# TUNEIN

Learning English Through Listening

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**OXFORD** 

# Introduction

Welcome to *Tune In!* This is a three-level listening series that teaches you the two important aspects of listening: understanding *what* people say and *how* they say it. This will help you improve your English.

## Student Book

There are two lessons in each of the 15 units in the Student Book. Each lesson focuses on a different aspect of the unit topic. The lessons are organized into five sections, each one with carefully graded activities. This step-by-step approach makes learning natural English much easier.

## **BEFORE YOU LISTEN**

This section introduces the topic of the lesson and presents key vocabulary for the listening activities.

## **LISTEN AND UNDERSTAND**

There are two **Listen and Understand** sections in each lesson that go with recordings of people talking. The activities in these sections help you understand *what* the people say. These sections help you improve your overall listening comprehension skills.

For extra practice, you can also listen to the final **Listen and Understand** of each lesson on the Student CD.

## **TUNE IN**

This section focuses on one feature of spoken English. This helps you understand *how* people say what they want to say. This will then help you speak English in a more natural way.

### **AFTER YOU LISTEN**

This section gives you the chance to talk to your classmates about the lesson topic. It also lets you practice the feature of spoken English from the **Tune In** section.

## **Audio Program**

There are various types of spoken English on the CDs—from casual conversations, class conversations, and voice-mail messages to weather forecasts, TV interviews, and radio shows. The complete audio program for the Student Book is on the Class CDs. There is also a Student CD on the inside back cover of the Student Book for self study. The Student CD contains the final **Listen and Understand** of each lesson. The track list for the Student CD is on page 92.

# **Scope and Sequence**

| Unit                         | Lesson                                | Lesson Object  | ives                                       | Listening Genres  |  |
|------------------------------|---------------------------------------|--|--|---|--|
|                              |                                       | Listen and Understand  | Tune In                                    |   |  |
| 1 The Family Page 2          | 1 Tell me about your<br>Family        | <ul> <li>Understanding descriptions<br/>of families</li> <li>Recognizing similarities and<br/>differences</li> </ul> | Expressing uncertainty                     | Casual conversations  |  |
|                              | 2 It really annoys me                 | <ul><li>Understanding routines</li><li>Describing annoyances</li></ul>   | Keeping<br>conversations<br>going          | Casual conversations  |  |
| 2 People<br>Page 8           | 1 Tell me about yourself              | <ul><li>Recognizing qualities of people</li><li>Identifying hobbies and interests</li></ul>                          | Asking for more details                    | Casual conversations Newspaper interviews   |  |
|                              | 2 Who's your best<br>friend?          | <ul> <li>Identifying speakers' attitudes</li> <li>Recognizing time references</li> </ul>                             | Giving more information                    | Casual conversations Newspaper interviews   |  |
| School Life Page 14          | 1 Why did you join<br>a club?         | <ul><li>Making inferences from key words</li><li>Understanding club activities</li></ul>                             | Expressing empathy                         | Casual conversations  |  |
|                              | 2 Tell me about your<br>classes       | <ul><li>Making inferences from context</li><li>Identifying schedules</li></ul>                                       | Expressing necessity                       | Class conversations Appointment inquiries   |  |
| 4 Movies Page 20             | 1 What kind of movies<br>do you like? | <ul> <li>Understanding recorded theater<br/>information</li> <li>Identifying likes and dislikes</li> </ul>           | Expressing disagreement indirectly         | Recorded theater information Casual conversations                                   |  |
|                              | 2 Tell me about the movie             | <ul><li>Identifying features of movies</li><li>Identifying movie themes</li></ul>                                    | Using conversation fillers                 | School club conversations Casual conversations                                      |  |
| G Countries & Places Page 26 | 1 How was your trip?                  | <ul> <li>Identifying features of cities</li> <li>Understanding descriptions of experiences</li> </ul>                | Expressing pleasure or disappointment      | <ul><li>Class conversations</li><li>Office conversations</li></ul>                  |  |
|                              | 2 What's life like there?             | <ul> <li>Identifying topics about countries</li> <li>Understanding descriptions of<br/>places</li> </ul>             | Asking for more details                    | Casual conversations Radio show   |  |
| 6 Appearances Page 32        | 1 How tall are you?                   | <ul> <li>Identifying people from descriptions</li> <li>Describing preferences</li> </ul>                             | Expressing preferences                     | Model competition Dating agency interview & video introductions                     |  |
|                              | 2 How do I look?                      | <ul> <li>Identifying features of people</li> <li>Distinguishing positive and negative opinions</li> </ul>            | Expressing opinions directly or indirectly | Casual conversations  |  |
| 7 Sports Page 38             | 1 Do you like sports?                 | <ul><li>Distinguishing speakers</li><li>Identifying speakers' attitudes</li></ul>                                    | Using double questions                     | Survey interviews Casual conversations  |  |
|                              | 2 What do you think of boxing on TV?  | <ul> <li>Distinguishing facts and opinions</li> <li>Understanding advice</li> </ul>                                  | Expressing agreement and disagreement      | Radio show Conversation with a coach  |  |
| The Home Page 44             | 1 Where do you live?                  | <ul> <li>Making inferences from key words</li> <li>Identifying housing preferences</li> </ul>                        | Showing interest                           | <ul><li>Casual conversations</li><li>Conversations with a housing officer</li></ul> |  |
|                              | 2 What a Fantastic home!              | Identifying features of homes Identifying topics about homes   | Expressing enthusiasm                      | <ul><li>Magazine interviews</li><li>Radio show</li></ul>                            |  |

| Unit                             | Lesson                                   | Lesson Object  | Lesson Objectives   |   |  |
|----------------------------------|--|--|---|---|--|
|                                  |  | Listen and Understand  | Tune In   |   |  |
| 9 Animals<br>Page 50             | 1 What an amazing animal!                | <ul> <li>Identifying sequences of events</li> <li>Understanding descriptions of jobs</li> </ul>                        | Checking understanding                                      | Radio show Casual conversations   |  |
|                                  | 2 I didn't know animals<br>could do that | <ul> <li>Understanding descriptions of<br/>animals</li> <li>Identifying topics about animals</li> </ul>                | Responding to<br>surprising news                            | Conversations with a zookeepe Recorded zoo information                            |  |
| Page 56                          | 1 How do you spend<br>your free time?    | <ul> <li>Identifying free time activities</li> <li>Describing likes and dislikes</li> </ul>                            | Accepting and declining invitations                         | Casual conversations  |  |
|                                  | 2 That's an unusual hobby                | <ul> <li>Making inferences from key words</li> <li>Understanding descriptions of<br/>hobbies</li> </ul>                | Making<br>assumptions                                       | Casual conversations Radio show   |  |
| 1 Buying Things Page 62          | 1 It's a great gift                      | <ul><li>Making inferences from context</li><li>Identifying preferences</li></ul>                                       | Buying time   | Conversations with sales clerks Casual conversations                              |  |
|                                  | 2 Let's meet at the<br>mall              | Identifying locations in a mall Identifying features of malls  | Confirming information                                      | Conversations in a mall Recorded mall information                                 |  |
| 2 Great<br>Inventions<br>Page 68 | 1 When was that invented?                | <ul> <li>Understanding descriptions of inventions</li> <li>Making inferences from key words</li> </ul>                 | Expressing degrees of uncertainty                           | <ul><li>Recorded museum exhibit information</li><li>Class conversations</li></ul> |  |
|                                  | 2 I'd love to get one of those           | Identifying items from descriptions Making inferences from context   | Checking understanding                                      | Casual conversations Product promotions   |  |
| 13 The Weather Page 74           | 1 What's the summer like?                | Recognizing weather information Understanding speakers' attitudes  | Expressing similarities and differences                     | <ul><li>Weather forecasts</li><li>Casual conversations</li></ul>                  |  |
|                                  | 2 What terrible weather we're having!    | <ul> <li>Identifying topics about the<br/>effects of weather</li> <li>Understanding sequences of<br/>events</li> </ul> | Showing interest  | Class conversations Radio show  |  |
| Weekends Page 80                 | 1 How was your weekend?                  | <ul> <li>Identifying speakers' attitudes</li> <li>Understanding descriptions of events</li> </ul>                      | Responding to bad news                                      | Casual conversations Office conversations   |  |
|                                  | 2 What are you doing this weekend?       | <ul><li>Identifying requests</li><li>Understanding plans and decisions</li></ul>                                       | Using something or anything                                 | <ul><li>▶ Voice-mail messages</li><li>▶ Casual conversations</li></ul>            |  |
| 15 The News<br>Page 86           | 1 What's in the news<br>today?           | <ul> <li>Understanding news reports</li> <li>Understanding sequences of events</li> </ul>                              | Using intonation<br>to make<br>statements into<br>questions | ▶ Office conversations<br>▶ TV news report  |  |
|                                  | 2 Tell me what                           | <ul> <li>Understanding personal narratives</li> <li>Making inferences from key words</li> </ul>                        | Keeping stories   | Casual conversations  |  |



- Understanding descriptions of families
- Recognizing similarities and differences
- ▶ Expressing uncertainty

## Lesson 1 Tell me about your family



What are your parents like? What are your siblings like? Check ( $\checkmark$ ) words in the list that describe them. Then compare your answers with a partner.



|                         | Mother | Father | Brother or sister |
|-------------------------|--------|--------|-------------------|
| 1. quiet                | 10     |        |                   |
| 2. talkative            |        |        |                   |
| 3. sociable             |        |        |                   |
| 4. bossy                |        |        |                   |
| 5. stay-at-home         |        |        |                   |
| 6. active               |        |        |                   |
| 7. outgoing             | 中口名    |        |                   |
| 8. has a sense of humor |        | U      |                   |

| 2 | LISTEN AND UNDERSTAND | 0 | CD 1 Track 02 |
|---|-----------------------|---|---------------|
|---|-----------------------|---|---------------|

A. School friends are talking about their families. Does each person come from a small (1 child), medium-sized (2 children), or big (3 or more children) family? Listen and check (✓) the correct column. The first one is done for you.

|            | Small | Medium-sized   | Big        |
|------------|-------|--|------------|
| 1. Jae-min |       | genous de la constant | gradured a |
| 2. Tara    |       | processed and the second   |            |
| 3. Ayumi   |       |  |            |
| 4. Adam    |       |  |            |

- B. Listen again. Are these statements true or false? Write T (true) or F (false). The first one is done for you.
  - 1. There are two boys in Jae-min's family. \_\_\_\_\_
  - 2. Tara's brothers are bossy. \_\_\_\_
  - 3. Ayumi is younger than her brother. \_\_\_\_
  - 4. Adam looks like his brother. \_\_\_\_

# 3 LISTEN AND UNDERSTAND TO CD 1 Track 03

A. A teacher is asking some students about their families. Which parent does each student feel they are similar to? Listen and check ( ) the correct column.

| Stadent reet the   | , 4.0 5  |   |                                   |            |
|--|--|---|-----------------------------------|------------|
|  |  | Neithan   |                                   |            |
|  | Mother Father  | r Neither   |                                   |            |
| 1. Yu-ting   | leaders (Marting   | graning.  |                                   |            |
| 2. Katherine   | Lanca Lanca  | granitary.  |                                   |            |
| 3. Sang-woo  |  | Second Second   |                                   |            |
| 4. Patrick   |  | bound   |                                   |            |
| for you.  1. Yu-ting 2. Katherine 3. Sang-woo 4. Patrick | a. outgoing a. shy a. active a. stay-at-home   | <ul><li>b. active</li><li>b. sociable</li><li>b. stay-at-home</li><li>b. outgoing</li></ul> | c. shy c. quiet c. bossy c. quiet | ne is done |
| 在1.2.1.11 中华 · · · · · · · · · · · · · · · · · ·         | ce how people express u  | ncertainty.   |                                   |            |
| A: Is your brot  | w what I mean?<br>her also a good singer<br>s not having brothers o  | ? B: / su   | ink so.<br>Ippose so.<br>uess so. |            |
|  | ther conversations. Is the ation? Check (🗸) the co   |   | certain about t                   | heir answe |
| Certain  | Uncertain  |   |                                   |            |
| 1. Person  | Property of the Park of the Pa |   |                                   |            |
| 2.   | Accessed   |   |                                   |            |
| 3.   |  |   |                                   |            |
| 4.   |  |   |                                   |            |
| 5.   |  |   |                                   |            |
| 6.   | Section 2  |   |                                   |            |

A. Use this family tree as an example to draw your own family tree on a separate piece of paper.



B. What is your family like? Complete this survey for yourself.

|  | Me   | My partner                 |
|--|--|----------------------------|
| 1. Is your family small, medium-sized, or big? |  |                            |
| 2. Do you like the size of your family?        | e de la companya della companya della companya de la companya della companya dell |                            |
| 3. How many brothers do you have?              | Harake   |                            |
| 4. How many sisters do you have?               |  |                            |
| 5. Are they older or younger than you?         |  |                            |
| 6. What are their names?                       | <b>计算显示证据</b> 和  |                            |
| 7. Do you have many aunts and uncles?          |  |                            |
| 8. Do you see them often?                      |  |                            |
| 9. Do your grandparents live with you?         |  |                            |
| 10. What is your mother like?                  |  |                            |
| 11. What is your father like?                  |  | 1000 <u>1000 1000 1000</u> |
| 12. Are you more like your mother or father?   | -  |                            |

C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Use this conversation to start but replace the <a href="highlighted parts">highlighted parts</a> with your own information.

A: Is your family small, medium-sized, or big?

B: It's medium-sized.

**B**: Do you like the size of your family?

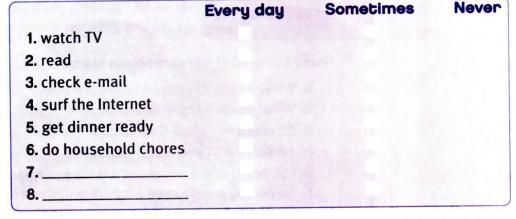
A: I guess so.

- Understanding routines
- Describing annoyances
- Keeping conversations going

## Lesson 2 It really annoys me



A. How often do you do these activities when you come home? Check (✓) the correct column. Add two more activities of your own.



B. Choose an activity in part A that you like doing, don't mind doing, and dislike doing. Then compare your answers with a partner.

Like

Don't mind

Dislike

LISTEN AND UNDERSTAND ( CD 1 Track 06



A. Friends are talking about what they do when they get home. Are these statements true or false? Write T (true) or F (false).

- 1. Marie uses her computer only to check her e-mail messages.
- 2. Shu-hua does not like talking to people when she is out with her dog. \_\_\_\_
- 3. Sumio's students are good at writing compositions.
- 4. Jennifer's favorite show is a cooking show. \_\_\_\_
- B. Listen again. Do the friends like or dislike what they do at home? Check ( ) the correct column.

Like

**Dislike** 

- 1. Marie
- 2. Shu-hua
- 3. Sumio
- 4. Jennifer



# 3 LISTEN AND UNDERSTAND 🕡 CD 1 Track 07

A. People are talking about things that annoy them at home. Listen and check ( ) the thing that annoys them. The first one is done for you.



| 1. | a. He has to go to bed by 9 p.m                    |
|----|--|
|    | <b>b.</b> He has to study until 9 P.M              |
| 2. | a. His sister uses the phone a lot                 |
|    | <b>b.</b> His sister always borrows his cell phone |
| 3. | a. She must be home before midnight on weekends    |
|    | <b>b.</b> She is not allowed to meet friends       |
| 4. | a. Her parents come home late at night             |
|    | b. She gets telephone calls late at night          |

- B. Listen again. What will each person say next? Circle the best answer.
  - 1. a. What a pity. You missed a great game.
    - b. Wow! You are really lucky.
  - 2. a. So when is a good time to call?
    - b. I didn't know you had a sister.
  - 3. a. Oh, no! That means you'll miss my party tomorrow.
    - b. So do you want to see a movie tomorrow night?
  - 4. a. So when do you go to bed?
    - b. Yeah, I guess that's all they can do.

| (4) | TUNE I | N 🔰 🗸 co | 1 Tracks 08 & 09 |  |
|-----|--------|----------|------------------|--|

- A. Listen and notice how people keep conversations going by asking follow-up questions.
  - A: What do you usually do when you get home?
  - B: Well, I usually do my homework first. Don't you?
  - A: What do you do when you get home?
  - B: I always take my dog for a walk. I love dogs. Do you?
  - A: Do you watch a lot of TV?
  - B: Yeah, I do. And you?
- B. Now listen to other conversations and circle the follow-up question you hear.
  - 1. a. Do you?
  - 2. a. And you?
  - 3. a. Do you?
  - **4. a.** Do you?
  - 5. a. Don't you?
  - 6. a. And you?

- b. And you?
- b. Don't you?
- **b.** Don't you?
- **b.** And you?
- **b.** And you?
- b. Do you?

A. Match each picture with its correct label. The first one is done for you.





b.



a.





- 1. Hey, turn that down! I'm trying to study. \_b\_
- 2. Hurry up! The show starts at 7:30. \_\_\_\_
- 3. Please pick up your things. Your room is a mess! \_\_\_\_
- 4. Who is calling so late at night? \_\_\_\_
- 5. Don't touch that! I'm watching this program.
- B. How does your family annoy you? Complete this survey for yourself.

| Does anyone in your family                       | Me | My partner |
|--|----|------------|
| 1. spend too long in the bathroom?               |    |            |
| 2. play loud music when you are trying to study? |    |            |
| 3. leave things lying around?                    |    |            |
| 4. get phone calls late at night?                |    |            |
| 5. borrow your things?                           |    |            |
| 6. not let you watch your favorite programs?     |    |            |

C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Ask follow-up questions to keep the conversation going. Use this conversation to start but replace the highlighted parts with your own information.

A: Does anyone in your family spend too long in the bathroom?

B: Yes, my sister does. It really annoys me. And you?

A: No, not really. No one spends too long in the bathroom.



- Recognizing qualities of people
- Identifying hobbies and interests
- ▶ Asking for more details

## Lesson 1 Tell me about yourself



## **BEFORE YOU LISTEN**

What are you like? Circle the words that describe you best. What other words would you use? Add two more words of your own. Then compare your answers with a partner.





- 1. I'm a pretty easygoing and patient person. I don't get angry very often.
- 2. I'm very outgoing and sociable. I love parties and meeting people.
- 3. I'm very organized. I don't miss appointments and forget things.
- 4. I'm reliable. I always keep my word. People can trust me.
- 5. I'm quite serious. I study hard and like to read many books.
- 6. I'm rather shy. I have trouble expressing myself and I'm quiet.
- 7. I'm very creative. I like to make new things.

| - |     |    |    |      |  |
|---|-----|----|----|------|--|
| 8 | I'm | al | SO | and  |  |
| • |     | u  | 20 | ulla |  |

# 2

## LISTEN AND UNDERSTAND



CD 1 Track 10

- A. People are talking about themselves. Listen and circle the word that best describes them.
  - 1. Misaki
- a. organized
- **b**. reliable

- 2. Stacy
- a. sociable
- b. shy

- 3. Brendan
- a. reliable
- **b.** easygoing

- 4. Won-min
- a. sociable
- b. serious

- 5. Yusuke
- a. organized
- b. easygoing
- B. Listen again. Are these statements true or false? Write T (true) or F (false).
  - 1. Misaki hates it when people miss appointments. \_\_\_\_
  - 2. Stacy likes to talk to people she does not know. \_\_\_\_
  - 3. Brendan cannot stand it when people change their minds. \_\_\_\_
  - 4. Won-min does not like a lot of noise when she reads. \_\_\_\_
  - 5. Yusuke often worries about things. \_\_\_\_

# 3 LISTEN AND UNDERSTAND 🕡 CD 1 Track 11

A. Students are talking about their hobbies and interests to a newspaper reporter. Listen and circle the things they talk about. More than one answer is possible.



A. What are you like? Complete this survey for yourself. Use the words in the box for questions 1 to 3.

shy easygoing patient talkative bossy outgoing active creative organized reliable serious quiet



|  | Me | My partner |
|--|----|------------|
| 1. What kind of student are you?         |    |            |
| 2. What kind of friend are you?          |    |            |
| 3. What kind of son or daughter are you? |    |            |
| 4. What sports do you play?              |    |            |
| 5. What languages do you speak?          |    |            |
| 6. What are you good at?                 |    |            |
| 7. What are you not so good at?          |    |            |
| 8. What musical instruments do you play? |    |            |

B. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Ask questions for more details. Use this conversation to start but replace the <a href="highlighted">highlighted</a> parts with your own information.

