives the next situation.

2. Group Work. Have students play the game.
3. Have groups share some of their explanations with the class.

## LESSON 2: Problem situations

Student Book page 45

### 1. UNFORTUNATE EXPERIENCES

#### Activity A

Class CD2, Track 6

1. Have students look at the pictures and captions. Explain that they will put a check by the things that have happened to them. Give students time to do this.
2. Play CD2 Track 6. Have students listen and repeat. Play the recording again and have students repeat.
3. Have a few volunteers share their events with the class.

#### Language Note

Explain that *robbed* means someone stole from you. It can refer to someone taking something off your person, e.g., a wallet, pocketbook, or backpack, or it can refer to stealing from your home. In the U.K., you would say, *Your wallet's been nicked.* Remind students that ID stands for identification, such as a *student card*, *passport*, or *driver's license*.

#### Activity B

1. Explain that students will talk about the problems in A with a small group. Explain that they will share the things that happened to them and group members can ask questions to get more information.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have students report on a group member's answers to the class.

#### Activity C

1. Explain that students will talk with a partner to discuss any other events similar to those in A that may have happened to them. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have volunteers report on their discussion to the class.

## 2. CONVERSATION STRATEGY: KEEPING A STORY GOING

### Activity A

Class CD2, Track 7

1. Explain to students that they will listen to a conversation that includes questions people use to keep the story going, e.g., *So then what happened?*
2. Play CD2 Track 7. Play the recording again, if necessary.

### Language Note

Explain that most questions to keep the story going are along the lines of what happened next, but you can also ask for further information.

### Culture Note

Explain that asking questions to keep the story going shows you are listening. It is important to try to time them during pauses while the speaker is talking and not to interrupt.

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

### Activity B

1. Focus students' attention on the other expressions you can use to keep the story going. Read them aloud and have students repeat.
2. Explain that pairs will practice the conversation in A again, this time using different expressions to keep the story going.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

### Activity C

1. Explain that pairs will read the sentences in the three conversations and put numbers next to them to indicate the correct order. Then pairs will take turns telling the stories and asking follow-up questions like the ones in A and B. Have students number the sentences.
2. Check the answers as a class.

### Answers

1. I got pickpocketed in Italy last year.  
I was visiting a crowded museum.  
When I came out, my wallet was gone.  
I cancelled my credit cards and asked my parents to send more money.
2. I lost my wallet last month.  
I left it on a table in the library.  
I went back to look for it, but it wasn't there.  
Someone left it at the front desk for me.
3. I got into trouble with my best friend last week.  
I borrowed her cell phone and then lost it.  
I bought her a more expensive new one.  
She forgave me.

3. Pair Work. Put students in pairs and have them tell the stories and ask follow-up questions to keep the story going.

### Activity D

1. Explain that students will practice the conversation in A again, this time using their own information. Model the sample dialogue with a volunteer.

*Sample Dialogue*

A: Have you ever fallen off your bike?

B: No, I haven't. Have you?

A: Yeah, I was mountain biking in the woods and I saw this log. I thought I'd jump over it.

B: Uh-oh. Did you make it?

2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they keep the story going.
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 photo and the list of events. Explain that students will write the number of the events 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

Point out that when telling a story, the teller can also ask questions to keep the listener interested, e.g., *And guess what color his uniform is?*

#### Answers

1. she put the washing machine on
2. she watched TV
3. her brother came home
4. she discovered the problem

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and put a check in the correct column to indicate if the statements are true or false.
2. Play CD2 Track 8 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. False
2. False
3. False
4. True
5. False

### Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. What is the speaker about to do before she tells this story? *She is going to go play tennis.*
2. What did her kid brother come home from? *Football practice.*
3. What color is her brother's uniform? *Red.*
4. What color were the nurse's uniform and tennis clothes before she washed them? *White.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the pictures and conversations. Explain that they will practice conversations about the story and ask follow-up questions to keep it going. Have a volunteer read the description aloud. Model the sample dialogue with the volunteer.
2. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch the roles of storyteller and listener.
3. Have a few pairs share their stories with the class.

### Optional Activity: Story Challenge

1. Have pairs think of and write a brief situation like that in A. Collect each pair's set-up, shuffle the papers, and distribute them to other pairs. Each pair then has to create a conversation based on the situation they receive. Note: If the class is extremely large, this can be done within groups.
2. Pair Work. Give students time to create their conversations.
3. Class activity. Have pairs perform their conversations for the class. When they are finished, the pair who created the situation can reveal its identity.

# unit 8

## Vacations

**Language Focus:** *Going to* and *will* for future

**Vocabulary:** Hotel jobs, bellhop, telephone operator, etc.

**Conversation Strategy:** Using questions to confirm understanding

### LESSON 1: My next vacation

*Student Book page 48*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? Do you ever go on vacation? Where would you like to go?*

#### 1. WHERE ARE YOU GOING TO GO?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see. Explain that students will rank the vacations listed in order from most interesting to least interesting.
2. Have the volunteers share their rankings with the class.

##### Activity B

*Class CD2, Track 9*

1. Explain to students that they will listen to a conversation about someone's summer vacation plans.
2. Play CD2 Track 9. Play the recording again, if necessary.

##### Language Note

Explain that we use *going to* and *will* to discuss future plans.

##### Culture Note

Explain that Java and Bali are islands in the archipelago of Indonesia. (An *archipelago* is a series of islands.)

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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 we can also use the present continuous to express a definite future arrangement, as in *But a friend is joining me there.*

*Student Book page 49*

#### 2. LANGUAGE FOCUS: GOING TO AND WILL FOR FUTURE

##### 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. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

##### Language Note

Explain that we use *going to* and *will* to express future plans. If definite plans have already been made, then we use *going to*. If we have an intention of something but haven't made definite plans, we can use either expression.

## Activity B

Class CD2, Track 11

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks with *going to* or *will*. Give students time to read the sentences and complete the activity.
3. Play CD2 Track 11 for students to check their answers. Play the recording again, if necessary.

### Answers

1. A: Where are you going to go for your next vacation?  
B: I'm going to go hiking with some friends.  
A: Oh, yeah? Where will you go?
2. A: Are you going to do anything for the long weekend?  
A: Yes, I'm going to visit some friends at the shore.  
B: That'll be nice. What are you going to do there?
3. A: Will you be here for the summer?  
B: No, I'm going to go to Taiwan.  
A: Yeah? What are you going to do there?  
A: Good luck. How long will you be there?  
B: I'll be there for six weeks altogether.

## Language Note

Explain that in conversation 1, B's response to the question *Where will you go*, conveys an indefinite sense of intention because it uses *will* and the word *probably*.

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

## Activity C

1. Explain that students will practice the conversations in B again. This time, they will use their own true information. If they don't have a vacation planned, they can pretend they do.
2. Pair Work. Have pairs do the activity.
3. Have pairs demonstrate their conversations for the class.

Student Book page 50

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 12

1. Focus students' attention on the chart. Explain that students will listen and check the correct part in the chart as people discuss their vacation plans.
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

Explain that you can use *going to* to express indefinite plans, but then you modify it with *probably*, e.g., *I think I'm probably going to just stay home and take it easy*. In this case, the speaker even used the phrase *I think*.

### Answers

- Who is going to help make something? Martin  
Who is going to take a train trip? Carla  
Who is going to use her computer skills? Anna  
Who is going to just relax at home? Jun-hao and Anna

## Activity B

1. Explain that students will listen again, only this time they mark true or false to indicate if the statement about each person is correct.
2. Play CD2 Track 12 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. False

## Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. Is Juan-hao going to get a summer job? *No*.
2. What is the name of the place Carla is going to go? *Green Island*.
3. What is Martin going to build this summer? *A sailboat*.
4. What is Anna going to help with on the film? *The special effects*.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the list of questions. Explain that students will interview a partner about their vacation preferences. Tell them to ask follow-up questions to get more information.
2. Pair Work. Put students in pairs and have them do the activity. Make sure students switch roles when they have completed the interview.

### Activity B

1. Explain that after students have completed their interviews in A, they will take turns to suggest

a good vacation for their partner based on the information from A.

2. Pair Work. Put students in pairs and have them do the activity. Make sure students switch roles when they have completed their suggestions.
3. Have several pairs share their conversations with the class.

### Optional Activity: Group Vacations

1. Explain that students will work in groups to come up with a group vacation they would all like to take based on their answers in A. To put students in groups, have each student rank which of the four issues in each of the questions is most important to them, for example, *Is traveling alone most important to you?* Or *Is going shopping on vacation most important?* After students have chosen their most important factors, have them separate into groups. (If there are too many students in a particular group, divide them further based on second and third criteria, etc.) If possible, you can bring in travel brochures or magazines to help students.
2. Group Work. Once students are in their groups, have them work together to decide on a vacation they would all like to take. Have them describe the location, the plan, and how they will get there. If possible, have them estimate how much this trip will cost. (Note: If students are working in a group that likes to travel alone, they can share ideas for their individual trips.)
3. Have groups share their vacation plans with the class. Tell the class to ask follow-up questions to get more information.
4. If time permits, have groups create a travel brochure or poster for their trip. Display them in the room.

## LESSON 2: Vacation jobs

Student Book page 51

### 1. HOTEL JOBS

#### Activity A

Class CD2, Track 13

1. Have students look at the pictures and numbered list of attributes. Explain that students will write the number that matches each picture. Note that more than one answer is possible.
2. Play CD2 Track 13. Have students listen and repeat. Play the recording again and have students repeat.

#### Suggested Answers

bellhop:	1, 3, 5
telephone operator:	2, 5
security guard:	1, 3
chef:	1, 4
server:	1, 4, 5
receptionist:	1, 5
room attendant:	1, 5
driver:	1, 3, 5
kitchen assistant:	1, 4

#### Language Note

Explain that in some varieties of British English, the final *r* in words isn't pronounced, e.g., *server* and *driver* would sound like *servah* or *drivah*.

#### Culture Note

Explain that a *receptionist* can also be called a *clerk* or a *conciierge* in the U.S. (*Conciierge* is a word that comes from French and is pronounced, *kon-see-air-dj'*.) A *driver* can also be called a *chauffeur* in both the U.K. and the U.S. Explain that a *room attendant* is sometimes called a *maid* in the U.S. And a *server* used to be called a *waiter* or a *waitress*, but most people don't use those terms today.

#### Activity B

1. Explain that students will talk about anyone they know who has a job like those in A. Model the sample dialogue with a volunteer. (If students don't know of anyone, they can compare their experiences of interacting with people who work at hotels or imagine what it is like to work at one.)
2. Pair Work. Put students in pairs and have them discuss the question.
3. Have pairs share their discussions with the class.

#### Activity C

1. Explain that students will talk with a partner to discuss any other jobs that people might have in hotels, e.g., *lifeguard at a swimming pool* or *bookkeeper*. Explain that pairs will list all of the possible jobs one can do at a hotel and then compare lists with another pair.
2. Pair Work. Put students in pairs and have them do the activity.
3. Group Work. Combine two or more pairs and have them compare their lists.
4. Have volunteers report on their group's results to the class.

## 2. CONVERSATION STRATEGY: USING QUESTIONS TO CONFIRM UNDERSTANDING

### Activity A

Class CD2, Track 14

1. Explain to students that they will listen to two conversations that include questions people use to confirm understanding. Questions that confirm understanding expand on the speaker's original comment, e.g., *The food wasn't very good?*
2. Play CD2 Track 14. Play the recording again, if necessary.

### Language Note

Explain that conversations that confirm understanding are like statements that are spoken with a rising intonation, and not like typical questions that use question words like *what*, *how*, etc.

### Culture Note

Explain that questions to confirm understanding help you to find out more information and also show the speaker that you are listening.

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 other expressions you can use to confirm understanding. Read them aloud and have students repeat.
2. Explain that pairs will practice the conversations in A again, this time using different expressions to confirm understanding.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

### Activity C

1. Focus students' attention on the example questions. Explain that pairs will add these confirming questions to the conversations below.
2. Give students time to write the sentences.
3. Check the answers as a class.

### Answers

1. You worked in a restaurant?
2. You want to earn extra money?
3. You took tourists around sightseeing?
4. You wore a uniform?

### Activity D

1. Explain that students will practice the conversations in A again, this time using their own information. Model the sample dialogue below with a volunteer.

#### Sample Dialogue

A: I worked at a restaurant last summer. It was OK.

B: The money wasn't good?

A: The money was pretty good, but it was very hard work.

B: So you're going to do it again this summer?

A: No, I'm going to work as a lifeguard. It'll be more fun.

2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles. Circulate and make sure they ask questions to confirm understanding.
3. Have several pairs say their dialogues for the class.

Student Book page 53

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 15

1. Focus students' attention on the first four columns in the chart. Explain that students will listen to people talk about vacation experiences. They will check what the people liked about the experiences and write X about what the people did not like.
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

Explain that when listening, people sometimes repeat the information as a question before asking a follow-up question. For example, in conversation 2, *You didn't have a good flight? That's too bad. But how was the vacation itself?*

### Culture Note

Explain it is OK to disagree with the speaker's opinions, but to do it too much may seem rude.

#### Answers

1. Tours, Food
2. Hotel, Tours, Food
3. Flight
4. Hotel, Tours, Food

### Activity B

1. Focus students' attention on the last two columns of the chart in A. Explain that students will listen again and put a check in the chart if the speakers' friends were surprised or not.
2. Play CD2 Track 15 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. Not surprised
2. Not surprised
3. Surprised
4. Not surprised

### Optional Activity: Total Recall

See if students can recall answers to these questions:

1. What was the name of the hotel where Pei-ting stayed? *The Palace Hotel.*
2. Where did Miguel eat every night? *The market.*
3. What was the name of the hotel where Max stayed? *The Prince Hotel.*
4. Who said it was the nicest hotel they've ever stayed at in conversation 4? *Kazu's wife.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the survey. Explain that they will fill it out about their last vacation. (They can make up answers about an imaginary trip if they need to.) Give students time to write their answers.
2. Pair Work. Model the sample dialogue with a volunteer. Put students in pairs and have them compare their answers and ask follow-up questions. Make sure they switch roles.
3. Have a few pairs share their stories with the class.

### Activity B

1. Explain that pairs will work together to make up their own dream vacations. This time they will answer the questions in the survey from A with information about their dream vacations.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have pairs tell the class about their dream vacations.

### Optional Activity: A Strange Trip!

1. Have pairs come up with a brief story about a vacation that was strange, funny, or bad. For example, the hotel lost their reservation, they crashed the rental car, etc.
2. Pair Work. Give pairs time to create their situation.
3. Group Work. Have pairs work with another pair to tell their story of their unfortunate trip. Make sure the listening pair asks follow-up questions. Then have pairs switch roles.
4. Have groups share their stories with the class. Have the class ask follow-up questions.

# unit 9

## Socializing

**Language Focus:** Quantifiers

**Vocabulary:** Things people talk about, sports, work, nightlife, etc.

**Conversation Strategy:** Making small talk

### LESSON 1: Interests

*Student Book page 54*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? What do you like to do in your free time?*

#### 1. DO YOU WATCH MUCH TV?

##### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see. Explain that students will check their favorite free-time activities.
2. Have the volunteers share their favorite activities with the class.

##### Activity B

*Class CD2, Track 16*

1. Explain that students will listen to a conversation about how people spend their free time.
2. Play CD2 Track 16. Play the recording again, if necessary.

##### Language Note

Explain that *soap operas* are dramatic series with a continuing storyline about everyday life; *documentaries* are informative shows about people, places, or things; and *nature programs* are shows about nature, like animals or the environment. *Reality shows* are very popular and star real people, not actors. We use the words *programs* or *shows* interchangeably, but a *series* is a continuing story.

##### Culture Note

Explain that most homes in the U.S. have *cable TV*, which provides hundreds of *channels*. Many people

also have *TIVO* (pronounced *tea-voh*), which is a way of recording programs to watch them when it is convenient.

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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. Explain that students will discuss with a partner whether they watch a lot of TV or not. They can model their conversations after the conversation in B and use their own true information.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Ask several pairs to demonstrate for the class.

*Student Book page 55*

### 2. LANGUAGE FOCUS: QUANTIFIERS

#### Activity A

*Class CD2, Track 17*

1. Have students look at the language box. Explain that quantifiers modify the nouns they come before. Give them time to read the examples.

2. Play CD2 Track 17. Have students listen. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

### Language Note

Explain that before count nouns (e.g., *books*), we use *many*, *a few*, *a couple of*, and *none of*. Before non-count nouns (e.g., *TV*), we use *not much*, *a little*, *a bit of*, and *no*. We can use the following quantifiers before both count and non-count nouns: *all of the*, *most of the*, *some*, *any*, *enough*, *a lot of*, *quite a lot*. We use *some* in positive statements and *any* in negative statements.

### Optional Activity: Quantifier Practice

1. If students would benefit from extra practice with quantifiers, do this simple activity. Explain that students will use the four activities listed at the top of page 54 or any others that they can think of, and tell their partner four sentences that quantify how much they do each of those things. Students should use the quantifiers in A. For example, *I don't watch a lot of TV. I read many books. I don't play many sports. I listen to music quite a lot.*
2. Pair Work. Have pairs do the activity. Make sure they take turns to say their sentences.
3. Have volunteers say their sentences for the class.

### Activity B

Class CD2, 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 quantifiers from A. Remind students to pay attention to the count and non-count nouns to decide which quantifier to use. Give students time to read the sentences and complete the activity.
3. Play CD2 Track 18 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. A: Do you read many books and magazines?  
B: I read quite a lot of magazine but not many books.
2. A: Do you play many sports?  
B: No, I don't play a lot. I only play squash on the weekends.  
A: I don't play much either. I'm always too busy.
3. A: Do you listen to much music?  
B: Yeah, I listen to a lot of music. I listen to my MP3 all the time.
4. A: Do you watch much TV?  
B: Yes, I watch it a lot but mainly on the weekends.

### Language Note

Explain that in conversation 2, *squash* is a racquet sport. Also, you can use *either* at the end of a sentence to make an additional comment in the negative, e.g., *I don't play either*. But you would use *too* for a statement in the positive, *I play squash too*.

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

### Activity C

1. Explain that students will practice the conversations in B again. This time, they will use their own true information. Explain that they should discuss how much they do something.
2. Pair Work. Have pairs do the activity. Make sure they take turns and compare their activities.
3. Have pairs demonstrate their conversations for the class.

Student Book page 56

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 19

1. Focus students' attention on the list. Explain that students will listen to people talking to friends and number the five topics they hear, in order from 1 to 5.
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

Remind students that in natural conversations people often ask double questions, follow-up questions, and tag questions. Explain that a *series* is a TV show with a continuing storyline, typically broadcast weekly.

### Culture Note

Remind students that people often disagree in conversations when discussing movies, music, TV shows, books, etc., and it's OK as long as it is done politely.

#### Answers

- |                     |                 |
|---------------------|-----------------|
| 1. a movie          | 4. a book       |
| 2. a concert        | 5. a TV program |
| 3. a sporting event |                 |

## Activity B

1. Explain that students will listen again, only this time they write a check to indicate if one speaker, neither speaker, or both speakers liked or didn't like the topic.
2. Play CD2 Track 12 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

- |                             |                         |
|-----------------------------|-------------------------|
| 1. They both liked it       | 4. One of them liked it |
| 2. They both liked it       | 5. They both liked it   |
| 3. Neither of them liked it |                         |

## Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. Where did the woman see *The Shadow*? *On a flight.*
2. How many people were in the crowd at the concert? *Thousands.*
3. How many points does Mitchell usually get? *At least 20.*
4. What does the second speaker wish he hadn't bought in conversation 4? *The new book.*
5. How was the computer that you wear like a pair of glasses operated? *By moving your eyes.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the survey. Explain that students will fill it out with their own information. Point out that the verbs in the far right column are the past tense of the verbs in the left column. First they will check how frequently they do the things listed, then they will make note of the last one they \_\_\_\_, e.g., *bought*.
2. Give students time to complete the survey for themselves.

