

# To the Teacher

## Welcome to Impact Listening 2!

The *Impact Listening* series is designed to help your students become better listeners and more proficient at English. *Impact Listening* is intended to make teaching listening strategies stimulating and engaging, and to make learning fun and effective.

The *Impact Listening* series is based on four main principles:

### 1. Rich Input

Learners need rich input in order to develop their language ability. The most useful input is contextualized, authentic, and interesting for the learners. Input that is slightly above the learners' proficiency level provides a challenge to motivate them. *Impact Listening* features extracts drawn from or based on authentic conversations, in common social, academic, and business contexts. The audio recordings for the series employ a wide variety of speakers to provide an abundance of interesting speech.

### 2. Clear Tasks

In order to develop their attention span, learners need guidance in what to listen for. Clear tasks guide the student in what to focus on and on what to remember. Task cycles allow students to listen to the same extract more than once, in order to practice controlling their attention and expanding their ability to process more complex speech. Each section in *Impact Listening* provides a transparent, structured task that is easy to use in the classroom.

### 3. Listening Strategies

In order to become more confident and relaxed, learners need to learn how to listen. By using successful listening strategies, learners will become more fluent and confident. By teaching listening strategies, teachers encourage their students to learn more efficiently. The following four fundamental strategies are consistently incorporated in the *Impact Listening 2* activities: preparing, inferring, clarifying, and responding.

### 4. Self Expression

A central purpose of listening is application—using the ideas in the extract and formulating some kind of response. By incorporating self-expression steps with listening activities, students increase their overall oral language ability. *Impact Listening 2* features a variety of short speaking activities as well as an extended Interaction Link in each unit to build vocabulary and conversation skills along with listening skills.

#### Course Components

- **Student Book**
- **Self-Study CD** (included with the **Student Book** with the **Warm Up** and **Real World Listening** extracts)
- **Classroom CDs Pack**
- **Teacher's Manual**

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## Unit Structure

*Impact Listening 2* contains 15 four-page main units, plus 3 **Review Units**. The main unit design allows for clear implementation of the four principles outlined above.

Each unit has four main sections: **Warm Up**, **Listening Task**, **Real World Listening**, and **Interaction Link**. For each unit, there is also a **Self-Study Page** in the back of the book. Each task can be done by students working independently, in pairs, small groups, or as a whole class, depending on the level and needs of the students.

## Warm Up

- This section introduces new words and phrases, and previews the unit topic. The contextualized vocabulary task lets students draw on their background knowledge to use what they know to help them understand new language. By including a speaking task, the **Warm Up** also gets the students involved at the outset of the lesson.
- In the **Introduce the Topic** step, students begin thinking about the topic and how it relates to their lives. This activity helps activate the language the students already know, as well as prompts them to consider what they need to be able to express their own ideas. Two different activities drawing on realia, current events, and students' experiences and opinions are provided for the teacher to choose from.
- During the main **Warm Up** activity, students are introduced to new vocabulary (and reacquainted with vocabulary they already know) related to the unit topic. This section includes a variety of task, including fill in the blanks, match the lines, label the picture, and choose the correct option. The **Warm Up** activity can be done by students working independently, in pairs, or as a whole class.
- The speaking task allows students to share their own opinions, experiences and preferences in relation to the topic. To make this discussion easier, the **Student Book** includes a list of **Useful Expressions**. These expressions, together with the work the students have done in the **Warm Up** task, should help the students to feel familiar with some of the vocabulary and different points of view they may need to express their own ideas clearly. This can be done in pairs or small groups.

## Listening Task

- The **Listening Task** is a set of two linked tasks based on three to six short extracts. This section employs illustrations or photographs to help students predict the content prior to listening. Predicting the content helps the students become active listeners. It helps them think about what they might hear, who the speakers are, what their relationships are, and what might happen. Students who make predictions are more likely to listen closely, and with a focused purpose—to see if their predictions were correct. For this reason, it is important to allow ample time for the preparation step of the **Listening Task**.

- The **First Listening** focuses on understanding the gist of the input, while the **Second Listening** focuses on detail and interpretation. For each task, the students are required to listen to the extracts and select ideas or write specific short phrases they hear. This helps the students learn how to focus their listening on both general and specific information. After taking notes individually while listening, students can work in pairs or small groups to compare their answers and clarify things they need to know. The teacher can monitor the small group discussions to determine if any important information was missed.
- The speaking task lets students explore the ideas and scenarios they encounter in the conversations or monologues they just listened to as they apply to their own lives. Students are asked to respond to the **Listening Task** in a variety of ways, including open discussion and role-play.

## Real World Listening

- Based on natural, extended conversations, monologues, and stories, this section develops active listening strategies. The **Real World Listening** activity has 3 steps: **Prepare**, **Get the Main Ideas**, and **Respond to the Ideas**.
  1. In **Prepare**, the students are given interesting illustrations or photographs and several ideas that will help them predict what the speakers are going to talk about. Sometimes the clues will be ambiguous, so that students will be able to notice the gaps between what they thought was going to be discussed and what was actually said. It is important to emphasize to students that it doesn't matter if they guess correctly or not. The point is for them to make predictions and test their predictions while they listen for the first time.
  2. For **Get the Main Ideas**, the students are expected to focus on the underlying ideas while they listen to the extract for a second time. They will be expected to listen to the extract and select ideas or write specific short phrases, based not only on what they hear, but also on what they can infer. This step directs students' attention to specific connections between different parts of the extract to help them infer what the speakers' intentions are. This section includes a variety of tasks, including fill in the chart, true or false, check the correct information, and fill in the blanks.
  3. In **Respond to the Ideas**, the students answer a question that extends the topic of the **Real World Listening** extract by focusing on students' opinions about the theme of the extract in relation to their own lives. This application is an important step for encouraging self-expression and more interactive listening. The students will realize that they need to think about the recorded extract in order to apply the ideas later. This discussion should generally begin in a small group, but as the teacher notices interesting points that are raised, these can become the focus of a whole-class discussion.

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## Interaction Link

- The **Interaction Link** is a lively speaking activity, role-play, or game directly related to the unit topics and functions. These activities offer students the opportunity to work in a group to express their opinions or make choices in an extended range of contexts or situations. The activities encourage the development of more complex interactions between the students based on the content of each unit. This will help develop the students' fluency and confidence in discussing a particular topic, especially as it relates to their own lives or interests.
- If time permits, the **Interaction Link** activity can be expanded with an **Extension** task. Four provocative situations related to the topic are provided for students to discuss in pairs, small groups, or as a whole class.

## Self-Study Page

- The **Self-Study Page**, in the back of the book, provides an additional “close listening” task for the **Real World Listening** extract, to allow students to review and consolidate the vocabulary they have encountered. The **Real World Listening** extract is included on the **Self-Study CD** that is provided with the **Student Book**.
- The task is followed by a **Bonus Question**, which asks the students to continue or develop the extract through writing exercises. The **Self-Study Page** can be done in the classroom or assigned as homework.

## Self-Study CD

- The **Self-Study CD** is provided in the back of the student book. It contains 30 tracks, which comprise the **Warm Up** activities and the **Real World Listening** extracts for each of the 15 main units. The **Self-Study CD** can be used for home review in conjunction with the **Self-Study Pages** in the back of the book.

## Website

- Teachers and students are encouraged to use the Impact series website for additional ideas and listening resources: [www.impactseries.com/listening](http://www.impactseries.com/listening)

## Timing

Teaching each unit in *Impact Listening 1* requires approximately 90 minutes of instruction. A typical breakdown of class time is:

**Warm Up:** 15–20 minutes

**Listening Task:** 10–15 minutes

**Real World Listening:** 20–30 minutes

**Interaction Link:** 15–20 minutes

**Self-Study:** 10–15 minutes (checking student work)

**Total:** 70–100 minutes

(If additional options in the **Teacher's Manual** and the **Unit Tests** are utilized, each unit may require an additional hour of instruction.)

## Review Units

- After each set of 5 main units, there is a **Review Unit** in the **Student Book**. The **Review Units** encourage students to go back and review the vocabulary and themes of the units they have recently completed. The

**Review Units** also give students an opportunity to try standardized test items with the passages they have worked with in the course.

Each **Review Unit** has two parts.

- In **Part 1** students review selected vocabulary with a fill-in-the-blanks activity based on short contextualized sentences.
- In **Part 2** students listen to selected extracts from the previous units and answer multiple-choice questions about each extract.

## Classroom CD Pack

There are two CDs in the **Classroom CD Pack**:

**CD 1: Units 1–8, including Review Unit 1**

**CD 2: Units 9–15, including Review Units 2 and 3.**

- The number of times you present the recording for each task will depend on the level of your students and their familiarity with listening-based learning. In the earlier units, students may need to listen several times. As the students make progress, however, you can challenge them by presenting the recording only once while asking them to mark their answers. Ask the students to think about what they do understand and to use that knowledge to fill in the gaps. This procedure helps students develop self-confidence as they realize they do not need to understand every word in order to get the meaning of the conversation.

## Using the Classroom CD Pack

CD track numbers are listed in the **Student Book**, the **Teacher's Manual**, and on the **Classroom CD Pack** case. Each unit has 7–10 tracks.\* A typical unit has 8 tracks, as follows:

Track 1: **Warm Up**

Track 2: **Listening Task** instructions (**Preparation** step and the instructions for the **First Listening**)

Track 3: **Listening Task 1**

Track 4: **Listening Task 2**

Track 5: **Listening Task 3**

Track 6: **Listening Task 4**

Track 7: **Real World Listening** instructions (**Predict** step only)

Track 8: main **Real World Listening** extract

The CD player will automatically proceed to the next track unless the player is stopped, or the “next track” or “previous track” buttons are pressed. If you wish to replay a track, you need to re-cue the CD. Note also that the instructions for the **Listening Task's Second Listening** section and the **Real World Listening's Get the Main Ideas** section are not on the audio recording. (This was done to allow for continuous listening through the unit.) These instructions should be read aloud by the instructor.

\* Some units have only three **Listening Task** conversations, while some have six. Other units have two or three tracks for different subparts of the **Real World Listening** section.

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## Additional Features of the Teacher's Manual

The *Impact Listening Teacher's Manual* provides step-by-step procedures for presenting each unit. Answers to the activities along with the listening audio scripts are provided for each unit. In addition, teaching tips, extension activities, and language and culture notes can be found throughout the **Teacher's Manual**.

- The **Unit Overview** allows you to see the vocabulary focus and the goals of the unit at a glance.
- The **Communication Strategy** offers culture- and style-related tips meant to help students produce more effective, engaging, and relevant conversation.
- The **Listening Strategy Focus** section lays out the main listening strategies that are brought into play throughout the unit.
- The **Teaching Tips** provide practical suggestions on classroom management and pedagogy. Each tip provides guidance on how to work with a specific activity, but the tip is often applicable to other units as well. Both novice and experienced teachers receive guidance on fully utilizing the material and on modifying the presentation to meet the needs of different classes.
- The **Culture Notes** provide useful information when culturally sensitive topics are presented, or when specific points of pragmatic usage emerge.
- At the beginning of every **Real World Listening** section, the **Concept Check** has a set of questions that helps activate students' background knowledge about the topic. Additional questions encourage critical thinking about the unifying thread or underlying concepts of the unit.

## Test Pack

- The **Test Pack** contains two review tests, one for **Units 1–8 (Test 1)**, and one for **Units 9–15 (Test 2)**. There are two forms of each test (**Tests 1A and 1B**, and **Test 2A and 2B**) so you can alternate forms in different classes, or use a different form for a make-up test.
- In **Part 1** of each test, extracts from the **Listening Task** sections are used as the basis for the test items. The students listen to the extracts and then answer two multiple-choice questions about the extract. **Part 2** of each test focuses on close listening, involving dictation items based on the **Real World Listening** sections.

## Unit Tests

In each CD-ROM pack, there is a set of **Unit Tests**. The **Unit Tests** have two parts. **Part 1** is a vocabulary review of the core items of the unit covered in the **Warm Up** section. **Part 2** is a 5-item listening exercise that is based on an extract similar to one of the **Listening Task** conversations or to the **Real World Listening** extract.

## Semester Tests

- The two tests provided with *Impact Listening 2* can aid you in assessing your students' mastery of the listening material. Scores on these tests will provide you with an objective means of checking students' progress and ability in the course.
- In addition, practice dictation tests can be done periodically, using any of the *Impact Listening 2* extracts, to check students' progress and to give them additional practice in close listening. This type of informal assessment will help you identify your students' strengths and weaknesses, and give you a means of evaluating them.
- Another important function of testing and evaluation is for student self-assessment. It is difficult for students to notice development of their own listening skills and strategies, so some of them may feel that they have not improved at all. If tests are used in a positive and constructive way (providing students with feedback about where they have improved, and where they may want to focus their attention), it can boost their confidence and motivation.

# UNIT 1: Introductions

**Main Activities:** pages 8–10  
**Interaction Link:** page 11  
**Self Study:** page 80

**Warm Up:** CD 1, track 2  
**Listening Task:** CD 1, tracks 3–7  
**Real World Listening:** CD 1, tracks 8–10

## Unit Overview

In this unit students listen to introductions. A woman introduces a good friend to a classmate in the Real World Listening section. In the Interaction Link, students will get to know each other through the Meet the Class activity.

## Vocabulary Focus: Introductions and Responses

Hi, how's it going? It's good to meet you. Nice to meet you. How have you been? Long time no see. I don't think we've met before.

## Useful Expressions

Hello. My name is ...  
This is my friend ...  
I'd like to introduce ...  
I'd like you to meet ...  
You've met ... right?

## Communication Strategy

When you introduce yourself or someone else, add some details. "This is Bo. She's an exchange student." "Hi, I'm Andrew. I'm from Wales."

## Other Vocabulary

formal, informal, expression, prediction

## Listening Strategy Focus

**Prepare:** Think about the ideas before listening and guess what may happen.

**Focus:** Concentrate more by listening for key words or specific information.

**Guess:** Make your best guess at what you don't understand.

**Ask:** Ask questions to increase your understanding.

## Concept Check

Meeting new people: How do you do it?

## WARM UP

### Introduce the Topic

The first class is a good opportunity for the students to get to know each other and to build class rapport. Choose one activity to introduce the topic.

1. Push the desks aside and have students stand in the middle of the classroom. Turn on some music and ask the students to walk around. When the music stops, have students introduce themselves to the closest person.
2. Have all students make a nametag with three adjectives or pictures that describe their personalities. Have them walk around the class and ask each other questions about their nametags.

### Warm Up

1. Introduce the activity. *T: Open your books to page 8. Read the introductions and the possible responses. Write the letter of the response in the space next to the introduction it goes with. The first one is done for you.*

2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 2).
4. Elicit answers from students. *T: (name). Please read both the introduction and response for number (2).*

### Answers

- |      |      |      |
|------|------|------|
| 1. g | 4. a | 7. h |
| 2. c | 5. f | 8. b |
| 3. e | 6. d |      |

### Pairwork

Put the students in pairs. *T: Now, introduce yourself to a classmate. Say something about yourself. Next, introduce your partner to another pair of students. Tell them something about your partner. Keep going around the class.*

## SCRIPT

1. **A:** Hello, my name is Elizabeth. I'm Amy's friend.  
**B:** Hi, Elizabeth. My name is Jason.
2. **A:** This is my friend Taka. He's an exchange student from Japan.  
**B:** Hey, Taka. How's it going?
3. **A:** I'd like to introduce our new director, Andrea Williams. She has been with the company for twelve years.  
**B:** It's good to meet you, Ms. Williams.
4. **A:** You've met Jane before, right? She works at the bank.  
**B:** Oh, yeah. Long time no see.
5. **A:** Mom, Dad, I'd like you to meet Sheila Howard, my new roommate.  
**B:** It's nice to meet you, Sheila.
6. **A:** This is my husband, John. He's a professor at the college.  
**B:** It's good to meet you, John. What do you teach?
7. **A:** Bob, this is Tulla. She's visiting from Finland.  
**B:** Really? How long will you be here?
8. **A:** Hello, I'm Sam. I'll be your tour guide today.  
**B:** Great!

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now, look at the Listening Task on page 9. Look at the pictures. Where are the people?*

## Teaching Tip

Asking students to preview the illustrations is an important step in the Listening Task sections throughout this book. This activity allows students to build their awareness of the situation in which the speakers interact and helps them prepare for particular language content and register, or level of formality.

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to short conversations and respond to questions about them.*
2. Play the audio to present the directions (CD 1, track 3). *T: After the First Listening, you will be asked, "Which introductions do the speakers use?"*
3. Play the audio (CD 1, tracks 4–7).
4. Elicit answers from students. *T: (name), how about the first one? ... Right, check the greeting, "This is ..."* Now let's do the rest.

### Answers

1. This is ...
2. I'd like you to meet ...
3. Have you met ...
4. Hi, my name is ...

## Second Listening

1. Explain the task. *T: Listen again for the responses. How does the other person answer the introduction? Check the correct answer. Let's do the first one together.*
2. Play the audio (CD 1, track 4). *T: What did they say? OK, let's do the rest.*
3. Play the audio (CD 1, tracks 5–7).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

1. It's good to meet you.
2. Nice to meet you.
3. Oh, yeah, we've met.
4. Hi.

## Pairwork

Put the students in pairs. *T: Now, let's pretend we're the people in these conversations. Act out one of the conversations with a partner, then find another partner and practice another conversation.*

## Culture Note

Note that in number 2, the speaker introduces the guest first. When introducing people in English we usually introduce the person who is less familiar or more important first.

## SCRIPT

1. **A:** Good afternoon, Ms. Watson. This is Jim Bauman from Hyundai. He's visiting from their New York office.  
**B:** It's good to meet you, Mr. Bauman.  
**A:** It's nice to meet you, too, Ms. Watson.
2. **A:** Mom, I'd like you to meet John Lee. He's a classmate of mine.  
**B:** Hi, John. I'm Norma.  
**A:** Nice to meet you, Ms. Gray.  
**B:** Oh, please call me Norma.
3. **A:** Kiri, have you met my good friend James?  
**B:** Oh, yeah, we've met.  
**A:** We have?  
**B:** Yeah, at Sherry's New Year's party!  
**A:** Oh, that's right. Long time no see.
4. **A:** Hi! My name is Kathy! I'll be your server tonight.  
**B:** Hi, Kathy. What are the specials tonight?

# REAL WORLD LISTENING

## Concept Check

Meeting new people: How do you do it? Check that students are thinking about the main concepts with questions like these: *What do you do when you meet new people? Do you introduce yourself, or do you wait for someone else to introduce you? What are some greetings and introductions that you can use? How do you introduce people to each other? Do you introduce your parents, teachers, and friends in the same way?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 10. We're going to prepare to listen to this part. We will predict, which means to guess what we will hear in the conversation.*
2. Play the audio (CD 1, track 8) to explain the directions. *T: Jean, Alicia, and Robert are all students at the same college. Look at the picture. What are the relationships between Jean, Alicia, and Robert? Check your guesses.*
3. Elicit answers. *T: What is the relationship between Jean, Alicia, and Robert? Which boxes did you check?*
4. Play the audio (CD 1, track 9). *T: Listen and check your guesses. Try to focus and listen only for the information that will help answer the question.*
5. Check students' results. *T: Did the conversation go the way you expected? If not, that's OK. Guessing about a situation, or predicting, helps us to prepare. It makes us more active listeners.*

## Listening Strategy Tip

Preparing students to listen is an important step in the Real World Listening sections throughout this book. This activity allows students to bring to mind their background knowledge about the situation and the topic of the conversation. With the ideas and words fresh in their minds, they can more easily understand what they hear. Once they have

thought about the characters and situation, they can also predict what will be said. Predictions don't have to be accurate in order to be effective. They serve to make the mind more alert to what is coming.

## Get the Main Ideas

1. Explain the task. *T: Read the following statements carefully. Knowing what you need to listen for can help you understand the main ideas more easily—this is how we use the listening strategy focus. When you listen again, think about whether these statements are true or false. Write a T for true statements, an F for false statements and a question mark if you are not sure.*
2. Play the audio for Part 1 (CD 1, track 8).
3. Elicit answers from students. *T: (name). What did you write for the first statement?*
4. Now play Part 2 (CD 1, track 9).
5. Review the situation with the students to make sure they understand. *T: Who does Alicia like? Do you think Robert likes her? Who do you think Robert likes? Why do you think so?*

## Answers

Part 1: T, T, F, F, T

Part 2: T, ?, T, F/?, T/?

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a small group. *T: Now, choose a partner or make groups of (number). Discuss the questions. Do you think Robert and Alicia are interested in each other? Why or why not? Do you think Alicia will continue to teach Robert? Why or why not? Ask representatives from the groups to summarize their group's reactions. T: What did your group talk about?*

## SCRIPT

### Part 1. Jean and Alicia meet Robert.

**Jean:** Hi, uh, Robert?

**Robert:** Yeah? Uh, oh, um, hi.

**Jean:** Sorry to bother you.

**Robert:** No, no, no. It's fine.

**Jean:** You know, actually, I don't think we've met.

**Robert:** Yeah, we have. You're Jean, right?

**Jean:** I'm Jean. Wait, where?

**Robert:** You were in my Spanish class last semester.

**Jean:** Oh.

**Robert:** I sat in the back row, remember?

**Jean:** Yeah, that's right. You were the one that always came in late.

**Robert:** Uh, yeah. That's me.

**Jean:** Um, anyway, Robert, I'd like to introduce you to my friend Alicia.

**Robert:** Oh, hi.

**Jean:** Alicia's an exchange student from Mexico.

**Robert:** Cool. How long are you going to be here?

**Alicia:** How long? About a year. Until May.

**Robert:** Cool!

**Alicia:** Yeah.

**Robert:** I'm wondering. Could you help me practice my Spanish?

**Alicia:** Uh, sure.

**Robert:** Really? Nice!

**Alicia:** If you're not busy tomorrow morning, we could practice here.

**Robert:** *Perfecto!*

### Part 2. Alicia and Robert meet again.

**Alicia:** Hi, Robert. How's it going?

**Robert:** Hey, Alicia. Uh, thanks a lot for doing this.

**Alicia:** Doing what?

**Robert:** Teaching me Spanish.

**Alicia:** Oh, yeah, right.

**Robert:** Yeah, I really love your, uh.

**Alicia:** Um?

**Robert:** Your language.

**Alicia:** Oh, Spanish. You love Spanish?

**Robert:** Yeah, yeah. *Te amo, uh, uh, yo lo amo?* Is that right?

**Alicia:** Sure, close enough.

**Robert:** Cool. I've been practicing a lot.

**Alicia:** So, Robert, why do you like Spanish so much?

**Robert:** Well, um, there's this girl.

**Alicia:** Yeah?

**Robert:** And she was an exchange student here last year.

**Alicia:** Oh.

**Robert:** So, I'm going to visit her in Spain this Christmas.

**Alicia:** Oh, great.

# INTERACTION LINK

## Meet the Class

1. Introduce the activity. *T: Open your books to page 11. Let's get to know each other better.*
2. Have students fill in the chart with information about themselves. *T: Fill in the chart with information about yourself. For example, (name), what is your favorite food? Write it in the second column under "Information about me." Fill in the rest of the information in that column.*
3. Have students practice the model conversations with a partner. Model them for the students with a volunteer. *T: (Go up to a student.) Hi, I'm (your name) ... (Continue Conversation 1.) Now try it with a partner.*
4. Have students look for other students with similar answers. *T: Now walk around the room and practice the conversations. If you find someone with the same answer as you, write his or her name in the space under "Classmate with the same answer."*
5. When all students have finished ask them questions about their classmates. *T: (name). Who likes the same food as you? Who found someone born in the same month?*

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. As students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You introduce your best friend to the person you want to date, and they start dating.

**Situation 2:** Your boss introduces you and calls you the wrong name.

**Situation 3:** You see a man walking towards you. You know you've been introduced before but cannot remember his name.

**Situation 4:** While on the subway, you see someone reading a book you are interested in.

## LEXICAL MAP

By the end of Unit 1, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Places to Meet

bank  
class  
office  
party  
college  
company

### Actions

(have a) conversation  
introduce (someone)  
listen  
respond  
remember  
exchange (phone numbers)

### Collocations

**You look ...**  
good  
different  
lovely  
better  
well  
great

### Expressions

How's it going?  
My name's  
Sorry to bother you,  
How long are you  
Thanks a lot for  
There's this



# UNIT 2: Personality

**Main Activities:** pages 12–14  
**Interaction Link:** page 15  
**Self Study:** page 81

**Warm Up:** CD 1, track 11  
**Listening Task:** CD 1, tracks 12–18  
**Real World Listening:** CD 1, tracks 19–21

## Unit Overview

In this unit students listen to personality descriptions. Students will take a personality quiz in the Real World Listening section. In the Interaction Link, students will look for partners with similar personalities.

### Vocabulary Focus: Describing personalities

assertive, cheerful, critical, dependable, easygoing, friendly, honest, kind-hearted, mature, outgoing, shy, sincere, silly, aggressive, defensive, energetic, laid-back, moody, weird

### Useful Expressions

I'm basically a ... person.  
I think some people are too ...  
... is a really good quality.  
I get along best with ... people.  
Most of my friends are ...

## Communication Strategy

Speak positively about others whenever possible. Don't speak about yourself in terms that are too complimentary. It sounds like you are bragging.

### Listening Strategy Focus

**Ask:** Think of questions and ask questions of yourself and others to increase your understanding.

**Respond:** Talk about what you have heard and relate it to your own experience.

**Review:** Think about the meaning of what the speakers have said, and try to say it in your own words.

### Concept Check

Relationships: What qualities do you like in a person?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students to discuss the qualities they look for in a friend and if they think they can tell someone's personality by how they look. List responses on the board.  
*T: What qualities do you look for when making new friends? What personality traits attract you to a new friend? Do you think you can judge someone's personality by how they look?*
2. Bring pictures from magazines and ask students to talk about the people's personalities. If you have enough pictures, students can do this in groups or pairs. *T: Can you tell people's personalities by how they look? Look at these pictures and discuss what you think their personalities are like.*

### Warm Up

1. Introduce the activity. *T: Open your books to page 12.*

*Think of one of your friends. Check the words that describe him or her. Are there any words that you don't understand?*

2. Allow students some time to finish. *T: Now listen to these descriptions. Write the missing words.*
3. Play the audio (CD 1, track 11).
4. Elicit answers. *T: (name). Please read number 1.*

### Answers

1. honest, sincere, dependable
2. outgoing, friendly, shy
3. easygoing, mature, kindhearted
4. assertive, cheerful, critical

### Pairwork

Put the students in pairs. *T: What kind of people do you like? What kind of people does your partner like?*

## SCRIPT

**Emilie:** Welcome back to the show. I'm Emilie, and today's topic is compatibility. We're asking callers to tell us what they look for in friends. What type of person are you compatible with? Let's take the first caller, Angela from Green Harbor.

**Angela:** Hi, Emilie. I think friends have to be honest. I can't stand it when my friends don't tell the truth. If my friends are sincere, I know they're dependable, too. I can count on them, you know?

**Emilie:** I hear you there! And what else do you look for, David from

Springfield?