A: What kind of student are you?

B: I'm a serious student.

A: Do you study a lot at home?

B: No, not so much. I usually study at the library.

## مرجع زبان ايرانيان

#### LESSON OBJECTIVES

- Identifying speakers' attitudes
- Recognizing time references
- ▶ Giving more information

## Lesson 2 Who's your best Friend?

# **BEFORE YOU LISTEN**

A. Match each quality with its correct meaning.

| 1. has a sense of humon 2. generous 3. direct 4. smart 5. punctual 6. emotional 7. optimistic 8. critical |
|---|

- a. can learn and think easily
- **b.** shows feelings easily
- c. thinks positively
- d. says what they really think
- e. enjoys jokes
- **F.** ready to give things like time or money
- g. arrives at the correct time
- h. often says bad things about people
- B. What qualities do you look for in a friend? Circle three in the list in part A and think of one more of your own. Then compare your answers with a partner.

# 2 LISTEN AND UNDERSTAND ( CD 1 Track 14

A. Friends are talking about people they know. Are they saying something positive or negative about the person? Listen and check (/) the correct column.

|    | Positive      | Negative |
|----|---------------|----------|
| 1. | and depleting |          |
| 2. |               |          |
| 3. |               |          |
| 4. |               |          |
| 5. |               |          |

- B. Listen again. What will each person say next? Circle the best answer.
  - 1. a. So that's why she's so popular.
  - 2. a. He's not very generous.
  - 3. a. Oh, that would annoy me too.
  - 4. a. I'm surprised he has any friends.
  - 5. a. She must be a lot of fun.

- b. I guess she's pretty boring.
- b. What a nice friend!
- b. Well, she seems quite punctual.
- b. How nice!
- **b.** She needs to take things easy.



# 3 LISTEN AND UNDERSTAND TO CD 1 Track 15

A. People are talking about their friends to a newspaper reporter. Are they talking about things they do now or things they used to do with their friends? Listen and check (

the correct column.

|              | Do now       | Used to do           |  |
|--------------|--------------|----------------------|--|
| 1.           |              |                      |  |
| 2.           |              |                      |  |
| 3.           |              |                      |  |
| 4.           |              |                      |  |
| 5.           |              |                      |  |
| B. List      | en again. Ar | these statements t   | rue or false? Write T (true) or F (false). |
| 1. T         | he friends v | vere both good hor   | seback riders                              |
|              |              | lo not always buy t  |  |
| 3. T         | he friends o | o not have anythin   | ig in common                               |
| <b>4</b> . T | he friends o | lo not see each oth  | er very often these days                   |
| <b>5.</b> T  | he friends l | ike similar kinds of | movies                                     |
| TUNE         | IN 🕡 o       | D 1 Tracks 16 & 17   |  |
| A. List      | en and notic | e how people give m  | nore information when answering questions. |
|              |              | you know Aoi?        | wn each other for about a vear.            |

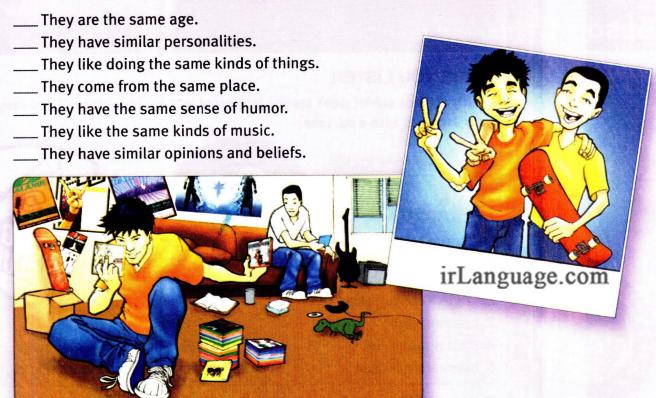
B. Now match each question with its answer. Then listen and check your answers.

B: Yeah. We both like movies, especially action movies.

A: Do you have a lot in common?

| 1. What do you think of Li-hong?                  | a. Sure. My friend Tom is from Singapore    |
|---|---|
| 2. Does Chloe like going to parties?              | <b>b.</b> Yes. We're in the same class.     |
| 3. Do you have any international friends?         | <b>c.</b> Yeah. She often goes on weekends. |
| 4. Are your friends the same age as you?          | d. No, not all of them. Some are younger    |
| 5. Does your friend go to the same school as you? | e. I like him. He's fun.                    |

A. Work with a partner. What things are important for people to become friends? Rank these statements from 1 (most important) to 7 (least important).



B. What is your best friend like? Complete this survey for yourself. Add more information for each question.

| (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)              | Answer        | More information |
|--|---------------|------------------|
| 1. Who is your best friend?                          | To the second | <b>美国产品的</b>     |
| 2. How long have you been friends?                   |               |                  |
| 3. Do you have similar personalities?                |               |                  |
| 4. Do you both like the same kinds of music?         |               |                  |
| 5. What things do you like to do together?           |               | <u> </u>         |
| 6. What things do you like to talk about?            |               |                  |
| 7. What do you like the most about your best friend? |               |                  |

C. Work with a partner. Take turns asking and answering the questions. Use this conversation to start but replace the highlighted parts with your own information.

A: Who is your best friend?

B: Kumiko, I guess. She lives in Tokyo.

A: How long have you been friends?

**B**: We've been friends for seven years. We were in the same class in junior high.



- Making inferences from key words
- Understanding club activities
- Expressing empathy

## Lesson 1 Why did you join a club?



A. Which of these school clubs are you interested in? Circle the clubs. Then compare your answers with a partner.







- 1. drama club
- 2. English conversation club
- 3. painting club
- 4. photography club
- 5. international club

- 6. hiking club
- 7. Sports club
- 8. orchestra club
- 9. hospital volunteer club
- 10. community volunteer club

| В. | Choose | a | club in | part. | A for | each | statement |
|----|--------|---|---------|-------|-------|------|-----------|
|----|--------|---|---------|-------|-------|------|-----------|

- a. It teaches me useful skills.
- **b.** It develops my confidence. \_\_\_\_
- c. It helps people. \_\_\_\_
- d. It helps me keep fit. \_\_\_\_

# LISTEN AND UNDERSTAND W CD 1 Track 18

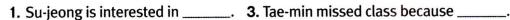
A. Students are talking at school. Where are the conversations taking place? Listen and check ( ) the correct answer.



- 1. a. in the cafeteria \_\_\_\_ 2. a. in the library \_\_\_\_
- 3. a. in the hallway \_\_\_\_
- 4. a. in the classroom \_\_\_\_

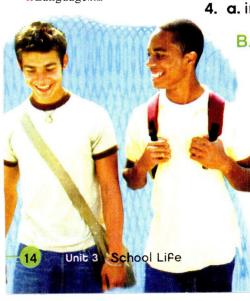
- **b.** in the auditorium \_\_\_\_
- **b.** in the gym \_\_\_\_
- **b.** in the teacher's office \_\_\_\_
- **b.** in the auditorium \_\_\_\_

B. Listen again. Circle the correct answer.



- a. lunch b. her parents
- c. plays
- 2. The student wants to \_\_\_\_\_. 4. The students \_\_\_\_\_.
  - a. return something only
  - **b.** return and borrow something
  - c. borrow something only

- - a. he was ill
  - **b.** he had club activities
  - c. he had an appointment
- - a. are at home
  - **b.** attend a painting club
  - c. are not in the same class



# مرجع زبان ايرانيان

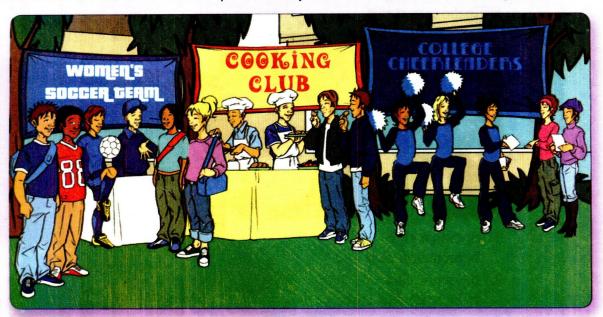
3 LISTEN AND UNDERSTAND ( CD 1 Track 19 A. People are talking about school clubs. Which clubs are they talking about? Listen and circle the correct club. 1. a. drama club b. orchestra club 2. a. Sports club b. international club 3. a. painting club b. photography club 4. a. basketball team b. orchestra club 5. a. drama club b. hiking club B. Listen again. What did each person learn from the club? Check (/) the correct answer. **b.** confidence \_\_\_\_ 1. a. new exercises \_\_\_\_ **b.** communication skills \_\_\_\_ 2. a. class routines \_\_\_\_ **b.** time management \_\_\_\_ 3. a. business skills **b.** listening skills \_\_\_\_ 4. a. teamwork \_\_\_\_ **b.** new plays \_\_\_\_ 5. a. cooking skills \_\_\_\_ TUNE IN CD 1 Tracks 20 & 21 A. Listen and notice how people express empathy. B: Yes, it must have been. A: It was a lot of fun. B: Yeah, I bet. A: It was hard work. B: Yes, I'm sure it was. A: It was a good experience.

| B. Now listen to other conversation | ons. Check (/) these expressions each time you hear them. |
|-------------------------------------|---|
| 1. Yes, it must have been.          |   |
| 2. Yeah, I bet.                     |   |

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3. Yes, I'm sure it was.

A. Match each statement with its response. Then practice the conversations with a partner.



| 1. My favorite is the Sports club. It's a lot of fun       | a. Yes, it must have been.        |
|--|-----------------------------------|
| 2. When the Sports club first started, it was very small   | <b>b.</b> Yes, I'm sure they are. |
| 3. The students in the club are really talented            | c. Yeah, I'm sure it does.        |
| 4. jogging gives me energy for the rest of the day         | d. Yes, I'm sure you will be.     |
| 5. I was so out of shape when I first started doing Sports | e. Yes, I bet you were.           |

- F. Yeah, I bet it is.
- B. What is your favorite club at school? What is it like? Complete this survey for yourself. Add two more statements of your own about your club.

6. I hope I'll be exercising even when I'm old. \_\_\_\_

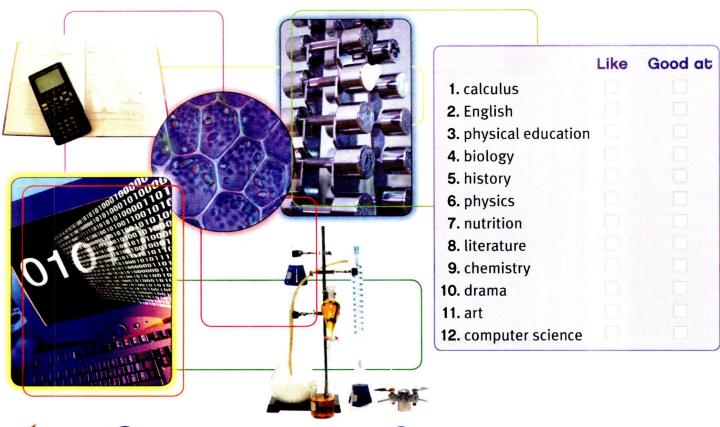
C. Work with a partner. Take turns making statements and agreeing with your partner. Use the conversations in part A as a model.

- ▶ Making inferences from context
- ▶ Identifying schedules
- Expressing necessity

## Lesson 2 Tell me about your classes

## **BEFORE YOU LISTEN**

Which subjects did you like at school? Which ones were you good at? Check (✓) the correct columns. Then compare your answers with a partner.



## LISTEN AND UNDERSTAND ( CD 1 Track 22

A. Teachers are giving lessons. Which subject is each teacher teaching? Listen and number the subjects from 1 to 4. The first one is done for you.

c. English 1

- **b.** biology \_\_\_\_
- B. Listen again. Check (✓) the correct statement.

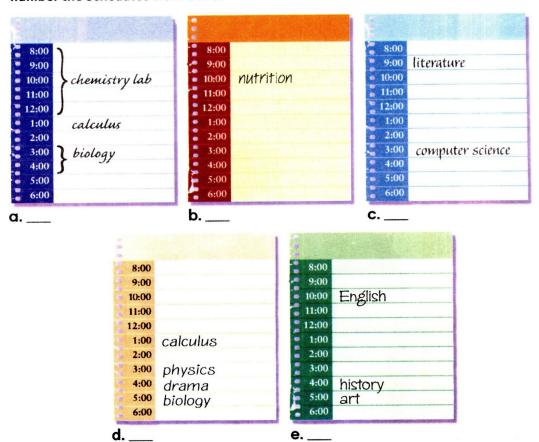
a. nutrition \_\_\_\_

- 1. a. The teacher wants the students to write an essay. \_\_\_\_
  - **b.** The essay should have five points. \_\_\_\_
- 2. a. Some foods can change the way we feel. \_\_\_\_
  - **b.** Foods that are high in carbohydrates can make you feel tense. \_\_\_\_
- 3. a. The Great Wall of China was built about 1,000 years ago. \_\_\_\_
  - **b.** The wall is over 6,000 kilometers long. \_\_\_\_
- 4. a. Frogs chew their food before they swallow it. \_\_\_\_
  - **b.** Some frogs catch insects with their sticky tongues. \_\_\_\_

**d.** history \_\_\_\_

# 3 LISTEN AND UNDERSTAND OF CD 1 Track 23

A. Students are making appointments. What are their class schedules like? Listen and number the schedules from 1 to 5.



B. Listen again. What time will the appointment be? Circle the correct time on the schedules.

| TUNE IN CD 1 Tracks 24 & 25                        |  |
|--|--|
| A. Listen and notice how people express necessity. |  |
| I <b>need to</b> check your assignment.            |  |
| I have to be in class all afternoon.               |  |
| We <b>should</b> play at five.                     |  |

B. Now listen to other conversations. Does the student think the activity is necessary or unnecessary in each conversation? Check ( </ ) the correct column.

|    | Necessary  | Unnecessary    |
|----|--|----------------|
| 1. |  | granter of     |
| 2. | And the state of t | Section 2015   |
| 3. |  | Land land      |
| 4. | Townson of the Control of the Contro | L-J            |
| 5. | A Description of the Contract  | September 1    |
| 6. | and the same of th | and the second |

A. Role-play. You are planning your week at school. Choose five classes and two clubs in the boxes and write when you will go to them in your planner.

| physics | history | literature       | biology  |
|---------|---------|------------------|----------|
| English | art     | computer science | calculus |
|         |         |                  |          |

English conversation football hiking community volunteering photography drama

|               | Monday | Tuesday | Wednesday | Thursday   | Friday |
|---------------|--------|---------|-----------|--|--------|
| 8:00<br>10:00 |        |         |           |  |        |
| 10:00         |        |         |           |  |        |
| 12:00         |        |         |           |  |        |
| 2:00          |        |         |           |  |        |
|               |        |         |           | page and the second |        |
| 4:00<br>6:00  |        |         |           |  |        |
| 8:00          |        |         |           |  |        |

B. Work with a partner. You and your partner need to discuss a class project and also want to have a meal. Take turns arranging times to meet. If your partner is busy, ask about another time. Use this conversation to start but replace the highlighted parts with information from your planner.



- **A:** Are you busy this week? We should discuss our class project sometime.
- B: Yeah, I think we need to.
- A: When would you like to meet?
- **B**: Let's see . . . Are you busy Wednesday?
- **A:** I have to go to my physics class from eleven to one. But my afternoon is free.
- B: Why don't we meet around two o'clock?
- A: Sure. That sounds good.
- B: We should meet for lunch as well.
- A: Yeah, I'd like that. Let's see . . .



- ▶ Understanding recorded theater information
- ▶ Identifying likes and dislikes
- ► Expressing disagreement indirectly

## Lesson 1 What kind of movies do you like?

**BEFORE YOU LISTEN** 

| Garde Manager Part Larry   | answers with a partner.   | vies: check (v  | ) the c  | onect cotamin | , men                            |
|--|---|---|--|---------------|----------------------------------|
| NOTINE ULTIMATE ROMANTIC COMME.  | No.   |   | Like   | Don't mine    | d Dislik                         |
|  | <b>1.</b> cor   | nedy  |  |               |                                  |
| O EL OC  | <b>2</b> . act  |   |  |               |                                  |
| OTHERS   | 3. hor  | ror   |  | E. I          |                                  |
|  | 4. we   | stern   |  |               |                                  |
| SPIRITED AWAY  | <b>5.</b> sci   | ence fiction  |  |               |                                  |
|  | 6. ani  | mation  |  |               |                                  |
| FAIRE  | 7. mu   | sical   |  |               |                                  |
|  | 8. ron  | nance   |  |               |                                  |
|  | <b>9.</b> dra   | ma  |  |               |                                  |
| <ul> <li>b. The</li> <li>a. The</li> <li>b. The</li> <li>a. The</li> <li>b. Infor</li> <li>a. The</li> </ul> | Korean movies are all contheater has a Website. Star Wars movies are showies are showies are American movies are American mation about show time movies are from the 19 theater is showing five | owing on Surnly<br>es is only in the  | he new   | M. MAINTHINA  | 25 Unit0552 KINC KONG Sun PG13 6 |
| B. Listen agai   | in. Check (🗸) the stateme   | ents that are tr  | ue for ea  | ich theater.  |                                  |
|  |   | Star  | Rex  | Royal S       | Sun                              |
| 1. has mo  | vies with subtitles   | Service State of the Service of the | powering (   | The Author    |                                  |
| 2. has act   | ion movies  | guicetous<br>Nec-sund   | and the same of th | Section 2     |                                  |
| 3. has sne   | cial prices   | plant of mine   |  | Construction  |                                  |

4. has science fiction movies

5. has new movies

# LISTEN AND UNDERSTAND (

A. Friends are talking about movies. How often does each person go to the movies? Listen and match each person with the correct statement.



| 1. Akira   | a. She goes to the movies once in a while.   |
|--|--|
| 2. Sam   | <b>b.</b> He does not go to the movies often.  |
| <b>3.</b> Jane   | c. She goes to the movies often.   |
| <b>4.</b> Julia  | d. He goes to the movies very often.   |
| <ul> <li>B. Listen again. Do the frie correct answer.</li> <li>1. a. same</li> <li>2. a. same</li> <li>3. a. same</li> <li>4. a. same</li> </ul> | <ul> <li>b. different</li> </ul> |
|  |  |

a. She goes to the movies once in a while.

|       | -     |                  |    |
|-------|-------|------------------|----|
| THALE | INI a | / _ /            |    |
| IUNE  | IIV O | CD 1 Tracks 28 & | 29 |

A. Listen and notice how people express disagreement indirectly.

A: I think horror movies are great. Don't you?

B: Yeah, some are good, but most seem silly.

B: I guess so, but I like comedies better.

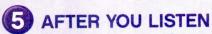
A: There are so many great movies out these days.

B: Really? Do you think so?

B: Well, maybe, but I prefer older movies.

B. Now listen to other conversations. Does the person express agreement or disagreement in each conversation? Check ( $\checkmark$ ) the correct column.

| Agreement  |               | Disagreement  |
|------------|---------------|---|
| 1.         |               | Account of the second   |
| 2.         |               | and a control   |
| 3.         | Section 1     | and the second  |
| 4.         |               | granter treng<br>and trength of the state of th |
| <b>5</b> . | Process Towns | Security .  |
| 6.         |               | Appropriated<br>Economical  |

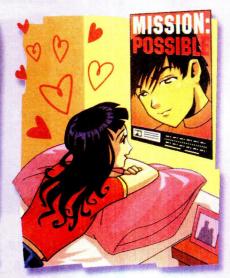


A. What do you think about movies? Complete this survey for yourself.









|  | Me              | Student 1 | Student 2      |
|--|-----------------|-----------|----------------|
| 1. the best action movie               | 4.0             |           |                |
| 2. the scariest movie                  |                 |           |                |
| 3. the best animated movie             |                 |           |                |
| 4. the best romantic movie             | Court I         |           |                |
| 5. the movie you cried in the most     |                 |           |                |
| 6. the movie you laughed in the most   |                 |           |                |
| 7. the best movie ever                 |                 |           | IN HARD OF THE |
| 8. the worst movie ever                |                 |           |                |
| 9. the best actor from your country    | F. A. Wall      |           | J. 1927 1977   |
| 10. the best actress from your country | Den Marie Marie |           |                |

- B. Work in groups of three. Take turns asking and answering the questions and complete the survey for your partners. Use these conversations but replace the <a href="highlighted">highlighted</a> parts with your own information. How many of your answers are the same?
  - A: What do you think is the best action movie?
  - B: I think it's Batman Begins.
  - C: Really? Do you think so? I think the first Batman is better.
  - B: What do you think is the best romantic movie?
  - C: I think it's Titanic.
  - A: Well, maybe, but I prefer Love Actually.
  - C: Who do you think is the best actress from your country?
  - A: I think it's Ziyi Zhang.
  - B: Yeah, I quess she's good, but I think Gong Li is better.