### Activity B

1. Explain that after students have completed their surveys, they will take turns to ask and answer questions in A and talk with a partner about their answers in the last column.
2. Pair Work. Put students in pairs and have them do the activity. Make sure students take turns to ask and answer questions.
3. Have several pairs share their results with the class.

## Optional Activity: Guess Who?

1. Explain that students will work in groups of six to ten to play a guessing game. On a sheet of paper, each student will write a topic and the last thing they did within that topic. For example, *Book: The Great Gatsby*. Students should not write their names on the paper. Students should fold the papers and mix them up. Then each student takes a turn to draw a paper, read it, and then try to ask questions to the person in the group they think did that thing. If the questioning proves the person is a match, then the student gets to keep the paper and the next student takes a turn. If the questioning does not indicate a match, the paper goes back into the pile, and the next student goes. The student with the most papers in the end wins. Questions should be about (1) how often the person does the topic, and then (2) if they have engaged in that specific one. Write the sample dialogue on the board, and practice it with volunteers.

### Sample Dialogue

A: My paper says *Movie: Gladiator*. Let's see, Juan, do you watch movies a lot?

Juan: Yes, I do.

A: Was *Gladiator* the last movie you watched?

Juan: Yes, it was!

(Student A keeps the paper. Student B goes next.)

B: My paper says *Magazine: Vogue*. Um, Carla, do you read magazines often?

Carla: Sometimes.

B: Was the last magazine you read? *Vogue*?

Carla: No, it wasn't.

B: Oh, well.

(Student B puts the paper back into the pile.)

Note: If a student draws their own paper, they should put it back in the pile, mix it up, and draw again.

2. Group Work. Put students in groups and have them do the activity.

## Optional Activity: Group Chat

1. First, separate students into groups based on their favorite free-time activities. Explain that students will work in topic-specific groups to discuss the latest things they've done within that topic. Tell students to compare notes on how frequently they engage in the activity and what the latest thing they've completed was. They should compare notes and have a general discussion.

2. Group Work. Have students discuss their topics. Circulate and make sure students ask follow-up questions and all participate.
3. Have groups report on their findings to the class.

### Optional Activity: Topic Quiz

1. If time permits, put students into small groups based on the kind of topics they like, e.g., books, movies, sports, etc. Explain that each group will write five trivia questions and answers about their topic. For example, the sports group might write: Q: *Who is the shortstop on the Yankees?* A: *Derek Jeter*. Students will write the questions and answers on small pieces of paper. Give groups time to do this.
2. Class Game. Students remain in their groups. Collect all of the pieces of paper. Mix them up. One student from a group chooses a question and reads it aloud. The other groups compete to be the first to raise a hand and then say the correct answer. If the group member says the correct answer, the group gets a point. Going around the room, the next group takes a turn to read a question. The group with the most points in the end wins. (Groups can answer their own question; only the person who is reading the question can't answer it during that turn.)

## LESSON 2: Making small talk

Student Book page 57

### 1. THINGS PEOPLE TALK ABOUT

#### Activity A

Class CD2, Track 20

1. Have students look at the pictures of things people talk about. Explain that students will put two checks, one check, or a 0 in the boxes by each picture to indicate how often they talk about the things listed. Give students time to do this.
2. Play CD2 Track 20. Have students listen and repeat. Play the recording again and have students repeat.
3. Have a few volunteers share their responses with the class. Ask students to name other topics they usually talk about, e.g., work, common friends, news, politics, etc.

#### Language Note

Remind students that *studying* and *shopping* are gerunds, i.e., verbs used as nouns.

#### Culture Note

Explain that in the U.K., *vacations* are often referred to as *holidays*.

### Activity B

1. Focus students' attention on the list of people. Explain that they will write down what topics they would talk about with each of those people and then they will discuss their answers with a friend. Give students time to write their answers.
2. Pair Work. Put students in pairs and have them discuss the topic.
3. Have pairs share their discussions with the class.

### Activity C

1. Explain that students will choose one of the topics from A and discuss it with a partner. Students should use the conversation techniques they have learned to keep the conversation going, such as giving additional information when asking questions, asking double questions, clarifying understanding, asking what happened next, etc.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and help as necessary.

Student Book page 58

## 2. CONVERSATION STRATEGY: MAKING SMALL TALK

#### Activity A

Class CD2, Track 21

1. Explain to students that they will listen to three conversations that demonstrate small talk. *Small talk* is discussing light topics, like hobbies and interests, nothing very serious or intensely personal.
2. Play CD2 Track 21. Play the recording again, if necessary.

#### Language Note

Point out that in these conversations to make small talk, the questioner often bought time by responding with responses such as *oh yeah* or *I see*, before asking the next question.

#### Culture Note

Asking very personal questions to someone you don't know very well is considered rude.

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 other expressions you can use to initiate small talk. Read them aloud and have students repeat.
2. Explain that pairs will practice the conversations in A again, this time using different expressions to initiate conversations and then taking the discussion from there.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

## Activity C

1. Explain that students will complete the chart. If students met the following people at a party, what three small talk questions would they ask them? All questions must be different. Give students time to write the sentences.
2. Pair Work. Put students in pairs and have them practice asking and answering questions.
3. Have pairs demonstrate their conversations for the class.

## Activity D

1. Explain that students will practice the conversations in A again, this time using their own information. Model the sample dialogue below with a volunteer.  
*Sample Dialogue*  
A: Did you go to the parade this weekend?  
B: No, I missed it.  
A: Oh, that's too bad. It was good. What did you do instead?  
B: I slept in.  
A: Oh... Were you out late the night before?  
2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles.  
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 pictures. Explain that students will listen to people talking at a party. They will number the pictures from 1 to 3 in the order they hear about them to guess what occupation each person has.

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

We often refer to the kind of work someone does as a *line* or a *field*, as in *Do you work in that field?* Or *What line of work are you in?*

### Culture Note

Explain that when speaking to someone you want to show respect to, such as the brother's coach in conversation 1, you can address a man as *sir* and a woman as *ma'am*. This is very polite and somewhat formal.

Answers		
1	3	2

## Activity B

1. Explain that students will listen again, and this time they will check which of the two statements is true.
2. Play CD2 Track 22 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

Answers
1. a.
2. b.
3. b.

## Optional Activity: Total Recall

See if students can recall answers to these questions:

1. What is the name of the kid brother? *Jake Lee*.
2. What street is the Thai place Lek works at on? *King Street*.
3. What is Simon majoring in? *Guitar*.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will add two more topics at the bottom of the list and then write two questions for each topic.
2. Give students time to do the activity.

### Activity B

1. Explain that students will ask and answer their classmates' questions from A. Remind them to ask follow-up questions.

2. Class Activity. Have students stand up to do the activity.
3. Have volunteers tell the class what they learned about their classmates.

### **Optional Activity: Group Speak I**

---

1. Put students into groups based on their favorite topics, e.g., sports, movies, food, etc. Try to make all of the groups have the same number of students. Explain that students in each group will sit in a circle. One student initiates the conversation, the next student responds, the third asks a new question related to the topic, etc. The group sees how long they can keep a topic going around the circle. Set a brief time limit of one to two seconds in which the next person must respond, or else the conversation is broken.
2. Group Work. Give the groups a certain amount of time to do the activity.
3. Have groups share how many times around the circle each group got.

### **Optional Activity: Group Speak II**

---

1. As in the Optional Activity above, except this time, have groups of students of mixed topic interests speak. Therefore, the student who initiates the conversation can begin with any topic.
2. After students are done, ask them if they noticed any difference in keeping the topic going based on having groups interested in the same topics, versus those interested in different topics.

# unit 10

## Talents and Learning

**Language Focus:** Modal verb *can*

**Vocabulary:** Things we learn at college, health education, urban planning, etc.

**Conversation Strategy:** Asking for more details

### LESSON 1: Talents

*Student Book page 60*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? What are you good at? Do you play the piano or guitar?*

#### 1. WHAT ARE YOU GOOD AT?

##### Activity A

1. Focus students' attention on the pictures and labels. Have volunteers describe what they see. Explain that students will circle the activities they have had lessons in.

##### Language Note

Explain that *dancing, cooking, and drawing* are all *gerunds*, or verbs used as nouns.

2. Have the volunteers share their answers with the class and also say other areas they have taken lessons in.

##### Activity B

*Class CD2, Track 23*

1. Explain that students will listen to a conversation in which people talk about music lessons.
2. Play CD2 Track 23. Play the recording again, if necessary.

##### Language Note

Explain that *can* is a modal verb that expresses the ability to do something.

##### Culture Note

Explain that when discussing ability to do something, it isn't polite to brag about one's abilities. For example, you'd say that you *play the piano fairly well*, rather than, *I'm the best piano player!*

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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: MODAL VERB CAN

##### Activity A

*Class CD2, Track 24*

1. Have students look at the language box. Explain that modal verbs are auxiliary verbs that modify the verbs that come after them. Give them time to read the examples.
2. Play CD2 Track 24. Have students listen. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

##### Language Note

Explain that *can* is used with present and future tense verb forms, and *could* is the form of *can* used with past tense. The modal verb *can* doesn't take an *s* in the third person, e.g., *I can play tennis. He can play tennis.* Point out that you don't use two modals together, e.g., *She will can sing well.*

## Activity B

Class CD2, Track 25

1. Explain that students will fill in the blanks with the correct form of *can* from A. Remind students to pay attention to what tense the verb is in. Give students time to read the sentences and complete the activity.
2. Play CD2 Track 25 for students to check their answers. Play the recording again, if necessary.

### Answers

1. A: Can you play any musical instruments?  
A: You can play the drums! Cool.
2. A: How well can you sing?  
A: My friends tell me I have a terrible voice. They say I can't sing in tune and always miss the right notes.  
B: Could you sing for me? Let me hear you sing.
3. B: Not very well. I could play quite well a few years ago but I haven't played for a while. Do you play?  
A: Yeah, but I can't play very well. I'm taking lessons at the moment.
4. A: Could you speak English when you were 10?  
B: Yes, I could a little. I started studying English when I was seven. Could you?  
A: No, I couldn't. I didn't start to study English until I was 12.
5. A: Can you speak any other foreign languages?  
A: I can't speak French but I can speak a little Spanish. I'm taking Spanish 101 this semester.  
A: I can't right now. I'm in a hurry. Maybe later!

### Language Note

Explain that students can pay attention to the time clues in the sentences—e.g., *a few years ago*, *at the moment*, and *when I was seven*—to help determine whether to use *can* for present and future or *could* for the past.

### Culture Note

If necessary, explain that numbers used in college courses like *101* in *Spanish 101* are common ways to number college courses to indicate their difficulty: 100 series are typically freshman (first year) classes, 200 level are sophomore (second year) classes, etc.

3. Pair Work. Put students in pairs or small groups. Have them practice the conversations. Make sure they change roles.

## Activity C

1. Explain that students will practice the conversations in B again. This time, they will use their own true information. Explain that they should discuss what things they can or cannot do.
2. Pair Work. Have pairs do the activity. Make sure they take turns and compare their activities.

3. Have pairs demonstrate their conversation for the class.

Student Book page 62

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD2, Track 26

1. Focus students' attention on the first three rows in the chart (the last two rows will be used in Activity B). Explain that students will listen to Carlo talk about the things he *can* or *can't* do and put a check in the correct column.
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 *can* can be replaced by *able to*, e.g., *You can water-ski too?* becomes *You're able to water-ski too?* Similarly, *could* can be replaced by *was able to*, as in *Could you speak English when you were 10?* Or *Were you able to speak English when you were 10?*

### Culture Note

Point out that when talking about the things he's done, the listener compliments him, but Carlo is humble about his abilities and doesn't brag.

### Answers

Sing	No
Water-ski	Yes, but not very well
Take photographs	Yes, pretty well
Kayak	Yes, but not very well
Cook	Yes, but not very well

## Activity B

1. Focus students' attention on the bottom two rows in the chart in A. Explain that students will listen to the conversation again. This time they will check the correct column for when Carlo did those things.
2. Play CD2 Track 26 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### Answers

Water-ski	Don't know
Take photographs	Learned a long time ago
Kayak	Don't know
Cook	Learned recently

### Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. Where was Carlo's vacation? *White Mountain.*
2. When was he in photography club? *In junior high.*
3. When does he seem to end up going in circles? *When he's kayaking.*
4. Who is teaching him to cook? *His girlfriend.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the list. Explain that students will circulate and find someone who can or could do the things listed. Give students time to look over the list and see if they need clarification of any of the terms.
2. Class Activity. Have students stand up to do the activity. Set a time limit and have them circulate and talk to people, taking turns to ask and answer questions.
3. After the time is up, students return to their seats.

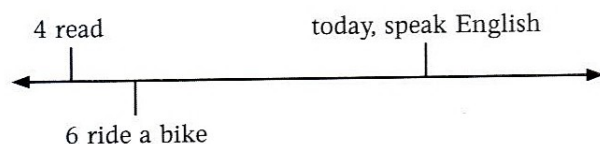
### Activity B

1. Class Activity. Have students share the two most interesting things they learned about their classmates with the class.

### Optional Activity: Can and Can't Time Line

1. Explain that students will create a time line for their life. Demonstrate by drawing a time line on the board. Begin to mark lines on it like below and explain *I could read when I was four. I could ride a bike when I was six. Today, I can speak English.* Give students time to make their own time lines.

*Sample time line*



2. Pair Work. After students have completed their time lines, have them work in pairs to explain what they could do when, as in the example above.
3. Display the time lines around the room if time permits.

## LESSON 2: School learning

Student Book page 63

### 1. THINGS WE LEARN AT COLLEGE

#### Activity A

Class CD2, Track 27

1. Focus students' attention on the pictures and labels for the subjects they can study at colleges in the U.S. Have students describe what they see. Look up the definitions of any of the subjects students are unfamiliar with that aren't noted below. Explain that students will check the topics that sound interesting to them.
2. Play CD2 Track 27. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Point out that *media studies* and *applied arts* are plural subjects. Remind students that in the U.S. *you study a subject*, but in the U.K. *you read a subject*.

#### Culture Note

Explain that *urban planning* involves land use planning and architecture. *Green* or *environmentally friendly architecture* is a particularly popular field of study these days. *Media studies* is the study of mass communication, like journalism and political economy. *Applied arts* is visual communication, like that in design and advertising.

3. Have volunteers share with the class the subjects they found interesting.

#### Activity B

1. Focus students' attention on the list of topics. Explain that these are topics you can learn more about when you study the subjects in A. Students will write in which course they might learn about the listed topics. Explain that there may be more than one answer possible. Give students time to write their answers.
2. Class Work. Check the answers as a class. Discuss the possible answers and how the topics relate to the subjects.

Answers	
website design	3, 4
weaving and pottery	5, 9
road design	2
filmmaking	3
citizens' rights	?
nutrition for teenagers	1
how to persuade people	3, 6, 8
choosing colors	3, 5, 9
parks and gardens	2
teenage crime	2, 7, 8
learning to read	8
home decoration	5, 9

### Activity C

1. Explain that students will work in pairs to discuss their majors and courses they are taking. Remind them to ask and answer questions to keep the conversation going.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and help as necessary.

#### Language Note

Remind students that you can *study a course*, *take a course*, or *take a class*. Remind students that in the U.S. you major in urban planning, you are an urban planning major, or you majored in urban planning. In the U.K. you read urban planning.

Student Book page 64

## 2. CONVERSATION STRATEGY: ASKING FOR MORE DETAILS

### Activity A

Class CD2, Track 28

1. Explain to students that they will listen to conversations in which people ask for more details.
2. Play CD2 Track 28. Play the recording again, if necessary.

#### Language Note

Point out that typical questions that ask for more details can be *Wh-* questions, such as *what*, *where*, *when*, *who*, and *how*. They can also be Yes/No questions like *Did the course teach you how to cook?* Explain that *home ec* means home economics and often includes simple bookkeeping and cooking.

#### Culture Note

Explain that asking for more details isn't rude, especially if the questions are of a general rather than overly personal nature.

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 other questions that ask for more information. Read the questions aloud and have the class repeat.

#### Language Note

Remind students of the rising intonation of *Wh-* questions and the falling intonation of Yes/No questions.

2. Explain that pairs will practice the conversations in A again, this time using the new questions.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will match the statements to the detail questions. Then they will practice with a partner and give their own answers. Give students time to match the sentences.
2. Check the answers as a class.

Answers
1. Did you take lessons or did you learn it on your own?
2. Did the course teach you how to open your own design business?
3. Do you need to be good at math to do the course?
4. Do you think it was a good place to go to school?
5. Have you ever been to Spain or Mexico?

3. Pair Work. Put students in pairs and have them practice asking questions and providing their own answers.
4. Have pairs demonstrate their conversations for the class.

### Activity D

1. Explain that students will practice the conversations in A again, this time adding their own detail questions. Model the sample dialogue below with a volunteer.

#### Sample Dialogue

A: I took a sailing course recently.

B: Did you get certified to sail?

A: Not yet. I still have a few more classees to finish.

B: Where are you taking the course?

2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles.
3. Have several pairs say their dialogues for the class. Have the class ask detail questions.

Student Book page 65

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD2, Track 29

1. Focus students' attention on the topics. Explain that students will listen to people talking about their college experiences and will number five of the topics from 1 to 5 in the order they hear about them.
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

Point out that we often use expressions like *Oh!* and *Really?* to express surprise when listening. Explain that to study *under* someone means that person teaches (or coaches) you.

#### Culture Note

Explain that if students are unfamiliar with a topic, they can find out more about it by asking personal questions such as *What did you like best about it?* or *How did you become interested in that field?* or even saying *I don't know much about economics, tell me more about it.*

#### Answers

1. cost
2. reasons
3. courses
4. examples
5. teachers

#### Activity B

1. Explain that students will listen again. This time they will check if the listener was surprised by something he or she heard.
2. Play CD2 Track 29 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

- |                  |                  |
|------------------|------------------|
| 1. Not surprised | 4. Surprised     |
| 2. Surprised     | 5. Not surprised |
| 3. Surprised     |                  |

### Optional Activity: Total Recall

See if students can recall the answers to these questions:

1. How long did the first person study in the U.K.? *For two years.*
2. What Asian languages did the person in the second conversation study? *Japanese and Korean.*
3. What do televisions commercials and magazine ads have an impact on? *Customers.*
4. At what kind of college did the person in the fourth conversation study art? *A technical college.*
5. What did the coaches mentioned in the last conversation used to be themselves? *Champions.*

### 4. JOIN IN

#### Activity A

1. Focus students' attention on the survey about their high school experiences. Explain that students will fill out surveys about themselves.
2. Give students time to do the activity.

#### Activity B

1. Explain that students will ask and answer questions about the survey from A with a partner. Remind them to ask follow-up questions. Model the sample dialogue with a volunteer.
2. Pair Work. Have students do the activity. Make sure they both ask and answer questions.
3. Have volunteers tell the class what they learned about their classmates.

### Optional Activity: Role Play

1. Tell students that they will fill out the survey again, only this time, they will take turns role playing being a career counselor and a student who is looking for a major. Remind students they can use their own true information or think of funny characters to play, such as the student who knows it all. Give students time to think of their survey answers.
2. Pair Work. Put students in pairs. First one student acts as the advisor and asks questions, and tries to determine what an appropriate major and future career would be. Then students switch roles.
3. Have pairs perform their role plays for the class.

# unit 11

## People in the News

**Language Focus:** Tag questions

**Vocabulary:** Successful people in the arts, Pablo Picasso, David Blaine, etc.

**Conversation Strategy:** Expressing degrees of certainty

### LESSON 1: Famous people

*Student Book page 66*

#### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? Can you name any famous artists? Can you think of any famous musicians?*

#### 1. WHAT DID THEY DO?

##### Activity A

1. Focus students' attention on the pictures and labels. Have volunteers describe what they know about the people mentioned. Explain that students will take notes on what they know about the people and then talk with a partner to compare notes. Give students time to think of their own answers.
2. Pair Work. Have pairs compare notes to discuss what they know about the people pictured.
3. Have pairs share their ideas with the class.