**David:** I seem to end up with people who are a lot more outgoing than I am—the friendly type, you know, talkative and friendly. I'm kind of shy and quiet myself, so I let them do the talking.

**Emilie:** Whatever works, I guess. Now we have Amy from Oakview.

**Amy:** I like people who are easygoing, but mature enough to be responsible for themselves. Life can be so stressful. I need people who are kind-hearted and can help me when I'm in trouble.

**Emilie:** Sounds like you're a really down-to-earth person yourself. Let's finish up with Ali from Fairfax.

**Ali:** Thanks, Emilie. I have a lot of friends on my soccer team who are pretty assertive—even aggressive. But we win a lot, so that makes me happy. I'm usually cheerful, so I don't like being with people who are too critical—always complaining about things.

**Emilie:** I know just what you mean, Ali. Isn't that annoying? Anyway, we have to take a short break, but we'll be right back.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 13. Look at the pictures. What are the people like?*

## First Listening

1. Explain the task. Play the audio to present the directions (CD 1, track 12). *T: Listen to the instructions. In this section we will listen to short conversations and respond to questions about them.*
2. Play the audio (CD 1, track 13). *T: After the First Listening, you will be asked, "Who are the speakers talking about?" T: (name), what is the answer for the first one? ... Right, the answer "her dad" is written for you. Now let's do the rest.*
3. Play the audio (CD 1, tracks 14–18).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

- |                |                  |                 |
|----------------|------------------|-----------------|
| 1. her dad     | 3. her boss      | 5. her coworker |
| 2. her brother | 4. her boyfriend | 6. her roommate |

## Second Listening

1. Explain the task. *T: Listen again for the responses. What quality does each speaker mention? Check the correct answer. Let's do the first one together.*

2. Play the audio (CD 1, track 13). *T: What did they say? OK, let's do the rest.*
3. Play the audio (CD 1, tracks 14–18).
4. Elicit answers from students. *T: (name) what did you check for answer (2)?*

### Answers

- |             |              |               |
|-------------|--------------|---------------|
| 1. generous | 3. energetic | 5. dependable |
| 2. moody    | 4. sincere   | 6. laid-back  |

## Pairwork

Put the students in pairs. *T: Now with your partner, talk about a friend, a family member, or a teacher. What are their personalities like? Describe the qualities you like about them to your partner.*

## Culture Note

When encouraging students to ask questions in class and in conversation, remember that students from some cultures hesitate to ask questions. They may feel it makes them stand out from their classmates, or that it indicates their lack of knowledge. *T: Asking questions is the best way to learn more about something. When you raise your hand in class to ask a question, there are probably other students who want to know the same thing but are afraid to raise their hand. So please, use the listening strategy "ask" often in this class!*

## SCRIPT

1. **A:** What's your dad like?  
**B:** He's really generous, treats me like a princess. And so nice. We've got a great relationship.
2. **A:** Tell me about your brother Garth.  
**B:** Well, he's kind of moody, critical, you know. Sometimes he can be a real jerk.
3. **A:** What's your new boss like?  
**B:** Mm, she's really energetic, always doing lots of stuff. And creative. She's got a lot of great ideas for the company.
4. **A:** Lizette, what's your new boyfriend like?  
**B:** Oh, the new one? You know, I tend to attract weirdos, but this guy is really down to earth, sincere, so sweet.
5. **A:** So you're working with Jenny on that new project, right? What's she like?  
**B:** She's a hard worker. Dependable ... she always does what she says she's going to do.
6. **A:** What's your college roommate like? What's her name? Sophie?  
**B:** Oh, she's really cool. Really easygoing, laid-back. She's easy to get along with.

# REAL WORLD LISTENING

## Concept Check

Relationships: What qualities do you like in a person? Check that you students are thinking about the main ideas with one or more of the following questions. *T: When you talk about someone you know, how do you describe them? Do you talk about the way they look or their personality? What qualities do you think are important in a friend? Why? What qualities do you have? Are they similar to the qualities you look for in a friend? If not, why do you think that is?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 14. We're going to prepare to listen to a personality quiz. Before we listen, check the answers to the questions that describe you.*
2. Play the audio (CD 1, track 19) to explain the directions. *T: What kind of person are you? Check your answers. Do you spend time alone? Eat at nice restaurants? Work in groups? Ask questions in class?*
3. Elicit answers from a few students. *T: What kind of person are you, (name)? Do you like to spend time alone?*
4. Play the audio (CD 1, track 20). *T: Now listen to Part 1 of the personality quiz and write the missing phrases.*
5. Check students' results. *T: What were your answers?*

### Answers

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. watch a movie           | 4. get a new piece of electronics |
| 2. work on projects        | 5. work in a group                |
| 3. go to a nice restaurant | 6. have a question                |

## Get the Main Ideas

1. Explain the task. *T: Listen again and circle your answers.*
2. Play the audio (CD 1, track 20).
3. Elicit answers from students. *T: How did you answer the*

*quiz? What do you think the answers mean?*

4. Tell students they will listen to Part 2. *T: Now we will listen to Part 2. This part will tell us what kind of person we are. Check the characteristic that describes you for each set of questions.*
5. Play the audio (CD 1, track 21).
6. Check student responses *T: So, what kind of person are you? (name). Does the quiz tell you that you are independent, or dependent? Are you organized?*

### Answers

Answers will vary.

## Listening Strategy Tip

When students are able to make a personal connection to new material they are learning, as they do in this activity, they use the listening strategy “respond.” Making a personal connection with material helps comprehension and memorization. Think of how much more carefully you listen to the traffic report on the radio when you are stuck in traffic yourself. When you're sitting comfortably at home, you may tune out the traffic report. Students will find the personality quiz more interesting because they are finding out something about their own personality.

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a small group. *T: Now compare your answers with a partner. Are you similar to your partner or different? How? Do you agree with the quiz? Why or why not? After the students have had an opportunity to compare answers, ask volunteers to share their answers. T: Here's your chance to respond to the quiz. Did you think it was accurate? (name). Now are you similar to your partner? How are you different? Do you agree with the quiz?*

## SCRIPT

### Part 1

Here's a short personality quiz. This quiz will show some of your basic personality tendencies.

Are you ready? Listen to each question, and then circle “a” or “b.” Let's begin.

**Number 1:** When you watch a movie, do you like to watch it with other people, or alone?

**Number 2:** Do you like to work on projects by yourself, or with a group of other people?

**Number 3:** When you go to a nice restaurant, do you make reservations first, or do you just go and hope you get a table?

**Number 4:** When you get a new piece of electronics, like a camera or a computer, do you read the instructions before you connect it, or just connect without looking at the instructions?

**Number 5:** When you are working on a group project, do you offer ideas first, or wait until other students give their ideas?

**Number 6:** When you have a question, do you ask it during the class, or wait until another student asks the same question?

### Part 2

OK, let's see how you answered.

Questions 1 and 2 are about independence. If you chose “a” on both of those questions, this shows that you are basically independent. If you chose “b” on both of the questions, this shows that you are dependent. You like to depend on others.

Questions 3 and 4 are about organization or creativity. If you chose “a” to these questions, you are organized. If you chose “b,” you're creative.

And 5 and 6 are about leadership. If you chose “a”s, you tend to be a leader. If you chose “b”s, you tend to be a follower.

So, what kind of person are you?

# INTERACTION LINK

## It's a Match

1. Introduce the activity. *T: Open your books to page 15. Now we are going to ask people about their personalities. First, answer the questions in the chart about yourself. Then ask your classmates the same questions*
2. Have the students practice with a partner before beginning the activity. *T: Find a partner and practice asking about each others' personalities.*
3. After students have practiced, have them walk around and try to find other students who have similar answers to their own. *T: Now walk around and try to find classmates who answered the questions the same as you. Write the names of the students that answered the same as you did in the "Classmate" column. This will help you to review the new words you learned in this lesson.*
4. Call on pairs to say the names of the students they wrote in the third column. *T: (name). Who had the same answer as you for the first one?*

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You tell a coworker about a date you had, and he seems to be interested in you.

**Situation 2:** You overhear a friend describe you as having a great personality.

**Situation 3:** You set up two friends on a blind date and they hit it off.

**Situation 4:** You usually don't like shy people, but your new boyfriend/girlfriend is shy.

## LEXICAL MAP

By the end of Unit 2, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Personalities

energetic  
sweet  
annoying  
defensive  
energetic  
silly  
weird  
complaining  
independent  
critical  
down to earth  
organized  
follower  
friendly  
honest  
quiet  
responsible

### Expressions

I think he's  
What type of  
What's he like?  
tend to be  
end up with  
finish up with  
I know what you mean.

# UNIT 3: Home

**Main Activities:** pages 16–18  
**Interaction Link:** page 19  
**Self Study:** page 82

**Warm Up:** CD 1, track 22  
**Listening Task:** CD 1, tracks 23–27  
**Real World Listening:** CD 1, tracks 28–30

## Unit Overview

In this unit students listen to people talking about the places they live. In the Real World Listening section, a college student is looking for a place to live.

### Vocabulary Focus: Searching for a home

apartment, available, check, deposit, furnished, manager, noisy, reasonable, refund, rent, roommate, share, studio, utilities

### Useful Expressions

What kind of place do you live in?  
What do you like about it?  
How much is the rent?  
Is it in a good neighborhood?  
Is it close to ... ?

## Communication Strategy

When you want to find out about a word you don't understand, ask, "Can you please explain, 'deposit'?" or, "I'm not sure what you mean by 'furnished.'" When you didn't hear a word clearly, you can ask, "What did you say after ... ?"

### Listening Strategy Focus

**Focus:** Listen for key words or specific information.

**Ask:** Think of questions and ask questions of yourself and others to increase your understanding.

**Review:** Think about the meaning of what the speakers have said, and try to say it in your own words.

**Respond:** Talk about what you have heard and relate it to your own experience.

### Concept Check

What do you consider when deciding on a place to live?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Bring Cuisenaire rods or blocks to class. Build your room or home using the rods or blocks. Show students where certain things are in your room. *T: This is my living room. Here is the sofa, and in the corner there is a lamp. There is a balcony over here. I have a great view from here.* After describing your room, ask them questions about the objects in your room while pointing at them. *T: Is this my sofa? Where is my balcony?* Have the students ask questions about your room. Let some of the students use the rods or blocks to talk about their rooms or homes.
2. Have several students draw their rooms or homes on the board. Encourage the other students to ask questions about the drawings and point out the items left out of the drawings. *T: Do you have a sofa? Where are the windows? Has anyone been to (name's) house? Is this what it looks like? How would you describe this home? Is it spacious?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 16. We will hear people talking about housing. Use the words in the box to complete the sentences. The first one is done for you.*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 22).
4. Elicit answers from pairs. *T: Please act out the first conversation.* Continue. Have other pairs act out the conversations.

### Answers

1. housing, apartment, roommate, sharing
2. studio, available, furniture, rent, reasonable
3. check, deposit, move out, refund

### Pairwork

Put the students in pairs. *T: There are many different places to live. Find out in what kind of place your partner lives. What do they like and dislike about the place?*

## SCRIPT

1. **Rob and Jeannie are talking after class.**  
**Rob:** Hey, what are you doing after class?  
**Jeannie:** I'm going over to the housing office.  
**Rob:** Looking for an apartment?  
**Jeannie:** No, we need a roommate.  
**Rob:** Oh, you're sharing a place?
2. **Jorge is talking to an agent in a real estate office.**  
**Agent:** We have a studio that's available. That's one large room, basically.  
**Jorge:** Is it furnished?  
**Agent:** No, you have to bring your own furniture.

- Jorge:** How much is the rent?  
**Agent:** It's very reasonable.
3. **Hoon is paying the deposit at his new apartment.**  
**Hoon:** Here's the check, Mrs. Anderson.  
**Mrs. Anderson:** Thanks. That will cover your deposit.  
**Hoon:** Will I get that money back when I move out?  
**Mrs. Anderson:** Yes, if nothing is broken, you'll get a refund.  
**Hoon:** OK, I'll be careful.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the Listening Task on page 17. Look at the pictures. Who do you think the people live with?*

## Teaching Tip

Find ways of activating students' background knowledge during listening exercises. The students' background knowledge will help them to understand and organize the information they hear. When discussing the kinds of housing in this unit, encourage students to use the listening strategy "ask." *T: When you're listening, ask yourself, "Have I seen this kind of thing before? Can I understand what the people are talking about?" Use what you know already to help yourself understand and remember the new information in English.*

## First Listening

1. Explain the task. *T: Listen to the instructions.*
2. Play the audio (CD 1, track 23). *T: After the First Listening, you will be asked what the speaker's living situation is. In this activity, you can use the listening strategy "focus" to concentrate on the information you need. The speaker will say something about the type of place they live in.*
3. Play the audio (CD 1, track 24). Elicit the answer. *T: (name). How about the first one? Right, Tim lives with his parents. Now let's do the rest. Keep focusing on the information you need.*
4. Play the audio (CD 1, tracks 25–27).
5. Elicit answers from students. *T: (name). What did you check for number 2?*

## Second Listening

### Answers

1. Tim lives with his parents.
2. David lives in an apartment.
3. Reina lives with a roommate.
4. Nate lives alone with his dog.

1. Explain the task. *T: Listen again for what the speaker likes or doesn't like about the place they live. Let's do the first one*

*together. Here, we can ask ourselves, what is it in particular that the speaker likes or dislikes? We may have to figure out the answer, since the speaker doesn't always say, "I like this," or "I don't like that.."*

2. Play the audio (CD 1, track 24). *T: What did Tim say? "I like being with my family." We didn't have to figure that one out, did we? He likes his family relationships, right? OK, let's do the rest.*
3. Play the audio (CD 1, tracks 25–27).
4. Elicit answers from students. *T: (name). What did you check for answer 2? Does David say he likes living on campus? No, but he says, "It's great," so we can figure it out.*

### Answers

1. Tim likes his family relationships.
2. David likes the convenience.
3. Reina doesn't like noisy roommates.
4. Nate doesn't like the high cost of rent.

## Pairwork

Put the students in pairs. *T: Ask your partner, "What kind of place would you like to live in? Why?"*

## Culture Note

Note that in some cultures, students commonly stay at home when attending college or university. In others, it is more common to live on one's own while attending a university. Discuss with your students. *T: Why do you think some of the students we are listening to choose to live on their own? Why do others choose to live with family or friends?*

## Listening Strategy Tip

Explain that when listening to descriptions of the places people live, it often helps to respond by relating the story to something we already know about. *T: When I heard about the roommate who came in at 3 a.m., I thought of a time my roommate woke me up by coming in late. This is a way to connect what I've heard to my own experiences.*

## SCRIPT

1. **A:** Can you go out to dinner with us after class on Friday?  
**B:** Yeah, sure. But what time are we gonna go out? I have to be home by ten, or I'll get in trouble.  
**A:** You live with your parents? I remember what that was like.  
**B:** I don't mind. I like being with my family.
2. **A:** Hey, David. How do you like living in a dorm?  
**B:** It's great!  
**A:** But don't you miss your privacy, living with three other guys?  
**B:** Yeah, I do. But I'm on campus, so I'm hardly ever late to class.
3. **A:** Reina, you look tired.  
**B:** My roommate came home with some friends about three last night.  
**A:** Again?  
**B:** Yeah, I think I'm going to have to look for a new apartment.  
**A:** Why don't you just ask her to move out?
4. **A:** Hey, Nate. How's your new place?  
**B:** Oh, it's pretty good.  
**A:** Cool.  
**B:** I mean, the rent is really high, but it's just me and my dog, Jack. No roommates.  
**A:** That must be nice.

# REAL WORLD LISTENING

## Concept Check

A place to live: What do you consider when deciding on a place to live? Ask students what they look for. *T: Do you look for a place that is convenient? Or do you want an inexpensive place to live? Do you want to be near friends or near your family? What is the most important thing to you when you decide on where to live?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 18. There are two advertisements. Read them and imagine what each place is like. Put the words into the boxes for the two places. Which place do you think the words will describe?*
2. Play the audio (CD 1, track 28) to explain the directions. Give students some time to write the words.
3. Elicit answers from a few students. *T: Let's see what you guessed about the two places. Where did you write, "clean"? How about "messy"?*
4. Play the audio (CD 1, tracks 29–30). *T: Listen and check your guesses. Remember to focus and listen for the information that will help answer the question.*
5. Check prediction results. *T: OK, did you find out which place might be "messy?"*

## Answers

**Apartment:** quiet, convenient, private, clean  
**Shared house:** fun, crowded, messy, loud

## Get the Main Ideas

1. Explain the task. *T: Read the question. We want to listen for one good thing about each place and one bad thing.*

2. Play the audio (CD 1, tracks 29–30).
3. Elicit answers from students. *T: (name). Did you guess that the house with the three girls might be messy? What's a good thing about the house?*

## Answers

**Apartment**  
**Good things:** quiet, convenient, private, clean  
**Bad things:** not furnished, rent is high

**Shared house**  
**Good things:** has some furniture, fun, cheap  
**Bad things:** crowded, messy, loud  
(or student choices)

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a group. When they have finished, ask all who think she will choose the apartment to stand on one side of the room. Ask those who think she will choose the house to stand on the other side. Ask a student from each group to state a reason for their choice. Ask a student from the opposite group to explain why their choice is better.

## Culture Note

It is common in some cultures for people to entertain at home and to show guests around their homes. It is considered polite to ask to see the entire home, and the hosts often point out qualities they are proud of. In other cultures, entertaining at home is rare and limited to certain areas of the house. In these cultures, people often are humble and embarrassed by compliments on their home.

## SCRIPT

### Part 1. An apartment manager shows Hye Jun an apartment.

**Agent:** All right, here's the apartment I told you about. As you can see, the building is clean and pretty quiet, so no one will bother you when you're studying. You'll have to get some furniture, but not much.

**Hye Jun:** Hmm, I was really looking for a furnished place.

**Agent:** Well, sorry. This is all we have.

**Hye Jun:** Oh, it's OK. I could buy some furniture. The view's kind of nice, and it's big. And that's a subway station on the corner, right?

**Agent:** The B-Line. It's one stop from downtown.

**Hye Jun:** Oh, that's good. Um, how much is the rent again?

**Agent:** Nine fifty a month.

**Hye Jun:** Hmm. That's kind of expensive.

**Agent:** Well, that includes utilities.

**Hye Jun:** Oh, OK, well, I have to look at one more place, so I'll think about it.

**Agent:** Sure. Just call me when you decide. But this is a great place, and I don't think it'll last long.

### Part 2. Sara shows Hye Jun a room in a shared house.

**Sara:** So, here's the room. The last girl who lived here left her bed, so you can use that. And there's an old desk in the garage you could have.

**Hye Jun:** Hmm, that would be good.

**Sara:** And this is the bathroom. There are three of us, so it gets crowded in the morning sometimes.

**Hye Jun:** OK.

**Sara:** And here's the kitchen. It's kind of messy today. Sorry. We had a great party last night. It was totally fun, but now we have to clean it up.

**Hye Jun:** Hmm. So, what's the rent?

**Sara:** Three hundred a month, and we pay for water and electricity, too. It's kind of like fifty a month each.

**Hye Jun:** That's not bad.

**Sara:** It's a pretty good place. And we have a lot of fun here.

**Hye Jun:** How long does it take to get to the university?

**Sara:** Oh, I ride my bike, so it's only about, um, ten minutes.

**Hye Jun:** OK, well, let me think about it.

# INTERACTION LINK

## My Place

1. Introduce the activity. *T: In this activity you will talk about the place you live. Open your books to page 19. Today we're going to describe our rooms to each other.*
2. Put the students in pairs and have the students describe their rooms. *T: Describe your room to your partner and have your partner draw it as you describe it. You may want to review what you know by looking back at the words in the Warm Up section. You can also use the words in the box. Before you begin, think about the best way to describe your room. Plan how you will organize your description. Use the model conversation if you need help getting started.*

**A:** Tell me about your room.  
**B:** My room is really small. When you come in, you see the bed across from the door. Next to the bed there is a dresser.  
**A:** How does this look? Is the dresser on the right side of the bed?  
**B:** No, it's on the left side, over here. And my desk is on the other wall, under the window.  
**A:** OK, thanks. Is the window here?  
**B:** Yeah, the window is on the wall there.  
**A:** Anything else? A closet?  
**B:** Yes, the closet is opposite the dresser. That's it.  
You don't have to draw all the junk on the floor!
3. When students have had enough time to complete the activity have them join another pair. *T: When you and your partner have finished describing and drawing your rooms or homes, join another pair and take turns describing your pictures.*

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You want to live in a small house, but your spouse wants a large house.

**Situation 2:** You must choose between a small apartment in the city and a large house outside of the city.

**Situation 3:** Just after you bought a new modern home, you inherit an old house.

**Situation 4:** You have found your ideal home, but it is near train tracks.

## LEXICAL MAP

By the end of Unit 3, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Places

bathroom  
estate  
garage  
apartment  
residence

### Place Descriptions

crowded  
too loud  
messy  
noisy

### Going Out

That would be nice.  
What are you doing?  
What time are you ... ?  
Why don't you ... ?  
I'll think about it.  
out to dinner

### Talking About a Place

All we have is ...  
As you can see ...  
going to have to  
How do you like ... ?  
How long does it take?  
I don't mind.

### Stuff in Your Place

desk  
dishes  
furniture



# UNIT 4: Technology

**Main Activities:** pages 20–22  
**Interaction Link:** page 23  
**Self Study:** page 83

**Warm Up:** CD 1, track 31  
**Listening Task:** CD 1, tracks 32–36  
**Real World Listening:** CD 1, tracks 37–39

## Unit Overview

In this unit students listen to extracts about how to use new kinds of technology. In the Real World Listening Section, inventors will share their new inventions. In the Interaction Link, students will “invent” their own electronic devices.

## Vocabulary Focus: Describing technology

hook up, log on, download, upload, burn, send, receive, snap, text message, organize, track, shut down, store, save, copy

## Useful Expressions

It lets you ...

It allows you to ...

It's great because ...

It makes it possible to ...

It's hard to use.

## Other Vocabulary

screen, e-mail, contact information, invention, gadget

## Communication Strategy

When telling someone how to use something, use time-order transitions. They will organize the order in which to do things. For example: First, connect your MP3 player to your computer. Next, go to a website to look for music.

## Listening Strategy Focus

**Prepare:** Think about the ideas before listening; guess what may happen.

**Guess:** Make your best guess at what you don't understand.

**Ask:** Ask questions to understand more of what you hear.

## Concept Check

Convenience: Does technology make your life easier?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Put students in pairs or groups and have them put all of their devices on their desks. Ask them how each device works. *T: What electronic devices do you carry? A cell phone? An MP3 player? How do the devices work? Make a list of the items you have and describe how they work.*
2. Bring pictures of different kinds of technology from magazines, newspapers, or the Internet to class and ask students which items they have and which they would like. Students can do this in groups or pairs. *T: Which of the items in the pictures do you have? How do you use them? Why did you buy them? Do they make your life easier?*

### Listening Strategy Tip

In the Warm Up section, students look at pictures and use their background knowledge of the technology to say how it is used. For example, they see a cell phone and think, “What is a cell phone used for?” They probably have experience sending text messages or taking photos by cell phone. When they hear, “Cell phones aren't just for calling people on any-

more,” they will expect to hear about other functions. The vocabulary may be new but the concepts are familiar.

### Warm Up

1. Introduce the activity. *T: Open your books to page 20. Look at the different kinds of technology. Ask yourself how the item in the picture is used. Read the sentences next to each one. Look at the bold words. Do you understand them? Then choose the words that best say how the item is used.*
2. Allow students time to finish. *T: Listen and check your answers.*
3. Play the audio (CD 1, track 31).
4. Elicit answers from students. *T: Please read number one.*

### Answers

1. hook up to, download
2. upload, send
3. snap, send
4. keep track of, store
5. log on, burn

### Pairwork

Put the students in pairs. *T: What kinds of technology do you like? What kinds of technology do you dislike? Ask your partner.*

## SCRIPT

1. I like my new MP3 player. I can hook it up to my computer and download music, and then I can listen to it anytime I want. Another neat thing is, I can also plug in this microphone and record things, like a lecture at school. I just love it!
2. I can't live without my digital camera. They're really convenient. Mine enables me to take pictures, then upload them to my computer and send them by e-mail, print them out, or burn them to a CD.
3. Cell phones aren't just for calling people anymore. This one is very cool. It lets me snap photos and send them by phone to my friends. I can also send text messages when it isn't convenient to call.
4. Oh, no! I can't find my PDA. I really depend on it. It has a calendar that let's me keep track of my appointments. I also store all of my friends' contact information. I've really got to find it.
5. I love my new computer. It permits me to log on to my favorite site and download the music I want. It's got lots of cool stuff, too, like a DVD burner. I can burn both CDs and DVDs.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 21. Look at the pictures. What types of gadgets do you see?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to short conversations and respond to questions about them.*
2. Play the audio (CD 1, track 32). *T: After the First Listening, you will be asked, "What are the speakers doing?" T: (name). What is the answer for the first one? Right, the answer "watching a video" is checked. Now let's do the rest.*
3. Play the audio (CD 1, tracks 33–36).
4. Elicit answers from students. *T: (name). What did you check for number 2?*

### Answers

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. watching a video  | 3. looking up information           |
| 2. downloading music | 4. measuring the distance she walks |

## Second Listening

1. Explain the task. *T: Listen again for the responses. What does the speaker not like about the technology? Check the correct answer. Let's do the first one together.*
2. Play the audio (CD 1, track 33). *T: What did they say? OK, let's do the rest.*

3. Play the audio (CD 1, tracks 34–36).
4. Elicit answers. *T: (name). What did you check for number 2?*

### Answers

1. The screen is too small.
2. It costs money.
3. It's hard to use.
4. It beeps too much.

## Pairwork

Put the students in pairs. *T: Now with your partner, talk about technology. Do you have any of the items that the speakers have? What can they do? Ask your partner about the technology they use.*

## Culture Note

In many countries people are becoming more aware of how their use of technology in public places affects other people. For example, most people think it is not polite to use cell phones while using public transportation. Before many events, there are announcements and signs that ask people to turn off their electronic devices before the event begins so that they don't interrupt the performance. There is also more awareness about how electronic equipment may affect peoples' health. *T: How many of you have seen signs or heard announcements asking people to turn off their electronic devices? Have you been someplace where a cell phone has rung during a performance? Did it disturb you?*

## SCRIPT

- A:** Hey, I sent you a text message. Did you get it?  
**B:** Oh, I haven't checked yet.  
**A:** What are you doing?  
**B:** I'm watching a new music video.  
**A:** Really? On your cell phone?  
**B:** Yeah, a friend sent it to me. Check it out!  
**A:** Wow! That's pretty cool, and in color, too!  
**B:** Yeah, but the screen is kinda small. Could you move your head a little?
- A:** Hey, check it out. I got a new MP3 player.  
**B:** Cool!  
**A:** Only trouble is ... I don't know how to use it.  
**B:** You want me to show you?  
**A:** Yeah, would you?  
**B:** Sure, it's easy. First, we gotta hook it up to the computer.  
**A:** Like this?  
**B:** Yeah, then go to downloadmusic.com, find the song you want, and download it to your computer, then upload it to your MP3 player, and you're set.  
**A:** Let's see, go to website, and, oh, here's a good song, click download, and, and it's all free?  
**B:** Uh, well, no. You need a credit card.  
**A:** Oh.
- A:** Are you going to Jill's house for dinner on Friday?  
**B:** Yeah. You?  
**A:** Yeah, I have to call to let her know I'm coming. You got her number?  
**B:** Yeah, just a second. Here it is. 555-5642.  
**A:** Uh, what time does it start?  
**B:** Let me check my calendar. 6:30.  
**A:** Oh, I guess I can't make it. Hey, does that thing send e-mail?  
**B:** Yeah, why?  
**A:** Could you let her know I'm not coming?  
**B:** Jeez, why don't you just get your own PDA?
- A:** Oh, I have one. It's just really hard to figure out how to use it.  
**A:** What was that?  
**B:** Oh, I just got this new pedometer. It's always beeping at me.  
**A:** Well, what does it do?  
**B:** It lets me see how far I walk each day. See the little screen?  
**A:** Yeah.  
**B:** It says I've walked two and a half kilometers today.  
**A:** Cool.  
**B:** Yeah, but it's kind of a pain.  
**A:** How come?  
**B:** The beeping.  
**A:** Oh.  
**B:** It beeps whenever I sit down for too long. It must think I'm getting lazy or something.