# مرجع زبان ايرانيان

#### LESSON OBJECTIVES

- Identifying features of movies
- Identifying movie themes
- Using conversation fillers

## Lesson 2 Tell me about the movie

1 BEFORE YOU LISTEN

Number the movie events in the correct order. The first one is done for you. Then compare your answers with a partner. What kind of movie is it?



| Unfortunately, the boy is sent off to defend his country in a wa | ır. |
|--|-----|
| They lose contact with each other after the war is over.         |     |
| And then they decide to get married.                             |     |
| Then, a few years later, they meet by chance.                    |     |
| A boy and a girl become childhood sweethearts.                   |     |
| They renew their friendship.                                     |     |
| After they get married, they move to Hawaii.                     |     |

| LISTEN AND UNDERSTAND |    |               |
|-----------------------|----|---------------|
| LISTEN AND UNDERSTAND | MA | CD 1 Track 30 |

A. Movie club members are talking about movies to include in a film festival. Which features of movies do they mention? Listen and check ( $\checkmark$ ) the features.

|    | Story | Actor(s)  | Music       | Special effects  |
|----|-------|---|-------------|--|
| 1. | -     |   |             | The state of the s |
| 2. |       | The second second   | Sentence of | And there are  |
| 3. |       | grant and grant |             | American Maria   |
| 4. |       |   |             | Townson .  |

B. Listen again. Is the movie included in the festival? Circle the correct answer.

| 1. | a. Yes | <b>b.</b> No |
|----|--------|--------------|
| 2. | a. Yes | b. No        |
| 3. | a. Yes | b. No        |
| 4. | a. Yes | b. No        |

# 3 LISTEN AND UNDERSTAND OF CD 1 Track 31

A. Friends are talking about movies they saw on the weekend. Listen and check ( ) the

| correct statement.  |   |
|---|---|
| <ol> <li>a. A man b. At the</li> <li>a. A wom b. She has</li> <li>a. A man b. The st</li> <li>a. The w b. The po</li> <li>a. A cow b. A rich</li> </ol> | end of the movie, he gets all his money back nan becomes a famous musician as a very long and successful career and a woman meet on a boat tory involves a lot of exciting action thale is sad and lonely at the theme park eople buy the theme park thoy tries to help people in the city farmer wants to take the people's land  1. Did each movie have a happy or sad ending?  The correct column. |
| TUNE IN CD 1 Tracks 32 & 33  A. Listen and notice how people us   | se conversation fillers. www.irLanguage.com   |
| A: What's that movie about?   | B: Um I think it's a true story. B: Uh well it's about this guy. B: Um let me think It's a comedy. B: Let's see It's actually about animals.  |
| B. Now listen to other conversation   | ons and circle the conversation filler you hear.  |
| <ol> <li>a. Um   think</li> <li>b. Let's see</li> </ol>   | <ul><li>4. a. Um let me think</li><li>b. Um I think</li></ul>   |
| <ul><li>2. a. Let's see</li><li>b. Um let me think</li></ul>  | <ul><li>5. a. Uh well</li><li>b. Let's see</li></ul>  |
| <b>3. a.</b> Um I think <b>b.</b> Uh well   |   |

A. How well do you know movies? Choose the correct answer in the boxes for each question.

| King Kong  | Jaws   | The Academy<br>Awards  | Star Wars  | Jackie Chan |  |
|--|--|--|--|-------------|--|
| Shrek  | Tom Cruise   | Beyoncé  | Spider-Man   | Titanic     |  |
|  |  | Knowles  |  |             |  |
|  | 2. Which sin 3. Which act movies? _ 4. What is th 5. What is th  | ger is also a movie tor plays the main on the name of the movement of the movement of the movement of the animal o | star?character in the Misvie about a huge go novie series about t  | rilla?      |  |
|  | 7. What is the name of the movie about a hero who can swing from buildings?  8. What is the name of the most famous prize given for movies in Hollywood?  9. What is the name of the movie about a shark?  10. Which actor plays a main character in the Rush Hour movies? |  |  |             |  |
| Work with a partner. Use conversation fille as a model. Then che | ers if you are not sur   | e about an answer. l   | estions in part A.<br>Jse this conversation  |             |  |
| A: What is the name<br>B: Um let me thi                          |  | ut a famous ship th  | at sank?   |             |  |
| Work with a partner. asking and answerin                         | Write three movie questions. Wh  | uestions of your own<br>o had the most corre   | and take turns<br>ect answers?   |             |  |
|  |  |  |  | Anguran     |  |
|  | Question   |  |  | Answer      |  |
| 1.   |  |  |  | Answer      |  |
| 1<br>2<br>3  |  |  | The second section is a second section of the second section of the second section sec | Answer      |  |

Answers: 1. Titanic, 2. Beyonce Knowles, 3. Tom Cruise, 4. King Kong, 5. Star Wars, 6. Shrek, 7. Spider-Man 8. The Academy Awards, 9. Jaws, 10. Jackie Chan

# Countries & Places

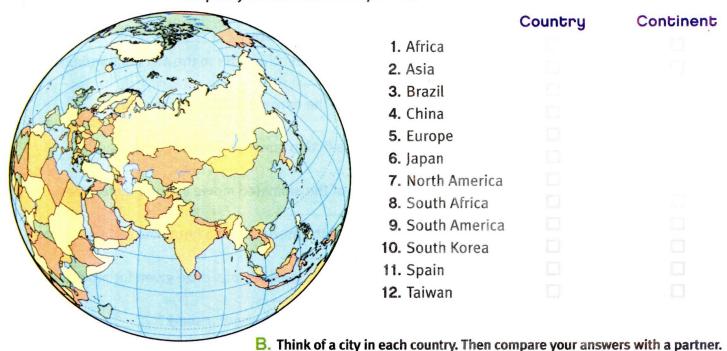
#### LESSON OBJECTIVES

- Identifying features of cities
- Understanding descriptions of experiences
- Expressing pleasure or disappointment

#### Lesson 1 How was your trip?

## **BEFORE YOU LISTEN**

A. Are these names of countries or continents? Check (🗸) the correct column. Then compare your answers with a partner.

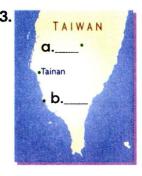


# 2 LISTEN AND UNDERSTAND W CD 1 Track 34

A. Students are giving a class presentation about where they come from. Listen and check  $(\checkmark)$  the correct city on each map.









B. Listen again. Which topic does each student talk about? Circle the correct topic.

- 1. Somchai
- a. cost of living
- **b**. climate
- c. food

- 2. Luis
- a. climate
- **b.** employment

- 3. Ya-ping
- a. industry
- b. size
- c. language c. cost of living

- 4. Jae-won
- a. size
- **b.** language
- c. food

| LISTE                                     |  |  |   |  |
|---|--|--|---|--|
|   |  | s are talking about place  |   |  |
|   | e visited. Di<br>lethe correc  | d they like or dislike eac   | h place?  | B. Sandana Balanca                         |
|   |  |  | Ex F  |  |
|   | a. like  | b. dislike   |   |  |
| -   | a. like  | <b>b.</b> dislike  |   |  |
|   | a. like  | <b>b.</b> dislike  |   |  |
|   | a. like<br>a. like   | <b>b.</b> dislike<br><b>b.</b> dislike   |   |  |
| 5.  | <b>a.</b> like   | D. distike   |   |  |
| B. List                                   | en again. Ch   | neck ( $\checkmark$ ) the correct state  | ment.   |  |
| 1.  |  | ted Hong Kong in June.   |   |  |
|   |  | nd prices too high   |   |  |
| 2.  |  | to New Zealand in the  | winter  |  |
|   |  | t one week there   |   |  |
| 3.  |  | been to Taiwan before.   |   |  |
| _   |  | ght things in Taipei   |   |  |
| 4.  | a. The wea   | ther in London was hot.  | •   |  |
|   | I- D   | -14  | - 4:  |  |
| -   | •  | old him to visit in the sp   | _   |  |
|   | a. He found<br>b. He thou  | d that Tokyo was easy to<br>ght that Tokyo was not i   | o get around  |  |
| TUNE                                      | a. He found<br>b. He thou  | d that Tokyo was easy to   | o get around interesting easure or disappoint                                 |  |
| TUNE<br>A. List                           | a. He found<br>b. He thou<br>E IN o  | d that Tokyo was easy to<br>ght that Tokyo was not i   | o get around interesting easure or disappoint Pleasure                        | <mark>ment.</mark><br>Disappointmen        |
| TUNE<br>A. List                           | a. He found b. He thou contains the following contains the found contains the following con | d that Tokyo was easy to ght that Tokyo was not in the standard of the standar | o get around interesting easure or disappoint Pleasure That's great!          |  |
| TUNE A. List                              | a. He found b. He thou contains to New errone I meters.  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!               |  |
| TUNE A. List I we Eve                     | a. He found b. He thou b. He thou contains and notice that to New eryone I metally had a g   | d that Tokyo was easy to<br>ght that Tokyo was not in<br>the Indian Tokyo was not in<br>the Indian Indian Indian Indian<br>Zealand last summer.<br>It was so nice.   | o get around interesting easure or disappoint Pleasure That's great!          | Disappointmen                              |
| TUNE A. List I we Eve I re It w           | EIN of ten and notice to New aryone I metally had a gives very hotel   | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!               | Disappointmen  What a pity.                |
| TUNE A. List                              | a. He found b. He thou contains to New errone I meters.  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!               |  |
| TUNE A. List I we Eve I re It w The       | EIN of the thouse the to New aryone I metally had a grass very hotely prices were und London   | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's nice.                   | What a pity. That's too bad. What a shame. |
| I we Eve I re It was The I fo             | ten and notice to New ally had a gras very hote prices were und London   | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| I we Eve I re It was The I fo             | ten and notice to New ally had a gras very hote prices were und London   | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| I we Eve I re It was The I fo             | ent to New ally had a gras very hote prices were und London  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| TUNE A. List  I we Eve I re It w The I fo | ent to New ally had a gras very hote prices were und London  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| TUNE A. List  I we Eve I re It w The I fo | ent to New ally had a gras very hote prices were und London  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| TUNE A. List  I we Eve I re It w The I fo | ent to New ally had a gras very hote prices were und London  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |
| TUNE A. List  I we Eve I re It w The I fo | ent to New ally had a gras very hote prices were und London  | d that Tokyo was easy to ght that Tokyo was not in the state of the st | easure or disappoint  Pleasure  That's great!  That's terrific!  That's nice. | What a pity. That's too bad. What a shame. |

A. Choose expressions in the box to complete the conversation. Then practice the conversation with a partner.

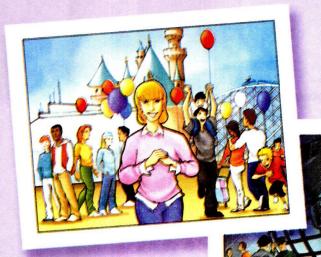
What a pity.
What a shame.

A: So how was your vacation?

That's nice.
That's wonderful.

That's great.
That's terrific.

That's too bad. That's terrible.





B: Well, it wasn't bad. I went to Los Angeles to visit my sister.

A: \_\_\_\_\_\_\_ And what did you do there?

B: Well, on Saturday, we went to Disneyland.

A: \_\_\_\_\_\_ I've never been there. Did you like it?

B: Yeah, it was great, but it was very crowded. I couldn't get on some of the rides I wanted to try.

A: \_\_\_\_\_ And what else did you do in Los Angeles?

B: We went to Universal Studios.

A: \_\_\_\_\_ Did you enjoy it? I hear it's amazing.

B: Yes, it is. But, unfortunately, the weather wasn't very nice on Sunday. It was cold and wet.

A: \_\_\_\_\_ It can get cold sometimes at this time of the year.

B: But anyway, I enjoyed it. And guess what? I ran into an old friend of mine that I hadn't seen in ten years.

A: \_\_\_\_\_ It sounds like you had a pretty good vacation then.

B. Work with a partner. Talk about your last vacation. Take turns asking and answering questions about what you did. Use the conversation in part A as a model.

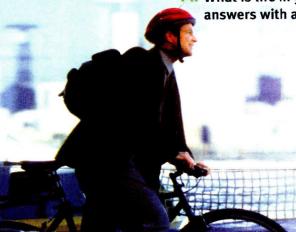
B: Yes, I did.

- ▶ Identifying topics about countries
- ▶ Understanding descriptions of places
- ▶ Asking for more details

## Lesson 2 What's life like there?

**BEFORE YOU LISTEN** 

A. What is life in your country like? Circle the statements that are true. Then compare your answers with a partner.



### **Topic**

- 1. family life
- 2. food
- 3. free time
- 4. transportation
- 5. housing
- 6. employment
- 7. education
- 8. health

#### Statement

Most families have two children.

People eat rice every day.

Hiking is a popular leisure activity.

People travel to work or school by bicycle.

Most people live in apartments.

Unemployment is quite low.

Public schools are very good.

Public hospitals are free.

B. Work with a partner. Change the statements that are not circled so they are true for your country.

## 2 LISTEN AND UNDERSTAND OF CD 1 Track 38

A. Students at a language school are talking about life in their home countries. Which topics do they talk about? Listen and circle the correct topic.

1. a. housing

2. a. education

3. a. health

4. a. family life

5. a. free time

**b.** employment

b. food

b. family life

**b.** transportation

**b.** education



B. Listen again. Check ( ) the correct statement.

1. a. People do not usually buy a house. \_\_\_\_

**b.** Apartments are not very popular. \_\_\_\_

2. a. Children learn English from the age of seven. \_\_\_\_

**b.** Most people send their children to public schools. \_\_\_\_

3. a. Grandparents often live alone. \_\_\_\_

**b.** Both parents usually work. \_\_\_\_

4. a. There is a good subway system. \_\_\_\_

**b.** Most people drive cars. \_\_\_\_

**5. a.** Young people enjoy gardening. \_\_\_\_

**b.** Children enjoy the same things as kids in other countries. \_\_\_\_

# 3 LISTEN AND UNDERSTAND 0 CD 1 Track 39

A. A guest on a radio show is talking about New Zealand. Does she give information about these questions? Check  $(\checkmark)$  the correct column.

| The same of the sa | Herto                 |
|--|-----------------------|
| 10 mm  |                       |
| THE PROPERTY.  |                       |
|  |                       |
|  |                       |
|  | مرج آموز کان ایرانهای |

|  | Yes  | No   |
|--|--|--|
| 1. How many people live there?                                   |  |  |
| 2. What kind of people live there?                               |  |  |
| 3. Why are people called kiwis?                                  |  |  |
| 4. What traditional dishes are there?                            |  |  |
| 5. What dangerous animals live there?                            |  | Acceptant  |
| 6. What is the scenery like?                                     |  |  |
| 7. What is the climate like?                                     |  | Name of Street, Street |
| 8. What is the education system like?                            | And the state of t | ( constant   |
| B. Listen again. Are these statements tre T (true) or F (false). | ue or fals   | e? <b>W</b> rite   |
| <ol> <li>New Zealand is much bigger that</li> </ol>              |  |  |
| 2. Most of the population are Maor                               | i  |  |
| 3. Kiwi birds are not common                                     |  |  |
| <ol><li>Half of New Zealand is natural for</li></ol>             | rest   | _  |
| <ol><li>New Zealand is warm in August.</li></ol>                 |  |  |

| TUN | E IN CD 1 Tracks 40 & 41                                  |  |  |
|-----|---|--|--|
|     | sten and notice how people as                             | sk for more details.   |  |
|     | Well, gardening is popular  Oh? And what about childi     |  |  |
|     | Only about four million peo<br>Really? And are most of th | ople live in New Zealand. e people originally from England?                                |  |
|     | Well, it's the name of our n Uh-huh. What kind of bird    |  |  |
|     |   | ns. Which topic does the person ask about when asking sation? Check (🗸) the correct topic. |  |
| 1.  | a. size   | <b>b.</b> price  |  |
| 2.  | <b>a.</b> famous people                                   | <b>b.</b> soccer   |  |
| 3.  | <b>a.</b> work  | <b>b</b> . cars  |  |
| 4.  | b. private schools  |  |  |
| 5.  | <b>a.</b> work hours <b>b.</b> vacations                  |  |  |

A. Put these sentences in order to make a conversation. Then practice the conversation with a partner.

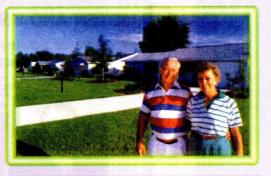


- \_\_\_\_ Wow, for every meal? Do you eat it for breakfast too?
- \_\_\_\_ My favorite is brown rice.
- \_\_\_\_ Sure, there's white rice, brown rice, and sticky rice, for example.
- \_\_\_\_ Tell me about the food in your country. What do you eat every day?
- \_\_\_\_ Sure, we eat it in the morning too. But we eat it with other dishes.
- \_\_\_ Oh? What kind of dishes do you eat it with?
- \_\_\_\_ We eat rice every day and, traditionally, for every meal.
- \_\_\_\_ Wow, that's a lot of dishes! And do you have different kinds of rice?
- \_\_\_\_ Really? I didn't know there were many different kinds. What's your favorite?
- \_\_\_\_ Let's see. We normally have it with vegetable dishes, soup, and meat dishes.
- B. Work with a partner. Decide who is student A and who is student B. Read the statements about life in the US in your box. Think about how your country is different.



#### Student A

Cars: Most families in the US have at least one car. Big cars, like sport utility vehicles and trucks, are popular.



#### Student B

Family life: Most families in the US do not live with grandparents. Children usually leave their home after high school and live alone.

C. Role-play. Work with a partner. Your partner is a visitor from the US and you are giving information about your country. Take turns asking and answering questions. Use the conversation in part A as a model.



# Appearances

#### LESSON OBJECTIVES

- Identifying people from descriptions
- Describing preferences
- Expressing preferences

## Lesson 1 How tall are you?

1 BEFORE YOU LISTEN

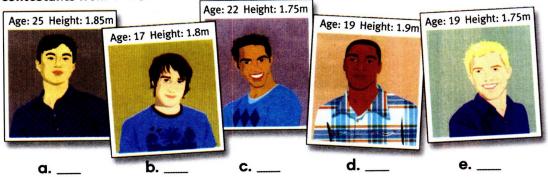
Match each person with the correct description. Then compare your answers with a partner.