##### Culture Note

*Walt Disney* (1901–1966) was the award-winning American filmmaker who created Mickey Mouse and Disneyland. *William Shakespeare* (1564–1616) was the British playwright who wrote world-famous plays, including *Hamlet*, *Macbeth*, and *A Midsummer's Night's Dream*. *Indira Gandhi* (1917–1984) served as the three-time prime minister of an independent India. Assassinated in 1984, she was the daughter of former PM Nehru. (Pronounced *In-DEE-rah GHAN-dee*.) *Rudolf Nureyev* (1938–1993) was a Russian ballet dancer and the dance partner of Margot Fonteyn. In 1961 he *defected* (left) the Soviet Union (now Russia). (Pronounced *New-RAY-yef*.) *Charlie Chaplin* (1889–1977) was a British filmmaker and star of silent films, e.g., *Modern Times*. He was well known for his character the Little Tramp.

##### Activity B

Class CD2, Track 30

1. Explain that students will listen to a conversation in which people talk about a book that one of them is reading.
2. Play CD2 Track 30. Play the recording again, if necessary.

##### Language Note

Explain that when discussing books, we often say *it's a long book* if it has many pages, not *it's a big book*.

##### Culture Note

Explain that *The Da Vinci Code* is a best-selling mystery novel published in the U.S. in 2003.

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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

Point out two ways of clarifying information like someone's identity are to say *she was the one who wrote...* or more directly, *she wrote...* . Both statements are then followed by a tag question in the appropriate tense.

## Culture Note

P. D. James is a popular British crime novelist. Isabel Allende is a Chilean novelist who writes novels of magical-realism.

Student Book page 67

## 2. LANGUAGE FOCUS: TAG QUESTIONS

### Activity A

Class CD2, Track 31

1. Have students look at the language box. Explain that tag questions are used to confirm understanding or information. Explain that tag questions can have rising intonation, which expresses uncertainty, or falling intonation to merely seek confirmation. Give them time to read the examples.
2. Play CD2 Track 31. Have students listen. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

### Language Note

Explain that tag questions for positive statements take a negative tag (*She was a writer, wasn't she?*). And negative statements take a positive tag (*She wasn't a writer, was she?*). The verb in the tag matches the main verb in the statement in tense, and if the main verb is an auxiliary verb (e.g., *be* or a modal like *can*), then the same verb is used in the tag. But if the verb is *write*, in the simple past, then *do* (*did*) is used in the tag (*She wrote a book, didn't she?*).

### Activity B

Class CD2, Track 32

1. Explain that students will fill in the blanks with tag questions like those in A. Then they will practice the conversations.
2. Play CD2 Track 32 for students to check their answers. Play the recording again, if necessary.

### Answers

1. A: J. K. Rowling wrote the Harry Potter books, didn't she?  
B: Yes, she did. I read all of them. They were great, weren't they?
2. A: Rain made his first Hollywood film in 2007, didn't he?  
B: Yes, I think so. And he used to act on television in Korea, didn't he?
3. A: Kawabata Yasunari was a very successful writer, wasn't he?  
A: Right. And he won the Nobel Prize for Literature, didn't he?
4. A: I love Issey Miyake's clothes. He was born in Hiroshima, wasn't he?  
A: And he created perfumes too, didn't he?

### Language Note

Remind students that the intonation of tag questions reflects the speaker's certainty. They are also sometimes used for conversational effect or to get the speaker to agree with us.

### Culture Note

Explain that it is common to discuss famous people and piece together what you both know about the person. All of these examples show positive interactions; however, if someone's facts are mistaken, it is best to respond with a gentle correction, such as: *Really? Stephanie Meyers didn't write Harry Potter, did she? Wasn't she the one who wrote Twilight?*

3. Pair Work. Put students in pairs or small groups. Have them practice the conversations. Make sure they change roles.
4. Have pairs demonstrate their conversations for the class.

### Activity C

1. Explain that students will use tag questions to write three statements about famous people they know. Then they will share these statements with the group and discuss. Model the sample dialogue with a volunteer.
2. Group Work. Put students in groups and have them do the activity. Make sure they take turns to speak and use tag questions.
3. Have groups share their information with the class.
4. If time permits, have a class discussion in which all students share what they know about the people mentioned.

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD2, Track 33

1. Focus students' attention on the list of people talked about in the news. Explain that students will listen and number the people from 1 to 5 in the order they hear about them. Explain that students will need to listen carefully to infer the occupation being discussed.
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 we can use the word *work* to refer to an artistic work in any media—paintings, singing, dancing, or anything.

#### Culture Note

Point out that when talking about actors and actresses, these days, some people refer to both males and females as *actors*. This is part of the larger trend of referring to occupations as gender neutral, such as *server* (instead of *waiter* or *waitress*) and *mail carrier* (instead of *mailman*).

#### Answers

1. a writer
2. an actress
3. a music group
4. an opera singer
5. a movie director

#### Activity B

1. Explain that students will listen again, only this time they will circle the correct words to complete the statements.
2. Play CD2 Track 33 again. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. haven't
2. almost never
3. all
4. going to see
5. didn't agree

### 4. JOIN IN

#### Activity A

1. Focus students' attention on the chart. Explain that students will write six statements about famous singers, actors, writers, and movie directors. Two of the statements should be false. Then they will work with a partner to see if the partner can correct the false information. (Note: If this is too difficult for students to do on their own, have pairs work together to write statements and then work with another pair.) Remind students to use tag questions.
2. Pair Work. Have partners take turns to read their statements to each other. Model the example dialogue. Can the partner identify and correct the two false statements? Circulate and help as necessary.
3. Have volunteers share their results with the class.

#### Optional Activity: Who Am I?

1. Explain that students will choose a famous artist to be. It can be a singer, dancer, musician, anyone. They should spend a few minutes thinking of what they know about that person and take notes.
2. Group Work. Put students in small groups in a circle. One student starts as the questioner, the other students take turns and go around their circle to ask Yes/No questions to the person. For example:

#### Sample Dialogue

A: Are you a famous writer?

B: No, I'm not.

C: Were you a famous writer?

B: Yes, I was.

D: Were you American?

B: Yes, I was.

3. Have groups share their experience with the class.

#### Optional Activity: Talk Show

1. If possible, bring in magazines with famous artists, musicians, and celebrities. Explain that students will work in small groups of three or four. They will role play being on a talk show in which they discuss celebrities. Two students can be funny or annoying hosts and one or two students can be the celebrities they interview. Students can use ideas from the magazines to create their characters. Give the groups time to think of their role plays.

2. Group Work. Students work together to practice their talk shows.
3. Have groups perform for the class. If time permits, allow the class to ask questions, like on a real talk show.

## LESSON 2: Celebrities

Student Book page 69

### 1. SUCCESSFUL PEOPLE IN THE ARTS

#### Activity A

Class CD2, Track 34

1. Focus students' attention on the list of occupations and pictures of successful people in the arts. Have them describe who they see. Explain that students will write the number of the occupation next to the picture of the person who does it.
2. Play CD2 Track 34. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Point out that *an illusionist is a magician. A recording artist is someone who records music. An artist can refer generally to anyone who creates works of art in any media; however, it often most simply means one who paints or draws.*

#### Answers

1. Luciano Pavarotti
2. Mozart
3. Yunjin Kim
4. J. K. Rowling
5. Karena Lam
6. Pablo Picasso
7. David Blaine
8. Peter Jackson
9. Vanessa Mae

#### Activity B

1. Explain that students will work with a partner to discuss the people in A. They should talk about what they know about them and their work.
2. Pair Work. Have pairs do the activity.
3. Have pairs share their information with the class.

#### Culture Note

Pablo Picasso: Spanish artist, cubism movement, painter of *Guernica* and other works. David Blaine: American illusionist and master of record-breaking stunts like sleep deprivation. Wolfgang Amadeus Mozart: Austrian classical composer of the opera

*Don Giovanni*, piano concertos, and others. Yunjin Kim: Korean actress, has appeared in television programs and movies in the U.S. and Asia. Peter Jackson: award-winning New Zealand director of the *Lord of the Rings* trilogy. Vanessa Mae: British pop star from Singapore who plays violin to techno style; the richest star under 30 in the U.K. in 2006. Karena Lam: an award-winning actress from Canada; starred in the successful Hong Kongese film *July Rhapsody*. J. K. Rowling: best-selling British author of the magical children's book series *Harry Potter*.

#### Activity C

1. Class Work. Have a class discussion about famous artists from your country or other countries. Have students discuss artists and their works. Model the sample expression.

#### Culture Note

Remind students that the titles of works sometimes end up different when the work is translated from another language; that is, titles aren't always translated directly.

Student Book page 70

### 2. CONVERSATION STRATEGY: EXPRESSING DEGREES OF CERTAINTY

#### Activity A

Class CD2, Track 35

1. Explain to students that they will listen to conversations in which people are discussing factual information and expressing degrees of certainty about it. For example, if you don't know exactly what year an album (or CD) came out, you can let the listener know by using phrases like *It could have been in the 1970s*.
2. Play CD2 Track 35. Play the recording again, if necessary.

#### Language Note

Point out that modals like *must have* or *could have* are used to express certainty and uncertainty.

#### Culture Note

Explain that it is polite to be honest about when you aren't certain of information. People prefer to know the truth and not be given false information.

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 other expressions that show degrees of certainty. Point out that the list is ordered from more certain to less certain. Read the expressions aloud and have the class repeat.

### Language Note

Remind students that people often draw out these expressions or put a tiny pause between these expressions and the statement when speaking. This helps alert the listener to the degree of certainty of the information to follow.

2. Explain that pairs will practice the conversations in A again, this time using the new expressions.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have a few pairs demonstrate their conversations for the class.

## Activity C

1. Explain that students will practice asking and answering the questions. First have students read through them and write in answers that show their own degrees of certainty.
2. Pair Work. Have pairs work together to ask and answer the questions.
3. Check the answers as a class.

### Suggested Answers

1. B: I'm almost certain it was Mariah Carey. / It was most likely Mariah Carey.
2. B: I'm pretty sure it was Puccini. / It must have been Puccini.
3. B: It must have been John Lennon. / I suppose it was John Lennon.
4. B: It must have been 2001. / I'm almost certain it was 2001.

4. Have a class discussion to talk about any answers students were unsure of.

## Activity D

1. Explain that students will practice the conversations in A again, this time adding their own information. Model the sample dialogue below with a volunteer.

### Sample Dialogue

A: Did you hear that Radiohead gave away their last album?

B: Are you sure? Didn't they let people pay whatever price they wanted to pay?

A: Oh, maybe you're right. I suppose I could have misunderstood.

2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles.
3. Have several pairs say their dialogues for the class. Have the class ask for further information or offer statements to clarify information.

Student Book page 71

## 3. LISTEN AND UNDERSTAND

irLanguage.com

## Activity A

Class CD2, Track 36

1. Focus students' attention on the two websites about famous people. Explain that students will listen and add the missing 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

Point out that both of these conversations demonstrate very natural dialogues in which the speaker is telling a lot of information and the listener is reacting to it, mostly by asking questions.

### Answers

#### Karena Lam

Born: Canada

Family: Mother is; from Taiwan

Trivia: commercials for MP3 players

#### Daniel Radcliffe

Born: July

First role: when he was 10

Second richest: teenager

## Activity B

1. Explain that students will listen again. This time they will listen to be sure the information they wrote down was correct.
2. Play CD2 Track 36 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class. Have the class compare notes if any information was incorrect.

### Answers

Answers will vary.

### Optional Activity: Total Recall

See if students can recall answers to these questions:

1. Who discovered Kareena Lam? *A talent scout.*
2. What has Kareena Lam had a lot of success in? *Movies.*
3. How often does the speaker check Daniel Radcliffe's website? *Just about every day.*
4. Who are Binky and Nugget? *Daniel Radcliffe's dogs.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the photos and questions. Explain that students will work in pairs to write four questions like the example about famous people. Model the dialogue with a volunteer.

### Language Note

Remind students that the 19th century means the 1800s, and the 20th century means the 1900s in the Western time-keeping tradition.

2. Pair Work. Give pairs time to do the activity.

### Activity B

1. Explain that students will work in groups to take turns asking and answering the questions they wrote in A.
2. Group Work. Have groups do the activity.
3. Have volunteers tell the class what they learned about famous people.

### Optional Activity: Famous People Face-Off

1. Tell students they will play a game in small teams. First each team will write down a few names of famous people so that you can collect 10 names from the class. (Divide the number of names each team provides equally to amount to 10.) Give students time to write their names and give you their lists.
2. Explain that you will read a name from one of the lists. Then you will give one minute to allow every student in every group to make note of as many facts as they can think of about that person. They can write simple facts, e.g., *John Lennon, married to Yoko, wrote Imagine*. Students stop writing when the time is up. Continue this until all names have been read and notes have been made.

3. Group Work. Have groups work together to compare their lists and come up with final lists of the facts they are sure about.
4. Class Work. Have teams compare their answers as a class, reading facts aloud. If another group has the same fact, both (or all) teams cross it out and neither team gets a point. If a group has a true fact that no other team had written down, then that fact remains and they get a point. Teams should discuss the facts and can challenge information if they wish. The team with the most facts/points at the end wins. (Note: Collect fewer names if time doesn't permit such a long game.)



# unit 12 Shopping

مرجع زبان ایرانیان

**Language Focus:** Embedded questions

**Vocabulary:** Problems with purchases, a tear, a hole, a crack, etc.

**Conversation Strategy:** Polite complaints

## LESSON 1: In a store

*Student Book page 72*

### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences, such as: *Hi! How are you today? Do you like to go shopping? Where do you go?*

### 1. WHERE CAN I FIND CHILDREN'S TOYS?

#### Activity A

1. Focus students' attention on the pictures and labels. Explain that students will circle the items they bought recently.

#### Language Note

Remind students that all of the items pictured can be singular or plural nouns, e.g., *shoes* are often pictured as two and are sold as a *pair (of shoes)*, so we usually refer to them as *shoes*. However, you can speak of just *one shoe* or *a shoe*.

2. Have volunteers tell the class about other things they bought recently.

#### Activity B

*Class CD2, Track 37*

1. Explain that students will listen to a conversation in which someone is asking questions while shopping.
2. Play CD2 Track 37. Play the recording again, if necessary.

#### Language Note

Explain that *something light to eat* means a snack, like a sandwich or a cake, and not a full meal. *Cafe* is short for *cafeteria* (which is originally a word from Spanish).

#### Culture Note

Explain that it is polite to say *thank you* or *thanks* after someone helps you by giving directions. Large department stores in the U.S. often have a cafe, snack bar, or restaurant in them. Shopping malls often have what is called a *food court*, which is a cluster of many fast-food restaurants.

3. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
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 B. Then read aloud the sentences for Practice 1. 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 73*

## 2. LANGUAGE FOCUS: EMBEDDED QUESTIONS

#### 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. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences.

### Language Note

Explain that *Could you*, *can you*, and *do you know* are ways of introducing a request or asking for information. *Could you* is a little more polite than the other two phrases. Point out that the embedded questions can be Yes/No questions, such as those that start with *if*, and *Wh-* questions, such as those that start with *where* or *when*. However, despite the introductory question, the answer to embedded questions is information, and not *yes* or *no*. The correct negative response to an embedded question is never *No*, but instead *Sorry*, *I don't know*.

### Culture Note

Remind students that we usually say *Excuse me* before asking for help, e.g., *Excuse me, could you tell me where the subway is?* And if you can't answer an embedded question, you should respond with something like *Sorry, I'm not sure* or *I'm afraid I can't help you*.

### Activity B

Class CD2, Track 39

1. Explain that students will rewrite the questions in brackets with embedded questions like those in A. Give students time to do the activity.

### Language Note

Remind students that to figure out if the embedded question is a Yes/No or *Wh-* question, they should answer the question as it is in brackets, and then find an example of it in A.

2. Play CD2 Track 39 for students to check their answers. Play the recording again, if necessary.

#### Answers

1. Could you tell me what hours department stores are open here?
2. Do you know if there's a good store in this neighborhood?
3. Do you know if they're having any sales at the moment?
4. Good idea. And do you know where there's a good place to get computers and electronic stuff?
5. A couple more things. Can you tell me where's a good place to buy clothes?
6. OK. Do you know if all of the stores there take credit cards?

3. Pair Work. Put students in pairs or small groups. Have them practice the conversations. Make sure they change roles.
4. Have volunteers demonstrate their conversations for the class.

### Activity C

1. Explain that students will practice the conversations again. This time they will use their own true information.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles.
3. Have pairs share their dialogues with the class.
4. If there is time, ask a few volunteers for information about places in your school.

Student Book page 74

### 3. LISTEN AND UNDERSTAND

#### Activity A

Class CD2, Track 40

1. Focus students' attention on the picture of different sections of a store. Explain that students will listen and number the places shown from 1 to 5 in the order they hear about them.
2. Play CD2 Track 40. Have students listen and do the activity. Play the recording again, if necessary.
3. Check answers as a class. Note: The Children's section is not numbered.

### Culture Note

Explain that a *changing room* is also called a *dressing room*. It's where we try on clothes.

#### Answers

1. Menswear
2. Furniture
3. Electronics
4. Sporting Goods
5. Photography

#### Activity B

1. Explain that students will listen again; only this time they will check which of the statements is true.
2. Play CD2 Track 40 again. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. a
2. a
3. a
4. a
5. b

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will make notes about where a good place in your town or city is for each of the items listed. Then they will discuss their answers in groups. Model the sample dialogue with a volunteer. Give students time to write their answers.

#### Culture Note

Explain that *secondhand clothes* means *used clothes* or *vintage clothes*. Typically clothes called vintage clothes are nicer, and often include designer brands.

2. Group Work. Put students in small groups. Have them discuss each of the topics on the form. Make sure students take turns to speak.
3. Have groups share their results with the class. Did most of the groups agree on places?

#### Optional Activity: Embedded Question Chains

1. If time permits, have small groups do this activity. Explain that students will sit in a circle of five to eight students. The first student will say another student's name and ask an embedded question. It must be an embedded question. The student called on must answer in the negative and then as quickly as possible ask another student a different embedded question. See how fast and how long the chain can keep going.

##### Sample Dialogue

A: Stella, do you know how to get to Jose's?

Stella: I'm afraid I don't. Miguel, can you tell me where's a good place to get coffee?

Miguel: I'm sorry, I don't know. Olga, where's a good place to buy computers?

Olga: You broke the chain! You didn't ask an embedded question.

2. Group Work. Put students in groups and have them do the activity. They can start over if the chain gets broken. Set a time limit. Circulate and listen to students to be sure they are asking and answering correctly and using embedded questions.
3. After the time is up, have groups say how many times around the circle they kept the chain going before having to start over again.

#### Optional Activity: Role Play

1. Explain that students will work together to create a dialogue in which someone asks for information or help, using embedded questions, and the other person or persons respond. To make it interesting,

students should work in pairs or small groups to come up with funny scenarios, such as lost tourists, over-accommodating shop owners, rude people who give bad advice, etc.

2. Group Work. Put students in small groups of two to four and have them create their scenes. Give them time to practice. Remind them to use embedded questions.
3. Have groups perform their role plays for the class.

## LESSON 2: Shopping problems

Student Book page 75

### 1. PROBLEMS WITH PURCHASES

#### Activity A

Class CD2, Track 41

1. Focus students' attention on the list of problems that items you buy can possibly have and the pictures. Have students describe what they see. Explain that students will match the problems with the pictures and then listen and repeat. Give students time to do the activity.
2. Play CD2 Track 41. Have students listen and repeat. Play the recording again and have students repeat.

#### Language Note

Point out that most of the problems are named using count nouns as indicated by the article *a*. The ones that don't—e.g., *broken*, *damaged*, or *(there's) something missing*—refer to the item itself.

#### Culture Note

Explain that many stores have a return policy in which you can take items that have problems back. Typically their policy is printed on the store receipt and you need to bring the receipt with you.

3. Check the answers as a class.

##### Answers

1	2	3	
4	5	6	7
8	9		

#### Activity B

1. Focus students' attention on the pictures. Explain that students will look at the things people have purchased to see how many problems they can find. Model the example dialogue.
2. Pair Work. Give students time to do the activity.
3. Check the answers as a class.