# REAL WORLD LISTENING

## Concept Check

Convenience: Does technology make your life easier? It's important that students are thinking about the key concepts underlying the conversations. Here are some questions you can ask to stimulate their thinking. *T: Nowadays, most people use some type of technology. Do you think it makes our lives easier? Do you have gadgets that make it more convenient for you to do things? What are they? How do they make your life more convenient?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 22. We're going to prepare to listen to two people talking about their new inventions. Before we listen, look at the pictures of the inventions. What do you think the inventions do?*
2. Play the audio (CD 1, track 37) to explain the directions
3. Elicit answers from a few students. *T: What do you think the first invention does? How about the second invention? Make a check in the box.*
4. Play the audio (CD 1, track 38–39). *T: Now listen and check your predictions.*
5. Check students' results. *T: Were your predictions close? Remember predicting is used to get you ready to listen.*

## Answers

**MeBot:** goes to class for you

**BoyMeter:** finds out if someone is telling the truth

## Teaching Tip

Occasionally after reminding students to use a particular listening strategy, ask them to evaluate the usefulness of the strategy. This evaluation helps them to determine which strategies best meet their needs as learners. *T: Did predicting help you to understand this conversation? Why or why not?*

## Get the Main Ideas

1. Explain the task. *T: Now let's listen again. What does each invention do? Write a T for true, an F for false, and a question mark if you don't know next to each statement.*
2. Play the audio (CD 1, track 38–39).
3. Elicit answers from students. *T: (name). What answers did you write for the MeBot? What problem does it have? How about the BoyMeter?*

## Answers

**MeBot:** F, T, F, F, F, T, ?, ?/T

**BoyMeter:** ?/T, T, F, F, ?/F, T, F, F

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a small group. *T: Which of the inventions would you like to have? Why? What would you like to invent? Why?* After the students have had an opportunity to compare answers, ask volunteers to share their answers.

## SCRIPT

### Part 1. Zack interviews Annabel Jenkins.

**Zack:** Welcome to “Techworld,” the show that keeps you informed on all the latest advances in technology. I'm your host, Zack Newton. Our first guest today is electronics wizard Annabel Jenkins. Thanks for joining us today, Annabel.

**Annabel:** Thank you, Zack.

**Zack:** What new invention do you have to show us?

**Annabel:** It's called the MeBot.

**Zack:** And what does this MeBot do?

**Annabel:** The MeBot helps students. The MeBot can go to class, sit in your desk, take notes, and even answer the teacher's questions.

**Zack:** Whoa, sounds great. And this MeBot kind of looks like you, too!

**Annabel:** Yes, I made this MeBot to resemble me, my body, my face. Some people even think it's me!

**Zack:** So, Annabel, what do teachers think of the MeBot?

**Annabel:** Oh, teachers love them. I think most teachers would love to have a class full of MeBots.

**Zack:** All right, well, Annabel. Are there any disadvantages to owning the MeBot?

**Annabel:** Hmm, right now the main disadvantage is the cost. This MeBot would cost about two million US dollars. Not every student can afford that.

**Zack:** Yep, a little pricey. Well, thank you, Annabel, and good luck with the MeBot!

**Annabel:** You're welcome.

### Part 2. Zack interviews Angela Park.

**Zack:** Our next guest is Angela Park.

**Angela:** Hi, Zack.

**Zack:** Hi, Angela. Your invention is rather unique, I understand. It's called the BoyMeter. Is that right?

**Angela:** Yes, that's right.

**Zack:** And what does this BoyMeter do, Angela?

**Angela:** It tells you what a guy is really thinking. For example, if you ask a guy, “Do you like me?” and he answers, “Yes, I really like you,” you can find out if he's telling the truth. Green light means he is telling the truth. Red light means he is telling a lie.

**Zack:** Whoa! Very cool! How does it work?

**Angela:** It's really easy. You place the device near the guy's mouth, and the meter does the rest.

**Zack:** Fantastic! And it only works on boys, not girls?

**Angela:** No, it works on both boys and girls, but I call it the BoyMeter, because so far I've only used it with boys.

**Zack:** Ah, I see. Any disadvantages of the BoyMeter.

**Angela:** It's not reliable if the person has drunk too much coffee or alcohol. Those things just confuse the meter.

**Zack:** Oh, all right. Well, guys, be careful, and thank you, Angela.

**Angela:** Well, that's our show for today. Join me, Zack Newton, next week on “Techworld.” Until then, good-bye.

# INTERACTION LINK

## What does it do?

1. Introduce the activity. *T: Open your books to page 23. We're going to invent a new gadget.*
2. Put the students in groups with equal numbers. Have groups think of a new invention, draw a picture of it, and list what it does. *T: In your groups, think of a new gadget, what it looks like, and what it's called. Write the name of the gadget in the first column, draw a picture of it in the second column, and list what it does in the third column.*
3. When finished, have students share their inventions. Ask them to use the phrases in the box. *T: Now let's share our inventions. Tell us what it is and how it works. Use the phrases in the box at the bottom of the page. Group (1), you go first.*

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You bought a new music player that does many things, but you don't know how it works.

**Situation 2:** You are in a movie theater, and your phone rings during the best part of the picture.

**Situation 3:** You are having a nice dinner with a friend, and their pedometer keeps beeping while you are trying to talk.

**Situation 4:** You pay for some music you want to download, and when try to listen to it on your MP3 player, you can't find it.

## LEXICAL MAP

By the end of Unit 4, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Computer Stuff

CD burner  
camera  
microphone  
plug  
screen

### Computer Verbs

connect (to your PC)  
hook (something) up  
detect  
enables  
store

### Communication

interview  
sentence  
message  
text  
lecture

### Collocations

further  
detailed  
additional  
important  
new  
certain ... **information**

### Expressions

Check it out.  
not just for  
only trouble is

# UNIT 5: Nationalities

**Main Activities:** pages 24–26

**Interaction Link:** page 27

**Self Study:** page 84

**Warm Up:** CD 1, track 40

**Listening Task:** CD 1, tracks 41–44

**Real World Listening:** CD 1, tracks 45–47

## Unit Overview

In this unit students listen to experiences that people had while traveling in foreign countries. Students can learn from these stories of intercultural contact and have a more positive experience themselves when they travel.

## Vocabulary Focus: Culture and Countries

abroad, advice, culture, foreigner, gesture, healthy, locals, open, point, regret, rude, stared

## Useful Expressions

Tell me about ...

Have you ever been to ... ?

Do you speak ... ?

What do you think of ... ?

What did you like about it?

## Communication Strategy

When you're in a foreign country, people usually ask the same kinds of questions. Learn the easiest way to answer. For example, "I'm from Japan," is easier than, "I come from a little town in Hyogo, near Kobe."

When you want to ask a foreign visitor a question, first ask yourself, "Is it polite to ask this? Would I ask someone this who is from my own country?"

## Listening Strategy Focus

**Focus:** Listen for key words or specific information.

**Guess:** Make your best guess at what you don't understand.

**Review:** Think about the meaning of what the speakers have said, and try to say it in your own words.

## Concept Check

Intercultural experiences: What do we learn from travel?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Find out who has traveled abroad in the class. If no one has, ask them where they would like to go, and how they would go. If you (or another person at your school) have traveled abroad, share a unique travel experience.
2. Using a map of the world, ask students to name some of the countries and languages they know. See who can get the most correct. *T: Name some countries you see and the language spoken there. What country is this? What language is spoken there? What else do you know about the culture?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 24. These people are talking about places they have traveled. Use the words in the box to complete what you think they are saying.*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 40).
4. Elicit answers from students. *T: (name). Please read number (1).*

### Answers

1. regret, locals
2. gesture, pointed
3. abroad, advice
4. foreigner, stared
5. open, healthy

### Pairwork

Put the students in pairs. *T: Have you visited a foreign country? Are you interested in studying abroad? Ask a partner.*

### Teaching Tip

Using realia (real objects and references) can help make language lessons more tangible and more memorable. It's a good idea to have a globe or a world map handy in the classroom when discussing foreign travel. Showing where someone is talking about supports better understanding and can stimulate discussion on how far away the country is from your own, how one can travel there, and the surrounding area. Maps in English are available from various websites.

## SCRIPT

1. I was in Spain for about a month. I regret spending so much time with my friends from home. I wish I'd gone out more alone, so I could meet some locals.
2. I went to Korea, and I can't speak any Korean, so I had to gesture to let people know what I wanted. Like, I pointed at pictures of food on the menu to order in a restaurant. I wish I'd learned the language a little.
3. I went to the U.S. by myself. If you're going to travel abroad, my advice is to go with a friend. Sometimes I

really got scared because I was alone. I should have gone with someone else.

4. I traveled in Mongolia, and I really felt like a foreigner. People stared at me when I walked down the street. But I think people were just curious. I did look different.
5. I was in New Zealand. It was really cool. Everyone was so friendly there, so open. And there was nature everywhere. I felt so healthy when I was there.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 25. Look at the pictures. Where are the people? Can you tell from the picture where they are? Go ahead and guess now, then we will listen to check our guesses.*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to short discussions of travel and respond to questions about them.*
2. Play the audio (CD 1, track 41). *T: After the First Listening, you will be asked, "Where did each student travel?" What will you focus on as you listen? Names of countries, and cities right?*
3. Play the audio (CD 1, track 42). *T: (name). How about the first one? ... Right, he went to China. Now let's do the rest. Keep focusing.*
4. Play the audio (CD 1, tracks 43–44). Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

1. China      2. Amsterdam      3. Mexico

## Second Listening

1. Explain the task. *T: Listen again for more details. Here is a chance to guess if you are not certain of what the speaker is saying. You can see something in the picture, so you might be able to guess what each speaker's point is. What was a cultural difference they noticed? Let's try the first one together.*
2. Play the audio (CD 1, track 42). *T: What did he say? OK, let's do the rest.*
3. Play the audio (CD 1, tracks 43–44).
4. Elicit answers from students. *T: (name). What did you check for answer (2)?*
5. Ask students to evaluate how effective the strategy was in helping them. *T: Did guessing help you to understand the speaker's point about the experiences they had while traveling?*

### Answers

1. People stared and shouted.
2. Bicycles were left unlocked.
3. People kissed in public.

## Pairwork

Put the students in pairs. *T: Which of these places sounds interesting to you? Are the cultures the same as yours or different? Ask your partner.*

## SCRIPT

1. **A:** So, how'd you like China?  
**B:** It was great, but sometimes I felt kind of like an alien. I didn't mind it so much when the adults stared at me. You know, I probably stared at them, too. It's the kids who really bothered me. They had this annoying habit of calling out, "Laowai! Laowai" when I was walking down the street. That means "foreigner." I was really surprised by that. In my country you wouldn't do that. So I just smiled at them and said, "Zhonguoren! Zhonguoren!" That means "Chinese." They thought that was funny.
2. **A:** Julia, how was Amsterdam?  
**B:** It was great. The best thing I did was rent a bicycle. It was really cool. I got to leave the college area and go out and meet some locals. They were really surprised when they found out I was American.  
**A:** Why is that?  
**B:** Well, they think Americans are all rich and fat, and drive cars, and never ride bicycles.  
**A:** Yeah, well, that's kinda true.  
**B:** Yeah, another interesting thing was that nobody locks their bikes there.  
**A:** Really.  
**B:** Yeah, I guess you don't have to. Nobody steals them.  
**A:** Why not?  
**B:** I guess it's because everybody has a bike.  
**A:** Hmm, that makes sense.
3. **A:** Tell me about Mexico, Jim.  
**B:** Well, it was great. Everything about it, especially the people. I mean, they're so open, so affectionate. Like, you're on the train, and you see a couple sitting there, and they're kissing right there in public. And it's not just young people. You see old people holding hands and kissing, too. It's really different.  
**A:** Sounds kind of nice.

# REAL WORLD LISTENING

## Concept Check

Intercultural experiences: What do we learn from travel? The stories in this unit demonstrate that an everyday event for some people can seem strange and exotic to others. Travel and language learning broaden our horizons and help us to see how others live their daily lives. Traveling abroad can have a profound influence on how a person sees the world as well as his or her own country. Ask students to tell if travel has ever given them a different outlook on their culture. Give examples from your own experience.

## Prepare

1. Introduce the activity. *T: Look at the top of page 26. What do you see? We're going to hear two people talking about Zambia. Do you know where Zambia is?* If students do not know, use [maps.google.com](https://www.google.com/maps) to locate Zambia.
2. Play the audio (CD 1, track 45) to explain the directions. *T: Leath and Hannah are talking about Zambia. What do you think they will mention? We can use the listening strategy "predict" here. What do you predict?*
3. Play the audio (CD 1, track 46).
4. Check prediction results. *T: Did you hear what you predicted Leath would say? Now let's listen to Hannah.*
5. Play the audio (CD 1, track 47). *T: Did you hear what you predicted Hannah would say?*

## Answers

**Leath:** natural beauty, animals    **Hannah:** poverty

## Listening Strategy Tip

The Prepare step in this unit gives students an opportunity to predict what they will hear. Explain that we often do this without being aware of it, and that predictions are based on background knowledge. *T: When you predicted what the people would say, what knowledge did you use? You used your knowledge of Africa from other classes or current events. You have background knowledge that you can use every time you listen.*

## Get the Main Ideas

1. Explain the task. *T: Listen again. How would you describe Leath's opinion of Zambia? What about Hannah's opinion?*
2. Play the audio (CD 1, tracks 46–47).
3. Elicit answers from students. *T: (name). What did Leath say? Yes, he said the people are his warmest memory, and that it was a healthy place to be. How about Hannah? Did they both agree on any of the statements?*

## Answers

L+H, L+H, L+H, L+H, L, L, L, H

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a group. *T: Now choose a partner or make groups of (number). Discuss the question: What would a visitor think of your country? Why?* Ask students from the groups to summarize their group's reactions. *T: What did your group talk about?*

## SCRIPT

### Part 1. Leath talks about Zambia.

**Wanda:** You say you grew up in Africa?

**Leath:** Yeah, I'm from Lusaka, in northern Zambia. My folks are from South Africa.

**Wanda:** Wow, what was it like there?

**Leath:** Oh, growing up in Zambia was "lacker." That means really cool in Afrikaans.

**Wanda:** Afrikaans?

**Leath:** Afrikaans is the language, kind of like Dutch. A language that a lot of people in South Africa speak.

**Wanda:** Oh, Afrikaans. So, Zambia, is it cool?

**Leath:** It was so open, a really healthy place to be, lots of animals and sunshine.

**Wanda:** Wow! What animals could you see?

**Leath:** Just about an hour's drive out of town, you might see just about anything. At night you'd see leopards, and monkeys along the road. Sometimes you have to stop for elephants. There's quite a lot of rhino, and watch out for

lions. They're very, very dangerous.

And they do take people from time to time.

**Wanda:** I'd be afraid to go there!

**Leath:** Yeah, but the people are my warmest memory.

**Wanda:** That's what everybody who's been there says about Zambia. "The people are so nice."

**Leath:** Oh, absolutely, yeah, in spite of all the troubles they faced.

**Wanda:** So do you want to go back?

**Leath:** Absolutely. If and when I go back, I'd like to travel around, and see more of the country, and its people. I'd take hundreds of pictures and maybe even put them in a book.

### Part 2. Hannah talks about Zambia.

**Wanda:** You were in Africa, too, weren't you?

**Hannah:** Yeah, I was in Zambia.

**Wanda:** What impressed you the most about being there?

**Hannah:** After I'd been there for two months, I felt like I'd gone to the

moon, it was so different. There wasn't much there. They didn't have cheese!

**Wanda:** Really?

**Hannah:** Yeah, and there were so many poor kids. You know, orphans whose parents had died of AIDS. It was so heartbreaking. And so they had to work.

**Wanda:** What kind of work?

**Hannah:** Oh, going out and picking up wood and selling it for cooking fuel. I really wanted to do something to help them.

**Wanda:** Yeah?

**Hannah:** Yeah, so I joined a group called Third World Diplomatic Wives group. I felt I had to do something. We started doing things, like raising money for the orphans. And we made connections with people from other countries.

**Wanda:** Wow, sounds like you had a powerful experience. Would you ever go back?

**Hannah:** No, I don't think I could handle it.

# INTERACTION LINK

## Travel Survey

1. Introduce the activity. *T: Open your books to page 27. Today we're going to do a travel survey. Surveys are fun because they let us know what other people think about a topic.*
2. Have students prepare the activity. *T: Form a group and choose three of the questions provided for you. Divide the questions so each group member has at least one.*
3. Start the activity. *T: Now each of you should talk to someone outside your group. Ask other classmates the questions and write down your answers. Return to your group and put all the answers together. Make hand-drawn charts to show your group's results.*
4. Share the results of the surveys. Ask students to make a short presentation about the charts they have developed. If possible, leave them on a classroom wall or hallway bulletin board so other students can see them. Students will be proud to show their work and talk about their findings.

## Learning Strategy Tip

When students give presentations, they may be nervous about speaking in front of the group. Give them a chance to practice in their small group before they speak to the class. Remind them that the listening/speaking strategy “review” will help them understand and remember new material by saying it themselves. *T: When you review what you have heard, you say it again your own way. This is what you should do in your presentations. As you talk about the things you have learned you will remember them more and become more fluent in English.*

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You go to work in another country and are asked to follow the custom of accepting bribes at your work.

**Situation 2:** You meet a woman who tells you that their parents have arranged a marriage for her, and she wants to get out of it.

**Situation 3:** You ask some friends from another country to a party, and they arrive two hours late without apologizing.

**Situation 4:** A classmate asks you why you act unfriendly in class and never share your answers on tests.

## LEXICAL MAP

By the end of Unit 5, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### People

strangers  
foreigners  
Africans  
Chinese  
folks  
adults

### Advice

I should have ...  
I wish I had ...  
Watch out for ...  
don't have to worry about

### Directions

north  
south  
east  
west

### Travel

Have you ever been ... ?  
Tell me about ... ?  
What do you think of ... ?  
What was ... like?  
natural beauty

### Collocations

major  
real  
social  
political  
financial  
... problems



# REVIEW UNIT 1: (Units 1–5)

Part 1: pages 28–29  
Part 2: pages 30–31

Part 1 Audio: CD 1, track 48  
Part 2 Audio: CD 1, tracks 49–58

## Unit Overview

In this unit students revisit the vocabulary, expressions, and constructions they learned in Units 1–5. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

## Topics

- Unit 1. Introductions
- Unit 2. Personality
- Unit 3. Home
- Unit 4. Technology
- Unit 5. Nationalities

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 1–5. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class. Have students turn to one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for the unit. This will help them recall the language they learned in the Listening Task and Real World Listening sections, too.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Introducing the Review

Present Review Unit 1 after students have completed Unit 5.

1. Have students turn to page 28 in the Student Book. Present the activity. *T: Now we are going to do a review of units one to five. Explain how the review is organized. T: Before, you listen, let's look at the review. The review has two parts. In Part 1, you listen and fill in the correct words. Write the words on the lines. In Part 2, you will hear ten conversations. Listen to each conversation. Then answer the question. Circle your answer. Be sure to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Explain the scoring. As you present the information orally, write it on the board as well. *T: Part 1 is 30 points. An exact answer is 2 points, an almost correct answer is 1 point, and an incorrect answer is 0 points. Write an example on the board: Good morning! \_\_\_\_\_ it going? For an "exact" answer, write "How's." For an "almost correct" answer, write "How." Explain that there is no 's so it's only one point. For a "wrong" answer, write "Where" and draw an "x" through it. Continue. T: In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0. Demonstrate how to circle an answer correctly. Write "b" on the board. T: The answer is "b." Make a complete circle around the letter b. Remind students that if they don't mark answers clearly, they can lose points on a standardized test.*

**Note:** You may want to "weight" the scores differently by assigning more or fewer points to each item.

### Presenting the Review

1. Present Part 1. *T: Now look at Part 1. Hearing the correct words. Listen and fill in the missing parts.* Before students listen, have them read over the items. *T: First read the sentence parts in the book.* Give students time to read silently.
2. Play the audio (CD 1, track 48) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now turn to page 30 and look at Part 2. Understanding conversations. Listen to each conversation. Then answer the question.* Before students listen, have them read over the items. *T: First read the questions and answer choices in the book.* Give students time to read silently.
5. Play the audio (CD1 tracks 49–58) as students write their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the class, or write the answers on the board depending on the level of the class.
  - Conversation 1:** When do they plan to meet?
  - Conversation 2:** When will Robert go to visit his friend in Spain?
  - Conversation 3:** What kind of guys does Lizette usually attract ?
  - Conversation 4:** What does he let his friends do?
  - Conversation 5:** When does he have to be home?
  - Conversation 6:** What time was it when the roommate came home?
  - Conversation 7:** What can they see in color?
  - Conversation 8:** What's difficult for one of the speakers?
  - Conversation 9:** Why does the speaker think the Dutch don't lock their bikes?
  - Conversation 10:** Where did Jim say he saw people kissing?
10. Play the audio for Part 2 (CD1 tracks 49–58). Pause after each conversation and ask additional questions, such as:

# REVIEW UNIT 1: (Units 1–5)

## Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use their scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to think about their progress. *T: Think about your goals for studying English. What are two things you will try to do to improve your English?*
5. Review test-taking techniques. *T: Look at your answers in Part 1. Did you lose points because you didn't write complete words? Look at your answers in Part 2. Did you mark your answers clearly?*

## Teaching Tip

The presentation of the Review Unit can be modified depending on the level of a class. To make the Review Unit less challenging, do it together as a whole-class activity. Play each item, then pause and answer together. To make the Review Unit more challenging, have students keep their books closed. For Part 1, have students write the complete sentences as a dictation rather than just writing the missing words. For Part 2, read each question in the student book aloud. Have students listen and then formulate their own written response rather than just identifying the correct response from the answer choices provided in the student book.

# REVIEW UNIT 1: (Units 1–5)

## SCRIPT

### Part 1

1. I'd like to introduce the new principal, Bertha Rivas. She has been with the school district for 12 years.
2. Honey, I'd like you to meet Rob Unger, our new neighbor.
3. It's good to meet you, Mr. Unger.
4. I'm usually pretty serious, so I don't like being with people who are silly, always joking about things.
5. School can be so stressful—but my classmates are kind-hearted and help me when I need help with my homework.
6. I like to hang out with people who are as outgoing as I am.
7. This is the studio that is available. It's this one large room with a small bathroom.
8. I need an apartment that is furnished. I don't have my own furniture.
9. How much money will I get back when I move out?
10. I can hook it up to my computer and download videos. I watch them while I'm on the train.
11. Oh, great! I finally found my PDA. I really depend on it. It has my calendar where I keep track of my daily schedule.
12. I can't live without my MP3 player. I've just gotta have my music with me wherever I go.
13. You know, you learn a lot more about yourself when you travel abroad. You not only learn about another culture, you learn more about your own culture, too.
14. Now that Melissa has been to Europe, she is more open to talking with foreigners she meets.
15. When you don't speak the language in a new country, you often have to gesture to let people know what you want.

### Answers

1. like to introduce
2. like you to meet
3. good to meet you
4. usually pretty serious, always joking
5. so stressful, kind-hearted
6. as outgoing as
7. studio that is available
8. furnished, my own
9. I move out
10. hook it up, download videos
11. depend on it, keep track
12. MP3 player
13. a lot more, another culture
14. open to talking
15. have to gesture

# REVIEW UNIT 1: (Units 1–5)

## SCRIPT

### Part 2

1. **Jean:** Alicia's an exchange student from Mexico.  
**Robert:** Cool. How long are you going to be here?  
**Alicia:** How long? About a year. Until May.  
**Robert:** Cool!  
**Alicia:** Yeah.  
**Robert:** I'm wondering. Could help me practice my Spanish?  
**Alicia:** Uh, sure.
2. **Alicia:** So, Robert, why do you like Spanish so much?  
**Robert:** Well, um, there's this girl.  
**Alicia:** Yeah?  
**Robert:** And she was an exchange student here last year.  
**Alicia:** Oh.  
**Robert:** So, I'm going to visit her in Spain this Christmas.  
**Alicia:** Oh, great.
3. **A:** Lizette, what's your new boyfriend like?  
**B:** Oh, the new one? You know, I tend to attract weirdos, but this guy is really down to earth, sincere, so sweet.
4. **David:** I seem to end up with people who are a lot more outgoing than I am—the friendly type, you know, talkative and friendly. I'm kind of shy and quiet myself, so I let them do the talking.
5. **A:** Can you go out to dinner with us after class on Friday?  
**B:** Yeah, sure. But what time are we gonna go out? I have to be home by ten, or I'll get in trouble.  
**A:** You live with your parents? I remember what that was like.  
**B:** I don't mind. I like being with my family.
6. **A:** Reina, you look tired.  
**B:** My roommate came home with some friends about three last night.  
**A:** Again?  
**B:** Yeah, I think I'm going to have to look for a new apartment.  
**A:** Why don't you just ask her to move out?
7. **A:** Hey, I sent you a text message. Did you get it?  
**B:** Oh, I haven't checked yet.  
**A:** What are you doing?  
**B:** I'm watching a new music video.  
**A:** Really? On your cell phone?  
**B:** Yeah, a friend sent it to me. Check it out!  
**A:** Wow! That's pretty cool, and in color, too!  
**B:** Yeah, but the screen is kinda small. Could you move your head a little?
8. **A:** Are you going to Jill's house for dinner on Friday?  
**B:** Yeah. You?  
**A:** Yeah, I have to call to let her know I'm coming. You got her number?  
**B:** Yeah, just a second. Here it is. 555-5642.  
**A:** Uh, what time does it start?  
**B:** Let me check my calendar. 6:30.  
**A:** Oh, I guess I can't make it. Hey, does that thing send e-mail?  
**B:** Yeah, why?  
**A:** Could you let her know I'm not coming?  
**B:** Jeez, why don't you just get your own PDA?  
**A:** Oh, I have one. It's just really hard to figure out how to use it.
9. **A:** Julia, how was Amsterdam?  
**B:** It was great. The best thing I did was rent a bicycle. It was really cool. I got to leave the college area and go out and meet some locals. They were really surprised when they found out I was American.  
**A:** Why is that?  
**B:** Well, they think Americans are all rich and fat and drive cars and never ride bicycles.  
**A:** Yeah, well, that's kinda true.  
**B:** Yeah, another interesting thing was that nobody locks their bikes there.  
**A:** Really.  
**B:** Yeah, I guess you don't have to. Nobody steals them.  
**A:** Why not?  
**B:** I guess it's because everybody has a bike.  
**A:** Hmm, that makes sense.
10. **A:** Tell me about Mexico, Jim.  
**B:** Well, it was great. Everything about it, especially the people. I mean, they're so open, so affectionate. Like, you're on the train, and you see a couple sitting there, and they're kissing right there in public. And it's not just young people. You see old people holding hands and kissing, too. It's really different.  
**A:** Sounds kind of nice.