- 1. He is quite short and is about 20 years old. \_\_\_\_
- 2. He is very tall and middle-aged. \_\_\_\_
- 3. She is fairly short and in her early teens. \_\_\_\_
- 4. He is of medium height and in his 30s. \_\_\_\_
- 5. She is pretty tall and in her mid-20s. \_\_\_\_

# 2 LISTEN AND UNDERSTAND OF CD 2 Track 02

A. A host for a male model competition is introducing contestants. Listen and number the contestants from 1 to 5.



B. Listen again. Check  $(\checkmark)$  the statements that are true for each contestant.

|                       | Davia          | Allul GW   | ousoni                  | COCVCII  | 00 |
|-----------------------|----------------|------------|-------------------------|--|----|
| 1. is a student       | Contributing ( | Bertreen A | granding and a second   | Secretary .  |    |
| 2. has modeled before | luona l        |            | Secretary of the second | Control of the contro |    |
| 3. is from the US     |                |            |                         | Action was   |    |



A. Dylan is at a dating agency. What kind of person does he prefer to date? Listen and check ( ) the correct answer.

|          | 0             | <b>A</b>    | 1         |
|----------|---------------|-------------|-----------|
|          |               |             |           |
| Age      | Height «      | Personality | Interests |
| under 20 | under 1.7m    | serious     | sports    |
| mid-20s  | over 1.7m     | reliable    | movies    |
| over 20  | not important | outgoing    | music     |

| B. | Now listen to women introducing themselves by video. Which woman is the best date | te |
|----|---|----|
|    | for Dylan? Circle the best woman.   |    |

- 1. Lucy
- 2. An-yi
- 3. Jessica
- 4. Atsuko

| TUNE IN    | O CD ST | nacks 05 & 06 |
|------------|---------|---------------|
| I OIAT IIA | CUZI    | racks up a up |

A. Listen and notice how people express preferences.

A: What kind of woman would you like to meet?

B: I'd prefer someone younger.

**A:** Do you prefer someone about your height?

**B**: *I prefer* shorter girls, actually.

B. Now listen to other conversations. Does the person say *I prefer* or *I'd prefer* in each conversation? Check ( / ) the correct column.

|            | l prefer   | I'd prefe  |
|------------|--|--|
| 1.         | - Control of the Cont | Second Second  |
| 2.         | [man]  | Louise   |
| 3.         |  | Contractor of the Contractor o |
| 4.         |  | Lanci  |
| <b>5</b> . | Lond   | [ and  |
| 6.         | [  |  |

A. What kind of person do you prefer to date? Complete this survey for yourself. Add two more qualities of your own and check (/) your preferences.







| THE WALL MANNEY                        | Me                                      | My partner                  |
|--|---|-----------------------------|
| 1. older                               |   |                             |
| 2. younger                             |   |                             |
| 3. the same age                        |   |                             |
| 4. shorter                             |   |                             |
| 5. taller                              | 版上的统                                    |                             |
| 6. the same height                     |   |                             |
| 7. very good looking                   | <b>新</b> 上标道                            |                             |
| 8. average looking                     |   | 经减少人                        |
| 9. concerned about their appearance    |   |                             |
| 10. unconcerned about their appearance |   |                             |
| 11. sociable                           | 1 1 44 E                                |                             |
| 12. stay-at-home                       |   |                             |
| 13. quiet                              |   | <b>三、约</b>                  |
| 14. talkative                          |   | 多臺灣出代鐵門                     |
| 15. active                             |   |                             |
| 16. serious                            |   | 17. 多个 <mark>量</mark> 包括1.1 |
| 17. carefree                           |   |                             |
| 18.                                    | 2 1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 |                             |
| 19.                                    |   | <b>公果上旗</b> 。               |

B. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Use these conversations to start but replace the <a href="highlighted parts">highlighted parts</a> with your own information. How many of your preferences are the same?

A: Would you prefer someone older than you?

B: Yes, I would. I'd prefer someone much older.

A: I would too.

**B**: Do you prefer someone taller than you?

A: No, I don't. I prefer someone shorter.

**B**: You do? I prefer someone the same height as me.

### LESSON OBJECTIVES

- Identifying features of people
- Distinguishing positive and negative opinions
- > Expressing opinions directly or indirectly

# Lesson 2 How do I look?

# 1 BEFORE YOU LISTEN

What do you notice when you meet someone for the first time? Rank this list from 1 (most noticed) to 8 (least noticed). Then compare your answers with a partner.



# 2 LISTEN AND UNDERSTAND OF CD 2 Track 07

A. People are talking about their first impressions of others. What did they notice first? Listen and circle the correct feature.

| 1. a. | eyes  | <b>b.</b> lips      | c. hands   |
|-------|-------|---------------------|------------|
| 2. a. | teeth | <b>b.</b> hands     | c. feet    |
| 3. a. | body  | <b>b</b> . eyes     | c. clothes |
| 4. a. | shoes | <b>b.</b> hairstyle | c. legs    |
| 5. a. | smile | <b>b.</b> body      | c. hands   |

B. Listen again. Are these statements true or false? Write T (true) or F (false).

| <ol> <li>Stacy is wearing colored contacts</li> </ol> |
|---|
| 2. Kenta plays the piano                              |
| 3. Elizabeth looks good today                         |
| 4. Gina has short hair                                |
| 5. Wen-ping's brother exercises a lot                 |

# 3 LISTEN AND UNDERSTAND P CD 2 Track 0

A. People are asking friends about the way they look. Does each friend give a positive opinion or a negative opinion? Listen and check (

) the correct column.



| piiiilu | iii: Listeii aiiu              | check (V) the correct column.                  |
|---------|--------------------------------|--|
|         | <b>Positive</b>                | Negative                                       |
| 1.      |                                |  |
| 2.      | And of the second              |  |
| 3.      |                                |  |
| 4.      |                                | policing<br>County                             |
|         | ten again. Wha<br>best answer. | t advice will each friend give next? Check (🗸) |
|         |                                | d have short haird<br>d have long hair         |
| 2.      | <b>a.</b> You shoul            | d wear a nice jacket too                       |
|         | <b>b.</b> You should           | d wear sneakers                                |
| 3.      |                                | d wear this style more often                   |
|         |                                | d exchange them for a different style          |
| 4.      | <b>a.</b> You should           | d try jogging                                  |

| 4 | TUNE IN CD 2 Tracks 09 & 10      |
|---|----------------------------------|
|   | TOTAL IT OF CD 2 IT GCKS 05 Q 10 |

A. Listen and notice how people express opinions directly or indirectly.

What do you think of my new hairstyle?

### Directly

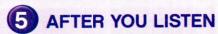
I don't think it looks good on you.
It makes you look too old.
It's too short for you.
I don't really like it.

### Indirectly

**b.** You should try to eat a lot. \_\_\_\_

If you ask me, I don't think it looks good on you.
I think that it makes you look too old.
It seems like it's too short for you.
To be honest, I don't really like it.

- B. Now listen to other conversations. Does the person express their opinion directly or indirectly in each conversation? Circle the correct answer.
  - a. directly
     b. indirectly
     a. directly
     b. indirectly
     a. directly
     b. indirectly
     a. directly
     b. indirectly



A. Work with a partner. What should these people do to make themselves look better? Suggest two things each person can change and give one reason for each of the changes.

|         | Mitsuki | Seung-hwan  | Mike |
|---------|---------|---|------|
| Changes |         | C married and a second  |      |
| Reasons |         | Ban a hanner o estrument en altrost<br>mandetan herren urtolikel emperate |      |

B. Work with another pair. Take turns explaining your suggestions and your reasons for them. Use this conversation to start but replace the highlighted parts with your own information. How many of your changes are the same? How many are different?

A: What do you think Mitsuki should do?

B: If you ask me, she needs a new haircut. Her hair is too long. And to be honest, she should get some new clothes. They seem like they're really old.

# Sports

### LESSON OBJECTIVES

- Distinguishing speakers
- Identifying speakers' attitudes
- Using double questions

### Do you like sports? esson 1

**BEFORE YOU LISTEN** 

A. Are these sports popular in your country? Check ( ) the correct column.



B. How many of the sports in part A do you enjoy? Circle the sports. Then compare your answers with a partner.



## LISTEN AND UNDERSTAND (a) CD 2 Track 11



- A. People are answering a survey at a mall. What do they say about sports and exercise? Listen and circle the correct statement.
  - 1. a. She plays tennis every day.
  - **2. a.** He plays basketball once a week.
  - 3. a. He enjoys going to the gym.
  - 4. a. She plays some sports.
  - **5. a.** She sometimes goes to the gym.
- **b.** She prefers playing singles.
- b. He used to belong to an aerobics class.
- b. He plays volleyball two times a week.
- **b.** She often goes walking or cycling.
- b. She wants to lose weight.
- B. Listen again. Is a student or a parent talking in each conversation? Check ( / ) the correct column.

| S  | Student       | Parent  |                          |
|----|---------------|---------|--------------------------|
| 1. |               | land.   |                          |
| 2. | (character's) | [       |                          |
| 3. | (F)           | Control |                          |
| 4. | Toronto I     | hand    |                          |
| -  | Property.     | []      | مرجع آموزش ربان ايرانيان |

# 3 LISTEN AND UNDERSTAND

A. Friends are talking about sports events on TV. Did both friends watch the event or only one? Listen and circle the correct answer.



| 1. | <b>a.</b> both | <b>b.</b> only one |
|----|----------------|--------------------|
| 2. | <b>a.</b> both | <b>b.</b> only one |
| 3. | <b>a.</b> both | <b>b.</b> only one |
| 4. | <b>a.</b> both | <b>b.</b> only one |
| 5. | a. both        | <b>b.</b> only one |

B. Listen again. Did they think the sports event was exciting or unexciting? Check ( / ) the correct column.

|    | Exciting   | Unexciting          |
|----|--|---------------------|
| 1. | - Control  |                     |
| 2. |  | Section 200         |
| 3. | processory<br>Sollowedth   |                     |
| 4. | granded of the state of the sta | grandong<br>estamon |
| 5. | process<br>Springer  |                     |

|   | TIME IN O                   |
|---|-----------------------------|
| 4 | TUNE IN CD 2 Tracks 13 & 14 |

A. Listen and notice how people use double questions.

| Opening question             | + | Focus question          |
|------------------------------|---|-------------------------|
| Do you play a lot of sports? | + | How often do you play?  |
| How do you keep fit?         |   | Do you play any sports? |
| What was the game like?      | + | Who won?                |

B. Now match each opening question with its focus question. Then listen and check your answers.

| Opening question                            | Focus question                   |
|---|----------------------------------|
| 1. Do you like winter sports?               | a. Is baseball popular?          |
| 2. How do you keep fit?                     | <b>b.</b> Do you watch soccer?   |
| 3. How often do you go to the gym?          | c. Do you go every day?          |
| 4. What sports are popular in your country? | d. Have you tried skiing?        |
| 5. What sports do you watch on TV?          | e. Do you take exercise classes? |

A. What do you think about sports? Complete this survey for yourself.



|   | Me | My partner     |
|---|----|----------------|
| 1. How do you keep fit?                 |    | <b>医自然性</b> 。如 |
| 2. What sports do you play?             |    |                |
| 3. What sports do you watch?            |    |                |
| 4. Do your friends play sports?         |    | <u>。这样特别证</u>  |
| 5. What sports would you like to learn? |    |                |
| 6. Does your family like sports?        |    |                |

B. Write focus questions for the questions in part A. The first one is done for you.

# Opening question 1. How do you keep fit? 2. What sports do you play? 3. What sports do you watch? 4. Do your friends play sports? 5. What sports would you like to learn? 6. Does your family like sports?

C. Work with a partner. Take turns asking and answering double questions and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own information.

A: How do you keep fit? Do you play any sports?

B: I go to the gym three times a week.

D. Work with a different partner. Talk about something interesting you learned about your partner in part C.

### **LESSON OBJECTIVES**

- Distinguishing facts and opinions
- ▶ Understanding advice
- Expressing agreement and disagreement

# Lesson 2 What do you think of boxing on TV?

**BEFORE YOU LISTEN** 

What do you know about these sports celebrities? Match each person with the correct description. Then compare your answers with a partner. What else do you know about them?

| 1. Ian Thorpe      | a. She has won many tennis tournaments.                    |
|--------------------|--|
| 2. Ichiro Suzuki   | <b>b.</b> He is the seven-time Tour de France champion.    |
| 3. Maria Sharapova | c. He is one of the tallest basketball players in the NBA. |

- d. She is a young and famous golfer.
- e. He is one of the best hitters in baseball.
- **P.** He has won medals for swimming at the Olympic Games.

| <b>2</b> L | ISTEN AND UNDERSTAND | 0 | CD 2 Track 15 |
|------------|----------------------|---|---------------|
|------------|----------------------|---|---------------|

4. Lance Armstrong \_\_\_\_

5. Michelle Wie \_\_\_\_

6. Yao Ming \_\_\_\_

| LISTEN AND    | UNDERSTAN         | ND OD 2 Track | k 15   |               |
|---------------|-------------------|---------------|--|---------------|
|               | ent the questions |               | io show. What are the<br>per the people from 1 t |               |
| <b>a.</b> Max | <b>b.</b> Daiki   | c. Sporty     | <b>d.</b> Sports-fan                             | <b>e.</b> Amy |
| <b>D</b>      |                   |               |  |               |

B. Listen again. Do the experts give facts or opinions about the topics? Check ( $\checkmark$ ) the correct column.

|                        | Facts                | Opinions          |          |
|------------------------|----------------------|-------------------|----------|
| 1. Michelle Wie        |                      | Annual Property   |          |
| 2. sports stars' money |                      | Section 2         | M. Santa |
| 3. boxing              | Parameter Company    | The second second | Top 12   |
| 4. Ichiro Suzuki       | person of the second |                   |          |
|                        |                      |                   | -100     |
| irl anamaaa aam        |                      |                   |          |

irLanguage.com

ANSWERS: 1. f, 2. e, 3. a, 4. b, 5. d, 6. c

# LISTEN AND UNDERSTAND ( CD 2 Track 16

A. A baseball coach is talking about preparing for games. Are these things a player should or should not do before a game? Listen and circle the correct answer. The first one is done for you.



- 1. Players should / should not drink soda before a game.
- **2.** Players *should / should not* eat a heavy meal before a game.
- **3.** Players *should / should not* talk to themselves before a game.
- **4.** Players *should / should not* make plans before a game.
- **5.** Players *should / should not* get plenty of sleep before a game.
- **B.** Listen again. Fix the mistakes in these sentences. The first one is done for you.
  - 1. Drink plenty of milk before a game. water
  - 2. Eat some nuts before a game. \_\_\_\_\_
  - 3. The vitamins in fruit can give you energy. \_\_\_\_\_
  - 4. Talk over your plans with your coach. \_\_\_\_\_
- TUNE IN CD 2 Tracks 17 & 18
  - A. Listen and notice how people express agreement and disagreement with an opinion.

Sports celebrities should get paid a lot of money.

### Agreement

Disagreement

**Definitely.** They work hard.

**Absolutely.** All celebrities are rich.

That's for sure.

I don't agree. It's ridiculous.

I don't think so. Doctors should get more.

I'm not sure about that.

**B.** Now listen to other conversations. Does the person express agreement or disagreement in each conversation? Check  $(\checkmark)$  the correct column.

Agreement Disagreement 1. 2. 3. 4.

5.

A. Do you agree or disagree with these sports opinions? Complete this survey for yourself. Check ( / ) your opinions.



| i-I anguaga sam   | N     | le       | My p  | artner   |
|---|-------|----------|-------|----------|
| www.irLanguage.com  | Agree | Disagree | Agree | Disagree |
| Boxing is a dangerous sport.     It should be banned.                 |       |          |       |          |
| 2. Young athletes should be 18 years old before turning professional. |       |          |       |          |
| 3. Athletes who take drugs should be banned for life.                 |       |          |       |          |
| 4. There should be more time spent on sports in high school.          |       |          |       |          |

| В | Why did you agree or disagree? Match each opinion in part A with two of these reasons. The first one is done for you. Then circle the reasons you agree with. |
|---|---|
|   | a. Boxing can lead to serious injury. 1   |
|   | b. Playing professional sports is very stressful  |
|   | c. Students should spend more time studying   |
|   | d. They are no longer good role models  |
|   | e. Young athletes are playing like professionals and should be paid like them.  |
|   | F. Sometimes athletes take drugs by mistake   |
|   | g. There are many other dangerous sports, like ice hockey   |
|   | h Voung people do not get enough exercise these days.   |

C. Work with a partner. Take turns asking about and answering the opinions in part A and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own reasons. How many of your reasons are the same?

A: Do you think boxing is a dangerous sport and should be banned?

B: Definitely. Boxing can lead to serious injury.

# The Home

### **LESSON OBJECTIVES**

- Making inferences from key words
- Identifying housing preferences
- Showing interest

### Where do you live? esson 1

# **BEFORE YOU LISTEN**

A. What kind of home do you live in? Circle the home.







- a. apartment
- b. house

c. school dorm

| B. Match these features with the correct statements | . Then compare | your answers with a partner |
|---|----------------|-----------------------------|
|---|----------------|-----------------------------|

- **1.** location \_\_\_\_\_ **2.** size \_\_\_\_ **3.** condition \_\_\_\_\_
- **b.** It is too small.
- **a.** It is near the train station. **F.** It is just the right price. g. It is busy and loud.
- **c.** It is newly painted.
- h. There are good cafes.

- **5.** cost \_\_\_\_
- e. The stove does not work. i. It is too expensive.
- **4.** neighborhood \_\_\_\_ \_ **d.** The furniture does not fit. i. It is far from my school.

| 2 LISTEN AND UNDERSTAND 🕡 CD 2 TH | ack 19 |
|-----------------------------------|--------|
|-----------------------------------|--------|

- A. People are describing homes to friends. What kind of person is talking? Listen and number the people from 1 to 5. There is one extra person in the list.
  - a. Someone who is moving to a school dorm. \_\_\_\_
  - **b.** Someone who wants to rent an apartment. \_\_\_\_
  - c. Someone who is describing their neighborhood. \_\_
  - **d.** Someone who is describing their house. \_\_\_\_
  - e. Someone who is talking about their kitchen. \_\_\_\_
  - **F.** Someone who is reading an advertisement. \_\_\_\_



- B. Listen again. What is the problem with each home? Circle the correct problem.
  - 1. a. It needs some repairs.
  - 2. a. It is too expensive.
  - 3. a. The bathroom is old.
  - **4. a.** It is far from the city.
  - **5. a.** It is far from the office.
- **b.** It is far from the bus stop.
- **b.** It needs to be painted.
- **b.** The kitchen is too small.
- b. The neighborhood is loud.
- **b.** It is too big.

| A. Ken is talking t  |   | ALL  | at kind of he   | oucing ic he looking to  |
|--|---|--|-----------------|--|
| Listen and chec  |   |  | iat king of ne  | ousing is he looking for   |
| 1. location  | <b>a.</b> near  | the university _   |                 | 100 to   |
|  |   | mportant   |                 |  |
| 2. cost  | <b>b.</b> over  | er \$600<br>\$600  |                 |  |
| 3. roommates   |   | roommates<br>out roommates _   |                 |  |
| 4. facilities  |   | kitchen, laundry<br>mportant   |                 |  |
| B. Listen to the re  | est of the conve  | rsations. The hous   | sing officer is | s describing different<br>( ) if the places have</th                         |
| features that a  | re good for Ke  | n. Then circle the   | est place fo    | r Ken.   |
| Location   | Cost  | Roommates  | Facilities      | 5  |
| 1.   | lecond.   | land,  | L               |  |
| 2.   | Section 2   | gravery.   | Second .        |  |
| A. Listen and not  | ice how people  | show interest by   | asking reply    | questions.   |
| PART PROPERTY  |   |  |                 |  |
| PARTER PROPERTY.   | ng intonation   | show interest by   |                 |  |
| We use risin   | ng intonation   | show interest by   | reply que       | estions.   |
| We use risin A: It's very sn A: It's quite a   | ng intonation<br>mall.<br>mice area to li   | show interest by<br>n when we ask  | reply que       | estions.<br>B: It is?  |
| We use risin A: It's very sn A: It's quite a A: It takes me  | ng intonation<br>mall.<br>mice area to li   | show interest by<br>n when we ask<br>ive in. I really like   | reply que       | B: It is?  B: You do?  |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a  | ng intonation<br>mall.<br>mice area to li   | show interest by<br>n when we ask<br>ive in. I really like<br>get into work.   | reply que       | B: It is?  B: You do?  B: It does?   |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a A: My sister I   | ng intonation<br>nall.<br>nice area to li<br>e two hours to<br>laundry just d   | show interest by<br>n when we ask<br>ive in. I really like<br>get into work.<br>own the street.  | reply que       | B: It is? B: You do? B: It does? B: There is?                                |
| We use risin  A: It's very sn  A: It's quite a  A: It takes me  A: There is a  A: My sister l  A: My roomm   | ng intonation<br>mall.<br>nice area to li<br>e two hours to<br>laundry just de<br>lives near me.                              | show interest by an when we ask ive in. I really like get into work.  own the street.  | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |
| We use risin  A: It's very sn  A: It's quite a  A: It takes me  A: There is a  A: My sister l  A: My roomm   | ng intonationall. Inice area to live two hours to laundry just delives near me. Inates are really                             | show interest by<br>n when we ask<br>ive in. I really like<br>get into work.<br>own the street.  | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a A: My sister to A: My roomm  B. Now listen to  | ng intonationall. Inice area to live two hours to laundry just dives near me. Inates are really other conversals?             | show interest by n when we ask ive in. I really like get into work. own the street. y loud.  | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a A: My sister I A: My roomm  B. Now listen to 1. a. There is                            | ng intonational.  Inice area to live two hours to laundry just delives near me.  Inates are really other conversations?  d?   | show interest by n when we ask ive in. I really like get into work. own the street. y loud. tions and circle the b. There are?               | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a A: My sister I A: My roomm  B. Now listen to 1. a. There is 2. a. They di              | ng intonational.  Inice area to live two hours to laundry just delives near me.  Inates are really other conversations?  d?   | show interest by n when we ask ive in. I really like get into work. own the street.  y loud. tions and circle the b. There are? b. They are? | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |
| We use risin A: It's very sn A: It's quite a A: It takes me A: There is a A: My sister l A: My roomm  B. Now listen to 1. a. There is 2. a. They di 3. a. She do | ng intonationall.  Inice area to live two hours to laundry just dives near me.  Inates are really other conversal of?  d? es? | show interest by n when we ask ive in. I really like get into work. own the street.  y loud.  tions and circle the b. There are? b. He does? | reply que       | B: It is?  B: You do?  B: It does?  B: There is?  B: She does?  B: They are? |

A. What is your home like? Complete this survey for yourself.



|  | Me | My partner     |
|--|----|----------------|
| 1. What kind of home do you live in?                         |    |                |
| 2. Is it big, medium-sized, or small?                        |    | ,不 <u>对国际。</u> |
| 3. How many rooms does it have?                              |    | 11 28 14 72 74 |
| 4. Who do you live with?                                     |    |                |
| 5. What kind of condition is it in?                          |    |                |
| 6. How close is your home to your school?                    |    |                |
| 7. What kind of public transportation is close to your home? |    |                |
| 8. What kinds of stores are in your neighborhood?            |    |                |
| 9. What kinds of restaurants are in your neighborhood?       |    |                |
| 10. What can you do for fun in your neighborhood?            |    |                |

B. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own information.