### Answers

Table: missing a leg; has a scratch; one leg is damaged  
Shirt: has a tear; missing a button  
Pants: has a stain, has a hole, has a tear

### Activity C

1. Explain that students will look around your classroom to find any items with problems from A. Give students time to do the activity.
2. Pair Work. Give students time to do the activity.
3. Check the answers as a class.

*Student Book page 76*

## 2. CONVERSATION STRATEGY: POLITE COMPLAINTS

### Activity A

Class CD2, Track 42

1. Explain to students that they will listen to conversations in which people complain politely about things that have problems.
2. Play CD2 Track 42. Play the recording again, if necessary.

### Language Note

Point out that when complaining politely, we state the problem using soft terms, such as *I think* or *it seems like*. Using a gentle approach like this is perceived as polite instead of directly stating *This is ruined!* The tone of voice one uses can also soften the delivery of a complaint.

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 other expressions that you can use to complain politely. Read the expressions aloud and have the class repeat.

### Culture Note

Remind students that vague statements are more likely to elicit help from a sales person than bold, direct statements. Point out that students should soften their tone of voice in addition to using vague statements.

2. Explain that pairs will practice the conversations in A again, this time using the new expressions.

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

### Activity C

1. Explain that students will use the phrases listed to complete the conversations. Remind students to match each problem to the corresponding conversation. Give them time to write their answers.
2. Pair Work. Put students in pairs and have them practice the conversations using their own answers. Circulate and make sure students have paired each problem with the corresponding item.
3. Have pairs demonstrate their conversations for the class.

### Activity D

1. Explain that students will practice the conversations in C again. This time they will think of a different problem for each item. Model the sample dialogue below with a volunteer.

#### Sample Dialogue

A: Could you help me?

B: What's the matter?

A: I bought this watch, but look. It seems like the hands are broken.

B: Oh, I see what you're saying. Would you like to return it?

A: Yes, please.

2. Pair Work. Put students in pairs and have them do the activity. Make sure they switch roles.
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 students will listen to people talk about problems they had with things they bought. Students will number five of the pictures from 1 to 5 in the order they hear about 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

Point out that a *refund* is when you get your money back. When you *exchange* something, you get a new version of the same item that has the problem.

#### Answers

1. CD
2. headphones
3. sunglasses
4. striped T-shirt
5. rice cooker

### Activity B

1. Explain that students will listen again. This time they will write the letter next to each conversation number to indicate the reason the item is being returned.
2. Play CD2 Track 43 again and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### Answers

1. a
2. c
3. c
4. b
5. a

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that students will do a role play in which they take turns being a store clerk and a customer who is returning something. Model the sample dialogue with a volunteer.
2. First students will fill out a reason to return the items in the chart. Give students time to write the reasons.
3. Pair Work. Give pairs time to practice their role plays. Be sure they take turns being the store clerk and the customer.
4. Have pairs perform their role plays for the class.

### Optional Activity: To Return or Not Return

1. Put students in small groups. Have them discuss themselves or people they know who have returned things. Did they return items that had problems? Or did they just change their mind? What happened? What kinds of things did they return? What reasons did they give? What kinds of phrases did they use?

2. Group Work. Put students in small groups and have them discuss items with problems and returning them.
3. Have groups share their discussions with the class. Have the class offer suggestions for how to deal with faulty items or give other advice.

# 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: Comfortable.
2.  
A: What does *boring* mean?  
B: It means not interesting.
3.  
A: What's a *chef*?  
B: A person who cooks food in a restaurant.  
M3: How do you spell that?  
A: C-h-e-f.
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 B

Class CD1, Track 3

- A: What's your name?  
B: Suzie Murphy.  
A: Is that S-U-S-I-E?  
B: No, it's S-U-Z-I-E.  
A: And how do you spell your last name?  
B: M-U-R, P-H-Y.

Student Book page 4

### 3. MONTHS AND DATES

#### Activity A

Class CD1, Track 4

January  
February

March  
April  
May  
June  
July  
August  
September  
October  
November  
December

#### Activity B

Class CD1, Track 5

1.  
A: When's your birthday, Bob?  
B: January.  
A: What date?  
B: January 1st.  
A: January 1st? That's New Year's too!
2.  
A: Sally, when is that meeting we have in New Jersey?  
B: In July... let me see, yeah, July 7th.  
A: July 2nd?  
B: No, the 7th.
3.  
A: When's your birthday, Jun?  
B: In February. February 23rd.  
A: Oh, so you're a Pisces.
4.  
A: When does school begin, Alex?  
B: Let's see... the first day of class is September 10th.  
A: The 10th?  
B: Yes, that's right.

Student Book page 5

### 4. TELLING TIME

#### Activity A

Class CD1, Track 6

It's four o'clock.  
It's ten after seven.  
It's a quarter after eight.  
It's half past six.  
It's ten to two.  
It's a quarter to nine.

#### Activity C

Class CD1, Track 7

- A: Here are the flight arrival times for today:
1. Flight SQ21 from Tokyo arriving at 3:30
  2. Flight TG83 from San Francisco arriving at 2:05
  3. Flight SQ22 from Toronto arriving at 7:15
  4. Flight OM99 from Beijing arriving at 9:50

## UNIT 1: Lesson 1

Student Book page 6

### 1. WHAT KINDS OF MOVIES DO YOU LIKE?

#### Activity B

Class CD1, Track 8

- A: Do you want to see a movie tonight?  
B: Maybe. What's on?  
A: Well, there's a comedy with Eddie Murphy, I think.  
B: No, I don't think so.  
A: Well, how about an action movie? There's a good Hong Kong action movie on right now. Do you like action movies?  
B: Yes, I do. I like them a lot.  
A: Great. Let me check the Internet and see what time it's on.

Student Book page 7

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 9

- A: Do you like action movies?  
B: Yeah, I like them a lot.  
C: Yes, I love them.  
D: They're OK.  
C: No, I don't like them very much.  
A: No, I can't stand them.  
A: Do you like film music?  
B: Yes, I really like it.

- A: Are you interested in pop music?  
 B: Yes, I am. I like it a lot.  
 C: No, I'm not very interested in it.  
 A: Are you interested in old movies?  
 B: No, I don't like them at all.

## Activity B

Class CD1, Track 10

1.  
 A: Do you like horror movies?  
 B: Not really. I don't like them very much. Do you?  
 A: Yes, I do. I like them a lot. One of my favorites is *Night of the Living Dead*.  
 B: Oh, I never saw it.
2.  
 A: Are you interested in action movies?  
 B: Yes, I am. I always see them when they come out.  
 A: And what do you like about them?  
 B: They're so exciting and fun. I really love them.
3.  
 A: Do you like classical music?  
 B: No, not really. I find it a bit boring. What about you?  
 A: Um, I really like it.
4.  
 A: Are you interested in jazz? Do you listen to it very much?  
 B: No, I don't like it at all. How about you?  
 A: I like some of the Japanese players.  
 B: I haven't heard any of them. Maybe I should check them out.

Student Book page 8

## 3. LISTEN AND UNDERSTAND

Class CD1, Track 11

- A: So do you like movies, Anna?  
 B: Yeah, I guess so. But these days I'm pretty busy at work, so I only get to go to the movies once a month or so.  
 A: So what kinds of movies do you like?  
 B: Well, ones where I can sit back and relax and laugh. I don't like movies that are scary or violent. I can't stand horror movies and sci-fi movies.  
 A: Yeah, I know what you mean. I don't like them either. I can't stand all the special effects.  
 B: Yeah. I prefer real stories about real people.  
 A: Uh-huh, a really good drama with an interesting story.

- B: No..., they're too serious, I think. I don't want to feel sad when I go to the movies. I prefer movies that make me laugh.  
 A: Sure, I like that too. I always enjoy those Eddie Murphy movies, you know, where he plays different people in the same story.  
 B: Yes, me too. They're really funny.  
 A: Or something with an exciting story, something fast and fun. I mean, look at the James Bond movies, for example. I always go and see them when they come out.  
 B: Yeah. So do I. I'm crazy about Jet Li. I think his films are terrific.  
 A: Yeah, his movies are always good.  
 B: So it sounds like you go to the movies a lot, Ted.  
 A: I do. I try to go whenever I can. We should go together sometime.

## UNIT 1: Lesson 2

Student Book page 9

## 1. THINGS TO DO AND SEE

### Activity A

Class CD1, Track 12

- a dance competition
- a play
- a talent show
- a baseball game
- a tae kwan do demonstration
- a car show
- an art exhibition
- an ice-skating competition
- a rock concert

Student Book page 10

## 2. CONVERSATION STRATEGY

### Activity A

Class CD1, Track 13

1.  
 A: Would you like to do something on Saturday night?  
 B: Maybe. What are you thinking of?  
 A: Well, there's a good movie showing downtown. It's a new action movie.  
 B: That sounds interesting. What time is the first showing?  
 A: It's at 8 o'clock. I can get tickets if you like.  
 B: Thanks. That would be great.

2.  
 A: Do you want to go to the electronics fair on Saturday afternoon?  
 B: Saturday afternoon? Oh, I can't. I have a guitar lesson in the afternoon.  
 A: Yeah? Well how about on Sunday afternoon then?  
 B: Sure. Sunday afternoon is OK for me.  
 A: Great. Let's go to the exhibition after lunch.  
 B: OK. That's fine.

Student Book page 11

## 3. LISTEN AND UNDERSTAND

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Class CD1, Track 14

1.  
 A: Would you like to go to a talent show?  
 B: A talent show? That sounds like fun.  
 A: Yeah, I read in the newspaper that the final of this year's TV talent show series will be recorded live starting on March 3rd at the Channel 8 studio.  
 B: Yeah... Let's go! We can take my younger brother too. He loves that kind of thing.  
 A: Sure. It's pretty cheap too. Tickets are only \$9 for adults and \$5 for kids under 10. Every day the show starts at 2 o'clock and ends at 5.
2.  
 A: I see there's a Harry Potter film festival next week.  
 B: Really?  
 A: Yeah, they're showing all of the movies. Are you interested in going?  
 B: Sure. I bet my niece and nephew would like to go too. When is it?  
 A: On August 27 and 28. Tickets are \$25 for adults and \$19 for children.  
 B: And what time does it start?  
 A: It starts at 11 in the morning and finishes at 11 p.m. each day.
3.  
 A: Do you want to go to the ice-skating show?  
 B: Maybe. When is it?  
 A: It's on December 4 and 5.  
 B: Good. I can invite our neighbor's kids to go with us. They're really nice, and I'm sure they'd love it. How much are the tickets?  
 A: Let me see. Oh yes, \$39 for adults and \$21 for children.

- B: That's not bad. And what time does it start?  
 A: It starts at 7 o'clock and finishes at 9:30, so it's not too late for kids.  
 B: Great! I'm sure it'll be fun.

## UNIT 2: Lesson 1

Student Book page 12

### 1. WHAT HAPPENED?

#### Activity B

Class CD1, Track 15

- A: Wow! What happened?  
 B: I broke my arm on Friday.  
 A: Oh, no! How did it happen?  
 B: I fell off my bicycle going home from school.  
 A: That's too bad. Was it painful?  
 B: Yes, it was pretty bad. Have you ever broken your arm?  
 A: No, I haven't, fortunately.  
 B: I don't recommend it!

Student Book page 13

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 16

- A: Have you ever broken your arm?  
 B: Yes, I have.  
 C: No, I haven't.  
 D: Yes, I broke my arm a few years ago.  
 A: I've twisted my ankle a couple of times.  
 B: He's also twisted his ankle.  
 A: She's never twisted her ankle.  
 B: I twisted my ankle last summer.

#### Activity B

Class CD1, Track 17

1.  
 A: Have you ever had acupuncture?  
 B: Yes, I have. I've had it many times.  
 A: Why?  
 B: I've had a lot of injuries from playing sports.  
 2.  
 A: Have you ever had food poisoning?  
 B: Yes, I have. I had it about a year ago.  
 A: What happened?  
 B: I ate some bad seafood. I went to the hospital.

3.  
 A: Have you ever been in the hospital?  
 B: Yes, I have. I was in the hospital twice.  
 A: Oh? Why were you there?  
 B: I broke my leg, and then I burned my arm.

4.  
 A: Have you ever had a bee sting?  
 B: Yes, I have. I was stung last summer.  
 A: What happened?  
 B: We were camping when some bees stung us.

Student Book page 14

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 18

1.  
 A: What happened to you?  
 B: Oh, I broke my leg.  
 A: That's the problem with playing football. I've broken my leg twice during college games.  
 B: Oh, no. It didn't happen that way. I ran into another guy on a bicycle on my way to work and fell off my bicycle.  
 A: Is that right. Was the other guy hurt?  
 B: No, just me. The other guy was fine.  
 2.  
 A: What's wrong with your arm? Did you break it?  
 B: No, I only sprained it. I just have to wear this for a week or so.  
 A: Oh, that's not too bad then. How did it happen?  
 B: Oh, I did it during the college basketball championships.  
 A: I'm sorry to hear that.  
 B: Yeah. We still got a silver medal, though.  
 A: Good job!

3.  
 A: Oh, look at you. What's the matter?  
 B: It happened at the swimming pool yesterday.  
 A: While you were swimming, you mean?  
 B: Oh, no. I wasn't doing anything. I was just lying by the pool sunbathing and a man stepped on my foot. Has that ever happened to you? I was so angry.  
 A: No, it hasn't. It really must be difficult to walk.

4.  
 A: What happened to you?  
 B: I got burned.  
 A: At work?  
 B: No, I was at home. I was making french fries, and the oil was too hot.  
 A: Oh, that's happened to me a couple of times. It's really painful, isn't it?  
 B: Yes. But fortunately it's not the hand I write with, so I'm OK.

5.  
 A: What happened? Did you scratch it or something?  
 B: Oh, I hurt myself in the park yesterday.  
 A: What? How did you do that?  
 B: Well, I was jogging. You know, just to get some exercise.  
 A: Uh-huh.  
 B: And I ran into a tree branch. I just didn't see it, and it hit me straight in the eye.  
 A: Oh, that must have hurt.

## UNIT 2: Lesson 2

Student Book page 15

### 1. DRUGSTORE ITEMS

#### Activity A

Class CD1, Track 19

1. cough drop
2. antacid tablets
3. aspirin
4. eye drops
5. bandage
6. antiseptic cream
7. muscle ointment
8. throat spray
9. lotion

Student Book page 16

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 20

1.  
 A: Hi, Tim. How are things?  
 B: Not too good. My throat's really sore.  
 A: That's too bad. Have you taken anything for it?  
 B: Not yet.  
 A: You should get something from the drugstore.  
 B: Yes, I will.

2.  
A: Hi. How are you feeling today?  
B: Much better, thanks. My throat is feeling much better today.  
A: I'm glad to hear it. What did you take for it?  
B: I got some medicine from the drugstore. It really worked well.  
A: That's good.

*Student Book page 17*

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 21

1.  
A: How are you feeling today?  
B: Not too good, actually.  
A: That's too bad. Now which one hurts? Is it the left one or the right one?  
B: It's the left one.  
A: How long has it hurt?  
B: For a couple of days.  
A: Are you having trouble hearing?  
B: Sorry?  
A: I said, are you having trouble hearing?  
B: Yes, I am.  
A: I see. Do you swim a lot?  
B: Yes, I do.  
A: Well, it's not serious.  
B: That's good.  
A: These drops should help.  
B: So I don't need antibiotics or anything?  
A: No, these should be enough. Just put them in twice a day.  
B: OK, thanks, doctor.
2.  
A: And how are you today?  
B: Not too good. I can hardly move it's so painful.  
A: Can you stand up straight?  
B: No, I can't. I can't even straighten my leg. It really hurts when I do.  
A: That's too bad. OK. Just sit down and relax. So how did it happen?  
B: I don't know, to be honest. It was like this when I got out of bed this morning.  
A: I see. Well, I don't think it's serious.  
B: Oh, good.  
A: This will help. Just rub it on twice a day.  
B: How much do I use?  
A: Oh, just a little will do. And I'll give you these tablets too, to help with the pain.  
B: How often do I take them?

- A: Three times a day, after meals.  
B: After meals. OK, doctor. Thanks.  
A: And stay in bed for a few days, OK?  
B: Sure.

3.  
A: OK. Let me see... it's the right one, isn't it. And the other one is fine?  
B: Yeah. It's just the right one.  
A: OK. And what happened exactly?  
B: It happened at work. I'm a kitchen assistant at a restaurant, and I cut it.  
A: Sorry to hear that. When was that?  
B: Um... three days ago, I guess.  
A: Yes, well, it's a bit infected now. I'll give you these antibiotics. For the infection.  
B: OK.  
A: Take one three times a day, with food.  
B: Thanks, doctor.  
A: And you'd better take a few days off work, OK?

4.  
A: Hmmm. How long has it been red like that?  
B: Since yesterday, doctor. It happened during volleyball practice.  
A: And can you still see OK? If I cover the other one, the left one, can you see all right from the right one?  
B: Yes, I can. But it hurts.  
A: OK. I don't think you've damaged it. It'll get better in a few days, I think.  
B: Great. I have a big game next week.  
A: Just use this ointment twice a day.  
B: No drops, doctor?  
A: No, I think this will be better than drops. You can get someone in your family to put it in.  
B: OK. Thanks, doctor.

5.  
A: So tell me what happened.  
B: Well, I was working in the garden last Sunday, and I stepped on something with this foot, the right one here.  
A: That's too bad. A lot of people have accidents in the garden. And did you see what it was that you stepped on?  
B: No. It didn't hurt very much at first, but then yesterday it started to hurt.  
A: And it's difficult to stand on it too, I guess.  
B: Yes, very. It's infected, isn't it, doctor?  
A: Yes, it is a little bit, but I don't think you need any antibiotics. This cream should be enough.  
B: OK. How often do I rub it on, doctor?

- A: Oh, 3 or 4 times a day should be all right.  
B: OK. Thank you very much.

## UNIT 3: Lesson 1

*Student Book page 18*

### 1. WHAT KIND DO YOU PREFER?

#### Activity B

Class CD1, Track 22

- A: I'd like to get a couple of new shirts.  
B: Something like the one you're wearing?  
A: No, something a little more stylish.  
B: Well, have a look at these.  
A: Yes, they look good. And I like the design. Are they silk?  
B: Yes, they are. What do you think?  
A: Well, they're very nice, but I think I like these better.  
B: They're cotton. Do you prefer cotton?  
A: I do...  
B: And it's less expensive too.

*Student Book page 19*

### 2. LANGUAGE FOCUS

#### Activity A

Class CD1, Track 23

- A: Which one do you like better?  
B: I like this one better.  
A: Which one is more expensive?  
B: This one is more expensive.  
A: Which ones are cheaper?  
B: These are cheaper.  
A: Which one costs more?  
B: This one costs more.  
A: Do you think this one is good?  
B: No, I like this one better.  
A: Silk is more expensive than cotton.  
B: It's more comfortable.  
A: Silk is lighter than cotton.  
B: Cotton is easier to wash.

#### Activity B

Class CD1, Track 24

1.  
A: Which do you like better: dark colors or light colors?  
B: Light colors, I think. I think they suit me better.  
A: I do too.

2.  
A: Do you like cotton better than silk shirts?  
B: Yes, I do. They're easier to wash.  
A: Really? I like silk better.

3.  
A: Which do you think is better for school: jeans or pants?  
B: Jeans, I think. They're cooler than pants.  
A: I agree. And they're more comfortable too.

4.  
A: Do you like to wear sneakers or shoes?  
B: I like sneakers better. They're easier to clean.  
A: I like shoes better. I think they look better than sneakers.

5.  
A: Do you think cotton socks are warmer than wool ones?  
B: No, I think wool socks are.  
A: I agree. And they feel softer too.