### Answers

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

# UNIT 6: Identity

**Main Activities:** pages 32–34

**Interaction Link:** page 35

**Self Study:** page 85

**Warm Up:** CD 1, track 59

**Listening Task:** CD 1, tracks 60–64

**Real World Listening:** CD 1, tracks 65–67

## Unit Overview

In this unit students listen to extracts about personal information. In the Real World Listening section, students will listen to a conversation at a party. In the Interaction Link, students will discuss appropriate and inappropriate questions.

## Vocabulary Focus: Personal Questions

What's your name? How old are you? Do you have a boyfriend/girlfriend? Can I have your phone number? Can I have your e-mail address? Where do you live? How much do you weigh? How much money do you make? Do you dye your hair? What do your parents do? Do you have any children? Do you have any brothers or sisters?

## Useful Expressions

That's something I don't share.

I'd rather not say.

I prefer not to give my ...

I don't share that.

I'd like to keep that private.

## Communication Strategy

When you first meet someone, don't ask a lot of personal questions. If you get too personal, they may see you as too forward and may not want to talk to you anymore. It is better to stick to topics such as the weather, sports, or current events until you know someone better.

## Other Vocabulary

stranger, identification number, credit card, mailing address

## Listening Strategy Focus

**Guess:** Make your best guess at what you aren't sure about.

**Review:** Think of the meaning of what you heard. Say it in your own words.

**Prepare:** Think about the ideas before listening and guess what may happen.

## Concept Check

Private information: How do you learn more about a new friend without getting too personal?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students how they usually meet new people. Have them work in groups to brainstorm the types of information that you want to know when you meet a new person. *T: Where do you usually meet new people? At school? At a club? What kinds of questions do you usually ask? Brainstorm the type of information you want to know about a new friend in pairs or in small groups.*

2. Sometimes we are asked to share personal information through e-mail, a website, or a chatroom. Ask students to think about the types of information that is OK and not OK to share on the Internet.

*T: Many of us use the Internet to buy things, send e-mail, and meet new people. What kinds of personal information do you feel comfortable sharing online?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 32. Kim has just met Eric at a coffee shop. Look at the questions under their pictures. Which questions are OK for her to ask? Which are too private? Put a check in the boxes.*
2. Allow students some time to finish marking their answers. *T: Now listen and check how Eric feels.*
3. Play the audio (CD 1, track 59).
4. Elicit answers. *T: What answer did you get for number 2?*

### Answers

Answers will vary.

### Pairwork

Put the students in pairs. *T: What questions are OK to ask a stranger? Compare your ideas with a partner.*

## SCRIPT

- |   |   |  |
|---|---|--|
| 1. <b>Kim:</b> What's your name?<br><b>Eric:</b> It's Eric.   | 5. <b>Kim:</b> Can I have your e-mail address?<br><b>Eric:</b> I don't really like to give out my e-mail address. | 9. <b>Kim:</b> Do you dye your hair?<br><b>Eric:</b> Well, that's a strange question.                    |
| 2. <b>Kim:</b> How old are you?<br><b>Eric:</b> Hmm. I'm 21.  | 6. <b>Kim:</b> Where do you live?<br><b>Eric:</b> I'd rather not talk about that.                                 | 10. <b>Kim:</b> What do your parents do?<br><b>Eric:</b> Um, my dad's a doctor, and my mom is a painter. |
| 3. <b>Kim:</b> Do you have a girlfriend?<br><b>Eric:</b> Mm, that's kind of private.                                    | 7. <b>Kim:</b> How much do you weigh?<br><b>Eric:</b> I'd rather not say.   | 11. <b>Kim:</b> Do you have any brothers or sisters?<br><b>Eric:</b> Just one sister.                    |
| 4. <b>Kim:</b> Can I have your phone number?<br><b>Eric:</b> Uh, I don't know. I don't really give out my phone number. | 8. <b>Kim:</b> How much money do you make?<br><b>Eric:</b> I like to keep that to myself.                         | 12. <b>Kim:</b> Do you have any children?<br><b>Eric:</b> No, I don't.                                   |

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 33. Look at the pictures. Where are the people?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to short conversations and respond to questions about them.*
2. Play the audio (CD 1, track 60). *T: After the First Listening, you will be asked, "What information is the speaker asked for?"*
3. Play the audio (CD 1, track 61). *T: (name). What answer did you get for the first one? Right, the answer is "telephone number." Now let's listen to the rest.*
4. Play the audio (CD 1, tracks 62–64)
5. Elicit answers from students. *T: (name). What did you check for number 2?*

### Answers

- |                     |                       |
|---------------------|-----------------------|
| 1. telephone number | 3. credit card number |
| 2. home address     | 4. mailing address    |

## Second Listening

1. Explain the task. *T: Listen again for the responses. Does the speaker give the information? Check "yes," "no," or "part of it." Let's do the first one together.*
2. Play the audio (CD 1, track 61). *T: What is the answer? Right. Yes. OK, let's do the rest.*
3. Play the audio (CD 1, tracks 62–64).
4. Elicit answers from students. *T: (name). What did you check for answer (2)?*

### Answers

- |        |               |
|--------|---------------|
| 1. yes | 3. no         |
| 2. no  | 4. part of it |

## Pairwork

Put the students in pairs. *T: Now you try it. Choose one of the conversations and act it out with a partner. Try to use facial expressions and intonation to show if you are happy or unhappy in giving out the information your partner asks you for.*

## Culture Note

In some countries it is OK to ask people you don't know very well personal questions. In other countries it is considered impolite, especially about age, marital status, and how much money they have or make.

## SCRIPT

1. **A:** I can't believe you gave that guy your phone number, Jenny.  
**B:** Well, yeah, but he seems kind of nice.  
**A:** But, you don't even know him!  
**B:** I know him now. His name's José.  
**A:** But Jenny, you can't give everyone your number.  
**B:** Well, I came to this party to meet people.
2. **A:** I don't think so.  
**B:** What?  
**A:** Oh, I'm chatting with someone online, and this girl wants to meet me.  
**B:** Weird. You mean, like she wants to know where you live?  
**A:** Exactly.  
**B:** Weird. And you're not going to tell her, right?  
**A:** Are you kidding? I'd never give my address to anyone online.  
**B:** Yeah, there are some weird people out there.
3. **A:** Hello, I'm calling from the Earthquake Relief Fund. We're collecting money for the earthquake victims.  
**B:** Yeah, um.  
**A:** It's very simple. Just give us your credit card number and we'll—  
**B:** I'm sorry, but I don't give that kind of information over the phone.  
**A:** OK, then. Can we mail you a request?  
**B:** Sure, my address is 438 Alhambra Avenue ...
4. **A:** That'll be \$14.95.  
**B:** OK, here.  
**A:** Could I have your zip code, please?  
**B:** My zip code, um, 90020.  
**A:** And your mailing address?  
**B:** Excuse me?  
**A:** Please give me your address.  
**B:** Why?  
**A:** We just have to enter it into the database here.  
**B:** No, sorry. I'd rather not give out my address.

# REAL WORLD LISTENING

## Concept Check

Private information: How do you learn more about a new friend without getting too personal? Make sure your students understand the main concepts. You can ask questions like these: *Which questions are too private to ask or answer when first meeting someone? Which questions are OK? Are some questions OK after knowing someone longer? Which ones?*

## Listening Strategy Tip

Second-language speakers often have to guess if the questions they ask are appropriate in the culture of the target language. One way we can find out is to watch facial expressions or body language when they ask the question. Another is to observe carefully what others in the culture talk about in casual conversation and follow their example.

## Prepare

1. Introduce the activity. *T: Look at the top of page 34. We're preparing to listen to two people talking at a party. What kinds of questions do you think he'll ask her?*
2. Play the audio (CD 1, track 65) to explain the directions.
3. Elicit answers from a few students. *T: What reasons did you give?*
4. Play the audio (CD 1, track 66). *T: Now listen and check your guesses.*
5. Check students' results. *T: Did she like him or dislike him for the reasons you chose?*

## Answers

Answers will vary.

## Get the Main Ideas

1. Explain the task. *T: Now let's listen again. Catherine answers some of Chip's questions directly, some indirectly, and some she doesn't answer at all. Listen and put a check in the correct column.*
2. Play the audio (CD 1, track 66).
3. Elicit answers from students. *T: (name). What did you put for the first question?*

## Answers

- |                   |                    |
|-------------------|--------------------|
| 1. directly       | 6. indirectly      |
| 2. indirectly     | 7. doesn't answer  |
| 3. directly       | 8. doesn't answer  |
| 4. doesn't answer | 9. doesn't answer  |
| 5. directly       | 10. doesn't answer |

## Respond to the Ideas

Explain the task. *T: Now we're going to listen to Part 2. Listen for how Catherine reacts. Play the audio (CD 1, track 67). Tell the students to discuss the questions in pairs or groups. T: Let's review by telling our partner what Catherine's reaction was. After the students have had an opportunity to compare answers, ask volunteers to share their answers. T: How did Catherine react? Would you react the same way?*

## SCRIPT

### Part 1. Catherine meets Chip.

**Chip:** Hey there.

**Catherine:** Hi.

**Chip:** Cool party, isn't it?

**Catherine:** Yeah, sure.

**Chip:** So, how's it going?

**Catherine:** Um, OK, I guess.

**Chip:** You know, you're really cute.

**Catherine:** Oh, um, thanks.

**Chip:** So, what's your name?

**Catherine:** Catherine.

**Chip:** Catherine what?

**Catherine:** Just Catherine.

**Chip:** OK. I'm Chip.

**Catherine:** Hi.

**Chip:** So, Catherine, you having a good time?

**Catherine:** Yeah. I am. Great music. I love it.

**Chip:** Do you live around here?

**Catherine:** Yeah, sort of.

**Chip:** So where do you live? In the city or in the ... ?

**Catherine:** Um, actually, I'd rather not say.

**Chip:** Well, listen, it's nice meeting you.

**Catherine:** Um, yeah.

**Chip:** So what's your phone number? You think I could call you some time?

**Catherine:** No, sorry. I don't like to give out my phone number.

**Chip:** How about your e-mail address? Maybe I could write you an e-mail.

**Catherine:** Look, I don't want to be rude, but no. I don't think so.

**Chip:** Do you have a boyfriend, Catherine?

**Catherine:** Oh, there's my friend. I have to go.

### Part 2. Catherine talks to her friend.

**Catherine:** Where were you?

**Fiona:** I was just getting a drink. What's the matter?

**Catherine:** Oh, nothing.

**Fiona:** I saw you talking to that cute guy. Who was he?

**Catherine:** I don't know. He said his name was Chip. But he was kind of creepy.

**Fiona:** Really? How come?

**Catherine:** He was asking me a lot of personal questions.

**Fiona:** Oh, so, is that bad?

**Catherine:** Yeah, he wanted to know my phone number, and where I lived, and all this other stuff.

**Fiona:** Ooh, weird.

**Catherine:** Yeah, hey, I like this song. We should go dance.

**Fiona:** Let's go.

# INTERACTION LINK

## That's kind of personal!

1. Introduce the activity. *T: Open your books to page 35. Look at the questions. Which are appropriate to ask in the situations listed? Which are not appropriate? Write the numbers in the columns.*
2. When the students have finished marking their answers, ask them to discuss their answers with their group members. *T: When you finish, discuss your answers with your group members. Give reasons for the way you answered.*

## Extensions

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You meet a girl/guy at a party. They ask you many personal questions.

**Situation 2:** You get a phone call from a charity that wants you to donate money. They ask for your credit card number.

**Situation 3:** You are in a chat room on the Internet. Someone in the room asks you for your phone number.

**Situation 4:** While at school, a new student in your class asks for your e-mail address.

## LEXICAL MAP

By the end of Unit 6, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Personal Info

What's your name?  
How old are you?  
What's your favorite ... ?  
phone number

### Strangers

weird  
strange  
odd  
awkward  
unusual

### Refusing Requests

I'd rather not.  
prefer not to  
I don't think I ...  
No way!



# UNIT 7: Family

**Main Activities:** pages 36–38

**Interaction Link:** page 39

**Self Study:** page 86

**Warm Up:** CD 1, track 68

**Listening Task:** CD 1, tracks 69–75

**Real World Listening:** CD 1, tracks 76–77

## Unit Overview

In this unit students listen to people talking about their families. In the Real World Listening section, a girl talks about what she has in common with her parents. In the Interaction Link, students will do the same with their own family members.

## Vocabulary Focus: Family relationships

adopted, brother-in-law, cousins, funny, generous, nephews, niece, parents, perfect, son-in-law, step-mother, studious

## Useful Expressions

Are you two related?

How are you related to ... ?

I look like my ...

I take after my ...

We get along really well.

## Communication Strategy

When you want to clarify something, you can ask follow-up questions: “Which one are you talking about?” “Did you say your brother?” When asking about people, we can ask questions about their features or what they are wearing: “The blond boy?” or “The woman with the red dress?”

## Listening Strategy Focus

**Ask:** Think of and ask questions to understand more of what you hear.

**Respond:** Talk about what you have heard and relate it to your own experience.

**Guess:** Make your best guess at parts that are not clear.

## Concept Check

Family members: Who do you take after?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Have students draw their family trees. Tell them to include as many extended family members as possible.  
*T: Today we're going to draw our family trees. Try to include as many relatives as you can, such as your grandparents, aunts, uncles, cousins, etc. Ask students to volunteer to share their family trees with the class and to answer their questions, or have them work with a partner.*
2. Have students bring in pictures of their families. Have them explain who the people in the pictures are and answer their classmates' questions. *T: Who would like to tell us about their picture?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 36. Fill in the blanks with a word that has the same meaning as the words in bold print. The first one is done for you. “My brother’s daughter” is the same as “niece.”*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 68).
4. Check the answers. *T: Let's check the other ones.*

### Answers

- |                   |               |
|-------------------|---------------|
| 1. niece          | 5. nephews    |
| 2. stepmother     | 6. adopted    |
| 3. cousins        | 7. son-in-law |
| 4. brother-in-law | 8. parents    |

### Pairwork

Put the students in pairs. *T: Now you should ask your partner about his or her family. Asking questions after listening helps us understand new information.*

### Listening Strategy Tip

Sentences in the Warm Up activity demonstrate paraphrasing, saying something in another way. This is a similar process to guessing when listening. By associating the meaning with more than one word or phrase, the learner makes stronger connections in memory to the vocabulary. Encourage students to practice this with other family vocabulary. *T: Now, can you make sentences to quiz your classmates? Try this one: “My mother’s son is three years older than I am.” Who is he? Right, he’s my older brother.*

## SCRIPT

- |  |   |   |
|--|---|---|
| 1. My niece is so cute. I think she looks like me.   | 4. Everybody had a great time at my sister’s wedding. My brother-in-law was even dancing on the tables. What a nut! | 6. Ted and Jane are really happy to have Lina. They adopted her when she was just three months old. |
| 2. I get along pretty well with my stepmother. She’s actually pretty nice.                                   | 5. I’m not in a hurry to have kids yet. I spend a lot of time with my nephews and I know they can be a handful.     | 7. Betty’s daughter got married yesterday. Her son-in-law is a lawyer.                              |
| 3. When I was little, I used to spend a lot of time with my cousins. They were like my brothers and sisters. |   | 8. My parents met when they were in high school. They’ve been married for twenty-five years.        |

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 37. How do you think the people are related?*

## Teaching Tip

Using realia can make a lesson more interesting, and using personal memorabilia can make a lesson very memorable. Bring in some family photos of your own to talk about the relationships between people. Cut pictures out of magazines and ask students to make labels for the pictures using the family vocabulary.

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to a conversation between Sara and her friend as they look at a family photo.*
2. Play the audio (CD 1, track 69). *T: After the First Listening, you will be asked to tell who she is talking about in the photo.*
3. Play the audio (CD 1, tracks 70–75). *T: (name). How about the first one? ... Right, she's talking about her mother. Now let's go on to the other ones.*
4. Elicit answers from students. *T: (name). What did you check for number 2?*

### Answers

- |                  |                   |
|------------------|-------------------|
| 1. mother        | 4. little brother |
| 2. older brother | 5. grandfather    |
| 3. father        | 6. grandmother    |

## Second Listening

1. Explain the task. *T: Listen again for the details about each person. How does Sarah describe her mother? Check the correct answer. Let's do the first one together.*
2. Play the audio (CD 1, track 70). *T: What did she say? Right, her mother is cool. OK, let's do the rest.*
3. Play the audio (CD 1, tracks 71–75).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

- |                            |                   |
|----------------------------|-------------------|
| 1. cool                    | 4. funny          |
| 2. studious, normal        | 5. serious        |
| 3. young-looking, athletic | 6. generous, calm |

## Pairwork

Put the students in pairs. *T: Tell your partner about your favorite family member. Give an example of what you and that person like to do together.*

## Culture Note

In many cultures, it has become common for people to openly discuss less traditional family arrangements. Issues such as divorce, adoption, alternative family units, and medical advances in having children are all acceptable topics of conversation. Students from some cultures may feel uncomfortable when talking about these issues.

## SCRIPT

1. **Mark:** Hey, Sarah, is this a picture of your family?  
**Sara:** Yep. Perfect family, huh?  
**Mark:** It looks perfect!  
**Sara:** We're not really so happy. That's just a picture!  
**Mark:** Is this your mother, the one sitting on your right?  
**Sara:** Yeah, that's my mother. She's kind of my best friend, too. She's really cool for a mom.
2. **Mark:** And then who's that next to your mother?  
**Sara:** That's my older brother. He doesn't live with us, so we don't see him very much. He only comes home on holidays.  
**Mark:** What's he like?  
**Sara:** Oh, he's just normal, I guess. Kind of studious. He was always a really good student. I think he was always the favorite child in the family.
3. **Mark:** And who's that on your left? Do you have another older brother?  
**Sara:** No, that's my father!  
**Mark:** No way! He looks so young.  
**Sara:** Yeah, everybody says that. But he's, um, what, I guess 40 something. But he's very athletic.  
**Mark:** You really take after him then, huh?  
**Sara:** Yeah, he loves it that I'm into sports.
4. **Mark:** OK, then this is your little brother, the one you're always talking about?  
**Sara:** Yep, that's the little rascal.  
**Mark:** Kind of a troublemaker, huh?  
**Sara:** No, he's such a clown. He likes to make people laugh. He's such a funny little guy. Everybody really likes him.
5. **Mark:** Then this is your grandfather, next to your father.  
**Sara:** Yep, that's him. He's my father's father. He's smiling, kind of, in this picture, but he hardly ever smiles.  
**Mark:** No? A real serious guy?  
**Sara:** Yes, very serious. He was like a corporate lawyer, or something. He's retired now. But all he does is talk about politics and how terrible everything is. I wish he'd lighten up sometimes!
6. **Mark:** Then that must be your grandmother, next to your grandfather.  
**Sara:** Yeah, that's her. She's great.  
**Mark:** How so?  
**Sara:** Oh, gosh. She has such a big heart. That woman would die for you, just so generous.  
**Mark:** You really get along with her, then?  
**Sara:** Oh, yeah. I love my grandmother. She's so calm and peaceful all the time.

# REAL WORLD LISTENING

## Concept Check

Family members: Whom do you take after? It's important that students are thinking about the main concepts of the Real World Listening. To help them focus, you can ask questions like these: *What are the similarities between you and your parents? Think about the physical traits, personal qualities and interests you have in common. What are the differences between you and your parents? Are there similarities or differences between you and your brothers or sisters? What are they? Are there any family members you have nothing in common with? Why do you think you take after some family members and not others?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 38. Look at the pictures. Which parent do you think Jane looks like the most?*
2. Play the audio (CD 1, track 76) to explain the directions. *T: In the first part, we're going to hear Jane talking about her parents with a friend. Then we'll hear her parents talking about her. Guess which parent she takes after. Check the parent under the words "Looks like" and "Takes after."*
3. Play the audio (CD 1, tracks 77) *T: Listen and check your predictions. Remember to listen for the information that will help answer the question.*

## Get the Main Ideas

1. Explain the task. *T: Now, let's listen for the things that Jane has in common with each parent.*
2. Play the audio (CD 1, track 77)
3. Elicit answers from students. *T: (name). What does Jane have in common with her mom? What about her dad? Write two things for each parent.*

## Answers

**Mom:** appearance, eyes, figure

**Dad:** adventurous, riding motorcycles, surfing, snowboarding, skydiving

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a small group. *T: Now choose a partner or make groups of (number). Discuss the questions. Do you think Jane is more like her mother, or father? Why? Which of your parents are you most like?*

## SCRIPT

**Nate:** Are these your parents?

**Jane:** Yeah, that's my whole family.

**Nate:** Oh, you look a lot like your mom, especially your eyes. Very deep, beautiful eyes.

**Jane:** Oh, thank you.

**Nate:** And the same figure, same shape.

**Jane:** Uh, hey, I don't want to hear that. I may look like my mom, but I really take after my dad.

**Nate:** Really, in what way?

**Jane:** We're both very adventurous. My dad was, like, into motorcycles when he was younger, and he was in one of those, you know, motorcycle clubs.

**Nate:** You mean, like a motorcycle gang?

**Jane:** Yeah, but that was before he was married. I've been riding a motorcycle myself since I was 17.

**Nate:** You? No way!

**Jane:** Yeah, I've always done stuff like that.

**Nate:** Really, like what else?

**Jane:** Well, surfing, snowboarding. My dad and I even went skydiving once. We didn't tell my mom, though. She would have killed us!

# INTERACTION LINK

## Something in Common

1. Introduce the activity. *T: Open your books to page 39. You've heard a lot about what people have in common with their family members. Now let's find out about you and your classmates.*
2. *T: First write the names of five family members and how they're related to you in the chart. Then write something that you have in common for each of the categories.*
3. Put students in pairs. *T: Ask your partner about what they have in common with a family member. Write it on the chart.*
4. *T: Walk around and ask other classmates what they have in common with people in their families. Write your answers in the proper places on the chart.*
5. Ask students to report some interesting things they learned about their classmates from this activity. This is another opportunity for students to respond to what they have heard. *T: Did anything you learned today help you to understand your classmates better? Respond to what you heard from them.*

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You have an identical twin sister or brother. People always mistake you for them.

**Situation 2:** It seems that you and your father have nothing in common.

**Situation 3:** You get along with your half-sisters better than your real sisters.

**Situation 4:** When you are 20, your parents tell you that you were adopted.

## LEXICAL MAP

By the end of Unit 7, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Relationships

married  
parents  
adopted  
daughter  
relative  
partner

### Describing People

What's he/she like?  
calm  
comfortable  
intelligent  
peaceful  
silly  
retired  
always talking about

### Collocations

elderly  
ordinary  
unemployed  
local  
important  
... people

family ...  
life  
friends  
member(s)  
business

# UNIT 8: Directions

**Main Activities:** pages 40–42  
**Interaction Link:** page 43  
**Self Study:** page 87

**Warm Up:** CD 1, track 78  
**Listening Task:** CD 1, tracks 79–85  
**Real World Listening:** CD 1, tracks 86–87

## Unit Overview

In this unit students listen to extracts about asking how to get places. A woman describes looking for a place to eat dinner in Istanbul in the Real World Listening section. In the Interaction Link, students will look at photographs of famous places as they play “Where in the World?”

### Vocabulary Focus: Getting places

get off, blocks, take, corner, get on, hail, go down, catch

### Useful Expressions

Can you tell me where ... is?  
How do you get to ... ?  
Do you know where ... is?  
You'll see a ... on the ...  
Your best bet is to ...

### Other Vocabulary

Tivoli Gardens, Harrods, Westminster Station, Red Square, Opera House, Imperial Palace, landmark, stadium

## Communication Strategy

When giving directions it is very useful to use landmarks, or easily recognized buildings as reference points. For example, you might say, “You’ll see a statue on the left,” or “There is a gas station on the corner.” When listening to directions, it is helpful to repeat small parts as you hear them. “OK, so I turn left at the gas station on 10th and right at the post office?”

### Listening Strategy Focus

**Prepare:** Think about the ideas before listening; guess what may happen.  
**Guess:** Make your best guess at what you aren’t sure about.  
**Review:** Think of the meaning of what you heard; say it in your own words.

### Concept Check

Getting around. How do you get there?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students to follow simple directions. *T: Stand up, turn to your left. Turn to the front of the class. Raise your right arm. Now look to your left. Keep adding more directions. If students don’t understand a direction, tell them how to ask for clarification: T: When you don’t understand a direction, you can ask, “Could you please repeat that?”*
2. Bring pictures of famous places around the world to class. Show the students and ask if anyone knows where they are. *T: This is a picture of a famous place. Do you recognize it? What country do you think it is in?* If students don’t know by looking at the picture, tell them the name of the famous place. They may have heard of the place before and can guess the country. *T: OK, the name of this building is the Taj Mahal. Do you know what country it is in?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 40. Look at the words in the box. Use these words to fill in the blanks in the sentences. The first one is done for you.*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 78).
4. Elicit answers. *T: What did you write for number 2?*

### Answers

- |            |            |           |
|------------|------------|-----------|
| 1. get off | 4. go down | 7. catch  |
| 2. blocks  | 5. take    | 8. corner |
| 3. get on  | 6. get     |           |

### Pairwork

Put the students in pairs. *T: Think of a well known place in your city. Ask a partner how to get there from your school.*

## SCRIPT

1. Washington Park? Let’s see. Take the number 8 bus and get off on Jefferson Street.
2. The library? Um, you can walk there from here. It’s only three blocks.
3. The stadium is kind of far. Get on the freeway and take the Seventh Avenue exit.
4. The post office? That’s easy. Just go down that street over there. It’ll be on your left.
5. The university? Mm, I think the best way is to take the subway. It’s on the Green Line.
6. I think you have to take a taxi to get to the airport. You can get one in front of your hotel.
7. The zoo? Ah, I think there’s a train that goes there. You can catch it at Central Station.
8. Oh, the supermarket? It’s right around the corner.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 41. Look at the pictures. Do you know where they were taken? Here is a chance for you to guess. What do you guess is the place where the person went?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section you will listen for the name of a place. What listening strategy can you use for this? That's right, "focus."*
2. Play the audio (CD 1, track 79). *T: Listen to the conversations. What place are they looking for?*
3. Play the audio (CD 1, track 80). *T: (name). What answer did you get for the first one? The first one is Tivoli Gardens, so write that name under the picture. Let's listen to the rest.*
4. Play the audio (CD 1, tracks 81–85).
5. Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

- |                   |                        |
|-------------------|------------------------|
| 1. Tivoli Gardens | 4. The Singapore Zoo   |
| 2. Harrods        | 5. The Opera House     |
| 3. Red Square     | 6. The Imperial Palace |

## Second Listening

1. Explain the task. *T: Now listen again for how the speaker asks directions. Let's do the first one together.*
2. Play the audio (CD 1, track 80). *T: What is the answer? Right, the speaker says, "I'm looking for ..." OK, let's do the rest.*
3. Play the audio (CD 1, tracks 81–85).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

1. I'm looking for ...
2. Do you know where ... ?
3. Do you know where... ?
4. Can you tell me how to find ... ?
5. We're trying to find ...
6. Do you know where ... ?