A: What kind of home do you live in?

**B**: I live in an apartment.

A: You do? Is it big, medium-sized, or small?

B: It's small.

A: It is? How many rooms does it have?

C. What do you like most about your home and your neighborhood? Tell your partner.

# مرجع زبان ايرانيان

### LESSON OBJECTIVES

- Identifying features of homes
- Identifying topics about homes
- ► Expressing enthusiasm

## Lesson 2 What a Fantastic home!

# 1 BEFORE YOU LISTEN

What do you think of these unusual homes? Choose a statement in the box for each home. Then compare your answers with a partner.

It looks weird.
It looks too small.

It looks exciting.
It looks uncomfortable.

It would be my dream home. It looks too big for me.



# 2 LISTEN AND UNDERSTAND ( CD 2 Track 24

| A. A magazine reporter is interviewing people about their homes. Which features of their |
|--|
| homes do they talk about? Listen and check ( ) the correct features. More than one       |
| answer is possible.  |

- 1. a. rooms \_\_\_\_
   b. cost \_\_\_\_
   c. comfort \_\_\_\_

   2. a. length \_\_\_\_
   b. color \_\_\_\_
   c. cost \_\_\_\_

   3. a. building method \_\_\_\_
   b. neighborhood \_\_\_\_
   c. comfort \_\_\_\_
- B. Listen again. Are these statements true or false? Write T (true) or F (false).
  - 1. a. Jia-hong does not like living in a houseboat. \_\_\_\_
    - b. The houseboat is too small for the family. \_\_\_\_
    - c. The family does not often move the boat. \_\_\_\_
  - 2. a. There are many different rooms in the trailer. \_\_\_\_
    - b. The home is convenient because the family moves often. \_\_\_\_
    - c. The family is planning to go to New York next month. \_\_\_\_
  - 3. a. Susan lives in an apartment building. \_\_\_\_
    - b. The house is very dark. \_\_\_\_
    - **c.** The sunlight helps them save energy. \_\_\_\_

# 3 LISTEN AND UNDERSTAND OF CD 2 Track 25

A. A radio show host is talking to an architect about future homes. Which topics do they talk about? Listen and circle the correct topics. More than one answer is possible.



- a. building locations
- c. neighborhoods
- e. building costs

- b. building materials
- d. noise

F. size

| B. Listen again | . Are these statement | s true or false? W | rite $T$ (true) or $F$ (false). |
|-----------------|-----------------------|--------------------|---------------------------------|
|-----------------|-----------------------|--------------------|---------------------------------|

- 1. Future houses could be made of plastic. \_\_\_\_
- 2. Future houses will have more rooms. \_\_\_\_
- 3. Future houses may be built in or under the water. \_\_\_\_
- 4. Future houses will be built by computers. \_\_\_\_

| THINE IN   | CD 2 Tracks 26 & 27 |
|------------|---------------------|
| I OIAE IIA | CD 2 Iracks 26 & 21 |

### A. Listen and notice how people express enthusiasm.

A: We live on a houseboat.

A: The trailer is 30 meters long.

A: The house gets a lot of sunlight and saves energy.

A: In the future, we may live in underwater homes.

- B: That sounds cool.
- B: That's amazing!
- B: That's terrific.
- B: That's incredible!

### B. Now listen to a conversation and number the expressions you hear from 1 to 4.

- a. That's amazing! \_\_\_\_
- **b.** That's terrific. \_\_\_\_
- c. That's incredible! \_\_\_\_
- **d.** That sounds cool. \_\_\_\_

A. What kind of home would you like to live in? Complete this survey for yourself. Check ( ) your preferences and add your own options for each section.

| What kind of home will it be?                                    | 3. Where will it be?  |
|--|---|
| house  | downtown  |
| apartment 🗆  | in the suburbs 🗆 🗆  |
| houseboat $\square$  | in the countryside 🗆 📉                                      |
| trailer 🗆  | by the beach  |
| underground home   | in the mountains 🗆  |
| castle   | in the desert $\square$                                     |
| How many rooms will it have? Write the number.                   | 4. What special facilities will it have?                    |
|  |   |
| have? Write the number.  | will it have?   |
| have? Write the number.  | will it have? home movie theater □                          |
| have? Write the number.  kitchen living room                     | will it have?   |
| have? Write the number.  kitchen living room family room         | will it have?  home movie theater   gym   sauna             |
| have? Write the number.  kitchen living room family room bedroom | will it have?  home movie theater   gym  sauna  indoor pool |
| have? Write the number.  kitchen living room family room         | will it have?  home movie theater   gym   sauna             |

B. Work with a partner. Compare your answers. Use this conversation to start but replace the highlighted parts with your own information. How many of your features are the same?

A: What kind of home will it be?

B: It'll be an apartment.

A: Where will it be?

B: It'll be downtown and by the river.

A: That sounds cool. How many rooms will it have?

B: It'll have four bedrooms, two bathrooms, a huge kitchen, and a living room.

A: Wow! What special facilities will it have?

B: It'll have a gym, a sauna, and a home movie theater.

A: That's amazing!

# **Animals**

### **LESSON OBJECTIVES**

- Identifying sequences of events
- Understanding descriptions of jobs
- Checking understanding

### esson 1 What an amazing animal!



A. What are these animals like? Choose adjectives in the box that describe each animal. Then compare your answers with a partner.

| loyal    | brave        | curious     | independent |
|----------|--------------|-------------|-------------|
| cautious | affectionate | intelligent | noisy       |

Dog

Cat

Chimpanzee

Parrot





B. Work with a partner. Choose an adjective in part A to complete these newspaper headlines. \_\_\_ Cat Finds Its Way Home Dog Cares for Baby Parrot Saves Children from Fire



## 2 LISTEN AND UNDERSTAND CD 2 Track 28



🕰 People are calling a radio show to tell amazing true stories about animals. Listen and number the story events in the correct order.



| S | CO | rį | J 1 |  |  |  |
|---|----|----|-----|--|--|--|
|   |    |    |     |  |  |  |

- \_\_\_\_ They came back from their vacation.
- \_\_\_\_ The cat escaped from the house.
- \_\_\_\_ They saw the cat's name on the tag.
- A family went overseas for vacation.
- \_\_\_ They heard a cat in the yard.

### Story 2

- \_\_\_\_ A dog found the baby.
- \_\_\_ The dog became a hero.
- \_\_\_\_ Someone heard the baby crying.

\_\_ Chimpanzee Paints Pictures

- \_\_\_ The dog cared for the baby.
- \_\_\_\_ Someone left a baby in a parking lot.
- B. Listen again. Are these statements true or false? Write T (true) or F (false).

Story 1

- a. The story happened in Australia. \_\_\_\_
- **b.** The grandparents lived nearby. \_\_\_\_
- **c.** The cat was healthy when it returned.

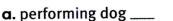
Story 2

- a. The dog was wild. \_\_\_\_
- **b.** The baby was hurt. \_\_\_\_
- c. A family took the baby. \_\_\_\_

# 3 LISTEN AND UNDERSTAND OF CD 2 Track 29

A. People are talking to dog owners about their dogs. What do the dogs do? Listen and number the dogs from 1 to 4.







b. guide dog \_\_\_\_



c. airport security dog \_\_\_



| ~  | farm   | dog |  |
|----|--------|-----|--|
| u. | iaiiii | uus |  |

| R         | Listen again. | Check (  | /) the | correct | statement. |
|-----------|---------------|----------|--------|---------|------------|
| Second 18 | Listen agains | cuccui ( | ,      |         |            |

| 1. | a. The woman leaves her house without the dog         |
|----|---|
|    | <b>b.</b> It takes a year to train a dog for this job |
| 2  | a. The dog lives at home with its owner               |

| 2. | a. The dog lives at home with its owner        |
|----|--|
|    | <b>b.</b> The dog is trained to find chemicals |

# 4 TUNE IN 0 CD 2 Tracks 30 & 31

A. Listen and notice how people check understanding by questioning or repeating key words.

### Questioning

A: One day about a year later, they heard the sound of a cat in their yard.

B: Did you say a year later?

### Repeating

A: It was in Australia.

B: Australia. OK.

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B. Now listen to other conversations. Does the person check their understanding by questioning or repeating key words in each conversation? Check (🗸) the correct column.

|    | Questioning  | Repeating  |
|----|--|--|
| 1. |  |  |
| 2. |  | granding of the state of the st |
| 3. | Section of the sectio |  |
| 4. |  | Const  |
| 5. |  |  |

A. Work with a partner. Choose sentences in the box to complete the conversation.

Did you say disappeared? Where did it go?

An operation. Oh, no!

Did you say a hospital?

You did? What was it about?

A window. Wow. But how did the dog find the hospital?

Was the dog allowed to stay?

| A: I heard an amazing story yesterday.<br>B:   |
|--|
| A: Well, it was about a dog that got into a hospital to visit a sick boy.  B:  |
| A: Yeah. Apparently, the boy was the dog's owner and he got really sick. He had to have an operation.  B:                                  |
| A: I know. Poor kid. But while the boy was away, the dog became really sad and wouldn't eat. Then one day it disappeared.  B:              |
| A: Well, it found the boy's hospital and jumped through a window.  B:  |
| A: It was in the car when the parents took the boy to the hospital. The dog remembered where it was and then found the boy's room too.  B: |
|  |



**B.** Choose the best ending in the box for the story or think of your own.

The dog only stayed one day.

The dog was allowed to stay until the boy got well.

The parents needed the dog at home. The doctors took the dog away.

C. Work with a partner. Practice the conversation in part A with your partner. Add the ending that you chose in part B.

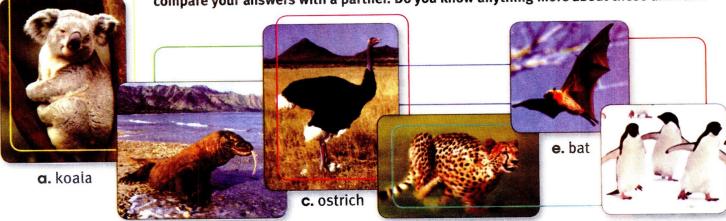
### LESSON OBJECTIVES

- Understanding descriptions of animals
- ▶ Identifying topics about animals
- ► Responding to surprising news

# Lesson 2 I didn't know animals could do that

# **BEFORE YOU LISTEN**

What do you know about these animals? Match each animal with the correct fact. Then compare your answers with a partner. Do you know anything more about these animals?



b. komodo dragon

d. cheetah

F. penguin

- 1. This animal has special eyes and can see clearly under water. \_\_\_\_
- 2. There are nearly 1,000 species of this animal.
- 3. This is the fastest land animal. It can run over 100 kilometers per hour.
- 4. This animal has saliva that is deadly and poisonous. \_\_\_\_
- 5. This is the largest bird. It can reach a height of three meters. \_\_\_\_
- 6. This animal has two thumbs. \_\_\_\_

|   | LICTEN | ANID | UNDEDCTAND | 0 |      |          |
|---|--------|------|------------|---|------|----------|
| 4 | LISTEN | AND  | UNDERSTAND |   | CD 2 | Track 32 |

A. A zookeeper is describing different animals to children. Listen and number the animals from 1 to 4.

a. komodo dragon \_\_\_\_ b. koala \_\_\_ c. penguin \_\_\_\_

**d.** bat \_\_\_\_

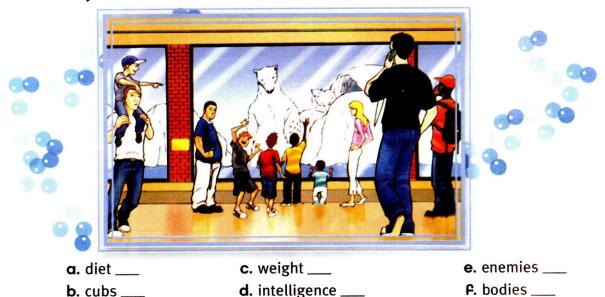
heck (/) the statements that are true for each animal

| Listen again. Check ( ) the statements that are true for each annual. |          |  |                   |  |  |  |  |
|---|----------|--|-------------------|--|--|--|--|
| Penguin   | Bat      | Koala  | Komodo drago      |  |  |  |  |
|   |          | Consession of the Consession o |                   |  |  |  |  |
|   | -        | 20.00  |                   |  |  |  |  |
|   |          | Participal of the Participal o | Person            |  |  |  |  |
| graduate g  |          | Some lateral   | and the second    |  |  |  |  |
| Secretary .   |          | Sugar Special  |                   |  |  |  |  |
|   | - market | Accessed   | and the second    |  |  |  |  |
|   |          | Penguin Bat  | Penguin Bat Koala |  |  |  |  |

ANSWERS: 1. f, 2. e, 3. d, 4. b, 5. c, 6. a

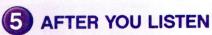
# LISTEN AND UNDERSTAND W CD 2 Track 33

A. Visitors at a zoo are listening to recorded information about polar bears. Which topics do they hear? Listen and check  $(\checkmark)$  the correct topics. More than one answer is possible.

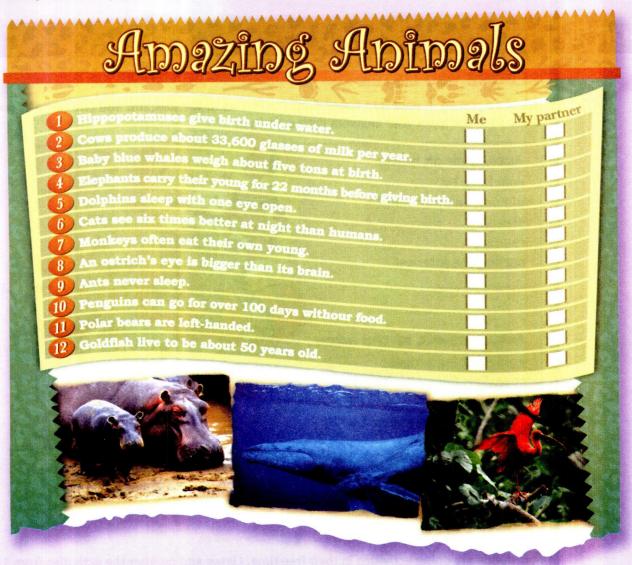


- f B. Listen again. Are these statements true or false? Write T (true) or F (false).
  - 1. Male and female bears are the same size. \_\_\_\_
  - 2. The bears are found in five different countries.
  - 3. The cubs drink milk for more than two years. \_\_\_\_
  - 4. Male bears sometimes kill the cubs. \_\_\_\_
  - 5. The bears have a layer of fat that is six centimeters thick. \_\_\_\_
- TUNE IN ( CD 2 Tracks 34 & 35
  - A. Listen and notice how people respond to surprising news.
    - **A:** That's all they ever eat—just fish.
    - **A:** They spend 75 percent of their lives at sea.
    - **A:** They don't have any feathers on their wings.
    - **A:** Some of them live up to 40 years.
    - **A:** They can weigh more than 150 kilograms.
    - A: They can even eat each other.

- B: That's weird.
- B: That's hard to believe.
- B: I didn't know that.
- B: That's incredible!
- B: That's amazing!
- B: Unbelievable!
- B. Now listen to other conversations and number the expressions you hear from 1 to 6.
  - a. That's weird. \_\_\_\_
  - **b.** I didn't know that. \_\_\_\_
  - c. Unbelievable! \_\_\_\_
  - d. That's incredible! \_\_\_\_
  - e. That's amazing! \_\_\_\_
  - **F.** That's hard to believe. \_\_\_\_



A. How much do you know about animals? Read the statements in the Amazing Animals Quiz. Check ( / ) the statements that are true.



B. Work with a partner. Take turns asking about the statements and answering them. Complete the quiz for your partner. Use this conversation to start but replace the highlighted parts with your own answers.

A: "Hippopotamuses give birth under water." That's weird. Do you think it's true or false?

**B**: I think it's false. What do you think?

A: I think it's true.

C. Check your answers below. How many did you get correct?

Answers: 1, 2, 4, 5, 6, 8, 10, 11 are true



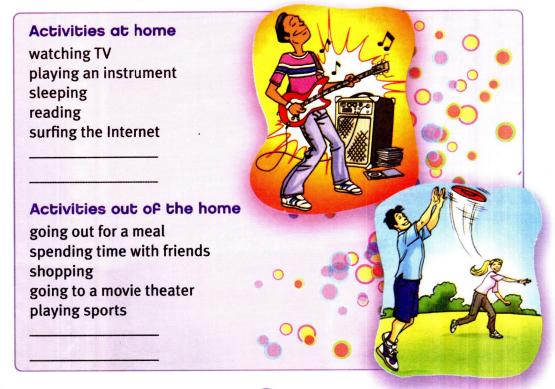
### **LESSON OBJECTIVES**

- Identifying free time activities
- Describing likes and dislikes
- Accepting and declining invitations

### How do you spend your free time? esson 1

# **BEFORE YOU LISTEN**

What do you do in your free time? Circle activities in the box and add two more of your own. Then compare your answers with a partner.