#### Student Book page 20

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 25

1.  
A: They're great sunglasses, Yu-ting.  
B: Yes, I'm going to get this pair, I think. They're really stylish.  
A: Mmm, they're nice. But how about these? Solar is a great brand.  
B: Yes, that's true. But I prefer the shape of these. They look more modern, I think.
2.  
A: Which jacket do you prefer, Tony?  
B: I like them both actually—great color and great style.  
A: Yes. So which one are you going to choose?  
B: This one, I think. It's more expensive than the other one, but the cloth is better. I'm sure it'll last longer.  
A: Yes, that's important.
3.  
A: Which sandals do you prefer, Emma?  
B: I'm going to take the green ones.  
A: What do you mean? They're both green.

- B: Oh, yeah. Sorry. I mean these ones here. They're cheaper. I only want them to go to the beach, you know.  
A: Oh, right. They should be good enough?

4.  
A: Which watch do you prefer, Isara?  
B: This one, for sure.  
A: Oh, really? How come?  
B: Well, I had one of these years ago, and it was great. I think you should stick with a name you know.  
A: Yes, Datex is pretty well-known.
5.  
A: Which shirt do you like better, Tim?  
B: I like them both, but I think I prefer this one.  
A: Yes, they're both nice, both very good quality.  
B: But I think this one is a better match with that tie I got for my birthday. It has the same light green.  
A: It does, but it's more expensive.  
B: That doesn't matter.

6.  
A: Which do you think dad will like better?  
B: Well, he usually wears slip-ons, and he does wear a lot of black.  
A: Yeah, maybe you're right. And they're cheaper too.  
B: Do you think he'll want to wear them when we go out to dinner Friday?

## UNIT 3: Lesson 2

Student Book page 21

### 1. COOL THINGS

#### Activity A

Class CD1, Track 26

1. earrings
2. belt
3. bracelet
4. shorts
5. socks
6. necklace
7. boots
8. umbrella
9. sweater
10. tie
11. scarf
12. wallet

Student Book page 22

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 27

1.  
A: What's your favorite color for a shirt?  
B: I guess yellow. I like bright colors. What's yours?  
A: Mine is light blue. I have lots of things that are light blue.
2.  
A: Are you going shopping?  
B: Yes, I need to buy some shoes. I want some for school.  
A: Are you going downtown? Do you need anything else while you're there?  
B: Yeah, I really need some socks. I haven't bought any for ages.
3.  
A: Where do you like to go shopping?  
B: I like to shop at Superstore. They always have good prices. How about you?  
A: I usually shop at David Jones. I like the staff there.

Student Book page 23

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 28

1.  
A: Wow, they have a really good collection here.  
B: Yeah, they have all the big brand names. Are you going to try anything on?  
A: I'd like to, if they have this one in my size. They never seem to have my size, though.  
B: What size do you wear?  
A: Thirteen.  
B: Wow, you have really big feet.  
A: Yep. And these fit perfectly—for only \$49! I think I'll take them.
2.  
A: There are lots of different styles here. Do you like these?  
B: I do. I like all the pockets. They'd really suit you, I think.  
A: Do you think so? Yes, I guess they're pretty nice.  
B: Why don't you try them on?  
A: I think they're too long. And I like dark blue better than black.  
B: OK. Well, how about these?

A: I don't know that brand. I usually go with one of the good brands, you know?

3.

A: It's a beautiful store, isn't it?

B: Yes, very beautiful. And very expensive too. Look at these prices.

A: Oh, they're not bad. Look at this one, just \$150. It's really pretty and it shines so beautifully.

B: Yes, it's fantastic. Try it on, Emma.

A: There. Doesn't it look wonderful?

B: It does. And it fits beautifully too.

A: I think I'm going to get it. I'll have to put it on my credit card of course.

4.

A: They have lots of cool things here. Do you shop here a lot?

B: Yeah, I do. They always have lots of new things. Just take a look at this one.

A: Oh, what a cool design. And it's so light. Here. Hold it and you'll see what I mean.

B: Wow. It's awesome. Why don't you buy it?

A: I'd love to, but I've got one already.

B: That's too bad. Are you sure you don't need another?

A: Well, I don't really need two telephones, do I?

5.

A: What about these? They're really beautiful. We used to grow some like this in our garden.

B: Yes, they're nice. But I prefer these. They last longer. Sometimes they last two weeks or even more.

A: Oh, that's good. Mmm. And they smell great too.

B: They're kind of expensive, though. Can I borrow \$10?

A: Sure.

B: Great. That way I can get two bunches.

## UNIT 4: Lesson 1

*Student Book page 24*

### 1. WHERE'S THE BEST PLACE TO SHOP?

#### Activity B

*Class CD1, Track 29*

A: Excuse me. I'm new here. Can I ask you a few questions about the neighborhood?

B: Of course.

A: Great. Well, first, where's the nearest supermarket?

B: There's one about 10 minutes from here, on Grey Street. It's pretty good.

A: Thanks. And what about a bus stop? Where's the nearest one?

B: It's just around the corner.

A: Great. Just one more thing. Where's the best place to walk my dog?

B: Oh, there's a nice park about 15 minutes north of here.

*Student Book page 25*

### 2. LANGUAGE FOCUS

#### Activity A

*Class CD1, Track 30*

A: What's the nearest subway stop?

B: It's on Main Street.

A: Where's the best supermarket?

B: It's near the subway.

A: What's the closest park?

B: It's Brookdale, just around the corner.

A: What's the busiest street?

B: Main is the busiest.

A: Where are the most interesting shops?

B: In the mall.

A: Note: use most with beautiful, famous, interesting, expensive, popular

#### Activity B

*Class CD1, Track 31*

1.

A: What's the nicest park in this neighborhood?

B: Kennedy Park down by the river.

2.

A: What's the most interesting street for cafes?

B: Oh, that's Ninth Avenue. It's a really cool place.

3.

A: What's the most famous building in this area?

B: The Science Museum.

4.

A: What's the closest shopping mall?

B: I guess it's City Central.

5.

A: What's the most popular restaurant in the neighborhood?

B: Oh, the Silver Moon. Everybody goes there.

6.

A: Where's the best place to jog or walk?

B: Probably the college campus, I guess.

7.

A: What's the tallest building in town?

B: That apartment building on High Street, I think.

8.

A: What would you say is the busiest street in the neighborhood?

B: Oh, Market Street, for sure.

*Student Book page 26*

### 3. LISTEN AND UNDERSTAND

*Class CD1, Track 32*

1.

A: I go there pretty much every day.

B: Really? You must like it a lot.

A: Yeah. They make great coffee, and their food is really fresh and tasty.

B: It sounds good.

A: But the best thing is the guys who work there. They're really nice. They feel like family, you know?

B: That's cool.

A: And they don't mind if you sit for a long time, even if you only order one coffee.

B: Oh, I like that.

2.

A: It's right here in our neighborhood, but I think it's one of the best places in the whole city.

B: Oh, why's that?

A: Well, you can get great bargains.

I mean, they have sales just about every week. You know, 20 percent off, 50 percent off. It's fantastic.

B: That sounds pretty good.

A: I got this top there yesterday. And these pants last week.

B: Wow. They're really nice.

A: And you'll never believe how much I paid.

3.

A: I think it's the nicest place in our neighborhood.

B: Yes, it's a great place, isn't it?

A: I love going there. And it's so close. I mean it's only about two minutes' walk from our place, so I can easily go there four or five times a day.

B: So often?

A: Well, I take my dog Bobo there. And sometimes I go by myself. You know, to get some exercise. Or just to enjoy the trees and the fresh air.

B: You're lucky it's right near your apartment.

4.

A: I think it's a fantastic place. And it's right here in our neighborhood.

B: What do you like about it the most? I've never been there.

A: The range, I think. I mean they have stuff from all over the world.

B: Oh? I didn't know that.

A: Yep. You name it, they've got it. Every kind of music, from every country.

B: It sounds fantastic.

A: You should come with me one day.

5.

A: Wow. Looks like you bought lots of things.

B: Yeah, I've been shopping around the corner.

A: Do you go there a lot?

B: Oh, yes. Three or four times a month at least.

A: You must like it.

B: Yeah. The thing I like best is the choice. I mean, there must be at least 20 stores there. All kinds of things. I love it.

A: It's a really big place, isn't it?

B: Yes. Six stories, I think.

## UNIT 4: Lesson 2

*Student Book page 27*

### 1. NEIGHBORHOOD CONSIDERATIONS

#### Activity A

Class CD1, Track 33

safety and security

rents and costs

convenience

parking

noise levels

services

public transportation

recreational facilities

schools

*Student Book page 28*

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD1, Track 34

1.

A: Hello. I'm in the apartment next

door. Sorry to bother you, but your TV is very loud. Would you mind turning it down?

B: Sorry, I didn't realize it was so loud. I'll turn it down now.

A: Thanks a lot.

2.

A: Excuse me. Is that your red car in the parking lot?

B: Yes, that's mine.

A: I can't get into my parking space. Would you mind moving it, please?

B: Oh, I'm sorry. I forgot I parked it there. Let me go out and move it right now.

*Student Book page 29*

### 3. LISTEN AND UNDERSTAND

Class CD1, Track 35

1.

A: Mr. Tanaka. Sorry to bother you but there's a problem on the 6th floor again.

B: What is it? What's wrong?

A: The people in apartment 61 put all their garbage out in the hallway. It's terrible.

B: You mean they didn't take it down to the basement?

A: No. They just left it right there in the hallway. It's a real mess, and it smells.

B: OK. I'll talk to them, all right?

A: Yes, please do. The garbage is still there.

2.

A: Excuse me. Did you hear the party in number 27 last night?

B: No, I wasn't here last night, Ms. Jackson.

A: It was terrible. Would you mind speaking to them?

B: Well, they have a right to have a party of course.

A: Yes, but they were playing loud music until three o'clock in the morning!

B: Oh, yeah? I'm surprised. The people in 27 are usually so quiet.

A: Well, they weren't last night.

B: OK. Give me a call if it happens again, all right?

A: I certainly will.

3.

A: Mr. Tanaka, you'll really have to do something about it. It just doesn't work right.

B: What's the problem this time, Mr. Kim?

A: You know what the problem is! This time I was stuck in there for at least 5 minutes!

B: I'm so sorry to hear that.

A: It stopped between the 8th and 9th floors. It was really frightening.

B: I see. All right. I'm really sorry about this. I'll call the technician again.

A: Good. I don't know why it keeps happening all the time.

4.

A: It happened again, Mr. Tanaka.

B: Oh? Sorry to hear that.

A: Yes. My father came over to visit yesterday, and there was nowhere for him to park. He had to find somewhere out on the street.

B: Oh, I see. So he had to pay, you mean?

A: Yes, exactly. And do you know why? Because people from the building next door park in our parking lot. It happens every weekend.

B: Well, maybe we need to change the system.

A: Yes, we should.

5.

A: Hi, Mr. Tanaka. These are for number 19.

B: Sorry? What do you mean?

A: These letters are for number 19. They were in my box, but I'm number 43.

B: Oh, I see. Sorry about that. It's a mistake.

A: Yes. But it's not just me. I was talking to some other people, and they have the same problem. It's all confused.

B: Right. Now I remember. Our regular person is on vacation.

A: Oh, I see. That's why. I couldn't understand. Usually there's no problem.

B: Sorry again. I'll talk to the new person tomorrow.

A: OK. Thanks.

## UNIT 5: Lesson 1

*Student Book page 30*

### 1. HOW WAS YOUR WEEKEND?

#### Activity B

Class CD1, Track 36

A: So how was your weekend?

B: It was pretty good, thanks.

A: Did you do anything interesting?  
 B: Well, I didn't do much on Saturday.  
 But on Sunday I went to a birthday party. It was fun. How about you?  
 Did you have a good weekend?  
 A: It was pretty good, thanks. I went to the swimming pool on Saturday.  
 B: Did you go with your girlfriend?  
 A: Yeah, I did.

*Student Book page 31*

## 2. LANGUAGE FOCUS

### Activity A

*Class CD1, Track 37*

A: Did you have a good weekend?  
 B: Yes, I did.  
 A: Did you go to a movie on Saturday night?  
 B: No, I didn't. I stayed home.  
 A: What did you do on Sunday?  
 B: I saw a movie.  
 A: Where did you go?  
 B: I went to a party.  
 A: Who did you go with?  
 B: I went with a few friends.  
 A: How was your weekend?  
 B: It was great.

### Activity B

*Class CD1, Track 38*

1.  
 A: Did you have a good weekend?  
 B: Yes, it was good, thanks.  
 A: Did you stay home on Friday night?  
 B: No, I didn't. I saw a concert at the college.  
 2.  
 A: Where did you go on Saturday night?  
 B: I didn't go out. I invited some friends over and we watched a DVD.  
 A: What movie did you watch?  
 B: We saw a Korean movie. It was a comedy. It was funny.  
 3.  
 A: How was your Sunday? Did you go anywhere?  
 B: Well, in the morning I stayed home. I spoke to friends online for a while. And then in the afternoon I took my dog for a walk to the park. How about you?  
 A: I had a nice weekend. Some friends came over, and we played video games.

4.  
 A: Did you study over the weekend?  
 B: No, I didn't, actually. Did you?  
 A: Yes, I studied all weekend.  
 B: Wow. You didn't go out at all?  
 A: Well, I went for a walk on Sunday afternoon but that was all.

*Student Book page 32*

## 3. LISTEN AND UNDERSTAND

*Class CD1, Track 39*

A: How was your weekend, Roland?  
 B: Really great, thanks. I had a lot of fun.  
 A: Oh. Did you go to a party or something?  
 B: No. Nothing like that. I didn't do anything special really, but it was nice.  
 A: So you just stayed home, you mean?  
 B: Not all the time. On Friday evening I stayed home, but then on Saturday morning I went to the beach. You know, down at Fisherman's Beach.  
 A: Nice. That's a great place. I guess you caught a few waves then?  
 B: No, I didn't actually. The waves weren't very good. So I just swam and relaxed on the beach for a while.  
 A: Sounds nice. I should have gone too.  
 B: Yeah. And... um... then on Saturday afternoon I went down to the gym and worked out for a couple of hours. You know, lifting weights mostly.  
 A: You do a lot of exercise, don't you?  
 B: Yeah. I like to keep fit. Um... what else? Oh, yeah. On Saturday evening I went and saw the new James Bond movie. It was great.  
 A: Yeah. It's cool.  
 B: So after the movie I went home and studied a little. Until about 10 o'clock. You know, that economics assignment we have to do. And I went to bed pretty early.  
 A: Oh, yeah. That assignment. I haven't finished it yet.  
 B: Then. Um. Let's see. Sunday afternoon I took my dog Trixie for a walk out by the river. We had a great run.  
 A: Yeah. It was nice out.  
 B: It sure was. And then after our walk I just went home and played a few video games before dinner. You know, the new *Wii*.  
 A: Oh, yeah. That's fun.

B: And that was all really.  
 A: Well, it sounds like you had a better weekend than me.

## UNIT 5: Lesson 2

*Student Book page 33*

## 1. WEEKEND EVENTS IN TOWN

### Activity A

*Class CD1, Track 40*

1. world music festival
2. farmer's market
3. dog show
4. speed car race
5. street festival
6. international food fair

*Student Book page 34*

## 2. CONVERSATION STRATEGY

### Activity A

*Class CD1, Track 41*

1.  
 A: Do you have any plans for the weekend? Are you going to watch the speed car race?  
 B: I'm not sure. I haven't decided yet. How about you? Are you going to watch the race? Do you like car races?  
 A: Definitely.  
 2.  
 A: Do you like world music? Are you interested in going to the world music festival?  
 B: Maybe. But how about the street festival? Do you want to see what it's like?  
 A: Sure. That would be fun, too.

*Student Book page 35*

## 3. LISTEN AND UNDERSTAND

*Class CD1, Track 42*

1.  
 A: Visitor Information Center. Can I help you?  
 B: Um, yes. Can you tell me about the ice-skating competition on Saturday? I saw on TV that there's a big competition at the National Stadium.

A: Yes. Of course. But it's on Sunday, actually. Not Saturday.  
 B: Oh, is it? OK. And it starts at 7, right?  
 A: Seven thirty, to be exact.  
 B: Oh, OK. And what time is the main event?  
 A: Um... let me see. 9 o'clock.  
 B: Cool. And... um... I also wanted to ask about...  
 A: By the way, it's not at the National Stadium. It's at the New Stadium.  
 B: Oh, right. New Stadium. OK. And is that famous Russian skater going to be competing?  
 A: Let me check. Yes, here it is. No, he's not appearing until next month.  
 B: Oh, no. That's too bad. He's my favorite. And I'm only here for another week.  
 A: Sorry about that.  
 B: Oh, well. What else is on this weekend?

2.

A: Good morning. Visitor Information Center.  
 B: Hi. I was listening to the radio this morning and heard something about a children's singing competition this Saturday evening. Can you tell me about it?  
 A: Sure. What would you like to know?  
 B: It's on Saturday. Is that right?  
 A: Yes, absolutely. This Saturday. But it's in the afternoon, not in the evening.  
 B: Oh, yeah. Of course. And they said it's the state championship or something.  
 A: Oh, no. It's the national championship, actually.  
 B: Oh, great. And how much is it to get in? I think they said it was \$9.  
 A: Are you a student?  
 B: No. Why?  
 A: That price is for students. The full adult price is \$12.  
 B: And there's no charge for kids under ten, right?  
 A: That's right.  
 B: OK. Great. I have two daughters, 7 and 9. And I'm watching my budget. Oh, by the way. It's at Golden Park, isn't it?  
 A: No. It's Gold Park. That's not the same thing. Gold Park, over by the university.

B: Oh, right. I know it. Thanks again. My daughters are really going to love the show, I'm sure.

3.

A: V-I-C. Good morning.  
 B: Is this the Visitor Information Center?  
 A: Yes. What can I help you with?  
 B: I just wanted to ask about the international food festival tomorrow.  
 A: Uh-huh. The World of Food. But it's not tomorrow, sir. It's the day after tomorrow.  
 B: That's OK. No problem. We're here until Sunday. And... um... entry is free, right?  
 A: Absolutely. Of course you have to pay for any food you buy, but the prices are very reasonable. And they have lots of free samples.  
 B: Right. And it starts at 5 o'clock, right?  
 A: A little later, actually. At 6.  
 B: Oh, OK. And it's at Kings Cross. Where's that exactly?  
 A: Right near the airport.  
 B: Oh, really? I thought it was downtown.  
 A: No. Maybe you're thinking of King's Park.  
 B: Oh, yeah. Well, that's a long way. And there's four of us in the family.  
 A: OK. I understand.  
 B: Is there anything else you can recommend a bit closer to the city?

## UNIT 6: Lesson 1

Student Book page 36

### 1. WHAT CAN I BRING?

#### Activity B

Class CD1, Track 43

A: My American friend has invited some of us to her house on Saturday.  
 B: That's nice. Is it a dinner party?  
 A: Yes, it is. Do you think I need to bring anything?  
 B: Well, yes, maybe you could take some flowers or some chocolates. But you don't need to bring any food.  
 A: OK. And she said to come at around 7 o'clock. So does that mean exactly at 7 o'clock?  
 B: No, it's all right to come a little later, say at 7:15, but not earlier.

Student Book page 37

## 2. LANGUAGE FOCUS

### Activity A

Class CD1, Track 44

A: What do I have to bring?  
 B: You don't have to bring anything.  
 A: What should he bring?  
 B: He has to bring a gift.  
 A: Do we have to bring anything?  
 B: You could bring some flowers.  
 A: Does she need to bring something?  
 B: She ought to bring something.  
 A: You shouldn't arrive late.  
 B: You need to arrive on time.

### Activity B

Class CD1, Track 45

A: I've been invited to my teacher's house for dinner. What kind of clothes should I wear?  
 B: Well you shouldn't wear anything too formal. You should try to dress "smart casual."  
 A: OK. And what time should I arrive? Is it OK to get there early?  
 B: No, you shouldn't arrive early. It's all right to arrive a little late, but you shouldn't arrive too late. You ought to be there about 10 or 15 minutes after the time your host has said.  
 A: And what about bringing a friend? Is it OK to bring a friend?  
 B: No, you shouldn't bring a friend unless you ask your host first.  
 A: And do I need to bring anything, like a gift or something?  
 B: Well, you could bring something if you like, maybe some flowers.