## Pairwork

Put students into pairs or small groups. *T: You listened to conversations about famous places around the world. There are famous places in every country. What are some famous places you have visited? Share your answers with a partner.*

## SCRIPT

1. **A:** Excuse me, can you help me? I'm looking for the Tivoli Gardens.  
**B:** Oh, that's easy. Just walk down the street about ten minutes. It's on the left. You can't miss it.  
**A:** Thanks.  
**B:** You're welcome. Enjoy your stay in Denmark.
2. **A:** Um, I'm looking for Harrods department store. Do you know where that is?  
**B:** Blimey ... where is Harrods? I think it's on the other side of town. I think it's near Westminster Station, but I'm not sure. I'm not from London.
3. **A:** Excuse me. Do you speak English?  
**B:** Yes, a little.  
**A:** Do you know where Red Square is?  
**B:** Oh, yes. Is easy. Is most famous place in Moscow. Over there.
4. **A:** Excuse me, can you tell me how to find the, uh, Singapore Zoo?  
**B:** Oh, it's very far from here. You can't walk. You have to take a taxi.
5. **A:** We're trying to find the Sydney Opera House.  
**B:** You're trying to find the Opera House? You can't see it from here?  
**A:** Oh, is it that big building down the street?  
**B:** Sure is.  
**A:** Thanks.  
**B:** No worries.
6. **A:** Excuse me. Do you know where the Imperial Palace is?  
**B:** Oh, of course. The Kokyo. Just walk down this street, toward Tokyo Station.  
**A:** Toward Tokyo Station, OK.  
**B:** Then when you get to the station, turn right. And walk about two or three streets, maybe five minutes.

# REAL WORLD LISTENING

## Concept Check

Getting around: How do you get there? Make sure your students understand the main concepts with questions like these: *Are you comfortable getting directions when you travel around your country? How about in a foreign country? Can you easily understand directions when you only hear them or do you prefer to follow written directions? Have you ever been lost? If yes, describe what happened. Do you worry about getting lost when you go to a new place? If you were in a foreign country and became lost, what problems would you face?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 42. This is Paula. She is talking about her visit to Turkey.*
2. Play the audio (CD 1, track 86) to explain the directions. *T: What do you think happened to her in Turkey? Write the missing words in the spaces.*
3. Elicit answers from a few students. *T: (name). What did you predict?*
4. Play the audio (CD 1, track 87). *T: Now listen to the conversation and check your answers.*
5. Check the results. *T: Who wrote the correct words in the spaces?*

## Answers

communicate, money, inexpensive, scared, way

## Get the Main Ideas

1. Explain the task. *T: Let's listen again. This time order the sentences from one to ten. Write the number next to the sentences.*
2. Play the audio (CD 1, track 87). *T: Use the listening strategy focus to listen for the information in each sentence that will help you write the order in which you hear them.*
3. Elicit answers from students. *T: (name). What is the first sentence?*

## Answers

4, 2, 8, 5, 9, 10, 1, 6, 3, 7

## Respond to the Ideas

Ask students to talk about the questions with a partner. *T: Paula says she decided not to be afraid to take chances when she's traveling in a new place. Do you think this is a wise idea for a woman? Would you give a man the same advice? Why or why not? When students have discussed the questions, ask several to report their opinions to the class.*

## Culture Note

Some cultures accept the idea of women traveling by themselves, while others would not accept the kind of independence Paula shows. For example, women may travel alone in most places in Asia without fearing for their safety. However, in some Middle Eastern countries, women are not advised to travel on their own.

## SCRIPT

I was in Istanbul once—part of this group tour—and the tour guide told us to always stay with the group, not to go out on our own.

But one night I was feeling sort of adventurous, and I thought I'd try to find a restaurant and eat dinner alone for a change. So I walked out of the hotel by myself.

I was looking around at all the restaurants and I couldn't decide which one to go to. And this little Turkish man comes up to me and he says, "My nephew has a good restaurant. Come with me."

So I decided to follow him. And we went down these little streets, and back, and it was getting dark, back alleys, and I didn't know what was going on. People were starting to stare at me. And I got really scared.

And I thought, "I'd just better leave." So I was going to run. And then suddenly we rounded the corner and there we were at the restaurant. And it ended up being the best Turkish food I had the whole time I traveled.

And ever since then, I haven't been so afraid to take chances.

# INTERACTION LINK

## Where in the world?

1. Introduce the activity. *T: Open your books to page 43. Look at the pictures. They are all pictures of famous places around the world.*
2. Put students into pairs. Ask them if they can identify each place. *T: Look at the first photo. Where was the photo taken? An option is to quiz the entire class on the locations and names of the places in each photograph.*
3. After the pairs are finished identifying each photograph, have each student imagine they went to one of the famous places. *T: Imagine you went to one of these places. Tell your friend (or write a story) about the place you chose. How did you get there? What is nearby? What did you do there?*

### Answers

1. Angkor Wat, Cambodia
2. Coliseum, Rome, Italy
3. Moai, Easter Island, Chile
4. Eiffel Tower, Paris, France
5. Sphinx/Pyramid of Giza, Cairo, Egypt
6. Golden Gate Bridge, San Francisco, U.S.
7. Grand Canyon, Arizona, U.S.
8. Great Wall of China, China
9. Christ the Redeemer, Rio de Janeiro, Brazil
10. Machu Picchu, Peru
11. Mount Everest, Nepal/China
12. Northern Lights, Arctic Circle
13. Taj Mahal, Agra, India
14. Victoria Falls, Zambezi River, Zambia/Zimbabwe
15. Statue of Liberty, New York, U.S.
16. Acropolis, Athens, Greece

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** A foreigner asks you how to get to a famous landmark while you are in an unfamiliar city.

**Situation 2:** You get lost in Paris while looking for the Eiffel Tower and you don't know any French.

**Situation 3:** While on a tour in Africa, your tour guide gets lost.

**Situation 4:** You ask someone for directions to a famous museum, and they turn out to be incorrect.

## LEXICAL MAP

By the end of Unit 8, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Places

airport  
hotel  
library  
store

### Directions

(I'm) trying to find ...  
Do you know where ... ?  
over there  
The best way to ...  
You'll see ...  
map  
(go two) blocks

### Directions Verbs

find  
follow  
arrive  
travel  
go down  
visit  
walk

### Ordinal Numbers

first  
second  
third  
fourth  
fifth  
sixth  
seventh  
eighth  
ninth  
tenth



# UNIT 9: Jobs

**Main Activities:** pages 44–46

**Interaction Link:** page 47

**Self Study:** page 88

**Warm Up:** CD 2, track 1

**Listening Task:** CD 2, tracks 2–6

**Real World Listening:** CD 2, tracks 7–9

## Unit Overview

In this unit students listen to people talking about jobs they have now, or have had in the past. In the Real World Listening section, students compare two candidates interviewing for the same position.

### Vocabulary Focus: Employment

commute, danger, employed, flexible, leadership, long hours, occupation, responsibility, salary, schedule, teamwork

### Useful Expressions

When you're a ..., you get to ...

If you're a ..., you can ...

\_\_\_\_\_s make good money

\_\_\_\_\_s don't have to ...

As a ..., you can learn a lot about ...

## Communication Strategy

Asking about someone's job is often a good conversation starter. You can find out what the other person values by asking why they liked or disliked a job. The Real World Listening section demonstrates how to answer questions in a job interview. The second candidate is clear about her qualifications for the position, while the first candidate is enthusiastic but doesn't have the right experience or skills.

### Listening Strategy Focus

**Prepare:** Think about the ideas before listening. Guess what may happen.

**Focus:** Listen for key words or information.

**Respond:** Talk about what you have heard. Make it personally meaningful.

### Concept Check

The right job—are you qualified?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students questions about the jobs they would like to have in the future. *T: What job would you like to have some day? Why? What attracts you to that job? Do you think there are negative aspects to that job?*
2. Ask students what features they think are most important when looking for a good job. Survey the class and rank these in order on the board. *T: What features do you think are most important when looking for a job? For example, which do you think is most important: the amount of money, the location, or the job title? What other features can you think of? Let's vote on the most important ones.*

### Warm Up

1. Introduce the activity. *T: Open your book to page 44. The sentences you'll hear are about jobs. Use one of the words from the box to describe the job. The first one is done for you. "Travel" describes the job "international business person."*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio ( CD 2, track 1).
4. *T: Let's check the other ones. (name). How about number (2)?*

### Pairwork

Put the students in pairs. *T: Now talk with your partner about jobs. When you're looking for a job, which feature is the most important to you? The salary? The hours? The title or the respect that you are given? Tell about a job that would give you the most satisfaction. Compare your ideas with your partner's.*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. I'm in international business. I go to other countries all the time, but somehow all the airports look the same. **travel**
2. I'm a teacher. I feel that, in a way, the future of my students is in my hands. That's a heavy feeling. **responsibility**
3. Being the boss is all about making decisions. The big office is nice, too, though. **leadership**
4. I'm a lawyer at a big firm. I work a lot, but it's worth it when payday comes around! **great salary**
5. I'm a nurse. I love helping people get better, but sometimes I don't get home until late at night. **long hours**

6. I'm a firefighter. All of us really count on each other during a fire. **teamwork**
7. I'm a police officer. My wife worries about me, but I'm always careful. And I carry a gun. **danger**
8. Working at home is great. I'm my own boss and I don't have to go anywhere to get to work. **no commute**

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 45. Look at the pictures. What do you think each person's job is?*

## Teaching Tip

Adding realia from current sources, such as photos from magazines or websites, can make the lesson more relevant to your students. Bring in photos cut from magazines of people doing a variety of jobs. Ask students to say what the person's job is and what they might enjoy about it. Or give an example of someone who works at the school and ask students what that person's job is.

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to people talking about their first jobs.*
2. Play the audio (CD 2, track 2). *T: After the First Listening, you will be asked to tell where each speaker worked. What strategy can we use here? Yes, "focus" would help. Let's try it.*
3. Play the audio (CD 2, tracks 3–6). *T: (name). How about the first one? Right, she worked in an accessories shop. Now let's go on to the other ones.*
4. Elicit answers from students. *T: (name). What did you write for number 2?*

### Answers

- |                         |                      |
|-------------------------|----------------------|
| 1. accessories shop     | 3. insurance company |
| 2. fast food restaurant | 4. hotel             |

## Second Listening

1. Explain the task. *T: Now we'll listen to find out why the job was a good experience for each speaker.*
2. Play the audio (CD 2, track 3). *T: Let's check the first one. What was the main reason? Right, she could practice speaking foreign languages with the customers.*
3. Play the audio (CD 2, tracks 4–6).
4. Elicit answers from students. *T: (name). What did you check for answer 2?*

### Answers

1. She could practice foreign languages.
2. He learned to use a cash register.
3. He learned to work on computers.
4. She could ski a lot.

## Pairwork

Put the students in pairs. *T: Tell your partner about the kind of job you'd like to have. Think of the words we've used to describe various jobs and try to use the ones that apply to the job. Explain why you'd like that job.*

## Culture Note

It's not polite to ask how much money someone makes in many countries. In others, it's not polite to ask what someone's job is, but talking about salary is OK. In some cultures, it's important to have a business card. When you accept the business card, treat it with respect and comment on the person's job.

## SCRIPT

1. I worked in an accessories shop in the middle of London. I used to work on Fridays and Saturdays. It was quite tiring, and I was on my feet the whole time. And I had to do quite menial things, like tidy up. But I got a chance to practice my foreign languages on the tourists. We had a lot of customers from foreign countries. They often told me about where they were from, and I liked talking to them.
2. I finally got a promotion at the fast food place. I was allowed to work the cash register, which was challenging because it had many pictures. It's for people who couldn't read or write who wanted to work as cashiers. So when the customer said, "Can I get a two-piece with fries?" you'd look for the picture with the two pieces of chicken and fries. I would see how fast I could find the picture while the customer was telling me the order. It was like a game.
3. My first job was data entry at an insurance company. It wasn't very hard. I pretty much did the same thing all day. The great thing about it was that I learned a lot about computers. Every time the computer crashed I had to figure out how to fix it. My knowledge of computers is what got me the job I have now.
4. I was working in Switzerland, actually, as a maid in a tourist hotel. It was up in the mountains, so you could ski after you got off work. It was cool, since I love skiing. I made good money, and the scenery was magnificent.

# REAL WORLD LISTENING

## Concept Check

The right job: Are you qualified? Check student understanding with one or more of the following questions.

*T: What is your dream job? What are the features and the negative points of your dream job? What job would be good for you? What are the features of that job? Are your dream job and the job that would be good for you the same? Why or why not? Are you qualified for your dream job? What qualifications do you have? What is most important to you in a job (salary, location, prestige)?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 46. We're going to listen in on two job interviews. Compare Sandy and Jennifer's resumes first.*
2. Play the audio (CD 2, track 7) to explain the directions.
3. Elicit answers from a few students. *T: Which do you think is better qualified for the job at an online news agency? Why? You can predict what they will say in their interviews.*
4. Play the audio (CD 2, tracks 8–9). *T: Listen and check your predictions.*
5. Check prediction results. *T: Did you hear what you expected for each candidate? Do you still think the one you picked will get the job? Remember that it doesn't matter if you predict exactly what is said. What's important is to listen with some idea of what you're going to hear.*

## Listening Strategy Tip

Predicting before listening is like stirring soup before you eat it. It prepares you for what's coming and helps you understand what you hear. The mind is more active when you predict and is able to learn new information more quickly.

## Get the Main Ideas

1. Explain the task. *T: Read the directions. We're asked to rank the two applicants according to five categories: Education, Experience, Personality, Desire, and Connections. Do you understand all these terms? Give an example of one. T: Let's take the first one, Education. Both women have a good education. But which one is excellent for the job? Yes, it's Jennifer, with a journalism degree. Sandy has a B.A. in English Literature, which is not bad for a job in the news business, so I'd check "OK" for her. Your choices may be different because you are responding in your own way.*
2. Play the audio (CD 2, tracks 8–9).
3. Elicit answers from students. *T: (name). What did you check for ("Experience")?*

## Answers

(Answers will vary.)

	bad	OK	good	excellent
Education		S		J
Experience	S			J
Personality		J	S	
Desire			S	J
Connections		J		S

## Respond to the Ideas

Ask students to discuss the questions with a partner or in a group. *T: Discuss the questions: How important is personality for getting a job? Experience? Connections? Luck? You can relate it to your personal experiences in the working world.*

## SCRIPT

### Part 1. Mr. Chang interviews Sandy Spencer.

**Mr. Chang:** So, Ms. Spencer, your father called me and said you were looking for a job with us.

**Sandy:** Yes, well, I got back from two years in Mexico as an English teacher, and I'm looking for something in journalism.

**Mr. Chang:** I see. Why do you want to work for CNN?

**Sandy:** Well, it has a good reputation, and I really like working with media technology.

**Mr. Chang:** Great. Tell me about your education. Which classes have you taken that have prepared you for this position?

**Sandy:** Hmm. Seems like a long time ago. Well, I took a writing course at university, and um, a course on modern media, or something like that.

**Mr. Chang:** I see. Tell me about your

experience working with media technology.

**Sandy:** You mean, like, websites, and blogs, and stuff like that?

**Mr. Chang:** All of the technology that's used in the media.

**Sandy:** Well, I really like podcasts. I listen to them all the time, and I have a lot of favorite video websites that I visit every day. There's some very hot stuff out there.

**Mr. Chang:** OK, do you know anything about editing video, or preparing web broadcasts, or ...

**Sandy:** Uh, well, I know how to watch it, and I'm sure I could learn how to make it.

### Part 2. Mr. Chang interviews Jenny Lorant.

**Mr. Chang:** So, Ms. Lorant, why ...

**Jenny:** You can call me Jenny.

**Mr. Chang:** OK, Jenny, why do you want to work for CNN?

**Sandy:** Well, first is reputation. I only want to work for a company with a sound reputation.

**Mr. Chang:** I see.

**Jenny:** CNN is the best, and I guess I just want to be part of that.

**Mr. Chang:** Great. Tell me about your education. Which classes have you taken that have prepared you for this position?

**Jenny:** Everything. Everything I've done has prepared me for this position. I have a double major in journalism and video production.

**Mr. Chang:** Do you have job experience with media programming?

**Jenny:** Yes, a lot. I have a lot of experience with video production, editing software, digital video, web design. I produced news programs for my university's TV station, and I've been a producer at KPIQ, my local station, for two years.

**Mr. Chang:** Hmm. Interesting.

# INTERACTION LINK

## What's my job?

1. Introduce the activity. *T: Open your books to page 47. We've been hearing about a lot of jobs. Let's pretend you've got a new job.*
2. Have students choose a job and practice the sample questions with a partner. *T: Look at the jobs written in the book and choose one you like. Try to guess the job your partner chose by asking the sample questions listed in the book.*
3. Have students prepare a card for the activity. *T: Choose another job from the book. Write the name of the job on a card (or sticky notepaper) and put it on your partner's back. Your partner will put one on your back, too.*
4. Start the activity. *T: Does everyone have a job taped to your back? Now walk around asking questions about your job until you can guess what it is.*
5. Give the students time to finish, then have them practice the model at the bottom of the page. *T: Is everyone finished? Practice the model with your partner and tell them about where or how you work (inside/outside/with people), your salary, and the advantages or features of your job.*
6. After students have practiced the model, have them report on their jobs. *T: (name). Tell us about your job.*

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You have a chance to get a great job, but you don't like the person who will be your boss.

**Situation 2:** You want to be a flight attendant but are a little bit afraid of flying.

**Situation 3:** You take a low-paying job on a cruise ship.

**Situation 4:** You apply for a job and find out that you are over-qualified for it.

## LEXICAL MAP

By the end of Unit 9, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Talking About Jobs

What do you do?  
I work for ...  
I'm a ...  
(my job) is all about  
It's worth it.  
self-employed  
job interview  
work experience  
Tell me about ...  
look for a job

### Collocations

**job ...**  
description  
losses  
center  
hours

part-time  
tiring  
hotel  
international  
challenging  
flexible  
**... job**

attract  
offer  
provide  
give  
help  
**... customers**

# UNIT 10: Style

**Main Activities:** pages 48–50

**Interaction Link:** page 51

**Self Study:** page 89

**Warm Up:** CD 2, track 10

**Listening Task:** CD 2, tracks 11–15

**Real World Listening:** CD 2, tracks 16–19

## Unit Overview

In this unit students listen to extracts about accessories. The host of “Fashion Minute” will talk about commitment bracelets in the Real World Listening section. In the Interaction Link, students will talk about their accessories.

## Vocabulary Focus: Accessories

pin, ring, keychain, tattoo, earring, bracelet, belt-buckle, jewelry, pendant, necklace, beads

## Other Vocabulary

porcelain, Chinese character, diamond, silver, turquoise, symbol, engraved, wooden, miracle, Navajo, commitment

## Useful Expressions

It makes me think of ...

It reminds me of ...

I'm not really into ...

That's too ... for me.

I would never wear/get ...

## Communication Strategy

Commenting on an accessory is a good conversation starter. After saying something like “That’s a pretty pin,” a person may tell you more about it. If they don’t offer more information, you might ask, “Where did you get it?”

## Listening Strategy Focus

**Review:** Think of the meaning of what you heard; say it in your own words.

**Predict:** Think about the ideas before listening; guess what may happen.

**Respond:** Talk about what you have heard, make it personally meaningful

## Concept Check

Accessories: Why do people wear them?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Bring in some accessories from home, or have students supply them. Hold them up one at a time and have the students identify them. Put all the accessories on a table or desk. Cover them with a towel or cloth. Have students gather around the table. Take the cloth off the accessories for 30 seconds. After 30 seconds cover them again and ask the students which ones they remember.
2. Ask students to give examples of accessories that they or their classmates are wearing. Bring up the point that accessories are different from other articles of clothing because they usually have no practical purpose (like keeping us warm). We usually have some other reason for wearing an accessory, even if it is simply because we like the way it looks.

### Warm Up

1. Introduce the activity. *T: Open your books to page 48. Look at the pictures. Write the letter for each picture in one of the spaces next to each sentence. The first one is done for you.*
2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 2, track 10).
4. Elicit answers from students. *T: (name). What did you write in the space for number (2)?*

### Pairwork

Put the students in pairs. *T: Which things would you wear? Which would you not wear? Why? Use one of the Useful Expressions in each of your answers.*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. **[L]** Hmm, that’s kind of an interesting pin. It looks like a dog. It’s a dog, right?
2. **[J]** I like this diamond ring. The one with three diamonds in it.
3. **[A]** This pendant has a Chinese character on it. I don’t know what it means, though.
4. **[F]** That’s a cool tattoo. What is it—some kind of spider?
5. **[I]** These earrings are porcelain and they’re about 200 years old.
6. **[H]** The wooden bracelet is a kind of bluish-green color.
7. **[C]** This is a Navajo belt buckle. It’s made of silver and turquoise.
8. **[D]** This is my favorite piece of jewelry. It’s an Egyptian symbol that represents new energy.
9. **[B]** Hey, that’s a cool pendant. It’s got a lucky number on it. Lucky seven!
10. **[E]** Have you seen this lucky pendant I just got? It’s shaped like a tree.
11. **[G]** What a lovely necklace. It looks like it’s made of wooden beads.
12. **[K]** This pendant comes from Nepal. It has a lot of symbols engraved in it.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 49. Look at the pictures. What items do you see?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section you will hear about some accessories and the places that they come from.*
2. Play the audio (CD 2, track 11). *T: Listen to the conversations. Where did the items the speakers are talking about come from? Check the correct answer under each picture. Remember to focus on the information you need.*
3. Play the audio (CD 2, track 12). *T: (name). What answer did you get for the first one? Right, the answer is "Mexico." Now let's listen to the rest.*
4. Play the audio (CD 2, tracks 13–15)
5. Elicit answers from students. *T: (name). What did you write for number (2)?*

## Answers

- |            |          |
|------------|----------|
| 1. Mexico  | 3. China |
| 2. Arizona | 4. China |

## Second Listening

1. Explain the task. *T: Now listen again. What is special about each item? Let's do the first one together.*
2. Play the audio (CD 2, track 12). *T: There are two correct answers. What are they? OK, let's do the rest.*
3. Play the audio (CD 2, tracks 13–15).
4. Elicit answers from students. *T: (name) what did you check for number (2)?*

## Answers

1. It means "miracle." It protects her.
2. It is Navajo. It reminds him of a place.
3. They are porcelain. They're from the Ming dynasty.
4. It means "harmony." It represents his daughter.

## Pairwork

Put students into pairs or small groups. *T: You listened to conversations about different accessories. What accessories do you have or wear? Why?*

## SCRIPT

1. **A:** Mira, that's an interesting pin.  
**B:** Oh, thanks. Yeah, I really like it. I got it in Mexico.  
**A:** What is it? A cat or something?  
**B:** No, it's a dog. These things are called "milagros."  
That means "miracle" in Spanish.  
**A:** So, seen any miracles since you got it?  
**B:** No, but they say it's supposed to protect you.  
**A:** Oh yeah? So, is it working?  
**B:** Well, so far nothing bad has happened to me since I got it.
2. **A:** Wow, your belt buckle is so interesting.  
**B:** Yeah, it's a Tom Cavinto original.  
**A:** What's that?  
**B:** Tom Cavinto. He's a Navajo jewelry artist. One of the best.  
**A:** Navajo?  
**B:** Yeah, the Navajo are a Native American tribe. You know, American Indians.  
**A:** Oh, so where'd you get it?  
**B:** I got it when I lived in Arizona. It sort of reminds me of living there.
3. **A:** Hey, Rose. Nice earrings.  
**B:** Oh, thanks.  
**A:** They look like, what, porcelain?  
**B:** Mm hmm. They are porcelain. They're pieces of pottery from China.  
**A:** Cool.  
**B:** Yeah, they're supposed to be from the Ming dynasty.  
**A:** Well, they look really nice on you. They're not too flashy.  
**B:** Yeah, I'm not really into that "bling, bling" stuff. I'm really into Asian history, and I like things like that.
4. **A:** Hey, nice ink!  
**B:** Oh, you mean my tattoo?  
**A:** Yeah, um ... what's it mean? Is it Chinese or something?  
**B:** Yeah, it's the character for "harmony."  
**A:** Hmm, why did you get that?  
**B:** Mm, it's kind of for my daughter.  
**A:** Oh, Yawara?  
**B:** Yeah, her name means "harmony," so I thought it would be neat.

# REAL WORLD LISTENING

## Concept Check

Accessories: Why do people wear them? Check student understanding with one or more of the following questions. *T: What accessories do you wear? Why? What accessories would you like to wear? Why? What is more important in an accessory, the meaning behind it or the way it looks? Why do you feel this way? Do you know someone who believes that something they carry has special meaning, like a commitment bracelet or a good luck charm? Do you believe in good luck charms? What things are considered good luck charms in your culture?*

## Listening Strategy Tip

Reviewing what has been heard strengthens the connection between prior knowledge and new information. Structures in the mind are based on such connections. A language learner who consciously forms them can strengthen memory for vocabulary and processes in a second language.

## Prepare

1. Introduce the activity. *T: Look at the pictures on page 50. These are pictures of commitment bracelets. Have you ever seen one? What have you already heard about them? Review what you've heard about them to prepare to listen.*
2. Play the audio (CD 2, track 16) to explain the directions. *T: What do you think the bracelets mean? Check the boxes under each picture.*
3. Elicit answers from students. *T: What did you write?*
4. Play the audio (CD 2, track 17). *T: Now listen and check your answers.*
5. Check the results. *T: Who checked the correct boxes?*

## Get the Main Ideas

1. Explain the task. *T: Let's listen again. This time listen for the name of each bracelet and write it in the chart. Also listen for and write the purpose of the bracelets. Finally, write the name of the spokespersons.*
2. Play the audio (CD 2, track 17–19). *T: Use the listening*

*strategy “focus” to listen for the information in each sentence that will help you listen for the specific information you need.*

3. Elicit answers from students. *T: (name). What answers did you write for the yellow bracelet?*

## Answers

**Livestrong:** knowledge is power, attitude is everything, help people with cancer

**ONE:** global unity, fight to end poverty, one person = one vote

**Personal commitment:** color of purpose, practice = commitment, commit to your goals

## Respond to the Ideas

Ask students to talk about the questions with a partner or in a group. *T: Let's review again what we have heard today. Have you seen any of these bracelets? Do you wear a commitment bracelet? Do you wear anything else that reminds you of a commitment you've made? When students have discussed the questions, ask several to report their answers to the class.*

## Answers

**Yellow:** Livestrong, help people with cancer, Lance Armstrong

**White:** One, end poverty and injustice, Bono

**Red:** Personal commitment, to help accomplish goals, Kathleen Hall

## Culture Note

Give examples of “lucky charms” or superstitions. In Japanese culture, for example, students taking exams may carry special pencils or other accessories purchased at shrines devoted to the gods of education. They hope that these objects will help them do well on the exams.