### LISTEN AND UNDERSTAND W CD 2 Track 36



A. Friends are doing activities in their free time. Listen and number the activities from 1 to 5.











- a. \_\_\_\_
- b. \_\_\_\_

- **B.** Listen again. Are these statements true or false? Write *T* (true) or *F* (false).
  - 1. The friends live in Mexico. \_\_\_\_
  - 2. The friend loves to hear him play. \_\_\_\_
  - **3.** The correct answer is *good*. \_\_\_\_
  - 4. The friends are watching a movie. \_\_\_\_
  - 5. The friends are at home. \_\_\_\_

| (3) LISTEN AND UNDERST | TAND 🕡 | CD 2 Track 37 |
|------------------------|--------|---------------|
|------------------------|--------|---------------|

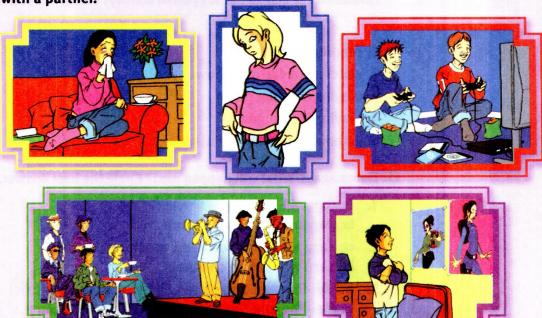
A. People are making suggestions about what to do on a cold Sunday afternoon. Do their friends like or dislike the suggested activity? Listen and check ( $\checkmark$ ) the correct column.

|  | Like     | Dislike         |   |
|--|----------|-----------------|---|
| <ol> <li>reading comic books</li> <li>watching a cartoon show</li> <li>playing a racing game</li> <li>playing a card game</li> <li>listening to heavy metal music</li> </ol> |          |                 |   |
| <ol> <li>Listen again. What will happen next?</li> <li>a. Dan will read magazines.</li> </ol>  | Circlett | ie dest answe   |   |
| b. Dan and Peter will go out.  |          |                 |   |
| <ul><li>2. a. Kazu and Mike will keep wa</li><li>b. Kazu will switch channels.</li><li>3. a. Mei-ling and Seon-hee will</li></ul>  |          |                 |   |
| b. Mei-ling and Seon-hee will  |          |                 |   |
| <ol> <li>a. James will show Andrew how</li> <li>b. Andrew will suggest someth</li> </ol>   |          |                 |   |
| <ol> <li>a. Carla and Martin will play so</li> <li>b. Carla and Martin will look fo</li> </ol>   | ome mus  | sic.            |   |
| TUNE IN CD 2 Tracks 38 & 39  |          |                 |   |
| A. Listen and notice how people accept   | and dec  | line invitation | 15.   |
| Invitations  | A        | ccept           |   |
| What about some magazines?   |          | hat would be    |   |
| How about a sports game?   |          | hat sounds g    |   |
| Do you want to play a card game?   |          | hanks. I'd lov  | /e 10.  |
|  |          | ecline          | tuau know I'm hanalass                              |
| Do you want to help me solve this Do you want to take a look?  |          |                 | t you know I'm hopeless.<br>not really into comics. |
| Do you want to take a look!  Do you want to try the game?  |          | orry, but i iii |   |

B. Now listen to other conversations. Does the person accept or decline the invitation in each conversation? Check  $(\checkmark)$  the correct column.

|    | Accept   | Decline  |
|----|--|--|
| 1. | and the same of th | The same of the sa |
| 2. | general control of the control of th | [m]  |
| 3. | Accounting   |  |
| 4. |  |  |
| 5. |  |  |

A. Match each invitation with the correct response. Then practice the conversations with a partner.



- 1. Would you like to see that new Angelina Jolie movie? \_\_\_\_
- 2. How about coming over and playing computer games? \_\_\_\_
- 3. Why don't we go to the jazz club on Friday night? \_\_\_\_
- 4. Do you feel like going for a bike ride on Sunday? \_\_\_\_
- 5. Do you want to check out the sales at the mall this weekend? \_\_\_\_
- a. Sorry, but I have a cold and I need to stay indoors.
- **b.** That sounds great. I love jazz!
- c. I'd love to, but I'm broke! I have to start saving money.
- d. Thanks. I'd love to. She's my favorite actress.
- e. That would be great. I'll bring some of my own games too.
- B. What activities do you want to do this weekend? Make a list.

| 1.          |  |  |           |  |
|-------------|--|--|-----------|--|
| SM TO STATE |  |  | 250 500   |  |
| 2           |  |  | 10/6/01/5 |  |
| 3           |  |  |           |  |

C. Work with a partner. Take turns inviting your partner to do the activities in part B. Accept some invitations and decline some invitations. When you decline, use excuses in the box or think of your own excuses.

| I have to take my dog for a walk.      | I have a yoga lesson.         |  |
|--|-------------------------------|--|
| I have an appointment with my dentist. | I have to babysit my cousins. |  |

# مرجع زبان ايرانيان

### LESSON OBJECTIVES

- Making inferences from key words
- Understanding descriptions of hobbies
- ▶ Making assumptions

# Lesson 2 That's an unusual hobby

# **BEFORE YOU LISTEN**

What do you think of these hobbies? Rank this list from 1 (most interesting) to 11 (least interesting). Then compare your answers with a partner.

|                | <ul> <li>collecting soda cans</li> <li>designing clothes</li> <li>writing poetry</li> <li>collecting movie posters</li> <li>computer programming</li> </ul> |     |
|----------------|---|-----|
|                | running doing jigsaw puzzles playing online computer gar painting taking photos surfing   | mes |
| A LISTEN AND L | INDERSTAND A CD 2 Track 40  | )   |



| A. People are talking about their hobbies. | Listen and number the hobbies from 1 to 4. |
|--|--|
| There is one extra hobby in the list.      |  |

- a. designing clothes \_\_\_\_
- **b.** collecting soda cans \_\_\_\_
- c. writing poetry \_\_\_\_
- d. playing online computer games \_\_\_\_
- e. running \_\_\_\_

### B. Listen again. Check ( ) the correct statement.

- 1. a. She just started doing it. \_\_\_\_
- **b.** She makes friends this way. \_\_\_\_
- c. She only plays a little. \_\_\_\_
- 2.
- a. She got her first one while traveling. \_\_\_\_
- **b.** She does not have many yet. \_\_\_\_
- **c.** She gets them from his parents. \_\_\_\_

- a. It is a good summer activity. \_\_\_\_
- **b.** It is a good activity for the brain. \_\_\_\_
- c. He has not published any. \_\_\_\_
- 4.
- a. He does it every day. \_\_\_\_
- **b.** None of his friends do it. \_\_\_\_
- c. He gets new shoes often. \_\_\_\_

# LISTEN AND UNDERSTAND W CD 2 Track 41

A. A radio show host is interviewing people about things they collect. Listen and check ( ) the correct statement.







- 1. a. Yuko just started collecting phone cards. \_\_\_\_
  - b. Yuko has cards worth more than \$50. \_\_\_\_
- 2. a. Jacob has been collecting photos for about three years. \_\_\_\_ b. Photos usually cost more than \$100. \_\_\_\_
- 3. a. Virginia only collects photos of the Beatles. \_\_\_\_ b. Virginia started collecting after she visited England. \_\_\_\_
- B. Listen again. How did the collectors build their collections? Circle the correct answer.
  - 1. Yuko
- **a.** by buying from stores
- **b.** by buying from the Internet
- 2. Jacob
- a. by buying from fan clubs
- b. by ordering from catalogs
- 3. Virginia
- **a.** by ordering from fan magazines
- b. by buying from stores



TUNE IN CD 2 Tracks 42 & 43

- A. Listen and notice how people make assumptions.
  - **A:** You can make friends with people all over the world.
  - B: That must be fun.
  - A: I have over 100 cans.
  - **B**: *That sounds* like a great collection.
  - **A:** The best place to find things is in fan magazines.
  - **B**: I quess you're a big Beatles fan then.
- B. Now listen to other conversations and circle the expression you hear.
  - 1. a. that sounds
- b. that must
- 2. a. I guess
- **b.** that sounds

**b.** that sounds

- 3. a. that must
- **b.** I guess
- 4. a. that must
- 5. a. that sounds
- b. I guess
- 6. a. that must
- b. that sounds

A. What are your hobbies and interests? Complete this survey for yourself. Add two more activities of your own and check (/) the things you do.







|                                  | Me           | My partner |
|----------------------------------|--------------|------------|
| 1. surfing the Internet          |              |            |
| 2. reading books                 |              |            |
| 3. playing an instrument         |              |            |
| 4. taking photos                 |              |            |
| 5. playing baseball              | and the same |            |
| 6. swimming                      |              |            |
| 7. playing soccer                |              |            |
| 8. playing online computer games |              |            |
| 9. listening to music            |              |            |
| 10. watching movies              |              |            |
| 11. drawing                      |              |            |
| 12. going shopping               |              |            |
| 13.                              |              |            |
| 14                               |              |            |

B. Work with a partner. Take turns telling each other the activities you checked and complete the survey for your partner. Write assumptions about five of your partner's activities.

| 1. |  |  |  |                     |
|----|--|--|--|---------------------|
| ,  |  |  |  |                     |
| 3  |  |  |  |                     |
| 4  |  |  |  | A Parameter Control |
| "  |  |  |  |                     |

5.

C. Work with a partner. Take turns asking and making assumptions about the activities in part B. Use this conversation to start but replace the highlighted parts with your own information.

A: What do you like to do in your free time?

**B**: I like surfing the Internet.

A: I guess you're indoors a lot then.



# مرجع زبان ایرانیان Buying Things

### LESSON OBJECTIVES

Making inferences from context

perfume

a scarf

- Identifying preferences
- Buying time

### esson 1 It's a great gift

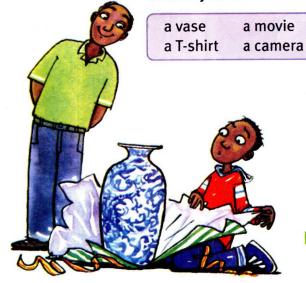
# **BEFORE YOU LISTEN**

A. What gifts would you buy these people for their birthdays? Choose gifts in the box or think of your own. Then compare your answers with a partner.

a tie

a book

a gift certificate



1. father 2. mother 3. best friend 4. grandparents 5. young niece **6.** young nephew

a magazine subscription

B. What gifts did you get for your last birthday? Discuss with a partner.







A. Shoppers are talking with sales clerks about gifts. Listen and number the gifts from 1 to 5.



a.

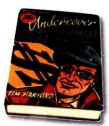


b.





d.



B. Listen again. Will the customer buy the item? Check ( / ) the correct column.

|    | Yes                   | No    |
|----|-----------------------|-------|
| 1. | Section and Section 2 |       |
| 2. |                       |       |
| 3. |                       |       |
| 4. |                       |       |
| 5  |                       | Parad |

# مرجع زبان ايرانيان

3 LISTEN AND UNDERSTAND OF CD 3 Track 03

A. Friends are talking about gifts to buy in a store. Which gift will they choose? Listen and circle the correct answer.



- 1. a. the ring b. the watch
- 2. a. the CD
  - b. the DVD
- **3. a.** the vase **b.** the bowl
- 4. a. the sweater
  - b. the cap
- 5. a. the perfume
  - b. the scarf

| B  | Liston again   | Why did they   | choose each | gift? Check (   | <ul><li>the correct</li></ul> | statement. |
|----|----------------|----------------|-------------|-----------------|-------------------------------|------------|
| D. | Listell again. | Willy ulu tile | CHOOSE CUCH | Sile. Circuit ( | ,                             |            |

- a. It is cheaper. \_\_\_\_
   a. It is a better price. \_\_\_\_
- 3. a. The color is more suitable.
- 4. a. He likes the team. \_\_\_\_
- 5. a. She wears it every day. \_\_\_\_
- b. It is more useful. \_\_\_\_
- b. He can play it. \_\_\_\_
- b. It is a better shape. \_\_\_\_
- **b.** It is more comfortable. \_\_\_\_
- **b.** She prefers the style. \_\_\_\_
- 4 TUNE IN CD 3 Tracks 04 & 05

A. Listen and notice how people buy time to think using echo questions.

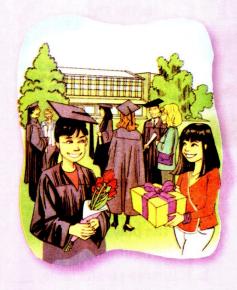
- A: You have to walk them two or three times a day.
  - B: Two or three times a day? Oh, that's not a problem.
  - A: It's the latest of this kind.
  - B: The latest? Really? OK, then.
  - A: What about a baseball cap?
  - B: A baseball cap? Yes, maybe.

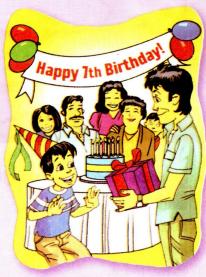
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- B. Now circle the words a person might echo in each sentence. Then listen and check your answers.
  - 1. I'd like to buy an Art Blakey CD.
  - 2. Can I get things gift wrapped at this store?
  - 3. They're the most popular skis in the store.
  - 4. I'm looking for rice cookers. Do you know where I can find them?
  - 5. This computer is on sale until next Thursday.
  - 6. It'd be perfect for a young child, for example.

A. What gifts can you give on these occasions? Complete this survey for yourself. Choose gifts in the box or think of your own.

| a digital camera | flowers | a CD   | a gift certificate | a puzzle  | a tie |
|------------------|---------|--------|--------------------|-----------|-------|
| an MP3 player    | a watch | a book | a bicycle          | a sweater | a toy |







|                         | A best friend's college graduation | A cousin's seventh birthday | A classmate's<br>Farewell party  |
|-------------------------|------------------------------------|-----------------------------|--|
| Expensive Somewhat expe | neive                              |                             | MACOUNTED TO THE SECOND |
| Cheap                   | IISIVE                             |                             |  |

B. Work with a partner. Take turns asking and answering questions about the gifts you chose. Use this conversation to start but replace the highlighted parts with your own information.

A: What can I buy for a classmate's farewell party? I want to buy a cheap gift.

**B:** A cheap gift? Well, I suppose you could buy some flowers.

A: Some flowers? Yeah, that's a good idea.

C. Work with another pair. Compare your answers. Who had the most unusual gift? Who had the funniest gift?

### LESSON OBJECTIVES

- Identifying locations in a mal
- Identifying features of malls
- ▶ Confirming information

# Lesson 2 Let's meet at the mall



What do you like to do at the mall? Check ( $\checkmark$ ) activities in the list and add two more of your own. Then compare your answers with a partner.

| 1. get a haircut         |
|--------------------------|
| 2. hang out with friends |
| 3. play arcade games     |
| 4. go window-shopping    |
| <b>5.</b> see a show     |
| 6. have a meal           |
| 7. hear live music       |
| 8. make a bank deposit   |
| 9                        |
|                          |

| LISTEN AND UNDERSTAND | 0 | CD 3 Track 06 |
|-----------------------|---|---------------|
|-----------------------|---|---------------|

- A. People are at different places in a mall. Where are they? Listen and number the places from 1 to 6. There is one extra place in the list.
  - a. sports store \_\_\_\_
  - **b.** hair salon \_\_\_\_
  - c. movie theater \_\_\_\_
  - **d.** CD store \_\_\_\_
  - e. flower shop \_\_\_\_
  - **F.** bank \_\_\_\_
  - **g.** cafe \_\_\_\_
- B. Listen again. Are these statements true or false? Write T (true) or F (false).
  - 1. The man does not buy anything. \_\_\_\_
  - 2. The friends are going to get different things. \_\_\_\_
  - 3. The store has what he is looking for. \_\_\_\_
  - 4. The woman has been there before. \_\_\_\_
  - 5. The man wants to spend \$50. \_\_\_\_
  - 6. The goggles come in different sizes. \_\_\_\_



# 3 LISTEN AND UNDERSTAND OF CD 3 Track 07

| A. Customers are listening to recorded information about malls | s. Which features are |
|--|-----------------------|
| mentioned? Listen and check ( / ) the correct column.          |                       |

| meneronea. Eisten and eneek (V) the        |                       |                |                         |              |
|--|-----------------------|----------------|-------------------------|--------------|
|  | Fairway               | Central        | Golden                  | Parklane     |
| <ol> <li>special prices</li> </ol>         |                       |                |                         |              |
| 2. number of stores                        |                       | and a          |                         |              |
| 3. location of the mall                    | Summer of the second  | Acceptant of   |                         |              |
| 4. special attractions for children        |                       |                | Accord.                 |              |
| B. Listen again. Fix the mistakes in thes  | se notes.             |                |                         |              |
| Fairway Mall                               | Gold                  | en Mall        |                         |              |
| open Monday to Friday 10-6,                | open                  | 9-6 all week   |                         |              |
| Saturday to Sunday 10-9                    | City                  | Tigers signing | autoaraphe              | s on Monday  |
| I've music Saturday/Sunday morning         |                       | cash prize of  |                         |              |
| clowns Sunday morning                      | )                     | 2031, prize 01 | 45,000 646              | y way        |
| 1  | 3                     |                |                         |              |
| Central Mall                               | Par                   | Klane Mall     |                         |              |
| open Monday to Friday 9-6,                 |                       | Monday to 1    | Emiden 10 6             |              |
| Saturday to Sunday 9-9                     |                       | rday to Sund   | and a second of the     | ,            |
| 20% discount in all stores                 |                       | ernational F   | Charles and Alberta and |              |
| cinemas \$1 all day Sunday                 |                       | cooking les    |                         |              |
| 2.   | * *                   |                | and the same of         |              |
|  |                       |                |                         |              |
|  |                       |                |                         |              |
| TUNE IN 6 CD 3 Tracks 08 & 09              |                       |                |                         |              |
| A. Listen and notice how people confirm    | n information         | by using tag   | questions.              |              |
| The movie is at 2:30, isn't it?            |                       |                |                         |              |
| The sandwiches are really good he          | ere, <b>aren't th</b> | ney?           |                         |              |
| You usually like your hair quite lor       |                       |                |                         |              |
| There are a lot to choose from, are        | n't there?            |                |                         |              |
| These goggles don't come in diffe          | rent sizes, <b>a</b>  | lo they?       |                         |              |
| B. Now circle the correct tag question for | each sentenc          | e. Then listen | and check y             | our answers. |
| 1. The mall closes at 9 p.m.,              |                       | a. doesn't it? |                         |              |
| 2. You sell tennis racquets here,          |                       | a. don't they  |                         | n't you?     |
| 3. The elevators are over there,           |                       | a. is it?      |                         | n't they?    |
| 4. You don't open on Sundays,              |                       | a. do you?     |                         | you?         |
| 5. There's plenty of parking at the        |                       | a. isn't there |                         | here?        |
| 6. The new mall isn't far,                 |                       | a. is it?      | <b>b.</b> isn           | 't it?       |

A. Complete each sentence with its correct tag question. Add two more questions of your own. Then complete this survey for yourself.



| www.irLanguage.com                                      | M<br>Yes       | le<br>No  | My partner<br>Yes No |
|---|----------------|---|----------------------|
| 1. You go shopping every week,?                         | and the second |   |                      |
| 2. Malls don't have good sales on weekdays,?            |                |   |                      |
| 3. There are great deals on video games at the moment,? |                |   |                      |
| 4. You buy all your clothes at malls,?                  |                |   |                      |
| 5. The most modern movie theaters are in malls,?        |                |   |                      |
| 6. The best place to buy music is in malls,?            |                |   |                      |
| 7. Shopping is easier to do in a mall,?                 |                |   |                      |
| 8. Malls don't have good restaurants,?                  |                |   |                      |
| 9. January is the best month for sales,?                |                |   |                      |
| 10. Malls are the best places to meet friends,?         |                |   |                      |
| 11?   |                |   |                      |
| 12.   |                | Carlot and |                      |

B. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own information.

A: You go shopping every week, don't you?

B: Yes, I do. I usually go Saturday and Sunday. I love shopping.

B: Malls don't have good sales on weekdays, do they?

A: Actually they do. In fact, they have better sales on weekdays than on weekends.





# **Great Inventions**

### **LESSON OBJECTIVES**

- Understanding descriptions of invention
- Making inferences from key words
- Expressing degrees of uncertainty

## Lesson 1 When was that invented?



What do you know about these items? Circle the correct date for each statement. Then check your answers below. How many did you get correct?









b. 1873
b. 1989
b. 1970s
b. 1780
b. 1954
b. 1970s
b. 1983
b. 1960s
b. 1704
b. 1990



| and the same of th |                 |
|--|-----------------|
| 1. Blue jeans were first made in   | <b>a.</b> 1948  |
| 2. Skateboards were first sold in  | <b>a.</b> 1959  |
| 3. Soft contact lenses were developed in the   | <b>a.</b> 1890s |
| 4. Scotch tape was invented in   | <b>a.</b> 1930  |
| 5. Microwave ovens were developed in   | <b>a.</b> 1815  |
| 6. Personal computers were first sold in the   | <b>a.</b> 1940s |
| 7. CDs were first produced in  | <b>a.</b> 1922  |
| 8. Cell phones were first sold in the  | <b>a.</b> 1980s |
| 9. Coca-cola was first made in   | <b>a.</b> 1886  |

# 2 LISTEN AND UNDERSTAND OF CD 3 Track 10

10. The World Wide Web was developed in

A. A museum has recorded information about its exhibits. Listen and circle the correct answer.

- 1. camera a
  - a. George Eastman introduced his box camera in 1893.