Student Book page 38

## 3. LISTEN AND UNDERSTAND

Class CD1, Track 46

A: Are you going to Tina's bridal shower on Saturday?  
 B: Uh-huh. I'm really looking forward to it. Why?  
 A: Well, I'm not really sure what a bridal shower is, first of all.  
 B: Oh, it's a party for a woman who's going to get married.  
 A: Oh, OK. And what should I bring?  
 B: Well, you need to bring a gift. Usually it's something that she can use after she's married. You know, probably something for her new house.

A: Right.  
 B: Sometimes people buy a bigger gift together. You know, they share.  
 A: I see. That's a good idea. And do I need to take anything else? Like any food?  
 B: No, not really.  
 A: OK. And she said that the party starts at 2 o'clock. So what time should I arrive? Should I come a bit early?  
 B: No, you shouldn't do that. You ought to arrive about 15 minutes late.  
 A: OK. Thanks. And I was thinking of taking my friend with me. Is that all right?  
 B: You really should call Tina or her mother and ask if it's all right.  
 A: I see. Thanks for the advice.  
 B: Is your friend a woman?  
 A: Yes. My friend Lek from the restaurant. Why?  
 B: Bridal showers are usually for women only.  
 A: Oh, I see. And what should I wear?  
 B: Oh, just smart casual. You know, something nice but not too formal.  
 A: OK. Thanks.  
 B: You're welcome, Sami.

## UNIT 6: Lesson 2

*Student Book page 39*

### 1. LOCAL CUSTOMS

#### Activity A

*Class CD1, Track 47*

sing traditional songs  
 send a card  
 give money  
 wear special clothes  
 eat special food  
 exchange gifts  
 light firecrackers  
 give flowers  
 put up decorations

*Student Book page 40*

### 2. CONVERSATION STRATEGY

#### Activity A

*Class CD1, Track 48*

1.  
 A: We often give people flowers on their birthday.

B: So does that mean you give flowers to men as well as women?  
 A: Well, we usually give flowers just to women.

2.

A: We normally sing traditional songs for family celebrations.  
 B: So you don't sing them at other times of the year?  
 A: Yes, we do sometimes.

3.

A: We don't normally bring anything when we're invited to someone's house for a meal.  
 B: So that means I don't need to buy something like flowers or chocolates?  
 A: That's right. People don't expect anything.

*Student Book page 41*

### 3. LISTEN AND UNDERSTAND

*Class CD1, Track 49*

1.

A: Hey, James. I'm going to a wedding on Saturday. How much money should I bring?  
 B: Money? What for?  
 A: As a gift for the people getting married.  
 B: Oh, no. We don't usually do that. We normally buy something for them.  
 A: So they would be upset if I gave them money?  
 B: No. They'd probably be very happy. But it's not our custom.  
 A: So how much should I spend on the gift?  
 B: Um. Maybe about a hundred dollars.  
 A: And what do I say to them?  
 B: Oh, that's easy. Just say "congratulations!"

2.

A: Carla, my classmate at college is going to have a baby, and I've been invited to her baby shower. What should I bring?  
 B: A baby shower? Well, you should buy a small gift for her baby. You know, something that costs about \$20 or so.  
 A: So that means baby clothes or something like that?  
 B: Yes, that's right. Or maybe a mobile to hang over the baby's bed. That kind of thing.

A: OK. That's an interesting custom. And should I bring some food for the party?

B: That depends. You should just ask your classmate. Sometimes people bring a covered dish or some snack food.

A: OK. Thanks, Carla.

3.

A: Hi, Ken. Come on in.  
 B: Hi, Matthew. Thanks.  
 A: Oh, you don't have to do that. Leave them on. Come in.  
 B: Are you sure? We always take them off before we go into anyone's house in my country.  
 A: Oh, that's interesting. It's not necessary here. People just come straight in.  
 B: Really? Does that mean you never take them off when you enter?  
 A: Well, if they're dirty or wet we take them off of course. But otherwise, no.  
 B: People in my country would be surprised if you did that.

4.

A: Jenny, can I ask your advice?  
 B: Sure. What is it, Malee?  
 A: Well, last night I went to dinner at my professor's house. What should I do to thank her? Should I call her or something?  
 B: Well, you could. But I think it'd be better to write her a thank-you note.  
 A: So does that mean I don't need to buy her a gift?  
 B: No, you don't need to. Just a nice hand-written note. Tell her how much you enjoyed the dinner and thank her for inviting you. You have her address, right?  
 A: Yes. OK. I'll write it now and send it this afternoon.

5.

A: Hey, Joanne. It's my birthday tomorrow. What should I bring for the people in the office?  
 B: Bring? What do you mean? You don't have to bring anything.  
 A: In my country you should bring a cake or some food to share with everyone when it's your birthday.  
 B: Oh, no. It's the opposite here. We should get a cake for *you*.  
 A: Oh, so I don't have to do anything, like take people to lunch or anything?  
 B: No. Definitely not. We should take *you* to lunch.  
 A: Wow. That's very different.

## UNIT 7: Lesson 1

Student Book page 42

### 1. TELL ME ABOUT IT!

#### Activity B

Class CD2, Track 2

- A: Hey. What happened to your car?  
B: Oh, I ran into a wall while I was parking it the other day.  
A: Oh, that's too bad. How did you do that?  
B: Oh, you know, I was talking on my cell phone, and I wasn't paying attention.  
A: Well, I guess your insurance won't pay for that if it was your fault.  
B: No, they won't.

Student Book page 43

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 3

- A: I ran into a wall while I was parking the car.  
B: I damaged the car while I was taking it out of the garage.  
A: I bumped into another car while I was passing it.

#### Activity B

Class CD2, Track 4

1.  
A: How did you break your glasses?  
B: I dropped them while I was getting out of a taxi.  
A: Oh, no. That's a shame.
2.  
A: How did you lose your wallet?  
B: It fell out of my pocket when I was jogging in the park.  
A: Yeah, that happened to me once.
3.  
A: What happened to your leg?  
B: I broke it while I was playing ice hockey.  
A: Oh, that sounds painful.
4.  
A: How did you damage your watch?  
B: I dropped it when I was showing it to my friend.  
A: Oh, that's too bad.

5.

- A: How did you damage your bike?  
B: I hit another bike when I was riding to school.  
A: That's going to be expensive to fix.

6.

- A: How did you scratch your face?  
B: I was playing with my dog in the park when she scratched me.  
A: Oh, I see. I'm sure she didn't mean to do it.

Student Book page 44

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 5

1.  
A: Oh. That looks painful. What happened?  
B: You'll never believe it. I was playing basketball, right?  
A: Uh-huh. At the college, you mean?  
B: Yes. So I was running down the court ready to catch the ball, right?  
A: Uh-huh.  
B: And then suddenly a baseball hit me right in the eye.  
A: I thought you said you were playing basketball.  
B: Yes, I was! This was a *baseball*. A guy hit a really long shot from the baseball field next door.  
A: Did he come and say sorry?  
B: Yeah.  
A: He must be a very good player.  
B: Very funny.
2.  
A: OK. What happened here? Is this yours?  
B: Yes, it is. Sorry about that, sir. I was playing ball with my dog in the park and...  
A: Yes. And?  
B: And I guess I threw it a bit too hard.  
A: A bit? That's about 50 meters!  
B: I'm really sorry. Will it be expensive to fix?  
A: Well, I think we need to talk to your parents about that. Where do you live, young man?  
B: Just around the corner on Hill Street, sir.
3.  
A: What happened to you?  
B: I'm so upset. I was just coming along King Street, right?  
A: Walking, you mean?

- B: No, I was on my bicycle. And there was a big pool of water on the street from the rain this morning. And then this big bus passed me and splashed me.

A: Did he stop and say sorry?

B: No. He just kept going.

A: Well, you'd better come in and dry your clothes!

4.

A: What's wrong?

B: Oh, you mean this?

A: Yes. How did it happen?

B: Oh, I was just making some dinner. You know, my favorite—spaghetti.

A: Right.

B: And I was cutting some tomatoes for the sauce. And I don't know how it happened exactly, but suddenly I cut myself.

A: Did you have to go to the doctor?

B: No, it wasn't that serious.

5.

A: What's that on your hand?

B: Oh, this? It's an address. I was talking with someone this morning, and they were giving me an address.

A: Right.

B: But I didn't have any paper to write it on. And I didn't have my cell phone with me either.

A: So you wrote it on your hand.

B: Exactly. She gave me her pen.

A: Oh, I see. It was a girl. Now I understand.

## UNIT 7: Lesson 2

Student Book page 45

### 1. UNFORTUNATE EXPERIENCES

#### Activity A

Class CD2, Track 6

1. You lost your cell phone.
2. You got robbed.
3. You missed an important appointment.
4. You lost your ID.
5. You forgot your best friend's birthday.
6. You got lost in a city.
7. You borrowed something from a friend and damaged it.
8. An airline lost your suitcase.
9. You tripped and fell.

**2. CONVERSATION STRATEGY****Activity A**

Class CD2, Track 7

- A: Have you ever lost your wallet?  
 B: Yes, I lost my wallet once when I was on vacation.  
 A: Really. What happened?  
 B: I took a taxi to visit a friend, and when I got there my wallet was missing. I think I dropped it while I was getting into the taxi.  
 A: So what did you do?  
 B: Well, I asked the driver to go back to where I got into the taxi.  
 A: So then what happened?  
 B: Luckily it was still there on the side of the road.

Student Book page 47

**3. LISTEN AND UNDERSTAND**

Class CD2, Track 8

- A: Oh, what happened to your clothes? Are you going to play tennis in that?  
 B: You'll never believe it. I was washing some clothes at home yesterday afternoon, right?  
 A: Uh-huh.  
 B: You know, just a few things. My work uniform and my tennis outfit, and so on. All white things.  
 A: Right.  
 B: So I put the machine on and went into the living room to watch TV. Like I always do.  
 A: Yes.  
 B: Anyway, my kid brother came home from football practice and saw that the washing machine was on, so he decided to put his practice clothes in too. You know, his shorts, and shirt, and socks. And guess what color his clothes are?  
 A: Red?  
 B: Exactly.  
 A: So then what happened?  
 B: Well, I went to get my clothes about an hour later, opened the machine, and couldn't believe my eyes.  
 A: All your white clothes were pink?  
 B: You got it.  
 A: Actually, your tennis outfit looks quite nice, to be honest.  
 B: Maybe. But what will people think when they see a nurse in this color uniform at the hospital tomorrow?

**UNIT 8: Lesson 1**

Student Book page 48

**1. WHERE ARE YOU GOING TO GO?****Activity B**

Class CD2, Track 9

- A: What are you going to do for summer vacation?  
 B: I'm going to go to Indonesia.  
 A: Indonesia? That sounds interesting. Where will you go while you're there?  
 B: I'll be going to Java and Bali.  
 A: Bali. Wow. I hear it's fantastic. And will you go with a group?  
 B: No, I'm going to go on my own. But I'll meet up with a friend there and we'll travel around together.  
 A: So how long will you be there?  
 B: I'll be there for about a month.

Student Book page 49

**2. LANGUAGE FOCUS****Activity A**

Class CD2, Track 10

- A: What are you going to do for summer vacation?  
 B: I'm going to go to Indonesia.  
 A: What will you do for summer vacation?  
 B: I'll probably go to Indonesia.  
 A: Are you going to travel with friends?  
 B: Yes, I am.  
 A: Will you travel with friends?  
 B: Yes, I will.  
 A: No, I won't.  
 B: No, I'm not going to.

**Activity B**

Class CD2, Track 11

1.  
 A: Where are you going to go for your next vacation?  
 B: I'm going to go hiking with some friends.  
 A: Oh, yeah? Where will you go?  
 B: We'll probably take the train to the lake and hike in the mountains behind the lake.  
 A: That'll be terrific.

2.

- B: Are you going to do anything for the long weekend?  
 A: Not really. How about you?  
 B: Yes, I'm going to visit some friends at the shore.  
 A: That'll be nice. What are you going to do there?  
 B: Oh, I guess we'll just relax and enjoy the ocean.

3.

- A: Will you be here for the summer?  
 B: No, I'm going to go to Taiwan.  
 A: Yeah? What are you going to do there?  
 B: I'm going to take a Chinese course in Taipei.  
 A: Good luck. How long will you be there?  
 B: I'll be there for six weeks altogether.

Student Book page 50

**3. LISTEN AND UNDERSTAND**

Class CD2, Track 12

1.

- A: What're you going to do this summer, Jun-hao?  
 B: I'm not sure yet. I haven't thought about it much, to be honest.  
 A: Are you going to get a summer job?  
 B: No way. I don't want to work.  
 A: Will you take a trip somewhere?  
 B: No, I don't think so. I haven't got much money this year.  
 A: I'm in the same situation.  
 B: I think I'm probably going to just stay home and take it easy.  
 A: That sounds like a good idea.

2.

- A: Hey, Carla. Do you know what you're going to do this summer?  
 B: Oh, yes. I've already made my plans.  
 A: Oh? Are you going to do something unusual?  
 B: No, not really. I'm going to go down south, to Green Island.  
 A: That's a long way. How are you going to get there?  
 B: By train.  
 A: And are you just going to travel around or what?  
 B: I will for a while, but I'll also get some part-time work, too. You know, to help pay for the trip.  
 A: Great idea.

3.

- A: Are you going to go away this summer, Martin?  
B: No, I'm going to stay right here in town.  
A: So you're going to stay here and just relax, you mean?  
B: No. I'm going to build a sailboat.  
A: A sailboat? You mean you've got a job?  
B: No, I'm going to help my uncle. He's a boat-builder. And he's asked me to help him this summer.  
A: That sounds like fun.  
B: Yeah. And a lot of work too. There'll just be the two of us. But I'm really looking forward to it.

4.

- A: Hey, Anna. Are you going to get a job again this summer?  
B: No, I'm not. In July I'm just going to stay here and relax. Just go to the beach and the park and so on.  
A: That sounds nice. And then what are you going to do in August?  
B: I'm going to work on a film.  
A: Wow. You mean you're going to be an actor?  
B: No. Of course not. I'm going to help with the special effects in the film. You know, working with computers. The film company asked me to help because I'm an IT student.  
A: Are they going to pay you a lot?  
B: Actually, I'm not going to be paid for it at all. It's just for experience.  
A: Oh, I see.

## UNIT 8: Lesson 2

Student Book page 51

### 1. HOTEL JOBS

#### Activity A

Class CD2, Track 13

bellhop  
telephone operator  
security guard  
chef  
server  
receptionist  
room attendant  
driver  
kitchen assistant

Student Book page 52

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 14

1.

- A: How was your vacation?  
B: It was great, thanks.  
A: The flights were good?  
B: Yes, they were.

2.

- A: How was the hotel restaurant?  
B: It was so-so.  
A: The food wasn't very good?  
B: No, and the meals were expensive.

Student Book page 53

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 15

1.

- A: Hey, Pei-ting! How was your vacation?  
B: Oh, it was awesome. Everything was fantastic. Well, almost everything.  
A: It didn't go well? What do you mean? What went wrong?  
B: Oh, we stayed at the Palace Hotel. It wasn't very good. It was really noisy and uncomfortable.  
A: Oh yeah, I've heard it's like that. My aunt stayed there last year. But everything else was good?  
B: Yes, it was perfect. The food, the people, the tours—everything was terrific.  
A: Yeah. That's what my aunt said too.

2.

- A: You look tired, Miguel. What's wrong?  
B: Nothing. I just got back from my vacation. I had a terrible flight. It was really bumpy, and I couldn't sleep at all.  
A: You didn't have a good flight? That's too bad. But how was the vacation itself?  
B: Oh, great. The hotel we stayed at was awesome. It was so comfortable, and it was a really good location. Thanks for recommending it.  
A: No problem. And what about the food? How was that?  
B: We ate in the market just about every night. It was delicious. And so cheap too.

- A: See? That's what I told you. And did you go on any tours or anything?  
B: Yeah. Pretty much every day. They were really good too. You know, interesting and fun. It's a great place for a family vacation.  
A: That's what I always tell people.

3.

- A: So, how was your trip, Lilly? Did you have a good time?  
B: Yeah, it was pretty good, thanks. I didn't like the food very much, though. It was too spicy.  
A: You didn't like the food? Really? I enjoyed it when I went there last year. I thought it was great. Did you stay at the Prince Hotel?  
B: Yes. I didn't like it much either. The rooms were too small, and the service was pretty poor.  
A: Oh, I thought it was supposed to be one of the best hotels there.  
B: Well, I didn't think so. And the tours were really boring too. They were too long. I slept most of the time.  
A: Oh, dear. So how was your flight then? Was that any better?  
B: Oh, it was great. I loved it.  
A: Even though it was really long?  
B: Absolutely.

4.

- A: Welcome back, Kazu. Did you have a good vacation?  
B: Thanks. Yes, it was great.  
A: You enjoyed it? Great. Did you eat lots of good food?  
B: Oh, yes! I ate so much. I mean, the food was unbelievable.  
A: I know. It's great isn't it? And what about the tours? Did you enjoy them?  
B: Oh, I enjoyed them all. And the kids had a great time too.  
A: What about the hotel? How was that?  
B: Awesome. My wife said it was the nicest hotel we've ever stayed in.  
A: Yes. I've heard it's good. And how was the flight?  
B: Oh, not so good. A long flight like that is kind of difficult, especially for kids.  
A: Yes, I know it can be hard for them.

## UNIT 9: Lesson 1

Student Book page 54

### 1. DO YOU WATCH MUCH TV?

#### Activity B

Class CD2, Track 16

- A: So do you watch much TV?  
B: I guess so. I usually watch it in the evenings before I go to bed.  
A: What kind of programs do you like to watch?  
B: Oh, you know. The usual. Soap operas, movies, and sports.  
A: I watch a lot of documentaries. I love the National Geographic channel.  
B: Yeah, it's great, isn't it?  
A: It is. I really enjoy nature programs.  
B: Do you? I don't watch them much myself.

Student Book page 55

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 17

- A: Do you read a lot of books?  
B: Yes, I read a lot of books.  
C: I read quite a lot.  
A: Do you read many books?  
B: No, I don't read many.  
C: No, I don't read any.  
A: Do you watch a lot of TV?  
B: Yes, I watch a lot of TV.  
C: I watch quite a lot.  
A: Do you watch much TV?  
B: No, I don't watch much TV.  
C: No, I don't watch any TV.

#### Activity B

Class CD2, Track 18

1.  
A: Do you read many books and magazines?  
B: I read quite a lot of magazines but not many books.  
A: What kinds of magazines?  
B: I read mostly sports and entertainment magazines.
2.  
A: Do you play many sports?  
B: No, I don't play a lot. I only play squash on the weekends.  
A: I don't play much either. I'm always too busy.

3.  
A: Do you listen to much music?  
B: Yeah, I listen to a lot of music. I listen to my MP3 player all the time.  
A: What kind of music do you listen to?  
B: Mainly country and western. And pop too.
4.  
A: Do you watch much TV?  
B: Yes, I watch it a lot but mainly on the weekends.  
A: What do you like to watch?  
B: I watch a lot of movies and sports programs.

Student Book page 56

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 19

1.  
A: Do you watch a lot of them? Have you seen *The Shadow* yet?  
B: Yes, I have. I really loved it. It was so exciting.  
A: Yeah, me too. I mean, the ending was fantastic, wasn't it?  
B: Amazing. The special effects were the best I've ever seen.  
A: I agree. Where did you see it? Did you see it at the Rex Cinema downtown?  
B: No, I saw it on a flight last month actually.  
A: Cool. So you watched it for free?
2.  
A: Hey, Sang-woo! Do you go out much these days? Did you go last night? I didn't see you there.  
B: I was there. I wouldn't have missed it for the world. It was a huge crowd, wasn't it?  
A: Yeah. Thousands. People were so excited, don't you think? Singing along and cheering.  
B: It was awesome. Especially the two guys on guitar.  
A: Yeah, they were fantastic. You know, they're playing again next month. At the national stadium.  
B: Really? Wow. I'm going to go again for sure.