## SCRIPT

### Part 1. The Livestrong bracelet.

Hello. I'm Parker Mills, and welcome to “Fashion Minute.” Today's topic is jewelry. The latest in jewelry fashion is the commitment bracelet. I'm sure you've noticed the recent trend on campus and around town. Everyone is wearing yellow. It's not an eye-popping fashion statement, but rather a simple subtle thin yellow bracelet with the words “live strong” imprinted on the band. The idea for these yellow bracelets was originally conceived by Lance Armstrong, the seven-time Tour de France cyclist champion. As you may know, Lance Armstrong himself is a cancer survivor, and the founder of the Lance Armstrong Foundation. The LAF believes that knowledge is power, and attitude is everything. Their mission is to help people with cancer around the world get the practical information and tools they need to live strong.

### Part 2. The ONE bracelet.

Recently, another commitment bracelet is making its rounds, the simple white rubber bracelet with just a single

word imprinted on it: “one.” This has become the symbol of global unity, a fight to end poverty and injustice. Supporters of the “one” movement include many famous people, such as rock star Bono. They want people to wear this bracelet to make a commitment: We commit ourselves—one person, one voice, one vote at a time—to make a better, safer world for all.

### Part 3. The personal commitment bracelet.

Another kind of commitment bracelet is the personal commitment bracelet. Here's a commitment bracelet designed by Kathleen Hall. According to Kathleen Hall, red is the color of purpose. This bracelet is to be worn as a visible reminder that you can accomplish any goal you commit to. Focusing on your goal takes practice and commitment. Fossil beads with a rich red carved antique coral focus bead and an attached commitment box made to hold your goals. Well, there's our “Fashion Minute.” I'm Parker Mills. Thanks for joining us. And make your commitment today! Until next time, bye-bye.

# INTERACTION LINK

## It's special because ...

1. Introduce the activity. *T: Open your books to page 51. In this activity we're going to walk around the classroom and ask our classmates what accessories they have. Be sure to respond to what you hear from your classmates.*
2. *T: Now walk around and fill in the chart in your book. Try to find out about five students' accessories.*
3. When students have had enough time to complete their charts, have students tell a partner what they learned. *T: Now find a partner and tell them what you've learned.*

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You lose your favorite ring.

**Situation 2:** You always wear a necklace your mother gave you, but your boyfriend just gave you a new necklace.

**Situation 3:** Your best friend gets a nose ring.

**Situation 4:** Your father wants to get a tattoo.

## LEXICAL MAP

By the end of Unit 10, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Elements of Style

fashion  
focus  
attitude  
practicality  
comfort  
popularity  
price

### Shopping Expressions

the one with  
(it's) too ... for me  
Where did you get it?  
and things like that  
I'd never (get) ...  
It reminds me of ...  
It's supposed to be ...  
some kind of  
latest fashions

### Nationalities

Chinese  
Indian  
Spanish



# REVIEW UNIT 2: (Units 6–10)

Part 1: pages 52–53  
Part 2: pages 54–55

Part 1 Audio: CD 2, track 20  
Part 2 Audio: CD 2, tracks 21–30

## Unit Overview

In this unit students revisit the vocabulary, expressions, and constructions they learned in Units 6–10. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

## Topics

- Unit 6. Identity
- Unit 7. Family
- Unit 8. Directions
- Unit 9. Jobs
- Unit 10. Style

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 6–10. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class. Have students turn to one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for the unit. This will help them to recall the language they learned in the Listening Task and Real World Listening sections, as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Introducing the Review

Present Review Unit 2 after students have completed Unit 10.

1. Have students turn to page 52 in the Student Book. Present the activity. *T: Now we are going to do a review of units six to ten. Explain how the review is organized. T: Before you listen, let's look at the review. The review has two parts. In Part 1, you listen and fill in the correct words. Write the words on the lines. In Part 2, you will hear ten conversations. Listen to each conversation. Then answer the question. Circle your answer. Be sure to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Explain the scoring. As you present the information orally, write it on the board as well. *T: Part 1 is 30 points. An exact answer is 2 points, an almost correct answer is 1 point, and an incorrect answer is 0 points. T: In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0. Demonstrate how to circle an answer correctly. Write "b" on the board. T: The answer is "b." Make a complete circle around the letter b. Remind students that if they don't mark answers clearly, they can lose points on a standardized test.*

**Note:** You may want to "weight" the scores differently by assigning more or fewer points to each item.

### Presenting the Review

1. Present Part 1. *T: Now turn to page 52 and look at Part 1. Hearing the correct words. Listen and fill in the missing parts. Before students listen, have them read over the items. T: First read the sentence parts in the book. Give students time to read silently.*
2. Play the audio (CD 2, track 20) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now turn to page 54 and look at Part 2: Understanding conversations. Listen to each conversation. Then answer the question. Before students listen, have them read over the items. T: First read the questions and answer choices in the book. Give students time to read silently.*
5. Play the audio (CD 2, tracks 21–30) as students write their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the class, or write the answers on the board, depending on the level of the class.
10. Play the audio for Part 2 (CD 2, tracks 21–30). Pause after each conversation and ask additional questions, such as:
  - Conversation 1:** What did Jenny give to Jose?
  - Conversation 2:** What do the speakers decide to do?
  - Conversation 3:** What are the speakers doing?
  - Conversation 4:** Who does Jane look like?
  - Conversation 5:** What is the visitor looking for?
  - Conversation 6:** What was Paula trying to find?
  - Conversation 7:** What did the speaker not like about the job?
  - Conversation 8:** What kind of job is Jenny interested in?
  - Conversation 9:** What accessory is the speaker talking about?
  - Conversation 10:** Whose name is in the tattoo?

## REVIEW UNIT 2: (Units 6–10)

### Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use their scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to evaluate their progress. *T: How have your listening skills improved over the time you've been in this course?*
5. Review listening strategies. *T: Remember to use the listening strategies we have been practicing in these lessons:*
  - Predict:** Think about the ideas before listening and guess what may happen.
  - Focus:** Concentrate more by listening for key words or specific information.
  - Guess:** Make your best guess at the parts you don't understand.
  - Ask:** Think of questions and ask questions of yourself and others to increase your understanding.
  - Respond:** Talk about what you have heard and relate it to your own experience.
  - Review:** Think about the meaning of what the speakers have said, and try to say it in your own words.

### Teaching Tip

Remind students from time to time of the learning strategies you are promoting during the course. As students prepare to listen and answer questions in this review unit, remind them to use the strategy “focus,” which means, “concentrate more by listening for key words or specific information.” *T: It's a good idea to look at the questions before you listen. Then you can listen for the words or phrases that will best help you answer the question.*

# REVIEW UNIT 2: (Units 6–10)

## SCRIPT

### Part 1

1. How much do I weigh? I'm sorry I'd rather keep that to myself.
2. Excuse me? Oh, I'd rather not talk about my age.
3. I'm sorry. I don't give information like my e-mail address out.
4. My nephew is so cute. They say he looks a lot like me.
5. Their friends Bill and Angela adopted a 4-year-old boy last year.
6. Richard's sister got married yesterday. His brother-in-law is a doctor.
7. Last week they went to visit their grandparents in Texas.
8. The bus stop? Um, you can walk there from here. It's just around the corner.
9. The post office? Just go down that first street. It'll be on your right.
10. Turn right on Beach Road and go two blocks. It's at 300 Beach.
11. Yes, being a doctor requires long hours of work, but I make a great salary.
12. He is the president of a big company. He has a big responsibility to his employees.
13. I love being a professional baseball player. It takes a lot of teamwork to win a game.
14. He wears a necklace because it reminds him of his daughter. She gave it to him for his birthday.
15. The picture of her children that she has on her desk has a special meaning for her.

### Answers

1. weigh, rather
2. I'd talk about
3. e-mail address
4. nephew
5. adopted
6. sister, brother-in-law
7. grandparents
8. around the corner
9. go down, on your right
10. Turn right, two blocks
11. great salary
12. responsibility
13. teamwork
14. necklace
15. special meaning

# REVIEW UNIT 2: (Units 6–10)

## SCRIPT

### Part 2

- A:** I can't believe you gave that guy your phone number, Jenny.  
**B:** Well, yeah, but he seems kind of nice.  
**A:** But, you don't even know him!  
**B:** I know him now. His name's Jose.  
**A:** But Jenny, you can't give everyone your number.  
**B:** Well, I came to this party to meet people.
- Fiona:** I saw you talking to that cute guy. Who was he?  
**Catherine:** I don't know. He said his name was Chip. But he was kind of creepy.  
**Fiona:** Really? How come?  
**Catherine:** He was asking me a lot of personal questions.  
**Fiona:** Oh, so, is that bad?  
**Catherine:** Yeah, he wanted to know my phone number, and where I lived, and all this other stuff.  
**Fiona:** Ooh, weird.  
**Catherine:** Yeah, hey, I like this song. We should go dance.  
**Fiona:** Let's go.
- Mark:** Hey, Sarah, is this a picture of your family?  
**Sarah:** Yep. Perfect family, huh?  
**Mark:** It looks perfect!  
**Sarah:** We're not really so happy. That's just a picture!  
**Mark:** Is this your mother, the one sitting on your right?  
**Sarah:** Yeah, that's my mother. She's kind of my best friend, too. She's really cool for a mom.
- Nate:** Are these your parents?  
**Jane:** Yeah, that's my whole family.  
**Nate:** Oh, you look a lot like your mom, especially your eyes. Very deep, beautiful eyes.  
**Jane:** Oh, thank you.  
**Nate:** And the same figure, same shape.  
**Jane:** Uh, hey, I don't want to hear that. I may look like my mom, but I really take after my dad.
- A:** Um, I'm looking for Harrods department store. Do you know where that is?  
**B:** Blimey ... where is Harrods? I think it's on the other side of town. I think it's near Westminster Station, but I'm not sure. I'm not from London.
- I was looking around at all the restaurants and I couldn't decide which one to go to. And this little Turkish man comes up to me and he says, "My nephew has a good restaurant. Come with me." So I decided to follow him. And we went down these little streets, and back, and it was getting dark, back alleys, and I didn't know what was going on. People were starting to stare at me. And I got really scared.
- I worked in an accessories shop in the middle of

London. I used to work on Fridays and Saturdays. It was quite tiring, and I was on my feet the whole time. And I had to do quite menial things, like tidy up. But I got a chance to practice my foreign languages on the tourists. We had a lot of customers from foreign countries. They often told me about where they were from, and I liked talking to them.

- Mr. Chang:** Do you have job experience with media programming?  
**Jenny:** Yes, a lot. I have a lot of experience with video production, editing software, digital video, web design. I produced news programs for my university's TV station, and I've been a producer at KPIQ, my local station, for two years.  
**Mr. Chang:** Hmm. Interesting.
- A:** Mira, that's a interesting pin.  
**B:** Oh, thanks. Yeah, I really like it. I got it in Mexico.  
**A:** What is it? A cat or something?  
**B:** No, it's a dog. These things are called "milagros." That means "miracle" in Spanish.  
**A:** So, seen any miracles since you got it?  
**B:** No, but they say it's supposed to protect you.  
**A:** Oh yeah? So, is it working?  
**B:** Well, so far nothing bad has happened to me since I got it.
- A:** Hey, nice ink!  
**B:** Oh, you mean my tattoo?  
**A:** Yeah, um ... what's it mean? Is it Chinese or something?  
**B:** Yeah, it's the character for "harmony."  
**A:** Hmm, why'd you get that?  
**B:** Mm, it's kind of for my daughter.  
**A:** Oh, Yawara?  
**B:** Yeah, her name means "harmony," so I thought it would be neat.

### Answers

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

# UNIT 11: Travel

**Main Activities:** pages 56–58

**Interaction Link:** page 59

**Self Study:** page 90

**Warm Up:** CD 2, track 31

**Listening Task:** CD 2, tracks 32–36

**Real World Listening:** CD 2, tracks 37–38

## Unit Overview

In this unit students listen to extracts about the problems that can arise while traveling. A man tells his friend about problems he had on a trip to Costa Rica in the Real World Listening section. In the Interaction Link, students will talk about how they would solve travel problems.

## Vocabulary Focus: Problems when traveling

baggage claim, aisle seat, replacement passport, flight, carry-on luggage, visa, window seat, economy, expire, wrong line, tourist

## Useful Expressions

... was canceled.

I missed my ...

I'll never make it.

I lost my ...

I waited in line for ...

## Communication Strategy

When telling a story, try telling it in the present tense. Telling a story in the present tense helps to make the listener feel as if they are part of the action. Listen to the Real World Listening section of this unit for an example. Trevor tells part of his story in the present tense, making it seem as though the action is happening right now.

## Listening Strategy Focus

**Review:** Think of the meaning of what you heard. Say it in your own words.

**Prepare:** Think about the ideas before listening. Guess what may happen.

## Concept Check

Problems while traveling: How can you avoid them?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students to tell the rest of the class about a recent trip they took. List the places on the whiteboard. *T: Has anyone here taken a trip recently? Where did you go? Did you have any problems on your trip? What happened?*
2. Ask students what possible problems people can have when they travel. *T: What are some problems that people can have when traveling? What are some things that can happen when checking in for your flight, bus, train or boat?* Elicit the types of things they need to do in order to get ready for a trip. List these on the board. *T: What are some things you can do to prepare for a trip?*

### Warm Up

1. Introduce the activity. *T: Open your book to page 56. These are all things that you might hear at the airport. Write the words that you think will best complete the sentences.*

2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 2, track 31).
4. *T: Let's check the other ones. (name). How about number (2)?*

### Answers

- |                 |                      |
|-----------------|----------------------|
| 1. flight       | 6. baggage screening |
| 2. window seats | 7. baggage claim     |
| 3. carry-on     | 8. economy           |
| 4. visa         | 9. airport security  |
| 5. wrong line   | 10. metal detector   |

### Pairwork

Put the students in pairs. *T: Now talk to your partner about traveling. Have you ever had problems when you were traveling? What happened?*

## SCRIPT

1. Your attention, please. Flight 275 to Miami will be delayed for two hours.
2. I'm sorry. There are no window seats left. Would you like an aisle seat?
3. Oh no, I think I left my carry-on bag on the plane.
4. I'm sorry. Your visa has expired. You can't leave the country.
5. Aagh! I waited for over an hour in the wrong line!
6. You'll have to take this over to baggage screening and have it scanned before boarding.
7. Excuse me. Can you help me? I can't find my luggage at the baggage claim.
8. I'm sorry. All of our economy seats are sold out. How about business class?
9. We'll have to get to the airport early. We don't want to get tied up in the airport security and miss our flight.
10. Please put your carry-on bags on the belt and your shoes in the tray. Then walk through the metal detector while we scan your things.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 57. Look at the pictures. What do you think is happening in each picture?*

## Teaching Tip

Remind students that using visual clues can help them understand what they are listening to in many cases. Visual information can be found in various contexts: photos in a textbook or a PowerPoint presentation given in a class, body language and gestures, and what people are doing in a face-to-face situation.

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to people talking about problems while traveling. Use what you know about travel to predict what the people might talk about.*
2. Play the audio (CD 2, track 32). *T: After the First Listening, you will be asked to check the problem that each speaker has. Let's do the first one together.*
3. Play the audio (CD 2, track 33). *T: Let's check the first one; what was the problem? He forgot his passport, right. Did you predict that might be a problem? Now, let's go on to the other ones.*
4. Play the audio (CD 2, tracks 34–36). Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

1. He forgot his passport.
2. She's in the wrong line.
3. The flight is sold out.
4. His luggage is lost.

## Second Listening

1. Explain the task. *T: Let's listen again to find out what the speaker will do next. This is the perfect opportunity to use what listening strategy? Right! "Predict!" Let's do the first one together.*
2. Play the audio (CD 2, track 33). *T: What do you think will happen next? Right, he will call Susan to ask her to bring the passport. You predicted well. Let's do the rest.*
3. Play the audio (CD 2, tracks 34–36).
4. Elicit answers from students. *T: (name). What did you check for answer 2?*

### Answers

1. He will call Susan.
2. She'll wait some more.
3. He will fly first class.
4. He will have his luggage delivered.

## Pairwork

Put the students in pairs. *T: You can probably imagine some other problems that are not in this book. Maybe you have had problems yourself when you traveled. Talk with your partner about other problems that travelers might have.*

## Culture Note

Travel is becoming easier in countries where one can check in and print boarding passes online. Some airlines allow travelers to pick seats and make changes to reservations online or with an automated telephone service. Airlines and online travel services also send updated flight information and reminders by e-mail or automated phone calls. For those used to dealing with a human travel agent, these innovations may cause initial difficulties. Ask students to explain what they or their parents have learned recently about making travel arrangements online.

## SCRIPT

1. **A:** Do you have your passport, honey?  
**B:** Oh, shoot! I forgot it.  
**A:** Oh, we don't have time to go back home and get it. What are we gonna do?  
**B:** Why don't we call Susan and ask her to bring it? I think she's at home.  
**A:** Good idea. She should have plenty of time.  
**B:** Good thing we got here early.
2. **A:** Can I help you?  
**B:** Yes, I'm on the flight to New York. It's leaving in about ten minutes.  
**A:** I'm sorry, ma'am. This is the line for Los Angeles. The New York line is over there.  
**B:** But I've been waiting in this line for thirty minutes.  
**A:** Don't worry. That flight is delayed. You have plenty of time.  
**B:** Oh, wonderful!
3. **A:** I'm sorry, sir. Both business class and economy are sold out.  
**B:** Mm. Is there space on the next flight?  
**A:** Yes, I can book you on the first flight tomorrow morning.  
**B:** Tomorrow morning? I gotta get out of here tonight. I have to be at a meeting tomorrow at 8 a.m.  
**A:** Hold on. Let me check something out. Oh, we do have space in first class.  
**B:** Oh, all right. I'll take it.
4. **A:** Excuse me, isn't this the luggage carousel for flight 275?  
**B:** Yes, it is. Is there a problem?  
**A:** I don't see my bags.  
**B:** Oh, well, if you'll just step over to the counter, you can fill out a missing luggage report.  
**A:** What good will that do?  
**B:** As soon as we find your bags, we'll have them delivered to your home.  
**A:** Great. Give me the form, then.

# REAL WORLD LISTENING

## Concept Check

Problems while traveling: How can you avoid them? Get students to think about the main concepts with questions like these: *What are the problems that can happen while traveling? Can you put these problems into categories (health, money, etc.)? Think of the precautions you can take before a trip to make sure these problems don't happen to you—what are they? How do you react when something bad happens—do you stay calm/get angry/panic? Is it possible to turn a problem into something good?*

## Listening Strategy Tip

Remind students of the reason for predicting. *T: When we predict, we are getting ready to hear something related to the topic we have been thinking about. Use what you know about travel to make a prediction before you listen to the next conversation.*

## Prepare

1. Introduce the activity. *T: Look at the top of page 58. This is a postcard Trevor sent from Costa Rica. He had some problems on his trip.*
2. Play the audio (CD 2, track 37) to explain the directions. *T: Fill in the blanks on the postcard by predicting what Trevor wrote. Your answers may be different from your classmates.*
3. Elicit answers from a few students. *T: What do you think happened on Trevor's trip? What did you write in the blanks?*
4. Play the audio (CD 2, track 38). *T: Listen and check your predictions.*
5. Check prediction results. *T: Who guessed correctly? Were your predictions correct? Remember, it doesn't matter if your predictions were correct. You're getting the wheels turning in your mind and will be ready to listen to what's coming next when you predict.*

## Answers

(Answers may vary slightly.)  
forgot, missed, engine, stop, day, luggage

## Get the main ideas

1. Explain the task. *T: Now listen for the problems he had. Read over the problems in the book before you listen. Listen for and check the problems Trevor mentions.*
2. Play the audio (CD 2, track 38).
3. Elicit answers from students. *T: (name). What did you check for number (1)?*

## Answers

1. His friend brought his passport.
2. He took the next flight.
3. They repaired the plane.
4. He talked to an agent.

## Teaching Tip

Encourage students to explain the reason for their answers. By explaining their answers, they will be reviewing the story and restating it in their own words. This listening strategy (“review”) reinforces the material and helps the student to understand the meaning more clearly.

## Respond to the ideas

Ask students to talk about the question with a partner. *T: Do you think Trevor was sorry he took this trip? Why or why not? Use the listening strategy “review” to tell how you think Trevor feels about his trip now. Telling the story again in your own words is a good way to understand it better. Have you ever had a similar experience? After students have discussed the questions, ask several to report on their opinions or travel experiences.*

## SCRIPT

**Angela:** I'm thinking about going to Costa Rica.

**Trevor:** Great! I went to Costa Rica once, but I had a terrible time getting there.

**Angela:** Oh, yeah? Well, what happened?

**Trevor:** Well, when I got to the airport, I realized I didn't have my passport.

**Angela:** Oh, no!

**Trevor:** So, I called a friend, and he broke into my house, got my passport, and brought it to me. But I missed that flight, so I had to stay overnight in San Francisco.

**Angela:** Oh, that's too bad.

**Trevor:** Yeah, so I got the flight the next day, and, of course, on the way, we had engine trouble, so we had to stop in Mexico City, and I was stuck there for another, like, 22 hours while they got the part.

**Angela:** Gosh!

**Trevor:** And I mean stuck. They wouldn't even let us out of the airport.

**Angela:** You're kidding!

**Trevor:** I'm telling you. So, finally, we like, after all this time, I get to Costa Rica two days late.

**Angela:** And don't tell me—your luggage isn't there.

**Trevor:** You guessed it. I go into the airline office to complain, and there was this really wonderful woman working at the counter.

**Angela:** Oh, yeah?

**Trevor:** And she was really nice and helped me out.

**Angela:** Mm hmm.

**Trevor:** And we sort of hit it off.

**Angela:** Yeah? And then what?

**Trevor:** About two months later we got married.

# INTERACTION LINK

## What would you do?

1. Introduce the activity. *T: Open your books to page 59. Have you ever had something unexpected happen on a trip? You had a flat tire, or you ran out of gas, maybe. What did you do?* Give an example from your own experience if you feel students need a model.
2. Put the students in pairs. *T: We'll talk about these events in pairs. Ask your partner what they'd do in each situation. Tell them what you'd do. If you finish before the rest of the class, ask your partner to tell you about a different situation that happened while they were traveling.*
3. If time allows, ask pairs of students to act out one of the situations. *T: Now chose one of the unexpected situations. Plan how to act it out with your partner.*
4. Call on pairs in turn to act out the situation they experienced. Encourage students to dramatize the situation by acting distraught or confused when appropriate.

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** When you arrive at your hotel, you realize that you picked up someone else's luggage.

**Situation 2:** You purchase a "mystery vacation" from your travel agent and are told to bring winter clothing.

**Situation 3:** You have a plane ticket around the world and in the middle of your trip you notice that your passport expires in two days.

**Situation 4:** While on vacation in a romantic location, you run into your high-school sweetheart.

## LEXICAL MAP

By the end of Unit 11, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### At the Airport

clerk  
counter  
delayed  
(metal) detector  
gate  
plane  
screening  
ticket  
travel agent  
money exchange

### Planning a Trip

Why don't we ... ?  
Would you like to ... ?  
You'll have to ...  
as soon as we  
Tell me about it.  
Good idea!  
Oh, all right!  
Have a ... time.

### Collocations

a lot  
plenty  
a waste  
a bit  
a (short/long) period  
the amount  
great deal of  
**... of time**



# UNIT 12: Food

**Main Activities:** pages 60–62  
**Interaction Link:** page 63  
**Self Study:** page 91

**Warm Up:** CD 2, track 39  
**Listening Task:** CD 2, tracks 40–44  
**Real World Listening:** CD 2, tracks 45–46

## Unit Overview

In this unit students listen to extracts about descriptions and tastes of food. Maw-Maw the Cajun grandma describes how to make jambalaya in the Real World Listening section. In the Interaction Link, students will classify different foods according to their taste.

### Vocabulary Focus: Tastes

spicy, crispy, rich, bitter, sour, chewy, salty, plain, sweet, raw

### Other Vocabulary

potluck, crunchy, creamy, jambalaya, Cajun, authentic

### Useful Expressions:

It's easy to make.

I love making ...

... is my favorite food.

It's really ...

It's good for you.

## Communication Strategy

Insert emotive expressions when you describe something that is meaningful to you or when you narrate an engaging story. For example, you can insert expressions like “Oh, yeah,” or “Oh, man,” or “Whooh!” These kinds of expressions show you passion for what you are talking about and help strengthen your connection with your listeners.