**a.** 1970

- **b.** George Eastman was American.
- 2. DVD a. It was first developed in 1995.
  - **b.** The inventors wanted something small.
- 3. Razor scooter a. It took five years to develop.
  - **b.** It was only popular in Asia.
- **4. windshield wipers a.** They were invented in Europe.
  - **b.** They were first made for streetcars.

B. Listen again. Check  $(\checkmark)$  the statements that are true for each invention.



|                             | Camera               | DVD  | Razor<br>scooter   | Windshield wipers      |
|-----------------------------|----------------------|--|--|------------------------|
| 1. was invented before 1950 | Total Control        | Salara de la constanta de la c |  |                        |
| 2. was invented by a woman  | Section 2            |  | Barrier and Barrie | Accorded to the second |
| 3. was invented in Asia     | Service or classific |  |  | And the second         |
|                             |                      |  |  |                        |

ANSWERS: 1. b, 2. a, 3. b, 4. a, 5. b, 6. b, 7. b, 8. a, 9. a, 10. b



A. A teacher is talking to a class. Listen and check ( $\checkmark$ ) the correct answers.



| <ol> <li>Which one of these courses is the class taking?</li> <li>a. History of the Media: Television in the 20th Century</li> <li>b. Basic Electronics: Understanding and Repairing Televisions</li> <li>c. Popular Culture: The Influence of Television</li> <li>d. Electronics and Design: The Changing Shape of Televisions</li> </ol> |
|--|
| <ul> <li>2. Which three topics does the teacher talk about?</li> <li>a. the man who first developed TV</li> <li>b. when color TV was first developed</li> <li>c. why cable TV was developed</li> <li>d. why plasma TVs were developed</li> </ul>   |
| B. Listen again. Fix the mistakes in the sentences.  |
| <ol> <li>The first demonstration of TV was in 1933</li> <li>Color TV was first developed in 1950</li> <li>Cable TV was developed in 1968</li> </ol>  |

| (4) | TUNE IN | 10 | CD 3 Tracks 12 & 13 |
|-----|---------|----|---------------------|

A. Listen and notice how people express degrees of uncertainty.

4. Plasma TVs started appearing in the 1980s. \_\_\_\_

A: When do you think TV was invented?

B: I think it was around 1960.

**B**: *I guess* it was some time in the 1960s.

B: It was probably around 1980.

B: It must have been in the 90s.

Less certain

More certain

| Now listen to other conversations | . Check (🗸) | these expressions | each time yo | u hear them |
|-----------------------------------|-------------|-------------------|--------------|-------------|
|-----------------------------------|-------------|-------------------|--------------|-------------|

| 1. I think           | <br> | <br> |
|----------------------|------|------|
| 2. I guess           | <br> | <br> |
| 3. It was probably   | <br> | <br> |
| 4. It must have been |      |      |

A. When were these common items invented? Complete this quiz. Circle the correct answers.

| 1. zippers                | a. 1913 | b. 1934 | c. 1951 |  |
|---------------------------|---------|---------|---------|--|
| 2. batteries              | a. 1780 | b. 1800 | c. 1900 | THE PROPERTY OF THE PARTY OF TH |
| 3. laptop computers       | a. 1964 | b. 1972 | c. 1983 |  |
| 4. Post-it notes          | a. 1974 | b. 1989 | c. 1993 |  |
| 5. basketball             | a. 1790 | b. 1891 | c. 1969 |  |
| 6. air conditioners       | a. 1902 | b. 1922 | c. 1941 |  |
| 7. airplanes              | a. 1903 | b. 1917 | c. 1948 |  |
| 8. photocopiers           | a. 1895 | b. 1903 | c. 1937 |  |
| 9. e-mail                 | a. 1964 | b. 1971 | c. 1989 | 28   |
| 10. potato chips          | a. 1853 | b. 1899 | c. 1911 | 58   |
| The second decided as the |         |         | 6       |  |
|                           |         |         |         |  |

B. Work with a partner. Take turns asking and answering questions about the items and compare your answers. Use these conversations to start but replace the highlighted parts with your own information. Then check your answers below. How many did you get correct?

A: When do you think zippers were invented?

B: It must have been in 1913. What do you think?

A: Yes, I agree.

B: When do you think batteries were invented?

A: It was probably in 1900. What do you think?

B: I don't think so. I think it was in 1800.

ورجع إطان السائنان

ANSWERS: 1. a, 2. b, 3. c, 4. a, 5. b, 6. a, 7. a, 8. c, 9. b, 10. a

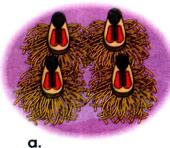
#### **LESSON OBJECTIVES**

- Identifying items from descriptions
- Making inferences from context
- Checking understanding

## Lesson 2 I'd love to get one of those



A. What do you think these unusual products are for? Match each product with the correct use. Then compare your answers with a partner.





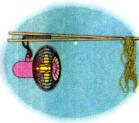












- 1. to wear in the office
- 2. to wear when you have a cold or allergies \_\_\_\_
- 3. to cool hot noodles when you eat \_\_\_\_
- 4. to put on a pet so it can clean things \_\_\_\_
- 5. to reach things far away \_\_\_\_
- B. Would you buy any of these items? Discuss with a partner.

| 2 | LISTEN AND UNDERSTAND  |     | CD 3 Trac |
|---|------------------------|-----|-----------|
|   | LISTEN AND UNDERIGIAND | 4 6 | 000 11 00 |

- A. Friends are looking at unusual products. Listen and number the products from 1 to 5. There is one extra product in the list.
  - a. lazy grabber \_\_\_\_
  - **b.** umbrella for shoppers \_\_\_\_
  - c. subway chin stand \_\_\_\_
  - d. noodle cooler \_\_\_\_
  - e. cleaning shoes for pets \_\_\_\_
  - **F.** pocket tie \_\_\_\_
- B. Listen again. Does the speaker think the unusual product is a good idea or a bad idea? Check (✓) the correct column.

| Go | ood idea | Bad idea |
|----|----------|----------|
| 1. |          |          |
| 2. |          |          |
| 3. |          |          |
| 4. |          |          |
| 5. |          |          |

3 LISTEN AND UNDERSTAND OF CD 3 Track 15

A. A sales clerk is describing store products. What kind of person would buy these products? Listen and circle the correct answer.



- 1. a. Someone with a large house.
  - b. Someone with a small house.
- 2. a. Someone with a noisy dog.
  - **b.** Someone with a small dog.
- 3. a. Someone who likes baking.
  - b. Someone who wants to save money.
- 4. a. Someone who has children.
  - b. Someone who dislikes doing housework.
- 5. a. Someone with a backache.
  - b. Someone who is busy.

| B. Listen again. What are th | features of these products? | ? Check (🗸) the correct answer |
|------------------------------|-----------------------------|--------------------------------|
|------------------------------|-----------------------------|--------------------------------|

- 1. a. stores telephone numbers \_\_\_\_
- 2. a. massages the dog \_\_\_\_
- 3. a. makes drinks \_\_\_\_
- 4. a. plays music \_\_\_\_
- a. uses heat \_\_\_\_

- **b.** takes pictures \_\_\_\_
- **b.** tells you where the dog is \_\_\_\_
- b. takes only 20 minutes \_\_\_\_
- **b.** cleans different kinds of floors
- **b.** has many different programs \_\_\_\_\_

## 4 TUNE IN CD 3 Tracks 16 & 17

#### A. Listen and notice how people check their understanding.

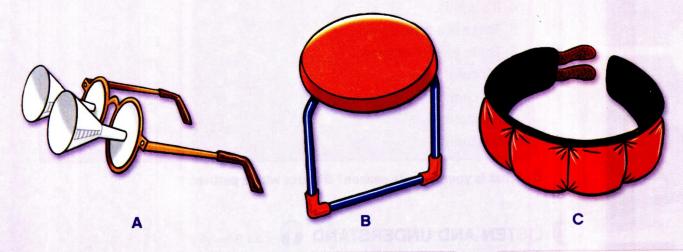
- A: It's for getting things that are far away.
- B: So does that mean if I can't reach something, I use this?
- A: It's got little pockets in the back.
- **B**: So that means you can carry all sorts of things in it.
- A: I think you make it stand, and you rest your chin on it.
- B: So I guess you could sleep standing up in the subway.

#### B. Now listen to other conversations and circle the expression you hear.

- 1. a. So I guess
- 2. a. Solguess
- 3. a. So I guess
- 4. a. So I guess
- 5. a. So I guess
- **6. a.** So I guess

- b. So does that mean
- **b.** So that means
- b. So does that mean
- **b.** So that means
- **b.** So does that mean
- b. So that means

- A. Match each invention with its sentence that checks understanding. Then practice the conversations with a partner.
  - 1. The subway chin stand is for commuters. \_\_\_\_
  - 2. The umbrella is for shoppers. \_\_\_\_
  - 3. The cooler makes hot noodles cool. \_\_\_\_
  - 4. The slippers are for a pet to clean the floor. \_\_\_\_
  - 5. The grabber helps you reach things. \_\_\_\_
- a. So that means you can keep your bags dry.
- b. So does that mean you never need to clean?
- c. So I guess you won't burn your mouth.
- d. So I guess it's good for lazy people.
- e. So does that mean you can use it to sleep on the subway?
- B. Work with a partner. Match these inventions with a possible use in the boxes or think of a use of your own. Then write when each invention could be used and what kind of person would find it useful.



evedrops glasses binoculars

a commuter's chair glasses cleaner

a foldable picnic table a head cooler a baby's high chair a neck cushion

Use When Use When Person When

a fanny pack

- C. Work with another pair. Take turns talking about the inventions. Use this conversation to start but replace the highlighted parts with your own information. Decide which invention would be the most useful for your group.
  - A: What do you think this is?
  - **B**: We think these could be eyedrops glasses.
  - A: OK. When would you use it, and who would find it useful?
  - B: You would use them to help you put in eyedrops, and people who can't put things in their eyes very well would find them useful.
  - A: So does that mean children could use them too?

# The Weather

#### **LESSON OBJECTIVES**

- ▶ Recognizing weather information
- Understanding speakers' attitudes
- > Expressing similarities and differences

### Lesson 1 What's the summer like?



A. What is the weather like during the year in your country? Check (✓) the correct statements.

|                           | Spring | Summer | Fall | Winter |
|---------------------------|--------|--------|------|--------|
| 1. It's hot and dry.      |        |        |      |        |
| 2. It's hot and humid.    |        |        |      |        |
| 3. It's rainy.            |        |        |      |        |
| 4. It's windy.            |        |        |      |        |
| 5. There is a little snow | . 🔲    |        |      |        |
| 6. There is a lot of snov | v. 🗌   |        |      |        |
| 7. It's cold.             |        |        |      |        |
| 8. It's cool.             |        |        |      |        |
| 9. It's cloudy.           |        |        |      | AVID:  |
| 10. It's sunny.           |        |        |      |        |

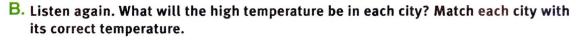
B. What is your favorite season? Discuss with a partner.

#### LISTEN AND UNDERSTAND OF CD 3 Track 18



A. A weather forecaster is describing the weather for cities around the world. What is the weather going to be like? Listen and check  $(\checkmark)$  the correct columns.





| <ol> <li>Bangkok</li> </ol> | <b>a.</b> 29° |
|-----------------------------|---------------|
| <b>2.</b> Chicago           | <b>b.</b> 15° |
| 3. Miami                    | <b>c.</b> 11° |
| 4. Beijing                  | <b>d.</b> 36° |
| 5. London                   | <b>e.</b> 2°  |



# 3 LISTEN AND UNDERSTAND 🕡 CD 3 Track 19

A. Friends are talking about how the weather affects them. Does it affect them in the same way or in a different way? Listen and circle the correct answer.

| The same |  |
|----------|--|

|    | 1.   | <b>a.</b> same   | <b>b.</b> different   |
|----|------|--|---|
|    | 2.   | <b>a.</b> same   | <b>b.</b> different   |
|    | 3.   | <b>a.</b> same   | <b>b.</b> different   |
|    | 4.   | <b>a.</b> same   | <b>b.</b> different   |
| В. |      | The state of the s | does the weather affect each person? rect statement.  |
|    | 1. 5 | Sam  | <ul><li>a. He has little energy on rainy days</li><li>b. He gets up later in the winter</li></ul> |
|    | 2.   | Christina  | <ul><li>a. She does not like the snow</li><li>b. She likes cold weather</li></ul>                 |
|    | 3.   | Ken  | <ul><li>a. He does not like windy weather</li><li>b. He finds the winter difficult</li></ul>      |
|    | 4.   | Young-jun  | a. He is active in the winter   |

**b.** He is happy in the summer. \_\_\_\_

| (4) | TUNE I | N | CD 3 Tracks 20 & 21 |
|-----|--------|---|---------------------|

A. Listen and notice how people express similarities and differences.

B: Me too.

B: Same with me.

B: I'm just like you.

B: I'm just the same.

**Similarities** 

Differences

A: I enjoy cold weather, and I love the snow.

B: I'm just the opposite.

B: I'm not like you at all.

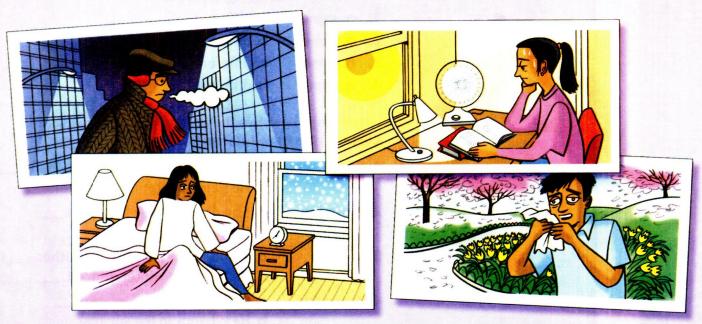
B: Not me.

B. Now listen to other conversations. Does the person express a similarity or a difference in each conversation? Check ( / ) the correct column.

|    | Similarity   | Difference   |
|----|--|--|
| 1. | patrones.  | Secretary .  |
| 2. | Land .   | Constitution of the consti |
| 3. | producting framework   |  |
| 4. | Section 2  |  |
| 5. | and the same of th | Control of the Contro |
| 6. | pro-transport  | Carrent  |

A. What do you think about the weather? Complete this survey for yourself. Check (

the statements that are true.



|  | Me   | Student 1 | Student 2 |
|--|--|-----------|-----------|
| 1. Rainy weather makes me depressed.         | The second secon |           |           |
| 2. I have more energy in the summer.         |  |           |           |
| 3. I like cloudy days.                       |  |           |           |
| 4. I hate cold and dark days.                |  |           |           |
| 5. Thunderstorms do not bother me.           |  |           |           |
| 6. I have a lot of energy in the winter.     |  |           |           |
| 7. I find it hard to get up in the winter.   |  |           |           |
| 8. The weather affects my moods a lot.       |  |           |           |
| 9. I cannot concentrate when it is very hot. |  |           |           |
| 10. I hate humid weather.                    |  |           |           |
| 11. I do not mind windy weather.             |  |           |           |
| 12. I get allergies in the spring.           |  |           |           |
| 13. Fall is my favorite season.              |  |           |           |
| 14. I like it when it snows.                 |  |           |           |

B. Work in groups of three. Take turns making the statements and responding to them and complete the survey for your partners. Use this conversation to start but replace the <a href="highlighted parts">highlighted parts</a> with your own information. Which statements did you respond to in the same way?

A: Rainy weather makes me depressed.

B: I'm not like you at all. I really like the rain.

C: I'm just like you. Rainy weather makes me sad.

#### LESSON OBJECTIVES

- Identifying topics about the effects of weather
- Understanding sequences of events
- Showing interest

### Lesson 2 What terrible weather we're having!

## **BEFORE YOU LISTEN**

A. Match each weather event to the correct picture. Then compare your answers with a partner.



















1. a thunderstorm \_\_ 2. a hailstorm

3. a flood \_\_\_\_

4. a drought \_

5. a tornado

6. a typhoon \_\_

7. a snowstorm

8. fog .

B. Circle the weather events in part A that happen where you live.

# LISTEN AND UNDERSTAND W CD 3 Track 22



A. A class is talking about the way weather affects how houses are built. Which topic does the class talk about for each country? Listen and check ( $\checkmark$ ) the correct topic.



| . Cambodia | a. what the houseboats are made of |
|------------|------------------------------------|
|------------|------------------------------------|

**b.** why some people live on houseboats

a. why the houses have thick walls \_\_\_\_ 2. Oman

**b.** why the houses are big \_\_\_\_

a. why the houses are built on poles \_\_\_\_ 3. Indonesia

**b.** what the weather in the summer is like \_\_\_\_

a. why the houses are old \_\_\_ 4. Austria

**b.** how the roofs keep the snow off houses \_\_\_\_

B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. There are floating schools in Cambodia. \_\_\_\_

2. The houses in Oman are cool at night. \_\_\_\_

3. Houses on poles are cooler than houses on the ground.

4. In Austria, the walls of houses are usually made of wood.

# 3 LISTEN AND UNDERSTAND OF CD 3 Track 2

A. People are calling a radio show to talk about what happened to them during extreme weather. Listen and number the story events in the correct order.







Justin



Na-young

| a. | Michael walked upstairs.                            |
|----|---|
|    | Michael went to the basement.                       |
|    | The tornado hit.                                    |
| b. | Justin went into a store Justin called his parents. |
|    | It started to hail.                                 |
| c. | Na-young went upstairs.                             |
|    | The water came into the house.                      |
|    | Most people in town left.                           |

B. Listen again. What will each person say next? Check (✓) the best answer.



| 4. | a. | I'm so glad I decided to play my drums that day |
|----|----|---|
|    | b. | Fortunately, nothing was damaged                |

| 2. | a. They v | vere glad that I wasn't hurt              |
|----|-----------|---|
|    | b. They v | vere angry at me for not having any money |

- 3. a. But all the furniture downstairs was ruined. \_\_\_\_
  b. The water was now coming up to the second floor. \_\_\_\_
- 4 TUNE IN 0 CD 3 Tracks 24 & 25

A. Listen and notice how people show interest by using echo questions.

A: They even have schools on the water.

B: Even schools? That's amazing!

A: It gets very hot during the day, about 48 degrees.

B: Forty-eight degrees? Wow!

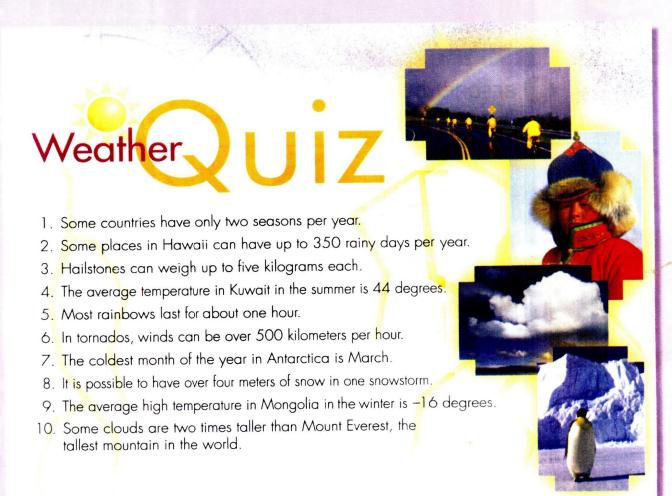
A: The pieces of ice were so big—as big as tennis balls.

B: *Tennis balls?* That's hard to believe!