3.  
A: So, what did you think of it?  
B: Oh, I was really disappointed. I mean, look at the score!

- A: Yeah, unbelievable. I think that's the worst I've ever seen.  
B: I know. Do you watch a lot of games? I mean, what was wrong with Mitchell? He usually gets at least 20 points.  
A: Yeah. And he only got 2 points today! Actually, our whole team played badly, to be honest.  
B: That's for sure. Come on. Let's go.

4.  
A: Well? Have you finished it yet? What did you think?  
B: Yeah. I finished it late last night. I don't know. I was kind of disappointed, to tell you the truth. Do you read a lot of her writing? I thought it wasn't as good as the last one.  
A: Are you serious? I think it was the best of all of them. I loved the story. And the ending was totally awesome.  
B: I thought the ending was really dumb actually. I knew what was going to happen.  
A: I can't believe you. I think she's the greatest writer ever.  
B: Yeah, she's usually good. I agree, but this one was awful. I wish I hadn't bought it.

5.  
A: Do you stay in a lot at night? Did you watch *Tomorrow's World* last night, Carl?  
B: Yeah. It was really cool, wasn't it? All those robots. They were awesome.  
A: Yeah. I wish I had a robot to help me with my homework!  
B: Yeah, me too. And what about those computers? Unbelievable, weren't they?  
A: Did you see that computer you wear like a pair of glasses?!
- B: Yeah, that was fantastic. And everything was operated by your eyes moving.  
A: Yeah, how cool is that?  
B: I'd love to see more stuff like that. Is it on next week?  
A: Yeah. It's a series.

## UNIT 9: Lesson 2

Student Book page 57

### 1. THINGS PEOPLE TALK ABOUT

#### Activity A

Class CD2, Track 20

1. sports
2. work
3. nightlife
4. music
5. your family
6. vacations
7. hobbies
8. studying
9. shopping

Student Book page 58

### 2. CONVERSATION STRATEGY

#### Activity A

Class CD2, Track 21

1.  
A: Do you like sports?  
B: Yes, I enjoy them a lot. Especially tennis.  
A: Oh, yeah? How long have you been playing tennis?  
B: For about two years.
2.  
A: Do you like playing video games?  
B: Yes, I do. I've got some great games at home.  
A: And do you spend a lot buying new games?  
B: Yeah, my parents are always complaining about it.
3.  
A: Are you interested in music?  
B: Yes, I am. I'm always downloading stuff from the Internet.  
A: I see. And do you play any musical instruments?  
B: Yeah, the trumpet.

Student Book page 59

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 22

1.  
A: Hi. You're Mr. Kim, aren't you?  
B: Yes, that's right. Have we met before?

- A: No, we haven't actually. But my kid brother is on your team. Jake Lee?  
B: Oh, yes. Jake. He's a great little player. And he really tries hard. I think he's got a great future in the sport.  
A: Really? That's great. He thinks you're terrific too. He's always talking about what you tell him, what you advise him to do.  
B: He's a nice kid. Now, what about you? What's your name?  
A: Andrew, sir.  
B: Well, Andrew. You look like you could run fast. I'm looking for someone for my college team.  
A: Me? Oh, no way. I can't run very fast and I can't hit very well. No. Jake is the sportsman in our family.  
B: OK. No problem. So, what are you into then?

2.

- A: Wow, these fish cakes are delicious, aren't they?  
B: Thanks. I'm glad you think so. I made them.  
A: No way. You made them yourself? I thought they were from a restaurant or something.  
B: No, I made them this morning. I made all this stuff actually.  
A: Awesome. I can't cook at all.  
B: It's not that hard really. I work over at that Thai place on King Street.  
A: Oh, yes. I've been there. The food is fantastic.  
B: Thanks. Of course I don't make *all* the food. I'm still in training.  
A: Well, I think you should be head chef.  
B: Thanks! Maybe one day. My name's Lek, by the way.  
A: Hi, Lek. I'm Sally.

3.

- A: Hi. Cool party, eh?  
B: Great. Especially the music.  
A: Oh, you're into music?  
B: Totally. I'm crazy about it.  
A: So you work in that field?  
B: No, I'm still in college. I go to the National Music Academy. I'm majoring in guitar.  
A: Wow. That's cool. And are you going to teach music later or become a performer or what?  
B: I'm not sure yet. I haven't decided.  
A: That's cool... um...?  
B: Simon. My name's Simon.  
A: Nice to meet you Simon. I'm Laura.

## UNIT 10: Lesson 1

Student Book page 60

### 1. WHAT ARE YOU GOOD AT?

#### Activity B

Class CD2, Track 23

- A: I have a music lesson today.  
B: What instrument do you play?  
A: Piano. Can you play the piano?  
B: Well, sort of, but I can't play very well. I should take more lessons.  
A: Why not? I love the piano.  
B: Can you play anything else?  
A: Yeah, I'm learning the guitar too.

Student Book page 61

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 24

- A: Can you play a musical instrument?  
B: Yes, I can. I can play the piano.  
C: No, I can't.  
A: How well can she sing?  
B: She can sing pretty well.  
C: She's not too bad.  
D: She can't sing very well.  
A: Could he speak English three years ago?  
B: Yes, he could.  
C: No, he couldn't.

#### Activity B

Class CD2, Track 25

1.  
A: Can you play any musical instruments?  
B: Yeah, I can play the guitar and the drums.  
A: You can play the drums! Cool.
2.  
A: How well can you sing?  
B: I'm not too bad. I sing with a group at school. How about you?  
A: My friends tell me I have a terrible voice. They say I can't sing in tune and always miss the right notes.  
B: Could you sing for me? Let me hear you sing.

3.  
A: Can you play tennis?  
B: Not very well. I could play quite well a few years ago, but I haven't played for a while. Do you play?  
A: Yeah, but I can't play very well. I'm taking lessons at the moment.
4.  
A: Could you speak English when you were 10?  
B: Yes, I could a little. I started studying English when I was seven. Could you?  
A: No, I couldn't. I didn't start to study English until I was 12.
5.  
A: Can you speak any other foreign languages?  
B: Well, I can speak a little French. I love French.  
A: I can't speak French but I can speak a little Spanish. I'm taking Spanish 101 this semester.  
B: Let me hear you say a few words in Spanish.  
A: I can't right now. I'm in a hurry. Maybe later!

*Student Book page 62*

### 3. LISTEN AND UNDERSTAND

*Class CD2, Track 26*

- A: Hey, Mei-ling. I just printed out some pictures from my vacation at White Mountain. Do you want to see?  
B: Sure. I'd love to. Wow. Is that you, Carlo, singing karaoke!  
A: Oh, we had a karaoke night at the ski lodge. And yes, that's me singing.  
B: Everyone's laughing.  
A: No, that's not true. Look. Some of them are crying.  
B: Right. And some of them are covering their ears. I guess singing isn't one of your talents, eh?  
A: Next photo, please.  
B: OK. Wow. You can water-ski too?  
A: Well, kind of. I could only stand up for about a minute each time.  
B: That's not bad. Oh, this one's beautiful. And this one too. You have some great photos. You're a really talented photographer, Carlo.  
A: Thanks. I was in the photography club in junior high school.  
B: OK. Here's another one on the lake. Kayaking this time. You really can do everything, can't you?

- A: Well, I'm not very good at kayaking, to be honest. I always seem to end up going in circles.  
B: Oh, well. Hey, this looks nice.  
A: Yeah, we all had a barbecue one night, and I was chief cook.  
B: I didn't know you could cook.  
A: Well, I'm not very good at it. My girlfriend started teaching me just last month. It's still all new to me.  
B: Looks like you did pretty well.  
A: Not really. I burned half the food. But everyone said it was OK.  
B: Great photos, Carlo.

## UNIT 10: Lesson 2

*Student Book page 63*

### 1. THINGS WE LEARN AT COLLEGE

#### Activity A

*Class CD2, Track 27*

- health education
- urban planning
- media studies
- information and communication technology
- interior design
- sales and marketing
- sociology
- childhood education
- applied arts

*Student Book page 64*

### 2. CONVERSATION STRATEGY

#### Activity A

*Class CD2, Track 28*

1.  
A: I really enjoyed the course on information technology.  
B: What did you study in the course?  
A: Well, one of the things we learned was website design.  
B: Hey... maybe you can design a website for me!
2.  
A: I took a home ec course recently. It was really useful.  
B: Did the course teach you how to cook?  
A: No, it was all about managing home finances.

*Student Book page 65*

### 3. LISTEN AND UNDERSTAND

*Class CD2, Track 29*

1.  
A: I studied for two years in the UK. I went to college near London and did an IT course.  
B: Really? Was it expensive to study there?  
A: Oh, yes. Very expensive, especially tuition and room and board.  
B: Yes, that's what I heard. My cousin studied there, and that's what she said too.
2.  
A: I majored in Asian languages at college. Korean and Japanese.  
B: Oh? How come? Were you interested in working in Asia, or did you want to become a translator or something?  
A: Actually, I wanted to work in the banking sector.  
B: Oh, I never thought about needing languages to work in banking.
3.  
A: My favorite course at college was advertising. I found it really interesting.  
B: In what way? I mean, what was interesting to you?  
A: Well, the way pictures and language have an impact on customers, you know? Especially television commercials and magazine ads.  
B: Really? I always thought advertising would be a really boring subject.
4.  
A: I went to college after high school.  
B: Oh? What did you study?  
A: Um, art. You know, things like the history of art, drawing techniques, composition, and so on. I wanted to become an artist.  
B: That's amazing. I always thought you did something connected with economics.
5.  
A: She studied at the Institute of Sports a few years ago, before she turned professional.  
B: Oh, did she? Who did she study under?  
A: Cindy Lee and Rob Brown. Both great coaches, and of course both of them were former champions themselves.

B: Oh, of course. I remember now.  
There was a program about them on TV last week.

## UNIT 11: Lesson 1

Student Book page 66

### 1. WHAT DID THEY DO?

#### Activity B

Class CD2, Track 30

A: What are you reading?  
B: A new book by Dan Brown.  
A: Oh, he wrote *The Da Vinci Code*, didn't he?  
B: That's right. Did you read it?  
A: No, I didn't, but I saw the movie. It was great, wasn't it?  
B: Yeah, I enjoyed it a lot.  
A: What's his new book like?  
B: Well, it's really long, but I'm enjoying it so far.

Student Book page 67

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 31

A: She was a writer, wasn't she?  
B: Yes, she was.  
C: No, she wasn't.  
A: They were in the Harry Potter movies, weren't they?  
B: Yes, they were.  
C: No, they weren't.  
A: He wrote *The Da Vinci Code*, didn't he?  
B: Yes, he did.  
C: No, he didn't.  
A: They appeared in the *Titanic* movie, didn't they?  
B: Yes, they did.  
C: No, they didn't.

#### Activity B

Class CD2, Track 32

1.  
A: J. K. Rowling wrote the Harry Potter books, didn't she?  
B: Yes, she did. I read all of them. They were great, weren't they?  
A: Yes, they were.

2.  
A: Rain made his first Hollywood film in 2007, didn't he?  
B: Yes, I think so. And he used to act on television in Korea, didn't he?  
A: Yes, he did. And of course he's a very successful singer.  
3.  
A: Kawabata Yasunari was a very successful writer, wasn't he?  
B: Oh, yes. Very. He wrote *Snow Country* and lots of other novels.  
A: Right. And he won the Nobel Prize for Literature, didn't he?  
B: Yes. In 1968. I think he was the first Japanese writer to win.  
4.  
A: I love Issey Miyake's clothes. He was born in Hiroshima, wasn't he?  
B: The fashion designer, you mean? Yes, he was. That's right.  
A: And he created perfumes too, didn't he?  
B: Yes. Perfumes and colognes for both women and men.

Student Book page 68

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 33

1.  
A: Do you enjoy his work?  
B: Yes, I do. His last one was really great. I think it's one of his best. He always has great stories, and the people in his works are always very real. You can believe in them.  
A: I agree. And some of them would make great movies too.  
B: That's right. I don't know why they haven't done that already.  
2.  
A: I'm a big fan of hers.  
B: Oh, yeah? How come?  
A: Well, I think she's very talented. I mean, she can do comedy or drama, or anything at all really.  
B: I don't think I've ever seen her in anything actually.  
A: Oh, you mean in movies? Oh, no. She hardly ever appears in films. She usually works in the theater.  
3.  
A: I think they're the greatest.  
B: What do you like about them?  
A: Well, first of all, they write all of their own stuff.

B: Their own songs, you mean?  
A: Yes, exactly. Some groups just sing songs, but these guys also write their own songs.  
B: And are they good musicians too?  
A: Fantastic. They're all really talented.  
4.  
A: I've never heard of her.  
B: She's really famous. The best in the country, they say.  
A: Oh, yeah? But I'm not sure I like that old style of singing.  
B: I kind of like it. You know, the costumes are great and I like the tradition.  
A: Yes, but sometimes I find it difficult to understand.  
B: Well, they say she's terrific. Let's go and see her.  
A: Sure. Why not?  
5.  
A: What do you think of his films?  
B: Most of them are great.  
A: I agree. He chooses good actors and always makes the stories really exciting.  
B: His last film was kind of slow, though.  
A: I don't know how you can say that. Maybe it was a bit slower than usual, but it was still very interesting. I think he's my favorite filmmaker.

## UNIT 11: Lesson 2

Student Book page 69

### 1. SUCCESSFUL PEOPLE IN THE ARTS

#### Activity A

Class CD2, Track 34

1. an opera singer  
2. a composer  
3. an actress  
4. a novelist  
5. a recording artist  
6. an artist  
7. an illusionist  
8. a film director  
9. a violinist

## 2. CONVERSATION STRATEGY

### Activity A

Class CD2, Track 35

1.
 

A: Do you know when the Beatles first became popular?

B: I'm pretty sure it was in the 1960s.

A: Are you sure? Wasn't it later than that?

B: It could have been in the 1970s. Somewhere around then, I think.
2.
 

A: Do you remember who wrote the James Bond novels?

B: I'm not sure, but I'm almost certain it was Ian Fleming.

A: And when did he write them?

B: I'm not sure. I suppose it was in the 1950s or 60s.

Student Book page 71

## 3. LISTEN AND UNDERSTAND

Class CD2, Track 36

1.
 

A: Wow. You look at a lot of cool websites. Who is she?

B: Don't you know her? She's Karena Lam. I'm a huge fan.

A: She's really pretty. So she comes from China, I guess.

B: Well, it's really interesting. Her father is from Hong Kong but her mother is half-Japanese, half-Chinese from Taiwan.

A: Cool. So she's really international then. And where does she live?

B: Well, she was born in Vancouver—you know, in Canada. It must have been in the 1970s. [pause] Yes, it was in 1978. But she's based in Hong Kong now.

A: Canada? That's interesting.

B: Yeah, she was working in her family's shop when she was discovered by a talent scout.

A: Wow. That's cool. And she's a singer?

B: Oh, yes. She's a great singer. She's been singing for years. She must have been about 17 when she made her first album.

A: Oh, very young.

B: Yes. And she's an actress too. She's had lots of success in movies. And she does lots of TV commercials in

Hong Kong, for things like MP3 players and so on.

- A: She sounds like she's had a busy career.
- 2.
- A: You're looking at the Daniel Radcliffe website again. You must really like him.
- B: Oh, yeah. I sure do. I'm his biggest fan. I check his website just about every day.
- A: I don't know much about him, actually. I suppose he's from England? Or is he American?
- B: Oh, no he's English. I'm pretty sure he was born in London. Yes, it says so here.
- A: Is that his full name there?
- B: Yes. Daniel Jacob Radcliffe. But his nickname is Danny.
- A: Hmm. He's still pretty young, isn't he?
- B: Yes. He was born in 1989. July 23rd, 1989, to be exact. And he was only 10 when he got his first role on TV in 1999.
- A: Wow, that's young. So when did he start the Harry Potter movies?
- B: Um, just two years after that, in 2001.
- A: And is he a singer too?
- B: No, just an actor. But a really successful actor. He's made a lot of money.
- A: Oh, yeah?
- B: Yes. In 2004 they said he was the second richest teenager in England, after Prince Harry.

## UNIT 12: Lesson 1

Student Book page 72

### 1. WHERE CAN I FIND CHILDREN'S TOYS?

#### Activity B

Class CD2, Track 37

- A: Can I help you?
- B: Yes, I'm looking for a gift for a 6-year-old. Can you tell me where I can find toys and things for kids?
- A: Sure, that would be on the second floor, near the elevator.
- B: Thanks. And do you sell sandwiches or cakes here?
- A: No. I'm afraid not. There are no restaurants or other places to eat in the store.

B: OK. Well, do you know where I can get something light to eat around here?

- A: Actually, there's a very nice cafe about a block down the street. It's called Superchef. It's great.
- B: Thanks very much. I'll try it.

Student Book page 73

## 2. LANGUAGE FOCUS

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### Activity A

Class CD2, Track 38

- A: Is there a cafe near here?
- B: Do you know if there's a cafe near here?
- C: Could you tell me if there's a cafe near here?
- A: Where can I buy toys?
- B: Can you tell me where I can buy toys?
- A: Where's the closest ATM?
- B: Do you know where the closest ATM is?
- A: When does the store close?
- B: Do you know when the store closes?
- C: Could you tell me when the store closes?

### Activity B

Class CD2, Track 39

1.
 

A: Could you tell me what hours department stores are open here?

B: Yeah, I think they usually open at 10 in the morning and close at 6 p.m.
2.
 

A: Do you know if there's a good store in this neighborhood?

B: Yes, I think Liberty House is pretty good.
3.
 

A: Do you know if they're having any sales at the moment?

B: I'm not sure. But if you like, we can look in the paper to check.
4.
 

A: Good idea. And do you know where there's a good place to get computers and electronic stuff?

B: Computer World on High Street is pretty good. They have a good selection and their prices are reasonable.

5.  
A: A couple more things. Can you tell me where a good place to buy clothes is?  
B: I always find they have good things at the stores on Pine Street.
6.  
A: OK. Do you know if all of the stores there take credit cards?  
B: I don't know for sure, but I think they do.

#### Student Book page 74

### 3. LISTEN AND UNDERSTAND

#### Class CD2, Track 40

1.  
A: Do you know if these are cotton?  
B: Yes, they are.  
A: Good. I like cotton. Can I try them on, please?  
B: Yes, the changing room's over there near the elevator.
2.  
A: Can you tell me how many chairs are in this set?  
B: Six, sir.  
A: That won't be enough. I really wanted eight. That's disappointing. I really love the style, and this wood is beautiful too.  
B: Can I show you a different set perhaps? This one has eight chairs, and the table can be opened up and extended.
3.  
A: Do you know if you can get international stations with this? I mean, stations in Europe, for example. I love listening to other languages.  
B: Oh, yes. It's not a problem at all. I'm sure you'll find the reception extremely clear.  
A: Cool. Well, let's see if we can pick up Spain, then.  
B: OK. All you do is check the station setting here in the manual and then enter the number here, like this. And there you are.  
A: Wow. Yes, that's a Spanish song.
4.  
A: This one seems kind of heavy, I think.  
B: It's a normal weight, actually. Have you played much before?  
A: No, only a little when I was in high school. And that was on ice. This is very different, of course.

- B: Yes, it is a bit different.  
A: OK. Well, I'll take this one then.

5.  
A: How many can I get for that price?  
B: You get 8 photos for \$7.50.  
A: And they're color of course.  
B: Yes, color.  
A: And you're sure that's the right size for a passport?  
B: Yes, that's the standard size, sir. Now if you just stand over here please, and keep still.  
A: Should I smile?  
B: No, that's not necessary for a passport.