### Listening Strategy Focus

**Ask:** Think of questions and ask questions of yourself and others to increase your understanding.

**Review:** Think about the meaning of what the speakers have said, and try to say it in your own words.

**Prepare:** Think about the ideas before listening and guess what may happen.

### Concept Check

Experiencing new foods: Are you willing to try something new and different?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Bring in take-out menus from local restaurants or print some out from the Internet. Try to get some with unusual ethnic or international foods. Ask students to look at them in groups and tell which foods they have tried, and which they recommend. *T: What do you find on the menu that you like? Is there anything you haven't tried? What would you recommend from this restaurant?*
2. Bring in some foods or condiments that are salty, sour, sweet, plain and spicy. Have students blindfold each other and take turns tasting the items. Ask them to tell what the taste is. *T: Today we're going to explore our sense of taste. Who wants to be the first to try? OK, please put on the blindfold. I'm going to give you something to taste. What kind of taste does it have: salty, sweet, sour, spicy, or plain?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 60. Look at the pictures. The people in the pictures are at a potluck*

*dinner. What do they say about the things they eat? Write the missing words in the spaces.*

2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 2, track 39).
4. Elicit answers from students. *T: (name). What did you write in the space for number (1)?*

### Answers

- |           |           |           |
|-----------|-----------|-----------|
| 1. creamy | 5. rich   | 9. bitter |
| 2. sour   | 6. crispy | 10. salty |
| 3. plain  | 7. raw    |           |
| 4. spicy  | 8. chewy  |           |

### Pairwork

Put the students in pairs. *T: What's your favorite party food? What would you bring to a potluck dinner? Why? Discuss your answers with a partner.*

## SCRIPT

1. Yum! This chocolate pudding is so rich and creamy.
2. What a face! Is that lemonade too sour? Maybe it needs more sugar.
3. I'm surprised they served the rice plain, with nothing on it.
4. You made this salsa? Mm. Nice and spicy, the way I like it.
5. The cake was too rich. It had thick icing and a lot of butter in it.
6. Someone left the bag of chips open. Now they aren't crispy anymore.
7. Wait a second! Aren't you going to cook that first? You're not eating it raw, are you?
8. How are those cookies, chewy or crunchy?
9. Can I have a sample of this garlic ice cream. Yuck, it's bitter!
10. I need a drink. The popcorn was really salty.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the Listening Task on page 61. Look at the pictures. What kind of food do you see?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section the speakers will talk about foods from their childhood.*
2. Play the audio (CD 2, track 40). *T: Listen to the speakers. Who made the food they are talking about during their childhood? Write the answer next to the picture.*
3. Play the audio (CD 2, track 41). *T: (name). What answer did you get for the first one? ... Right, the answer is "her mother." Now let's listen to the rest.*
4. Play the audio (CD 2, tracks 42–44).
5. Elicit answers from students. *T: (name), What did you write for number (2)?*

### Answers

- |         |                  |
|---------|------------------|
| 1. mom  | 3. grandma       |
| 2. aunt | 4. tortilla lady |

## Second Listening

1. Explain the task. *T: Now listen again. What does the speaker eat with each food? Let's do the first one together.*
2. Play the audio (CD 2, track 41). *T: What answer did you check? OK, let's do the rest.*

3. Play the audio (CD 2, tracks 42–44).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

- |           |                        |
|-----------|------------------------|
| 1. salt   | 3. vinegar & soy sauce |
| 2. wasabi | 4. beans               |

## Pairwork

Put students into pairs or small groups. *T: You listened to monologues about the speakers' favorite memories of food they ate as a child. Can you imagine how they feel about the foods? Review the things you have heard and connect them to your own experiences. Ask your partner about their favorite memory of food from childhood. When do they have this food now?*

## Listening Strategy Tip

When students think over what they have heard and talk about it, they are using the listening strategy "review." Explain to students. *T: Reviewing helps you develop your memory and increase your understanding of what you have heard. After you listen, think about the meaning of what the speakers have said. Try to say the meaning in your own words.*

## SCRIPT

1. My favorite food has to be macaroni and cheese, like my mom made, with lots and lots of cheese, so it's really cheesy and really creamy. You have to bake it in a really hot oven so it gets a crispy crust. And it has to be hot ... steaming. Then you put a lot of salt on it. Oh, man. I'm getting hungry just thinking about it.
2. What I really like is chirashi-zushi. I don't know why. My aunt used to make it on my birthday when I was a kid. It's really simple, just rice and raw fish, kind of like sushi but in a bowl. Maybe that's why I like it. The rice is nice and soft and warm, you know, and the fish is just a little salty, and you put a little wasabi on it, too. And it's so colorful if you use the right kind of fish. It's so good. I think it's pretty good for you, too.
3. When I pass a Chinese restaurant and smell the food, I always think of how my grandma used to make Jiaozi. Here you call them pot stickers. She'd roll out the dough into little circles and fill them with just the right amount of ground meat and veggies, mixed together and flavored with a few spices. The trick to making them really good is to fry them a little, then steam them in a bamboo steamer. Then you just dip them in some soy and vinegar sauce, and they're perfect.
4. Unless you've been to Mexico, you don't know what good tortillas are like. Here they're like cardboard! Back in Mexico, I'd be the one who went to the tortilla lady in the afternoon to pick up the tortillas for my family. Anyway, when they're hot and fresh, they taste good by themselves, but with some beans or something. Oh, yeah, they were good. I'd always eat one on the way home.

# REAL WORLD LISTENING

## Concept Check

Experiencing new foods: Are you willing to try something new and different? Make sure students understand the main concepts of the Real World Listening. You can ask questions like these: *What is the strangest food you ever ate? Where did you eat it? Why? How did it taste? Have you ever eaten (or seen people eat) strange food while in a foreign country? What did you think of the strange food? Would you try it if you had the chance? Are there any foods in your country that foreigners would consider strange? What are they? Why do you eat them?*

## Prepare

1. Introduce the activity. *T: Look at the pictures on page 62.*
2. Play the audio (CD 2, track 45) to explain the directions. *T: Maw-Maw is an authentic Cajun grandma who cooks the best jambalaya, a dish from the state of Louisiana in the United States. Do you think this food will be spicy or sweet? Ask yourself about the foods in the pictures—will they be sweet or spicy?*
3. Elicit answers from a few students. *T: (name). What did you think? Why?*
4. Play the audio (CD 2, track 46). *T: Now listen and check your guess.*
5. Check the results. *T: Who wrote the correct words in the spaces? Remember that when we predict we are activating our minds to get ready to listen.*

**Answer**  
spicy

## Get the Main Ideas

1. Explain the task. *T: Let's listen again. This time listen for how the dish is made. Write the number next to each step to put them in the correct order.*

2. Play the audio (CD 2, track 46). *T: Use the listening strategy "focus" to listen for the information in each sentence that will help you. What kind of information do you need to put the steps in order?*
3. Elicit answers from students. *T: (name). What did you choose for the first step?*

## Answers

1. Brown meat or seafood in oil.
2. Add garlic, chopped onion, celery, and pepper.
3. Add tomatoes, sausage, rice, and broth.
4. Bring to a boil.
5. Cover, reduce heat and cook on low heat for 30 minutes.
6. Cook until soft.
7. Serve with chopped green onion.

## Respond to the Ideas

Ask students to talk about the questions with a partner or in a group. *T: Jambalaya is a regional dish from the American South. What are some regional dishes from your country? Have you ever had jambalaya? Would you like it? Why or why not?* When students have discussed the questions, ask several to report their answers to the class.

## Culture Note

When people talk about making food, they use words to show time-order: "First, you ... Then ... After that ..." "Hot" food in English can mean two things: spicy (hot tasting), or high temperature (hot to the touch). Compare "That burrito is too spicy hot," to "That soup is too hot—on my tongue. I'll wait till it cools down."

## SCRIPT

**Announcer:** Maw-Maw is an authentic Cajun grandma from Louisiana who has won awards for the best jambalaya in the world. She'll share her secrets with you today, on the most popular daytime food show, "Maw-Maw's Cajun Kitchen!"

**Maw-Maw:** Welcome to "Maw-Maw's Cajun Kitchen." Today we're going to make the most famous Louisiana Cajun dish, jambalaya! And if you're far away from your own grandma, you can learn how to cook this from me, your TV Cajun Maw-Maw.

First, you've got to decide how many people you're feeding. The recipe I make will feed a big crew, say thirty people. If you don't have that many people comin' over, just cut it down to size. You start with a mess of meat or seafood. We like pork in my house, but you can use crawfish, chicken, shrimp, or whatever you've got around. You fry it all up in some fat till it's nice and brown. Well, all right, the doctor says I gotta use olive oil, 'cause it's healthier.

Now two cloves of garlic, chopped up. Then you throw in

some peppers. Make 'em hot peppers if you can get the fresh ones, and some celery, and onion. We put onion, celery, and pepper in everything here in Louisiana. And some andouille sausage—that's nice 'n' spicy, too—nice fresh tomatoes, some rice, and broth.

Now you let that boil, but just for a minute, then you cover the pot and turn the heat way down to low. You wanna let that cook till the rice is soft, and dump some Tabasco on there. You folks from the north, that's our Louisiana hot sauce, made from red peppers. We put it in nearly everything. So don't be afraid. If it's real Cajun cooking, your eyes should water when you try a bite. If they don't, it ain't hot enough. Let's give it a taste test here. Whee-whoop! I guarantee that's spicy! Throw some cayenne pepper in there, too, while you're at it. All that pepper will keep you and your food healthy. So, you simmer it all for thirty minutes, then serve with green onion on the top and a bit more Tabasco sauce. Take a bite of this and you'll feel like you're back home in Louisiana!

# INTERACTION LINK

## What do you eat?

1. Introduce the activity. *T: Open your books to page 63. In this activity we're going to write the names of food under each of the tastes in the table. Then we'll play a guessing game.*
2. Put students in pairs or in small groups. Ask if there are any foods they don't know. *T: Are there any words that you don't understand?*
3. Check answers. *T: Group (1), what food words did you put under "rich?" How about "creamy?" Are there any foods you put under more than one taste word?*
4. **Optional:** If there is enough time, introduce the second part of the task. *T: I'm thinking of a food. It's salty and crispy. Can you guess what it is? That's right! I was thinking of potato chips. Now you try it. First practice the model conversation.*
5. After students have practiced, have them begin the activity. *T: Now you choose a food and describe it for your partner.*

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** While traveling, you are offered unusual soup and it tastes delicious. After you finish it, you are told that it is monkey brains.

**Situation 2:** An exchange student visits your home and refuses to eat your country's traditional food.

**Situation 3:** Every time you eat your favorite food, you get a rash.

**Situation 4:** Every time you go out to eat, a friend insists on ordering only vegetable dishes.

## LEXICAL MAP

By the end of Unit 12, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Foods

vegetables (veggies)  
cheese  
oil  
chicken  
meat

### Food Descriptions

salty  
mixed  
popular  
fresh  
creamy  
rich

### Ordering Food

Would you like ... ?  
I'll have a ...  
or whatever  
good for you  
best ... in the world

### Aspects of Food

smell  
taste  
appearance  
bite

### Cooking Verbs

bake  
boil  
chop  
mix  
taste

# UNIT 13: Schedules

**Main Activities:** pages 64–66

**Interaction Link:** page 67

**Self Study:** page 92

**Warm Up:** CD 2, track 47

**Listening Task:** CD 2, tracks 48–52

**Real World Listening:** CD 2, tracks 53–54

## Unit Overview

In this unit students listen to extracts about schedules and scheduling. A band manager describes the band's busy tour schedule in the Real World Listening section. Students will practice scheduling events in the Interaction Link.

## Vocabulary Focus: Schedules and Commitments

booked, busy, free, full, impossible, light, open, squeeze it in, tight

## Useful Expressions

When are you free?

Let's get together on ...

I'll pencil it in.

I can't make it.

I'm booked solid

## Communication Strategy

When you are making plans with someone, it's polite to ask their availability: "Are you free today?" When you cannot attend an event, some English speakers (in some cultures) feel an excuse should be given: "I can't go because ..."

## Listening Strategy Focus

**Focus:** Concentrate more by listening for key words or specific information.

**Ask:** Think of questions and ask questions of yourself and others to increase your understanding.

**Guess:** Make your best guess if you don't understand.

## Concept Check

Keeping on schedule: Do you need to schedule your free time?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students if they carry a schedule book. What kinds of things do they write in them? Do they write everything, or do they try to remember some things in their heads? *T: How many of you carry a schedule book? What kind of appointments do you write in them? Is there anyone who does not use a schedule book? How do you keep track of your appointments? Has anyone ever forgotten an important appointment? What happened?*
2. Ask students what kinds of devices they use to keep track of their schedules. Do any of them use more than one way to keep track of appointments? Which are the most reliable? *T: Does anyone in our class use a computer, a cell phone or some other device to keep track of appointments? What do you think is the best way to keep a schedule?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 64. Sheila is trying to schedule a meeting with Tom. Fill in the spaces with words from the list.*
2. Allow students some time to finish. *T: Did you have any problems with the new words? Some of them have different*

*meanings here. When you run across a new use of a familiar word, ask yourself, "Does this make sense to me?" Be aware that it might be an idiom or a figure of speech. For example, you may know the meaning of "squeeze" as in "squeeze an orange." But in this unit it means to schedule something closely between other events. Remember that it's OK to guess about the meaning of a word if you're not sure.*

3. Play the audio (CD 2, track 47). *Now listen and check your answers.*
4. Elicit answers from students. *T: Please read the first one.*

### Answers

- |                     |                |
|---------------------|----------------|
| 1. full, impossible | 4. free        |
| 2. busy, booked     | 5. light, open |
| 3. squeeze, tight   | 6. pencil      |

### Pairwork

Put the students in pairs. *T: You heard about Sheila and Tom's busy lives. How about yours? Tell your partner your schedule for this coming weekend. Try to find a time when you are both free to meet.* When students have completed the task, ask some of the groups to tell which student has the most events planned for the weekend.

## SCRIPT

**Sheila:** Hi, Tom, I can't make that meeting on Monday. My schedule is pretty full. But Tuesday might not be impossible.

**Tom:** Sheila. It's Tom. Tuesday, huh? Looks like I'll be too busy then. I'm booked solid all day. Can you make it Wednesday?

**Sheila:** Hi, Tom. Sheila here. Uh, I might be able to squeeze it in on Wednesday. It'll be tight, though.

**Tom:** It's Tom again. Something came up. Wednesday is no good for me. How's Thursday? Do you have any free time? Call me.

**Sheila:** Hi, it's Sheila. I'm not sure

about Thursday. But Friday's schedule is pretty light. In fact, it's wide open after about ten in the morning. Let me know.

**Tom:** Hi, Sheila. It's me, Tom. Friday is good. Let's try for eleven. I'll pencil it in. Let me know if you can make it. Bye.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the listening task on page 65. Look at the schedules. Which schedules are full? Which are open? Where can you see free times on the schedules?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to people talking about their schedules as they try to plan an event.*
2. Play the audio (CD 2, track 48). *T: After the First Listening, you will be asked to listen for the events the speakers are trying to schedule. Use the strategy “focus” to pay attention.*
3. Play the audio (CD 2, track 49). *T: Let’s check the first one.*
4. Play the audio (CD 2, tracks 50–52). Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

1. meeting with Ms. Navarro
2. dinner with Anna
3. flight from India
4. appointment with Dr. Quan

## Second Listening

1. Explain the task. *T: Let’s listen again to find out what time the speaker decides for an event. This time what will we listen for? A time or a day, right. So keep on focusing. Let’s do the first one together.*

2. Play the audio (CD 2, track 49). *T: What time did the speaker decide to meet? Right, from 1:30 to 2:30. Now let’s do the rest.*
3. Play the audio (CD 2, tracks 50–52).
4. Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

1. 1:30–2:30
2. Saturday night
3. Thursday night
4. Thursday at 9:30 a.m.

## Pairwork

Put the students in pairs. *T: Talk with your partner about your schedule on weekdays. Which day of the week is busy for you? How about your partner? Who is busier?*

## Culture Note

In some cultures, promptness is considered essential. Timetables and schedules are maintained carefully in these cultures. Other cultures don’t hold promptness in such high regard. They may see the quality of social interaction as being more important than the time it takes place. Ask your students how people in their culture feel about promptness and keeping to a schedule.

## SCRIPT

1. Hi, Bertha? Ms. Navarro wants to meet with us sometime today before we leave. My schedule is pretty full. I’ve got a meeting at 9:00 am, a conference call at 10:00, and then I have to leave for a lunch meeting by 11:30. I won’t be back until around 1:30. Then I have a dentist appointment at 3:00, and I won’t be coming back to the office after that. I guess I can pencil it in between 1:30 and 2:30. Does that work for you?
2. OK, so Monday and Wednesday after work I go to the gym. Tuesday I’m going to see the basketball game with Randy. Thursday is Alicia’s party. Friday is the company awards banquet. Wow! I’m booked every night. Wait, there’s still Saturday night. Let’s see if she’s free then. Hi, Anna? This is Richard. I was wondering if you were free for dinner on Saturday.
3. This schedule is impossible! I’ve got the conference tomorrow through Tuesday in Chicago and then fly straight from there to New Delhi to meet with a client on Thursday. If I can get a flight out of India Thursday night, I can still make it back for Billy’s concert at school on Friday night. Let’s see. Perfect. 11:50 p.m.! I’ll be exhausted, but I’ll be there.
4. I’m sorry, Ms. Johnson. Dr. Quan’s schedule is pretty tight. It’s the flu season so she’s very busy. She has appointments from 9:00 in the morning through 4:00 in the afternoon tomorrow and the same on Wednesday. Oh, wait. It looks like I can squeeze you in on Thursday morning at 9:30. You’ll have to check in by 9:15. Will you be able to make it?

# REAL WORLD LISTENING

## Concept Check

Keeping on schedule: Do you need to schedule your free time? It's important that students are thinking about the key concepts underlying the conversation. Here are some questions you can ask to stimulate their thinking. *T: How do you spend your time? How much time do you spend studying and/or working? How much time do you spend with your friends and/or family? Do you like to spend time alone? What do you enjoy doing the most? Do you think you have enough free time? Do you need more? What would you do if you had more free time?*

## Learning Strategy Tip

Before students begin the following task, and any time when they know what kind of information they will be asked for, encourage them to think of the key words they will listen for to get the needed information. This planning helps them to apply the listening strategy focus. Focusing on keywords alerts the mind to certain information and helps to reduce the effect of distractions while listening.

## Prepare

1. Introduce the activity. *T: Look at the top of page 66. This is a map of the band Pink's Asia tour. Do you recognize the places with labels? Can you name any of them or the country they are in?*
2. Play the audio (CD 2, track 53) to explain the directions. *T: Let's think about the words that we will listen for to answer the next question. You want to find out the cities the band will visit. Look at the list in the book and listen for those names. Look at the map and think of which city name goes on each label. Now you can focus on those names as you listen.*
3. Play the audio (CD 2, track 54). *T: Listen to find out what cities they will go to.*
4. Elicit answers from a few students. *T: (name). What was*

*the first city they mentioned? Right, it was Beijing.*

Continue with the rest of the cities.

5. Check the result of focusing. *T: Did it help to focus on the names of cities as you listened?*

## Answers

Beijing, Singapore, Bangkok

## Get the Main Ideas

1. Explain the task. *T: Listen again. When will Pink do the things planned on their schedule? Write the times in their manager's notebook.*
2. Play the audio (CD 2, track 54).
3. Elicit answers from students. *T: (name). What did you write for the first event, "leave for Singapore?"*

## Answers

12:00 a.m., 4:00 a.m., 9:00 a.m., 1:15 p.m., 4:00 p.m., 6:00 p.m., 10:30 p.m.

## Respond to the Ideas

Suggest that students reflect on the ideas brought up in the conversation. *T: Ask yourself if you understood this conversation. Do you think Pink is a successful band? Do you think this is a typical lifestyle for a rock band? Do you think the members of the band are happy with their schedule? Ask students to talk about the question with a partner: T: Would you like to be a rock star and have a schedule like Pink? Why or why not?*

Other possible topics of discussion are: Would you like a job with such a busy schedule? Who is in control of your schedule now? After students have discussed the questions, ask several to report on their opinions.

## SCRIPT

**Tony:** That was a great show! You were amazing tonight!

**Sadie:** I didn't know we had so many fans in Beijing. How many people were there, like 5,000?

**Tony:** Nope, more like 8,000!

**Jess:** Yeah, and they all wanted autographs. My hand is going to fall off if I have to sign another T-shirt.

**Trixie:** Yeah, me too. When do we get a break?

**Tony:** A break? This is show business. You don't get any breaks. And we need to be at the airport at twelve for our flight to Singapore. What time is it now?

**Sadie:** I think it's eleven.

**Tony:** Well, get moving, then.

**Sadie:** But we need some sleep.

**Trixie:** Yeah! I'm so tired right now. I need to get some rest!

**Tony:** You can sleep on the plane. We'll get to Singapore at four in the morning. That's plenty of time.

**Jess:** That's only four hours, Tony.

**Tony:** Don't worry about it. You've got a few minutes before your next appearance. We're supposed to be at this big underground mall at nine.

**Jess:** More autographs?

**Trixie:** But we're going to be at a mall, right? Maybe we can do some shopping.

**Tony:** I don't think so. No time for shopping. After the autograph session you have an interview on MTV Asia. That's at 1:15, I think.

**Sadie:** Then what?

**Tony:** You've got to be at the stadium at 4 o'clock for a sound check. And you have to rehearse your new song, remember?

**Jess:** Oh, yeah, the new song.

**Trixie:** What time does the concert start, anyway?

**Tony:** Six o'clock.

**Sadie:** OK, so after the concert, we can rest, right?

**Tony:** Wrong. We have to catch a plane to Bangkok at 10:30.

**Sadie, Jess, Trixie:** Aaw!

# INTERACTION LINK

## My Schedule

1. Introduce the activity. *T: Please turn to page 67. You've heard about some busy schedules. Now, how about your own? We're going to practice the fine art of coordinating with our friends to study, go to the movies, have dinner, and so on.*
2. Ask students to pick three of the activities listed and write them in the chart. *T: When you've written three activities in your chart, walk around the room and invite other students to join you.* Students who are working on their own can write an invitation to three friends to join in the activities.
3. Have students practice the model conversations. *T: Practice the model conversations to accept or decline an invitation. The speakers say they are busy, and then offer another time when they are free.*
4. Explain how to win the game. *T: You can only accept an invitation if you have an open time on your schedule for the time of the event your classmate asks you to join. The first student who fills their schedule is the winner.*
5. Ask the winner to tell about the weekend schedule they have planned. If time allows, have all students practice telling a partner about all of their weekend plans.

## Culture Note

Notice that the model conversation in the Interaction Link shows one polite way to respond when you are not free. You can also add an excuse for why you cannot accept the invitation. For example, "I can't come to the party because I have tickets to a play on Saturday night." North Americans often give an excuse if they have to decline an invitation.

## Extension

1. If you have enough time, put students in pairs or small groups and ask them to talk about what they would do in the situations below
2. Ask students what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You have to choose between picking your best friend up from the airport or going on a date with someone you really like.

**Situation 2:** Your boss always asks you to work overtime.

**Situation 3:** You win free tickets to a concert on the same night you promised to babysit your sister's children.

**Situation 4:** A friend always invites you to great parties but never shows up to yours.

## LEXICAL MAP

By the end of Unit 13, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Scheduled Events

season  
session  
tour  
interview  
arrival

### Collocations

new  
busy  
tight  
... schedule

take  
spend  
got  
waste  
save  
... time

time ...  
has come  
was spent  
-consuming

### Making a Schedule

can make it  
free time  
Let me know.  
Then what?  
get together



# UNIT 14: Weather

**Main Activities:** pages 68–70

**Interaction Link:** page 71

**Self Study:** page 93

**Warm Up:** CD 2, track 55

**Listening Task:** CD 2, tracks 56–60

**Real World Listening:** CD 2, tracks 61–62

## Unit Overview

In this unit students listen to weather forecasts and descriptions of weather. A woman answers her grandson's questions about the seasons and weather in Alaska in the Real World Listening section. In the Interaction Link, students will talk about what they like about the different seasons.

## Vocabulary Focus: Describing weather

blizzard, lightning, breezy, chilly, overcast, muggy, freezing, scorching, flurries, showers, humid, rainy, thunder, damp, cool

## Other Vocabulary

camping, fishing, skiing, puppies, snowmen, wolves, bears

## Useful Expressions

It's raining cats and dogs.

It's my favorite time of year.

It looks like rain.

It's below freezing.

It's really nice out.

## Communication Strategy

Talking about the weather is a good conversation starter. People often talk about the weather when they see a friend, acquaintance, or when at work. It is a popular topic of conversation because it affects us in so many ways.

## Listening Strategy Focus

**Ask:** Think of questions and ask questions of yourself and others to increase your understanding.

**Prepare:** Think about the ideas before listening and guess what may happen.

**Respond:** Talk about what you have heard and relate it to your own experience.

## Concept Check

The four seasons: What do they make you think of?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Ask students what foods they eat in the different seasons. What weather do they associate with those foods?  
*T: When you think of fall, what kinds of foods come to mind? Are there special foods that you eat during a certain season? When you think of these foods, what weather comes to mind? When I think of summer I think of ice cream and a nice hot day.*
2. Write the four seasons on the board. Ask students to think of as many sports as they can for each season. List them on the board under the correct season. *T: Which sports are usually played during the fall? Which sports are played all year long? Are some sports played in a different time of year depending on the country?*

### Warm Up

1. Introduce the activity. *T: Open your books to page 68. Which seasons do you think of when you read the vocabulary*

*words? Write the words in the chart under the season.*

2. Allow students some time to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 2, track 55).
4. Elicit answers from students. *T: (name). What did you write under (summer)?*

### Answers

(Answers may vary.)

**Spring:** breezy, showers, damp

**Summer:** thunder, lightning, scorching, humid, muggy

**Fall:** cool, chilly, rainy

**Winter:** freezing, overcast, flurries, blizzard

### Pairwork

Put the students in pairs. *T: Work with a partner. Describe today's weather.*

## SCRIPT

In the spring, the city of Washington is breezy, and there are frequent showers. The ground is very damp, so flowers begin sprouting.

When summer comes, there may be storms with thunder and lightning, or it can be scorching hot. Late summer gets humid, and people try to avoid the muggy heat in the city by going to the countryside or the beach.

In the fall, we enjoy the cool days of October before it gets chilly and rainy in November.

Winter brings freezing rain, low temperatures and overcast skies. Schoolchildren hope that light snow flurries will change into a blizzard, so that school will be canceled for a few days.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Now look at the Listening Task on page 69. Look at the pictures. Describe the weather in each picture. What season do you think it is?*

## First Listening

1. Explain the task. *T: Listen to the instructions. In this section we will listen to weather reports from New Year's Day in different places and respond to questions about them.*
2. Play the audio (CD 2, track 56). *T: After the First Listening, you will be asked to write one word the reporter uses to describe the weather.*
3. Play the audio (CD 2, track 57). *T: (name). What answer did you get for the first one? Right, the answer is "scorching or hot." Now let's listen to the rest.*
4. Play the audio (CD 2, tracks 58–60).
5. Elicit answers from students. *T: (name). What did you write for number (2)?*

### Answers

1. Auckland, New Zealand: scorching, hot
2. San Diego California: chilly
3. San Jose, Costa Rica: damp, warm
4. Edmonton, Alberta: snowy, cold

## Second Listening

1. Explain the task. *T: Now listen again for the activity the reporter suggests. Write your answer in the space. Let's do the first one together.*
2. Play the audio (CD 2, track 57). *T: What is the answer? OK, let's do the rest.*
3. Play the audio (CD 1, tracks 58–60).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

- |                       |              |
|-----------------------|--------------|
| 1. go to the beach    | 3. go hiking |
| 2. watch a yacht race | 4. go skiing |

## Pairwork

Put students into pairs or small groups. *T: You heard about the weather in four places on New Year's Day. Now it's your turn to respond. When we use the strategy "respond" we are making it easier to remember our new words in English, because we're using them to talk about our own life. What's the weather usually like on New Year's Day where you live? Do you like it?*

## SCRIPT

1. This is the Auckland weather report for the first day of the year. It's scorching, and hot, and not a cloud in the sky. So grab your swimsuit and your sunscreen, and head for the beach.
2. Here in San Diego, California, today, the weather is crisp and chilly. We're all hoping that the sun will come out so that we can stay warm. Bring a sweater and come watch the yacht race on the bay.
3. Good morning from San Jose, Costa Rica. We're having the same weather as always. Damp and warm with daily showers. Perfect for hiking in the national park when the rain lets up.
4. Hello from the Arctic North. Here in Edmonton, Alberta, it's snowy and cold. The temperature dipped way below freezing last night, and we've got a fresh layer of snow. Yahoo! I'm going to enjoy some of that powder snow skiing. See you on the slopes.