B. Now circle the words a person might echo in each sentence. Then listen and check your answers.

- 1. It gets dark by four o'clock in the winter here.
- 2. In my country, we get snow for six months during the year.
- 3. When I was a kid, our house was destroyed by a typhoon.
- 4. It's really foggy where I live. We can get fog for over a 100 days a year.
- 5. Summer in New Zealand begins in December.
- 6. The temperature in my hometown is the same all year. It never changes.

A. Read the statements in the Weather Quiz. Circle the four statements that are false.



- B. Work with a partner. Take turns making the statements and responding to them and compare your answers. Use this conversation to start but replace the <a href="highlighted parts">highlighted parts</a> with your own information. Then check your answers below.
  - A: "Some countries have only two seasons per year."
  - B: Two seasons per year? I think that's true. "Hawaii has up to 350 rainy days per year."
  - A: Three hundred and fifty rainy days per year? That's hard to believe.

    I think that's false. "Hailstones can weigh up to five kilograms each."
  - B: Five kilograms each? Wow, that's heavy. I think that's false.
- C. Work with your partner. Decide which statement is the most surprising.

Answers: 3, 5, 7, 10 are talse



#### LESSON OBJECTIVES

- Identifying speakers' attitudes
- Understanding descriptions of events
- ▶ Responding to bad news

## Lesson 1 How was your weekend?



A. What did you do last weekend? Check (/) activities in the list and add two more of your own.

| DI |  |
|----|--|

| 1. met someone interesting |
|----------------------------|
| 2. bought something cool   |
| 3. helped as a volunteer   |
| 4. hung out with friends   |
| 5. went to the mall        |
| 6. went out to eat         |
| 7. worked part-time        |
| 8. slept in                |
| 9.                         |
| 10                         |

- B. Circle the statement that best describes your weekend. Then compare your answers with a partner.
  - 1. It was fantastic!
- 3. It was nice.
- 5. It was OK.

- 2. It was nothing special.
- 4. It was a disaster.
- 6. It was depressing.

| 2 LISTEN AND UNDERSTAND | D | TAN | NDERS | AND | LISTEN | 2 |
|-------------------------|---|-----|-------|-----|--------|---|
|-------------------------|---|-----|-------|-----|--------|---|

Good



A. School friends are talking about their weekends. Were their weekends good, OK, or bad? Listen and check ( ) the correct column.

Bad

| 1. Li-wei                                |   |            |         |      |  |
|--|---|------------|---------|------|--|
| 2. David                                 |   |            |         |      |  |
| 3. Mark                                  |   |            |         |      |  |
| 4. Hee-jin                               |   |            |         |      |  |
| 5. Richard                               |   |            |         |      |  |
|  | 3. Listen again. Are these statements true or false? Write <i>T</i> (true) or <i>F</i> (false). |            |         |      |  |
| 1. Li-wei we                             | 1. Li-wei went to the mall on Sunday  |            |         |      |  |
| 2. David was                             | s happy   | about the  | phone c | alls |  |
| 3. Mark was                              | s in a ca   | ar acciden | t       |      |  |
| 4. Hee-jin g                             | ot a job  | )          |         |      |  |
| 5. Richard watched a baseball game on TV |   |            |         |      |  |
|  |   |            |         |      |  |

OK



# 3 LISTEN AND UNDERSTAND OF CD 3 Track 27

A. Office coworkers are talking about their weekends. What did they do? Listen and check ( $\checkmark$ ) the statements that are true for each person.





| <ol> <li>did something for the first time</li> <li>did something active</li> <li>had a bad weekend</li> <li>bought something</li> <li>went somewhere with their parents</li> <li>was happy with something they did</li> </ol> | ictoria Patrick           | Henry        |
|---|---------------------------|--------------|
| <ol> <li>did something active</li> <li>had a bad weekend</li> <li>bought something</li> <li>went somewhere with their parents</li> <li>was happy with something they did</li> </ol>   |                           |              |
| <ol> <li>had a bad weekend</li> <li>bought something</li> <li>went somewhere with their parents</li> <li>was happy with something they did</li> </ol>   |                           |              |
| <ul><li>4. bought something</li><li>5. went somewhere with their parents</li><li>6. was happy with something they did</li></ul>   |                           |              |
| <ul><li>5. went somewhere with their parents</li><li>6. was happy with something they did</li></ul>   |                           |              |
| 6. was happy with something they did  |                           |              |
|   |                           |              |
|   |                           |              |
| . Listen again. What will each person ask ne  | xt? Circle the correct q  | uestion.     |
| 1. a. What did you have for breakfast?  | b. Was it very cold       | up in the mo |
| 2. a. What did you think of the movie?  | <b>b.</b> Are you feeling | better now   |
| 3. a. Did you buy anything else?  | <b>b.</b> How old is your | sister?      |
| 4. a. Who did you play against?   | b. Where did you          | ouy it?      |
| A: My weekend was pretty awful, actua   |                           | me?          |
| <ul><li>A: My weekend was a disaster.</li><li>A: My weekend was terrible, actually.</li></ul>   | B: What d<br>B: Why we    | o you mean   |

A. Put these sentences in order to make two conversations. Then practice the conversations with a partner.

|  | 1.  |
|--|---|
| A The state of the | I slipped on a banana peel in the subway and sprained my ankle.   |
|  | Oh, that must have hurt.  |
|  | It was terrible, actually.  |
|  | How was your weekend?   |
|  | Yeah, and then my mom made me go to the hospital.   |
| M  | Why was that?   |
|  | Poor you!   |
| OVIES  | 2.  |
|  | We couldn't agree on what DVD to rent.  |
|  | How come?   |
|  | No, not really. It was a disaster.  |
|  | Did you have a good time on Saturday with your friend?  |
| The second   | My friend and I had an argument. We're not talking now.   |
|  | Oh, sorry to hear that. What was the argument about?  |
| write two false  | ertner. What did you do two weekends ago? Write two activities. Then exactivities.  |
|  | The state of the  |
|  |   |
| Use this conve<br>information. G   | rtner. Take turns asking and answering questions about your weekends. rsation to start but replace the highlighted parts with your own uess which of your partner's activities are false. |
|  | ou do two weekends ago?   |
|  | oping with my mother, and she bought me new jeans.  |
|  | ot else did you do?<br>O bought a new cell phone but left it on a bus the next day.   |
|  | your mother bought you new jeans, but I don't think   |
|  | t and lost a new cell phone.  |
| B: You're wro  | <mark>ng!</mark>  |
|  |   |

# مرجع زبان ايرانيان

#### **LESSON OBJECTIVES**

- Identifying requests
- Understanding plans and decisions
- Using something or anything

# Lesson 2 What are you doing this weekend?



What do you think of these events? Choose a statement in the box for each event. Then compare your answers with a partner.

That sounds like fun. I've been to one before. I think I'd like that.

That could be interesting.

That sounds boring.

I don't think I would enjoy that.

## Electronics fair.

See all the latest designs for everything from cell phones to laptops.

Book fair. Newest and best titles from the top publishers. 30% discount on all books.

Teen modeling competition. Help choose this year's top

teen model.

# Annual sale at the Mega Mall.

Live entertainment, 30-40% off everything.

### All-Asia pop concert.

Top singers from Korea, Hong Kong, Taiwan, and Japan.

## International food fair.

Try great dishes from Mexico, Turkey, China, and other countries.





A. Friends have left voice-mail messages about weekend events. Listen and check (✓) the correct statement.



| 1. | <ul><li>a. The festival is for one week</li><li>b. The festival is showing Marilyn Monroe movies</li></ul>      |
|----|---|
| 2. | <ul><li>a. The sale is for three days</li><li>b. Items are more than 50 percent off</li></ul>                   |
| 3. | <ul><li>a. Jason wants to go skiing</li><li>b. The friends want to go to the mountains for a week</li></ul>     |
| 4. | <ul><li>a. The party is in the evening</li><li>b. The party is at a hotel</li></ul>                             |
| 5. | <ul><li>a. Ben is planning to leave in the afternoon.</li><li>b. The weather is going to be very hot.</li></ul> |

- B. Listen again. What does the person receiving the message need to do? Circle the correct answer.
  - 1. a. go down to the cinema
  - 2. a. call the store
  - 3. a. talk to his father
  - 4. a. call her friend's cousin
  - 5. a. take the bus

- b. look at a Website
- b. call her friend
- **b.** buy bus tickets
- **b.** go to her friend's house
- b. call his friend



LISTEN AND UNDERSTAND

A. Friends are talking about their plans for the weekend. What do they decide to do? Listen and check (✓) the correct answer.

| 1. | <b>a.</b> play tennis | <b>b.</b> go swimming       |
|----|-----------------------|-----------------------------|
| 2. | a. go shopping        | <b>b</b> . go to the fair   |
| 3. | a. go to the library  | <b>b.</b> go skateboarding  |
| 4. | a. watch TV           | <b>b.</b> go to the stadium |

B. Listen again. Why do the friends decide on their plan? Circle the correct answer.

1. a. no equipment **b.** no time b. other plans 2. a. no money 3. a. need to study **b.** need a break **4. a.** more convenient **b.** more exciting

TUNE IN OCD 3 Tracks 32 & 33

A. Listen and notice how people use something or anything instead of giving a list of choices.

We use something with affirmative statements.

I'd like to get out for some exercise or **something**.

We use anything with negative statements.

I'm not going out or anything.

We use something or anything with questions.

Do you want to go out or **something/anything?** 

- B. Now circle something, anything, or both words to complete each sentence. Then listen and check your answers.
  - 1. Let's see a movie or *something / anything* on Friday.
  - **2.** This weekend I'd really like to go for a picnic or *something / anything*.
  - **3.** Do you want to go for a drive or *something / anything* on Sunday?
  - **4.** I have to study this weekend. I can't go out or something / anything.
  - **5.** I can't go to the party on Saturday. I don't have a ride or something / anything.
  - **6.** Do you feel like going out for a hamburger or something / anything?

A. You and your partner are planning to spend time together this weekend. Circle one activity in each box and add one activity of your own.

#### Nighttime activities

go to a club go see a movie eat at a restaurant go to a friend's party

#### Daytime activities

visit a friend go shopping downtown play computer games go to a museum

#### Sports

go for a long run play tennis go hiking play basketball

Your own activity:



- B. Which activities will you do and when will you do them? Take turns asking and answering questions about the activities you want to do. Use this conversation as a model. Then decide and write your weekend schedule.
  - A: Do you want to go to a club or anything on Friday night?
  - B: Sure, that sounds good. I'd love to get out.
  - A: Let's go to that new one by school. I heard the music is really good there.
  - **B**: OK. What about Saturday afternoon? Do you want to go shopping or something?
  - **A:** No, not really. I don't want to be outside or anything. How about going to a museum?
  - B: That's a good idea. . .

| Friday              | Saturday                  | Sunday |
|---------------------|---------------------------|--------|
| Tensors and the sec |                           |        |
|                     | A feet to a town and A 20 |        |

C. Work with another pair. Take turns telling each other what you will do this weekend. Who will have the best weekend?

# 15 The News

#### LESSON OBJECTIVES

- Understanding news reports
- Understanding sequences of events
- Using intonation to make statements into questions

### Lesson 1 What's in the news today?

## 1 BEFORE YOU LISTEN

What are these news reports about? Match each headline with its correct subhead. Then compare your answers with a partner.

| I. Animal Lovers to the Rescue    |
|-----------------------------------|
| <b>2</b> . Four-legged Hero       |
| 3. Wonder Kid                     |
| <b>4</b> . How to Reach a Century |
| 5. A Quick Route to Prison        |
| 6. Vacation Horror                |

- a. Living Long Through Healthy Dieting
- **b.** Barking Dog Saves Man
- c. Stupid Thieves Get Caught
- d. Huge Fire Destroys Beach Resort
- e. Five-Year-Old Pianist Wins Award
- F. Saving Wild Birds in Danger

| 2 | LISTEN AND UNDERSTAND               | CD 3 Track 34                            |
|---|-------------------------------------|--|
|   | A Papartors are choosing news stori | os Listan and number the headlines for t |

A. Reporters are choosing news stories. Listen and number the headlines for the stories from 1 to 4.

| a. | G. Good Deed Leads to Traffic Delay |  |    | Healthy Living, Long Life     |  |
|----|-------------------------------------|--|----|-------------------------------|--|
| b. | Time for a Well-Earned Bone         |  | d. | Not on the Vacation Itinerary |  |

- B. Listen again. Circle the correct statement.
  - 1. a. The same thing happens every year.
    - b. The birds caused a traffic accident.
  - 2. a. The women enjoy meat.
    - b. The women have an unusual breakfast.
  - 3. a. A fire broke out in the hotel.
    - b. No one was injured.
  - 4. a. The parents had gone out.
    - b. The dog slept through the fire.

| 3 | LISTEN | AND | UNDERSTAND | 0 | CD 3 Track 35 |
|---|--------|-----|------------|---|---------------|
|---|--------|-----|------------|---|---------------|

A. A news report is describing a bank robbery. Listen and number the events in the correct order. \_\_\_ The police arrested them. \_\_\_\_They jumped into a car. \_\_\_ A bag broke open. \_\_\_ The armed men went into the bank. \_\_\_ They filled the bags with money. \_\_\_ They told everyone to lie down. The car broke down. They ran into a dead-end street. B. Listen again. Are these statements true or false? Write T (true) or F (false). 1. There were three men. \_\_\_\_ 2. The men took \$8,000. \_\_\_\_ 3. The bank opened just before the men came in. 4. The men filled two bags with money. \_\_\_\_ 5. One of the men escaped. \_\_\_\_ 4 TUNE IN ( ) CD 3 Tracks 36 & 37 A. Listen and notice how people use rising intonation to make statements into questions. B: They actually hold up the traffic? **A:** A group of bird lovers stop the traffic. B: They're both still active? A: They're both still working on their vegetable farm. B: So they all got away safely? A: A helicopter lifted them out. B. Now listen to other sentences. Are they statements or questions? Check ( ) the correct column. on

| St | atement  | Questio       |
|----|--|---------------|
| 1. |  | make tracking |
| 2. | Process of the same of the sam |               |
| 3. | property.  |               |
| 4. | Museum and a second a second and a second and a second and a second and a second an |               |
| 5. | Contraction of the Contraction o | archine of    |
| 6. |  |               |

- A. Match each story with two follow-up questions. Then practice the conversations with a partner.
  - 1. Some children were playing in a park and found a wallet with \$2,000 behind a bench. They gave it to the police. \_\_\_\_
  - 2. Scientists have finally found a cure for baldness. It contains a substance found in Chinese herbs. \_\_\_\_
  - 3. A man who was unemployed for five years won two million dollars in the lottery. It was the first lottery ticket he had ever bought. \_\_\_\_
  - a. He didn't have a job for five years?
  - b. They actually gave all the money to the police?
  - c. So he never bought a ticket before?
  - d. It's only found in Chinese herbs?
  - e. So the kids got a reward?
  - F. It actually cures baldness?
- B. Work with a partner. What happens in the story about the children who find \$2,000 at a park? Talk about these pictures and write the rest of the story. How much money did the lady give the children as a reward?



- 1. Some children were playing in a park and found a wallet with \$2,000 behind a bench.
- 2. They gave it to the police.

| 3. |  |
|----|--|
|    |  |
| 4  |  |

5.

6.

C. Work with another pair. Take turns telling each other your story. Are your stories different?

#### **LESSON OBJECTIVES**

- Understanding personal narratives
- Making inferences from key words
- Keeping stories going

## Lesson 2 Tell me what happened

## **BEFORE YOU LISTEN**

A. What do you think happened in these stories? Circle the correct statement for each picture. Then compare your answers with a partner.







- 1. a. She won a prize.
- 2. a. Her bag got stolen.
- **b.** She got some bad news. **b.** She lost her bag.
- 3. a. He cannot afford the bill. b. He forgot his wallet.
- B. Check (🗸) the things that have happened to you recently. Then compare your answers with a partner.
  - 1. You got good news. \_\_\_\_

- 3. Something made you laugh. \_\_\_\_
- 2. Something made you embarrassed. \_\_\_\_ 4. Something frightened you. \_\_\_\_
- 2 LISTEN AND UNDERSTAND ( CD 3 Track 38

A. People are telling stories about things that happened to them. Listen and number the story events in the correct order.



| Story 1          | Story 2    |
|------------------|------------|
| She took a taxi. | They got i |

- \_\_\_ She went shopping.
- \_\_\_\_ She found some money. She sat down to rest.
- nto a helicopter.
- She did not have much to do. \_\_\_\_ They received free passes.
  - \_\_\_\_ The wheel stopped.
  - \_\_\_ They went on the Big Wheel.
  - \_\_\_ They rode on rollercoasters.
  - B. Listen again. What will each person say next? Check (1) the best answer.
    - Story 1
- a. That was very kind of him. \_\_\_\_
- **b**. That was a strange thing to do. \_\_\_\_
- c. That was not very polite of you. \_\_\_\_
- Story 2
- a. When will you go again? \_\_\_\_
- **b.** That was very rude of them. \_\_\_\_
- c. It sounds like you had a really boring time. \_\_\_\_

# 3 LISTEN AND UNDERSTAND OF CD 3 Track 39

A. People are telling stories about unusual experiences. Listen and number the story headings from 1 to 4.



|        | A Difficult Problem<br>A Bit of Good Luck | d. A Frightening Experience           |
|--------|---|---------------------------------------|
| B. Lis | sten again. What probably happened ne     | ext? Check (🗸) the best answer.       |
| 1.     | a. He went back into the room             | <b>b.</b> He called the hotel lobby   |
| 2.     | a. She went to collect her prize          | <b>b.</b> She threw away her ticket   |
| 3.     | a. She ran downstairs                     | <b>b.</b> She started playing with it |
| 4.     | a. He waited for the next car             | <b>b.</b> He threw away his phone     |

|   | ASSESSED TO | 0  |                     |
|---|-------------|----|---------------------|
| 4 | TUNE IN     | 11 | CD 3 Tracks 40 & 41 |

A. Listen and notice how people keep stories going by asking follow-up questions.

A: I had a kind of interesting day on Sunday.
A: They started getting people out by helicopter.
A: My car broke down.
B: What happened?
B: Then what happened?
B: So then what did you do?
B: What happened after that?
A: The spider jumped out of the box.
B: What happened next?

B. Now listen to other conversations and number the follow-up questions you hear from 1 to 5.

| a. What happened?             |
|-------------------------------|
| <b>b.</b> Then what happened? |
| c. So then what did you do?   |
| d. What happened after that?  |
| e. What happened next?        |

A. Choose the correct questions in the box to complete the conversation. Then practice the conversation with a partner.

Oh, no! Was she OK? What happened after that? How strange. Why did he laugh? That's a good costume. Was the party fun? So I guess things turned out OK in the end. Oh, really? What happened? How embarrassing! So then what did you do?

for your answers. Did you rank the list in the same way?



| A: Some   | thing really funny happened to me over the weekend.  |
|-----------|--|
| B:        |  |
| A: Well,  | a friend invited me to her costume party on Saturday night, and I decided to dress as a dog.   |
| B:        |  |
|           | when I arrived at her house and rang the doorbell, the guy who answered started hing at me.  |
| B:        |  |
| A: It wa  | sn't a costume party! My friend changed her mind but forgot to tell me.  |
| B:        |  |
| over      | ided to enjoy myself anyway, but as I was getting a soda, I tripped and spilt my drink all a girl.   |
| B:        | THE PARTY OF THE P |
| A: She    | started crying and left the party. All of her friends left too, so there were only five of us left. started talking and having fun then.   |
| B:        |  |
| . Work wi | th a partner. What is the most embarrassing thing that could happen to you? Rank from 1 (most embarrassing) to 6 (least embarrassing).   |
| You       | ı call your teacher <i>mom</i> or <i>dad</i> by mistake.   |
| You       | ı walk into the wrong bathroom.  |
|           | neone finds your diary.  |
| You       | do not have enough money to pay for the check at a restaurant.   |
| You       | ı spill a drink on someone.  |
| You       | ı forget your friend's name.   |
| . Work w  | ith another pair. Take turns telling each other your answers in part B. Give reasons   |

# Student CD Track List

This CD contains the final Listen and Understand of each lesson.

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