## UNIT 12: Lesson 2

#### Student Book page 75

### 1. PROBLEMS WITH PURCHASES

#### Activity A

##### Class CD2, Track 41

1. a tear
2. a hole
3. a crack
4. broken
5. damaged
6. something missing
7. a stain
8. a burn mark
9. a scratch

#### Student Book page 76

### 2. CONVERSATION STRATEGY

#### Activity A

##### Class CD2, Track 42

1.  
A: I'm sorry, there's a problem with this shirt.  
B: Really? What's the problem?  
A: There seems to be a stain on it, right here.  
B: Yes, I see what you mean. Let me get you a new one.
2.  
A: I think there's something wrong with this CD player.  
B: Really? What seems to be the problem?  
A: I don't think it's working like it should.  
B: Let me check it for you.

#### Student Book page 77

### 3. LISTEN AND UNDERSTAND

#### Class CD2, Track 43

1.  
A: I'd like to return this, please.  
B: What seems to be the problem?  
A: Well, you can see for yourself.  
B: Oh, you mean this scratch here?  
A: Yes, actually there are two scratches. See? One here, and one on the other side. It was like that when I opened it at home. I mean, I put it on to listen, and it didn't play properly.  
B: And when was that, if I may ask?  
A: Yesterday! Here. Take a look at the receipt.  
B: Oh, I see. Yes, just yesterday. Well, unfortunately, we can't give you a refund. But we can exchange it if you like. We have a lot of copies of this particular album.  
A: OK, that'll be fine. Thanks.
2.  
S: Excuse me. I bought these here a couple days ago.  
B: Yes. And is there something wrong with them?  
A: Well, yes. They don't seem to work properly at all.  
B: Oh? We don't usually have problems with this product. It's usually very reliable.  
A: Well, I think they're damaged or something. They were OK at first. I could hear everything very clearly. But now when I put them on there's no sound at all.  
B: That's strange. And you re-charged them of course, ma'am?  
A: Re-charged? What do you mean?  
B: Well, do you see this cable here? And this other part?  
A: Yes. What are they for?  
B: Just plug this in here, and wait until the light turns green, and then I'm sure they'll be fine again.  
A: Oh, I see. Thanks.
3.  
A: Good afternoon, ma'am. Can I help you?  
B: Yes, I hope so. I'd like to return these.  
A: What seems to be the problem?  
B: There's a crack in them. Look. Right there. It looks terrible. I mean, I certainly can't wear them like this. I'd like my money back, please.  
A: Where exactly, ma'am? I'm afraid I can't see.

B: Right there. It's very easy to see. Try them on and you'll see for yourself.  
 A: All our products are carefully checked.  
 B: Well, these weren't checked. I want a full refund, please. Here's my receipt.  
 A: I'm afraid this isn't our store, madam. You must have bought them somewhere else. Let me see. This store seems to be at the airport.  
 B: The airport? Oh, yes. Now I remember. Sorry about that. Thank you.  
 A: No problem, ma'am.

4.

A: Hi. What can I do for you?  
 B: Don't you remember me? I got this here earlier today.  
 A: Oh, sure. Sorry. What's the problem? Is there something wrong with it?  
 B: Yeah. It's got a stain on it.  
 A: It does? It looks all right to me, to be honest. Do you mean this mark here? That's just part of the pattern. That's the way it's supposed to be.  
 B: No, not here. On the back. See? Right there. That's not part of the pattern, for sure.  
 A: Oh, right. I see what you mean.  
 B: I didn't see it when I tried it on in the dressing room.  
 A: Sure. Would you like another one? I'm pretty sure we've got one in your size with that same pattern, but in a different color.  
 B: No, thanks. I'll just take my money back, thanks.  
 A: Sure. Sorry about that.

5.

A: Excuse me. I bought this here yesterday, and it's damaged.  
 B: Damaged? What seems to be the problem exactly?  
 A: Well, the lid is damaged. You see it's bent, so it doesn't fit right. Try it.  
 B: Right. Oh, I see what you mean.  
 A: It was like that when I took it out of the box.  
 B: Hmm. I guess there was a problem at the factory. Sorry about that.  
 A: I mean, it's not going to cook properly if the lid doesn't fit, is it?  
 B: No. You're absolutely right. I've been selling these for years, and that's the first one I've seen like that. Let me give you another one.  
 A: OK. But I want to open it up and check it first.  
 B: Yes, of course. No problem.

## UNIT 1 ANSWERS

### ACTIVITY B

- A: Do you like action movies?  
B: Yes, I do. What about you?  
A: Yeah, I like them a lot. I'm crazy about Jet Li—his movies are great.  
B: Oh, I haven't seen them.
- A: Do you like the Harry Potter movies?  
B: Yes, I do. Why?  
A: Well, there's a Harry Potter film festival next week. Are you interested in going?  
B: Sure! That sounds great.
- A: Do you like baseball?  
B: Oh, it's OK. What about you?  
A: Um, I really like it.
- A: Are you interested in jazz music?  
B: I don't know. I don't know much about it. How about you?  
A: Yes, I really like it.
- A: Do you like to watch science-fiction movies?  
B: Oh, yes. They're my favorites. Especially the *Matrix* movies.  
A: Me too. I've seen two of them. The special effects are really cool.

## UNIT 2 ANSWERS

### ACTIVITY B

- A: Have you ever played (*play*) baseball?  
B: Yes, I have (*have*). I play (*play*) a lot—I'm on the school team.
- A: What happened (*happen*) to Tom?  
B: He burned (*burn*) his hand.  
A: How did he do that?  
B: Oh, he was cooking and the oil was (*be*) too hot.  
A: Oh, that's terrible. I hope it's not too serious.
- A: I don't feel well. I have a really sore throat.  
B: Oh, that's too bad. Have you taken (*take*) anything for it?  
A: No, not yet.  
B: Well, you should get some throat spray from the drugstore.

- A: So, how are you today?  
B: Not very well. I have a backache.  
A: I see. How long have you had (*have*) the problem?  
B: For a week.
- A: Have you ever gone/gone (*go*) hiking?  
B: Yes, I went (*go*) last year. How about you?  
B: Oh, yes. I have gone (*go*) many times.

## UNIT 3 ANSWERS

### ACTIVITY B

- A: What do you think? Should I buy the dark shirt or the light shirt?  
B: The light one, I think. I think it suits you better (*good*).  
A: I do too.
- A: Is Yuriko a better (*good*) tennis player than I am?  
B: I'm not sure. She hits the ball harder (*hard*) than you, but you move faster (*fast*).
- A: So, how is college compared to high school?  
B: Well, it's more difficult (*difficult*) than high school.
- A: Which jacket are you going to buy Jae-won?  
B: This one. It's more expensive (*expensive*) than the other one, but the cloth is better.
- A: These sweaters are cute. Which do you like better (*good*)?  
B: They're both cute, but I think I like the pink one better. It's more stylish (*stylish*).  
A: I agree. And it feels softer (*soft*) too.

## UNIT 4 ANSWERS

### ACTIVITY B

- A: What's the most interesting (*interesting*) city you've been to?  
B: Oh, Montreal—I think it's the prettiest (*pretty*) city in Canada.
- A: What's the best (*good*) street for cafes?  
B: Oh, that's Ninth Avenue. It's a really cool area.
- A: What's the easiest (*easy*) way to get to the airport?  
B: The airport bus is the most convenient (*convenient*) and it's also the cheapest (*cheap*)—a taxi costs a lot more.

4. A: Who's the best (*good*) teacher at this school?  
B: Well, I think Ms. Santiago is the best (*good*).  
5. A: Who's the richest (*rich*) person in the world?  
B: Well, some people say Bill Gates is the richest (*rich*).  
6. A: What country has the biggest (*big*) population?  
B: I think China does.  
7. A: What's the tallest (*tall*) tower in the world?  
B: Is it the CN Tower in Canada?  
B: Yes, I think it is.  
8. A: What's the worst (*bad*) thing in your neighborhood?  
B: My neighbors! They are the noisiest (*noisy*) people I know.

## UNIT 5 ANSWERS

### ACTIVITY B

1. A: Did you enjoy (*enjoy*) your vacation?  
B: Yes, it was (*be*) terrific, thanks.  
A: Where did you go (*go*)?  
B: We went to Hawaii. It's gorgeous!  
2. A: Did you go (*go*) to the basketball game last night?  
B: Yes, I did. It was (*be*) great. What did you and Maria do last night?  
A: We were tired, so we stayed (*stay*) home and watched (*watch*) TV.  
3. A: Did you go (*go*) anywhere last weekend?  
B: Yeah, I went (*go*) to the beach on Saturday.  
A: Oh, yeah? Did you go (*go*) surfing?  
B: No, the waves weren't good, so I swam (*swim*) instead.  
4. A: Did you study (*study*) over the weekend?  
B: No, I didn't. Did (*do*) you?  
A: Yes, I studied (*study*) a little bit.  
5. A: Did your parents buy (*buy*) a new car?  
B: No. Why do you ask?  
A: I saw (*see*) a sports car in front of your house.  
B: Oh, that's my uncle's car.

## UNIT 6 ANSWERS

### ACTIVITY B

1. A: I've been invited to a barbecue at my manager's house. What kind of clothes should I wear?  
B: Well, you shouldn't wear anything too formal. You should wear something casual.

- A: OK. And what time should I arrive? Is it OK to arrive early?  
B: No, you shouldn't arrive early. It's all right to arrive a little late, but you shouldn't arrive too late. You ought to be there about 15 to 30 minutes after the time your host has said.  
2. A: Have you ever been to a baby shower before?  
B: Yes, I have. Why?  
A: I've been invited to one for someone from work, but I don't know what to bring.  
B: Well, you should buy a gift—for the baby.  
A: Really? Do I need/have to buy something expensive?  
B: No, you don't have/need to. You can buy a small present.

## UNIT 7 ANSWERS

### ACTIVITY B

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1. A: Where's your camera?  
B: I was taking (*take*) a picture at the river, and I dropped (*drop*) it in the water.  
A: Oh, no. It was a really nice one too.  
2. A: What happened to your hand?  
B: I was chopping (*chop*) vegetables and cut (*cut*) my finger.  
A: Oh, no. Does it hurt?  
B: Well, it did. But it's not too bad now.  
3. A: I saw (*see*) Ken yesterday.  
B: Really? Where did you see him?  
A: Denise and I were eating (*eat*) lunch at a cafe, when he came (*come*) in.  
B: Oh, and did you talk (*talk*) to him?  
A: Yes, he sat (*sit*) down and we had a nice time.  
4. A: So, how did you two meet?  
B: I was working (*work*) in London when we met (*meet*).  
A: Really? What were you doing there?  
B: I was working (*work*) in a bank and she was (*be*) my boss.

## UNIT 8 ANSWERS

### ACTIVITY B

1. A: What are you going to do next summer?  
B: I'm going to go to Blue Lake for a couple of weeks.  
A: Oh, yeah? That sounds nice.
2. A: Are you going to go back home next summer?  
B: Yes, I think I will. I really miss my family.
3. A: What are you going to do after you graduate?  
B: I'm going to go to Green Island.  
A: Yeah? What are you going to do there?  
B: Well, first I'm going to travel around for awhile.  
But I'll also look for work there.  
A: How long will you stay there?  
B: I'll be there for eight weeks altogether.
4. A: Hi, Mom. I'm going to study with Josh after class today.  
B: OK. Will you be home for dinner?  
A: I don't know. I'll call you.  
B: Well, all right.
5. A: What are you going to do this weekend?  
B: I'm going to go to the movies with a friend? Do you want to come?  
A: Sure. That sounds great. Thanks.

## UNIT 9 ANSWERS

### ACTIVITY B

1. A: Are you going to the concert this weekend?  
B: No, I'm not. I don't go to many concerts because the tickets are so expensive.
2. A: Are there a lot of/many students at your school?  
B: Yes, it's a big school, so there are a lot of students.
3. A: Do you go to a lot of/many football games?  
B: Yes, my friends are on the team, so I go to a lot.
4. A: Do you like cooking?  
B: Yes, I like it a lot. In fact, I'm a chef!
5. A: Do you like playing video games?  
B: Oh, yeah. I like them a lot.  
A: Do you spend much/a lot of time playing?  
B: Yes. And my parents complain about it a lot!
6. A: What kinds of programs do you like to watch?  
B: I watch a lot of movies and sports programs.

## UNIT 10 ANSWERS

### ACTIVITY B

1. A: Dad, when you were nine, could you play the piano?  
B: Yes, I could. I played every day.  
A: Really? Why don't you play now?
2. A: My mom is a terrific cook. She can make all kinds of food.  
B: Oh, yeah? And what about you? Can you cook?  
A: No, I can't! I burn everything.
3. A: Can you water-ski, Carlo?  
B: Not very well. What about you?  
A: I don't know. I've never tried water-skiing.
4. A: Do you know anyone who can design websites?  
B: Yes, my sister can. She's very creative.  
A: Well, do you think she can/could design one for me?
5. A: Can you speak English better now than you could when you started this course?  
B: Yes, I think I can.

## UNIT 11 ANSWERS

### ACTIVITY B

1. A: Hi, I think we've met before, haven't we?  
B: I'm not sure. Do you go to City University?  
A: Yes, I do.
2. A: Jim Carrey always makes comedies, doesn't he?  
B: Well, he usually does, but he has also made a drama.  
A: Oh, yes, that's right.
3. A: I love action movies, and I really like Jet Li's movies.  
B: Jet Li? He's from the U.S., isn't he?  
A: No, I think he was born in Beijing.
4. A: You can play the piano, can't you?  
B: Yes, but I don't play very well.
5. A: *Titanic* was based on a true story, wasn't it?  
B: Yes. Definitely. It happened in 1912.  
A: It was a great film, wasn't it? Who was the star?  
B: Um. I think it was Leonardo di Caprio, wasn't it?  
A: Oh, yes, that's right.

ACTIVITY B

1. A: Do you know if/Could you tell me if this shirt comes in a different color? [Does this shirt come in a different color?]  
B: No, I'm sorry. We only have it in blue.
2. A: Do you know if / Could you tell me if there's an ATM near here? [Is there an ATM near here?]  
B: Yes, there's one in the convenience store next door.
3. A: Oh, no! There's a stain on my pants. Do you know if where the nearest dry cleaner is? [Where's the nearest dry cleaner's?]  
B: I'm not sure. But if you like, I'll look online to find out.
4. A: Do you have everything you need for vacation?  
B: Almost. I just want to buy a book for the plane ride. Do you know where / Could you tell me where there's a good bookstore around here? [Where's a good bookstore around here?]
5. A: Welcome to the National Museum. How may I help you?  
B: Can you tell me / Could you tell me where the Egyptian art is? [Where is the Egyptian art?]  
A: It's on the second floor.  
B: Thank you very much.

# Vocabulary

## UNIT 1

action  
animated  
art exhibition  
baseball game  
be interested in  
car show  
comedy  
dance competition  
drama  
film festival  
go out  
horror  
ice-skating competition

it  
movies  
musical  
play (*n*)  
rock concert  
romance  
science fiction  
sorry  
tae kwon do demonstration  
talent show  
them  
western

## UNIT 2

acupuncture  
ankle  
antacid tablets  
antiseptic cream  
arm  
aspirin  
bandages  
bee  
brace  
break (v)  
cast  
cold (n)  
cough drops  
cut (n)  
dry skin  
eye drops  
faint (v)  
fall  
fever  
headache  
indigestion  
infection  
lotion  
muscle ointment  
muscle pain  
scratch (n)

sling  
sore eye  
sore throat  
sting  
throat spray  
twist (v)

## UNIT 3

attractive  
belt  
better  
boots  
boring  
bracelet  
cheaper  
cool  
earrings  
jacket  
jeans  
more expensive  
necklace  
old-fashioned  
pants  
sandals

scarf  
shirt  
shoes  
shorts  
sneakers  
socks  
stylish  
sunglasses  
sweater  
tie  
top  
umbrella  
wallet  
watch

## UNIT 4

apologize  
best  
cleanliness  
complain  
convenience  
convenience store  
costs  
drugstore  
elevator  
most  
neighborhood  
newsstand  
noise level  
parking  
public transportation  
recreational facility  
rent  
safety  
security  
services  
supermarket

## UNIT 5

beach  
 car race  
 catch a wave  
 dog show  
 eat out  
 entry fee  
 events  
 farmer's market  
 food fair  
 go to a party  
 gym  
 I'm not sure.  
 international  
 mountains  
 movie theater  
 next  
 sleep in  
 stay home  
 street festival  
 video game  
 visit friends  
 weekend  
 world music festival

## UNIT 6

anniversary  
 baby shower  
 birthday cake  
 bring  
 candy  
 card  
 confetti  
 could  
 decorations  
 exchange  
 firecrackers  
 flowers  
 gift  
 light (v)  
 ought  
 picnic  
 put up  
 send  
 should  
 shouldn't  
 sing  
 So that means...  
 take off  
 thank-you note  
 throw  
 traditional songs

## UNIT 7

accident  
airline  
appointment  
best friend  
borrow  
damage  
ever  
forget  
get into trouble  
get lost  
ID  
lose  
miss (v)  
mistake  
pay attention  
rob  
trip (v)  
What happened?

## UNIT 8

bellhop  
by myself  
camping trip  
car trip  
chef  
driver  
flight  
foreign  
guest  
hotel  
kitchen assistant  
long  
office  
receptionist  
room attendant  
security guard  
server  
summer  
telephone operator  
uniform  
vacation

## UNIT 9

a lot (of)  
book (*n*)  
concert  
documentary  
download  
evening  
family  
hobbies  
lately  
listen  
mainly  
music  
nature program  
nightlife  
opera  
reading  
sporting event  
sports  
studying  
TV program  
visitor  
work

## UNIT 10

piano  
guitar  
sort of  
well (*adv*)  
dancing  
tennis  
cooking  
drawing  
photography  
kayak  
health education  
urban planning  
media studies  
information technology  
interior design  
sales and marketing  
sociology  
child education  
applied arts  
website design  
how to persuade people  
weaving and pottery

choosing colors  
road design  
parks and gardens  
filmmaking  
teenage crime  
citizens' rights  
learning to read  
nutrition for teenagers  
home decoration  
cost  
reasons  
examples  
location

## UNIT 11

actor  
actress  
almost  
artist  
ballet dancer  
certain  
composer  
film director  
illusionist  
most likely  
movie director  
music group  
novelist  
opera singer

pretty sure  
recording artist  
violinist  
writer

## UNIT 12

toy  
CD  
T-shirt  
Do you know...?  
magazine  
chocolates  
baseball cap  
photography  
electronics  
children's  
furniture  
sporting goods  
menswear  
tear (*n*)  
hole  
crack (*n*)  
broken  
damaged  
something missing  
stain (*n*)  
burn mark  
seem to be

# JOIN IN

مرجع زبان ایرانیان

## And learn how to speak English *naturally*

**JOIN IN** develops speaking skills by focusing on what language to use and how to sound natural.

- Step-by-step lesson plans with quick reference answers make teaching trouble-free
- Language Notes give you information about the conversation strategies, usage, and grammar
- Culture Notes provide background information on the topic that you can share with students
- Optional Activities make it easy to supplement lessons and provide additional practice or reviews
- Photocopiable Answer Key for the Review section
- Editable audio scripts are available at [www.oup.com/elt/teacher/joinin](http://www.oup.com/elt/teacher/joinin). You can download the files, and create additional listening activities.



**Jack C. Richards & Kerry O'Sullivan**

*"To learn English, you need to understand what people say as well as notice how they say it. We hope that you will enjoy using **JOIN IN** to help you improve your English through guided practice in speaking and listening."*

### AVAILABLE IN 3 LEVELS

From false beginner to intermediate

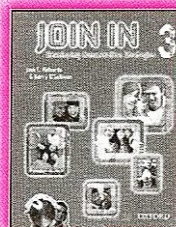
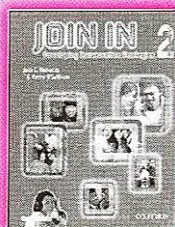
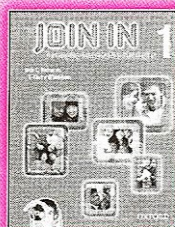
Student Book with Student CD

(contains audio highlights)

Teacher's Book

Class CDs

Test Pack with CD



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