# REAL WORLD LISTENING

## Concept Check

The four seasons: What do they make you think of? Check that students are thinking about the main concepts with questions like these: *Does your country have four seasons? Can you describe typical weather for each season? Are there any special festivals or holidays that go with the seasons? What are they? When you think of a season, what do you think of? Why?*

## Teaching Tip

Occasional reminders of the purpose of using listening strategies will reinforce their use in other situations. Remind students of the reason for using the strategy “predict.” *T: Do you understand why we predict before we listen? When we predict, we are getting our minds ready to hear. Let’s think of what we expect to hear about Alaska before we listen.*

## Prepare

1. Introduce the activity. *T: Look at the top of page 70. Have the students look at the photographs. Ask questions about the photos. T: What do you see in these photos?*
2. Play the audio (CD 2, track 61) to explain the directions. *T: You’re going to hear a woman telling her grandson about the pictures of her childhood in Alaska. What memories do you think she will talk about? Think of what you know about Alaska. What is the climate there? Check the boxes next to each item you think Lena will talk about.*
3. Elicit answers from a few students. *T: What do you think Lena will talk about? Which items did you mark?*
4. Play the audio (CD 2, track 62). *T: Listen and check your predictions.*
5. Check prediction results. *T: (name). Who guessed correctly?*

## Answers

swimming, snowmen, hiking

## Get the Main Ideas

1. Explain the task. *T: Now we’re going to listen for what she says about each season. Write what she says in the space below the season. We can use the strategy “focus” here. How will you do this? Elicit answers from a few students. If none mention listening for the names of the seasons, suggest they listen for them in this order: winter, spring, summer, fall.*
2. Play the audio (CD 2, track 62).
3. Elicit answers from students. *T: (name). What did she say about winter?*

## Answers

**winter:** it snowed a lot; they made snowmen

**spring:** great time for hiking; it was a little muddy

**summer:** everything blooms; it’s sunny and warm

**autumn:** leaves turned to gold; it’s her favorite season

## Respond to the Ideas

Ask students to talk about the question with a partner. *T: You’ve heard about Lena’s memories of different seasons. How about your own? What special memories do you have of the seasons? If time allows, compare answers between pairs of students.*

## Culture Note

Students from the Southern Hemisphere may refer to seasons at opposite times of the year from students in the Northern Hemisphere. For example, in the Southern Hemisphere, winter is in June, July, and August. Another difference that may arise is that students from countries near the equator, or tropical climates, may refer only to wet or dry seasons. They may need more explanation of the seasonal changes in temperate regions.

## SCRIPT

**Alex:** Grandma, what are these pictures?

**Lena:** These are pictures of Alaska.

**Alex:** That’s where you grew up, right?

**Lena:** That’s right, dear. I lived there until I was nineteen years old.

**Alex:** Is that you in this picture?

**Lena:** Yes, that’s me, and my sister, Ruth, and our dog, Kusko. That was out behind our house.

**Alex:** Wow. It looks cold!

**Lena:** Yes, that was in the winter, and it was cold. It snowed a lot! And boy, Kusko just loved the snow. Ruth, and I, and Kusko used to play in the snow for hours.

**Alex:** Did you make snowmen?

**Lena:** Oh, we made some great snowmen.

**Alex:** Is that you in this picture, too?

**Lena:** Yes, that’s me and Ruth again. I

guess we were both in high school then.

**Alex:** Where are you?

**Lena:** We were hiking near Seward. We hiked a lot in those days.

**Alex:** But where’s the snow?

**Lena:** Well, it doesn’t snow all the time in Alaska, you know. That was in the springtime. Spring was a great time for hiking. It was a little muddy, though.

**Alex:** Oh.

**Lena:** Look, here’s a picture of Ruth now, outside her house.

**Alex:** That’s Aunt Ruth’s house in Alaska? I thought everybody lived in igloos!

**Lena:** Oh, no. Most people live in regular houses! Aren’t those flowers lovely?

**Alex:** You mean, flowers grow there, too?

**Lena:** Of course. In the summer every-

thing just blooms. It’s sunny and the weather is warm.

**Alex:** Warm? You mean, it was warm enough to go swimming?

**Lena:** Oh, we all went swimming in July and August. The water was cold, but swimming was so much fun.

**Alex:** Was summer your favorite season?

**Lena:** You know, I love all the seasons, but I think my favorite season was autumn. The leaves in the mountains turning to gold. I always loved that sign of the changing seasons. Look, here’s a picture of the mountains near our house in the fall.

**Alex:** Wow, Grandma, I’d like to go to Alaska sometime.

**Lena:** Well, Alex, I’ve got an idea. Let’s go to Alaska together sometime.

**Alex:** Yeah, Grandma, that’d be great.

# INTERACTION LINK

## The Best Time of the Year

1. Introduce the activity. *T: Open your books to page 71. Look at the questions. What's your favorite season? What's your least favorite season? Why? Answer the questions for yourself first. For example, I'd write that "the thing I like the most about winter is the New Year's holiday."*
2. Put students into pairs or groups. *T: In pairs, ask each other the questions like this, "What do you like the most about winter?"*
3. After the students are finished ask them to find similarities and differences. *T: Now look at your chart and see how many things you have written that are the same. How many are different? Call on students to make a statement about this comparison such as, "My partner and I both like seeing spring flowers, but we both dislike having allergies in the spring."*
4. If time allows, ask students to compare with another pair of students to find how many of the group like or dislike the same things about the seasons.

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** You are on a date and it starts to rain; neither of you has an umbrella.

**Situation 2:** A foreign student at your school has never seen snow.

**Situation 3:** While you are on a cruise, a hurricane makes the ship change course.

**Situation 4:** You plan a ski vacation, and when you get to the mountains there is no snow.

## LEXICAL MAP

By the end of Unit 14, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Weather

rainy  
snowy  
cloudy  
windy  
sunny  
showers  
hot  
low temperature(s)

### Seasons

spring  
summer  
fall  
winter

### Months

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

### Describing Weather

**It looks ...**  
like  
as if  
nice  
as though  
very  
all right

# UNIT 15: Lifestyle

**Main Activities:** pages 72–74

**Interaction Link:** page 75

**Self Study:** page 94

**Warm Up:** CD 2, track 63

**Listening Task:** CD 2, tracks 64–68

**Real World Listening:** CD 2, tracks 69–71

## Unit Overview

In this unit students listen to extracts about preferences in and qualities of living areas. Two people living on the International Space Station are interviewed in the Real World Listening section. In the Interaction Link, students will design their own private island.

## Vocabulary Focus

airport, convenience stores, grass, trees, hiking trails, library, parking, movie theaters, public transportation, shopping malls, wide-open spaces, rural, urban, suburban

## Useful Expressions

I like a place that has ...

I need to be near ...

I like a small-town feel.

I enjoy the pace of a big city.

... is not for me.

## Communication Strategy

Ask additional questions to keep a conversation going. You can ask questions about details, like: “How far is it?” How long does it take to get there?” Or you can ask about personal views, such as: “What do you like about it?”

## Listening Strategy Focus

**Predict:** Think about the ideas before listening.

**Ask:** Think of and ask questions to understand more of what you hear.

**Respond:** Talk about what you have heard.

## Concept Check

The city, the countryside, the suburbs, or out in space:  
Where do you want to live?

## WARM UP

### Introduce the Topic

Choose one activity to introduce the topic.

1. Build your neighborhood with Cuisenaire rods or blocks, or draw it on the board. Show students where certain buildings and landmarks (mountains, trees, etc.) are. *T: This is where I live. There's a lake by my house. Across the street there's a store.* Ask questions about your neighborhood. *T: Is this a park? Where is the bank?* Have students ask you questions about your neighborhood.
2. Have several students draw their neighborhoods on the board. Encourage the other students to ask questions.

### Warm Up

1. Start the activity. *T: Open your books to page 72. We're going to listen to people talking about why they like where they live. Use the words in the box to complete their sentences.*
2. Allow students some time to finish. *T: Now listen and check.*
3. Play the audio (CD 2, track 63).
4. Elicit answers from students. *T: Please read the (first) one.*

### Answers

1. transportation
2. parking
3. suburbs
4. trees
5. conveniences
6. traffic
7. countryside
8. spaces
9. trails

### Pairwork

Put the students in pairs. *T: You've heard people telling about why they like the place they live. They chose the place because of certain features: transportation, the environment, conveniences. Which things are most important to you? Talk to your partner about what you would think about when choosing where to live.*

### Teaching Tip

Online resources can help you supplement lessons in interesting ways. Bring in photos from real estate ads. These can often be found online if there are none available locally. Showing a photo of a home in an urban area, for example, ask students if they can tell what is nearby. *T: What might be near this house? Shops? A bus station?* Compare with a photo of a house in a rural area. *T: What might be near this house? Fields? Trees? Animals?* Be sure students understand the difference between the countryside, the city, and the suburbs.

## SCRIPT

1. What do I like about living in the city? Oh, lots of things. First of all, there's lots of shops and movie theaters. And then you have public transportation to get around, which is good, because there isn't much parking if you drive a car.
2. I don't mind working in the city, but I like living in the suburbs. It's nice and quiet and there's more grass and trees. You still get some of the conveniences of the city, like stores, coffee shops, and movie theaters, but not the noise or traffic.
3. What I like best about living in the countryside is the wide-open spaces and the fresh air. There's lots of green trees and hiking trails. We don't have a shopping mall or a big supermarket, but there is a nice country store that sells organic fruits and vegetables, and fresh bread.

# LISTENING TASK

## Preparation Question

1. Introduce the activity. *T: Now look at the Listening Task on page 73. What kind of area do you live in? Is it in the city, the suburbs, or the countryside?*

## First Listening

1. Explain the task. *T: Listen for the kind of area each speaker lives in. Check the word under the picture. Let's do the first one together.*
2. Play the instruction audio (CD 2, track 64). *T: Which kind of area does he live in? Right, you checked "suburbs" under the picture. Now let's do the rest.*
3. Play the audio (CD 2, tracks 65–68).
4. Elicit answers from students. *T: (name). What did you check for number (2)?*

### Answers

- |            |                |
|------------|----------------|
| 1. suburbs | 3. countryside |
| 2. city    | 4. city        |

## Second Listening

1. Explain the task. *T: This time, listen for what each speaker likes about the place where they live. Write a phrase describing what they like in the space provided. There may be more than one correct answer for each number.*
2. Play the audio (CD 2, tracks 65–68).
3. Elicit answers from students. *T: (name). What is one thing the first speaker likes about the place where she lives?*

### Answers

(Answers may vary.)

1. trees or stores/shopping center/convenience store/health food store/coffee shop/gas station
2. convenient to shopping and the university
3. wide-open spaces/hiking/fishing
4. convenient to restaurants/shopping/work

## Pairwork

Put the students in pairs. *T: We've heard about why these people like the places they live. Do you like the place you live now? Why? Why not? Talk with your partner about some of the things you like or dislike about where you live.*

## SCRIPT

1. **A:** Hey, this is a nice area. How long have you lived here?  
**B:** Oh, about ten years. I wouldn't want to live anywhere else.  
**A:** That good, huh?  
**B:** Yeah, I mean you've got all of these trees, the little shopping center around the corner.  
**A:** What kind of stores are there?  
**B:** Well, there's a convenience store, a health food store, a coffee shop. And there's a gas station right across the street.  
**A:** Not bad, but doesn't it take you a long time to get to work in the city?  
**B:** Nope, only about 20 minutes.
2. **A:** How do you like your new place?  
**B:** Oh, it's great. It's so convenient.  
**A:** Yeah, in what way?  
**B:** Well, there's lots of restaurants, shopping malls, and the grocery store is just a block away.  
**A:** How far is it from school?  
**B:** A couple of miles, but there's a subway station across the street and the train goes right to the university.  
**A:** Sounds great. I'd like to check it out sometime.  
**B:** Sure, you're welcome anytime.
3. **A:** Sorry I'm a little late. There was an accident on the freeway.  
**B:** Freeway? Where do you live?  
**A:** I live out in Jasper, about 75 kilometers from here.  
**B:** That must take forever. Couldn't you find a place you like that's closer?  
**A:** Oh, I don't mind the drive. Besides, I love the wide-open spaces out where I live.  
**B:** What about shopping and going to the clubs on weekends?  
**A:** Nah, I prefer hiking, fishing, stuff like that.  
**B:** That does sound nice, but I could never get used to the drive.
4. **A:** Did you find a new place yet?  
**B:** Yeah, it's right across from the library.  
**A:** The one downtown?  
**B:** Yep, right around the corner from the Westfield shopping mall.  
**A:** Which is great for you because shopping is your favorite hobby.  
**B:** And eating is another one. There's some great restaurants in my neighborhood.  
**A:** How about parking?  
**B:** Not so much, so I had to sell my car. But there's a bus stop in front of my apartment building, and it's only five blocks to work.

# REAL WORLD LISTENING

## Concept Check

The city, the countryside, the suburbs, or out in space: Where do you want to live? Check that students understand the main concepts of the conversations with the questions like these. *T: What do you need to live comfortably? If you could have all of these things in space, would you live there? What would be the hardest part of living in space?*

## Prepare

1. Introduce the activity. *T: Look at the top of page 74. Have the students look at the pictures. Ask questions about them. T: What do you see in the pictures? What year is it?*
2. Play the audio (CD 2, track 69) to explain the directions. *T: It's the 22nd century. Fernando and Julie live on the International Space Station. Predict the things you think you are on the space station. Check the box next to each item.*
3. Elicit answers from a few students. *T: Which items did you check? Why?*
4. Play the audio (CD 2, track 70–71). *T: Listen and check your predictions.*
5. Check prediction results. *T: Who guessed correctly? Did you listen for the words you guessed?*

## Answers

rainforests, movie theaters, hiking trails, cities

## Get the Main Ideas

1. Explain the task. *T: First, look at the table. Julie and Fernando say different things that they like about the space station. They miss different things and have different jobs.*
2. Play the audio (CD 2, track 70–71).
3. Elicit answers *T: What does Julie like about the space station? How about Fernando?*

## Answers

**Julie:** Likes: seeing the stars clearly. Misses: flying home to see her parents for the holidays.

**Fernando:** Likes: the rainforest and hiking, waterfalls, rivers, fish and animals. Misses: his Jeep.

## Respond to the Ideas

Ask students to talk about the question with a partner. *T: A few people live and work on a space station today. Do you think this will be more common in the year 2125? What do you think it will be like? What do you think living on Earth will be like?*

## Teaching Tip

Remind students that asking questions can help them understand when listening. Talk about ways to ask and answer questions. *T: As you listen to the conversations, ask yourself what you are having trouble understanding. Then ask a classmate. Explain how classmates can help each other. T: If you are answering a classmate, try giving a hint before you answer.*

## SCRIPT

### Part 1. Sean McCain talks to Julie Morris.

**Sean:** This is Sean McCain, live with Julie Morris and Fernando Martinez from Gemini One, the International Space Station. Let's start with Julie first. Can you hear me Julie?

**Julie:** Yes, Sean, I can hear you.

**Sean:** Can you tell us what it's like living on the Gemini One?

**Julie:** The Gemini One is wonderful. It's not a lot different than living on Earth, really. We have entertainment, shopping, and lots of things to keep us busy in Gemini City, where I live. All of the modern conveniences that you have on Earth.

**Sean:** Can you give us some examples?

**Julie:** Examples? Sure. We have movie theaters, music clubs, restaurants.

**Sean:** How about food? Where does it come from?

**Julie:** I go shopping at the supermarket, just like people on Earth. You can get just about any kind of food here.

**Sean:** Is it expensive?

**Julie:** Well, the imported stuff from

Earth is, like watermelons. But most of the food is grown or made here, so it's not too expensive.

**Sean:** And do you work up there?

**Julie:** I'm an astronomer, so the best thing about living here is being able to see the stars so clearly. That's important to me.

**Sean:** So, is there anything you miss about Earth?

**Julie:** Yeah, I miss being able to see my parents for the holidays. It's expensive to fly home.

**Sean:** Thanks, Julie. Now let's see how Fernando likes living in space.

### Part 2. Sean McCain talks to Fernando Martinez.

**Sean:** Hello? Fernando?

**Fernando:** Sí, I'm here.

**Sean:** Now, Fernando, you don't live in Gemini City, do you?

**Fernando:** No, I live in the rainforest, just like I did back on Earth, in Venezuela.

**Sean:** The rainforest? Doesn't that waste a lot of space?

**Fernando:** No, not at all. Without the

rainforest we wouldn't be able to produce enough oxygen for the people who live here on Gemini. I teach in the Rainforest Heritage Center, where kids learn about how important the forest is for human survival.

**Sean:** And does it actually rain?

**Fernando:** Uh, yeah. We have developed a weather system much like you have on Earth.

**Sean:** What other types of things can you find there?

**Fernando:** Well, there are hiking trails, waterfalls, and rivers with all kinds of fish, and many of the animals that typically live in rainforests.

**Sean:** And do you miss anything from Earth?

**Fernando:** Of course. I really miss my Jeep. We don't have gas-powered vehicles here. Only small electric cars and trains, but it keeps our air clean.

**Sean:** Well, we are just about out of time. Thank you for joining us today, Julie and Fernando.

**Julie and Fernando:** Our pleasure, Sean.

# INTERACTION LINK

## Private Island

1. Introduce the activity. *T: Open your books to page 75. Today you and a partner (or group) are going to have a chance to design your own private island. First write the details about your island in the chart, then draw your island. You'll be including information about the island's name, climate, landscape, animals, plants, population, transportation, entertainment, and shopping.*
2. Have students design their private island.
3. Have them practice talking about their island.  
*T: Pretend you are a reporter or a person visiting the island. Ask and answer questions about your island. For example, "What's the climate like there?" or "What kinds of animals live on your island?"*
4. Have students ask other pairs (or groups) about their space stations. *T: Once you have finished asking questions in your own group, go around the room and ask other groups about their islands.*

## Extension

1. If time permits, put students in pairs or small groups to discuss what they would do if they found themselves in any of the situations below
2. Call on students to explain what they would do in the situations they discussed with their groups. Try to call on at least one student from each group. **Optional:** Ask students if they have experienced anything similar to any of the situations they talked about. *T: What did you do in that situation? Why?*

**Situation 1:** Your fiancé wants to live in the countryside and you want to live in the city.

**Situation 2:** You have the opportunity to live in the first space city.

**Situation 3:** You must choose between a great job that's far from your home or a good job just a few blocks away.

**Situation 4:** The city wants to change your street into a highway.

## LEXICAL MAP

By the end of Unit 15, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

### Countryside

animals  
Earth  
grass  
hills  
stars  
rivers  
forest  
fresh  
fruits  
mountains  
vegetables  
yard

### City

entertainment  
humans  
neighborhood  
noise  
stores  
library  
vehicles  
theatres  
blocks

### Discussing Lifestyles

How do you like ... ?  
How long have ... ?  
I could never ...  
I don't mind.  
I wouldn't want to ... ?  
important to me  
do for a living  
Get used to it.  
In what way?  
It's kind of ...  
lots of things  
There's lots of ...  
Which is good.



# REVIEW UNIT 3: (Units 11–17)

Part 1: pages 76–77  
Part 2: pages 78–79

Part 1 Audio: CD 2, tracks 72  
Part 2 Audio: CD 2, tracks 73–82

## Unit Overview

In this unit students revisit the vocabulary, expressions, and constructions they learned in Units 11–15. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

## Topics

- Unit 11. Travel
- Unit 12. Food
- Unit 13. Schedules
- Unit 14. Weather
- Unit 15. Lifestyle

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 11–15. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class. Have students turn to one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for the unit. This will help them to recall the language they learned in the Listening Task and Real World Listening sections, as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Introducing the Review

1. Have students turn to page 76 in the Student Book. Present the activity. *T: Now we are going to do a review of units eleven to fifteen. Explain how the review is organized. T: Before you listen, let's look at the review. The review has two parts. In Part 1, you listen and fill in the correct words. Write the words on the lines. In Part 2, you will hear ten conversations. Listen to each conversation. Then answer the question. Circle your answer. Be sure to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Explain the scoring. As you present the information orally, write it on the board as well. *T: Part 1 is 30 points. An exact answer is 2 points, an almost correct answer is 1 point, and an incorrect answer is 0 points. T: In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0. Demonstrate how to circle an answer correctly. Write "b" on the board. T: The answer is "b." Make a complete circle around the letter b. Remind students that if they don't mark answers clearly, they can lose points on a standardized test.*

**Note:** You may want to “weight” the scores differently by assigning more or fewer points to each item.

### Presenting the Review

Present Review Unit 3 after students have finished Unit 15.

1. Present Part 1. *T: Now turn to page 76 and look at Part 1. Hearing the correct words. Listen and fill in the missing parts. Before students listen, have them read over the items. T: First read the sentence parts in the book. Give students time to read silently.*
2. Play the audio (CD2, track 72) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now turn to page 78 and look at Part 2: Understanding conversations. Listen to each conversation. Then answer the question. Before students listen, have them read over the items. T: First read the questions and answer choices in the book. Give students time to read silently.*
5. Play the audio (CD 2, tracks 73–82) as students write their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the class, or write the answers on the board, depending on the level of the class.
10. Play the audio for Part 2 (CD 2, tracks 73–82). Pause after each conversation and ask additional questions, such as:
  - Conversation 1:** Who will they call?
  - Conversation 2:** What time is his meeting tomorrow?
  - Conversation 3:** What ingredients go into the food?
  - Conversation 4:** Why did she eat one on the way home?
  - Conversation 5:** Why does the speaker want to be home Friday night?
  - Conversation 6:** Is she free before ten a.m.?
  - Conversation 7:** Would you like to live in Costa Rica or a place with similar weather? Why/Why not?
  - Conversation 8:** What kind of skiing does the speaker recommend?
  - Conversation 9:** What does he like about Jasper?
  - Conversation 10:** Where does the speaker shop in the countryside?

# REVIEW UNIT 3: (Units 11–17)

## Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use their scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to evaluate their progress. *T: How have your listening skills improved over the time you've been in this course? Think of what you can do to keep the skills you have developed.* Ask students to suggest ways they can practice listening outside of class, using such resources as movies, music, podcasts, and so on.
5. Review listening strategies. *T: Remember to use the listening strategies we have been practicing in these lessons: for this lesson, try to guess when there's some part you don't understand completely.*

## Teaching Tip

As students prepare to listen and answer questions in this review unit, remind them to use the strategy “respond,” which means “talk about what you have heard and relate it to your own experience.” *T: Think about what you have learned in this textbook. How can it help you to improve your listening and speaking skills? Do the stories remind you of any of your own experiences? Responding to what we hear helps us to understand and remember it better.*

# REVIEW UNIT 3: (Units 11–17)

## SCRIPT

### Part 1

1. Your attention, please. Flight 275 to Miami will be delayed for two hours.
2. I'm sorry. There are no window seats left. Would you like an aisle seat?
3. I'm sorry. All of our economy seats are sold out. How about business class?
4. Yum! This chocolate pudding is so rich and creamy.
5. You made this salsa? Mm. Nice and spicy, just the way I like it.
6. I need a drink. The popcorn was really salty.
7. Hi, Tom, I can't make that meeting on Monday. My schedule is pretty full. But Tuesday might not be impossible.
8. Sheila. It's Tom. Tuesday, huh? Looks like I'll be too busy then. I'm booked solid all day. Can you make it Wednesday?
9. Hi, Tom. Sheila here. Uh, I might be able to squeeze it in on Wednesday. It'll be tight, though.
10. In the spring, the city of Washington is breezy and there are frequent showers. The ground is very damp, so flowers begin sprouting.
11. When summer comes, there may be storms with thunder and lightning, or it can be scorching hot. Late summer gets humid, and people try to avoid the muggy heat in the city by going to the countryside or the beach.
12. Winter brings freezing rain, low temperatures, and overcast skies. School children hope that light snow flurries will change into a blizzard so that school will be canceled for a few days.
13. What do I like about living in the city? Oh, lots of things. First of all, there're lots of shops and movie theaters. And then you have public transportation to get around, which is good because there isn't much parking if you drive a car.
14. What I like best about living in the countryside is the wide-open spaces and the fresh air. There's lots of green trees and many hiking trails.
15. We don't have a shopping mall or a big supermarket, but there is a nice country store that sells organic fruits and vegetables, and fresh bread.

### Answers

1. Flight 275
2. aisle seat
3. business class
4. rich and creamy
5. spicy
6. really salty
7. pretty full
8. booked solid
9. squeeze it in
10. breezy
11. scorching hot
12. snow flurries
13. isn't much parking
14. wide-open spaces
15. country store

# REVIEW UNIT 3: (Units 11–17)

## SCRIPT

### Part 2

- A:** Do you have your passport, honey?  
**B:** Oh, shoot! I forgot it.  
**A:** Oh, we don't have time to go back home and get it. What are we gonna do?  
**B:** Why don't we call Susan and ask her to bring it? I think she's at home.  
**A:** Good idea. She should have plenty of time.  
**B:** Good thing we got here early.
- A:** I'm sorry, sir. Both business class and economy are sold out.  
**B:** Mm. Is there space on the next flight?  
**A:** Yes, I can book you on the first flight tomorrow morning.  
**B:** Tomorrow morning? I gotta get out of here tonight. I have to be at a meeting tomorrow at 8 a.m.  
**A:** Hold on. Let me check something out. Oh, we do have space in first class.  
**B:** Oh, all right. I'll take it.
- When I pass a Chinese restaurant and smell the food, I always think of how my grandma used to make potstickers. She'd roll out the dough into little circles and fill them with just the right amount of ground meat and veggies, mixed together and flavored with a few spices. The trick to making them really good is to fry them a little, then steam them in a bamboo steamer. Then you just dip them in some soy and vinegar sauce, and they're perfect.
- Unless you've been to Mexico, you don't know what good tortillas are like. Here they're like cardboard! Back in Mexico, I'd be the one who went to the tortilla lady in the afternoon to pick up the tortillas for my family. Anyway, when they're hot and fresh, they taste good by themselves, but with some beans or something. Oh, yeah, they were good. I'd always eat one on the way home.
- This schedule is impossible! I've got the conference tomorrow through Tuesday in Chicago and then fly straight from there to New Delhi to meet with a client on Thursday. If I can get a flight out of India Thursday night, I can still make it back for Billy's concert at school on Friday night. Let's see. Perfect. 11:50 p.m.! I'll be exhausted, but I'll be there.
- Sheila:** Hi, it's Sheila. I'm not sure about Thursday. But Friday's schedule is pretty light. In fact, it's wide open after about ten in the morning. Let me know.
- Good morning from San Jose, Costa Rica. We're having the same weather as always. Damp and warm with daily showers. Perfect for hiking in the national park when the rain lets up.
- Hello from the Arctic North. Here in Edmonton, Alberta, it's snowy and cold. The temperature dipped way below freezing last night, and we've got a fresh layer of snow. Yahoo! I'm going to enjoy some of that powder snow skiing. See you on the slopes.
- A:** Sorry I'm a little late. There was an accident on the freeway.  
**B:** Freeway? Where do you live?  
**A:** I live out in Jasper, about 75 kilometers from here.  
**B:** That must take forever. Couldn't you find a place you like that's closer?  
**A:** Oh, I don't mind the drive. Besides, I love the wide-open spaces out where I live.  
**B:** What about shopping and going to the clubs on weekends?  
**A:** Nah, I prefer hiking, fishing, stuff like that.  
**B:** That does sound nice, but I could never get used to the drive.
- What I like best about living in the countryside is the wide-open spaces and the fresh air. There's lots of green trees and hiking trails. We don't have a shopping mall or a big supermarket, but there is a nice country store that sells organic fruits and vegetables, and fresh bread.

### Answers

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