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Unit 4

How was your weekend?

01 Warming-Up

Look at the pictures below. Look at the words in the box. Write the correct expression under each picture. Write each word in the past tense.



did her homework

- ◆ do homework ◆ go to a movie ◆ do the laundry
- ◆ cook dinner ◆ clean the room ◆ clean the bathtub
- ◆ wash the dishes ◆ work

Compare your answers with a partner.

What are some other things that people do on the weekend? Make a list.

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

Compare your answers with a partner.

02 Warming-Up

Work with a partner. Make your own questions for 4 and 5. Then ask a partner these questions.

Questions

1. Did you study last weekend?
2. Did you work at a part-time job last weekend?
3. Did you cook something last weekend?
4. _____
5. _____

Answers

.....

.....

.....

.....

.....

03 Getting the Basic Idea

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



.....

.....

.....

.....

.....

.....

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

Track 21

Part 3: Check your answers with a partner.

04 Getting Details

Listen again. Answer the questions below.

Track 21

Conversation 1:

1. What did she do?
2. Where did she go?
3. Who did she go with?
4. What kind of place was it?

Conversation 2:

1. How was her weekend?
2. What did she do?
3. What did he not finish?

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A → page 99
Student B → page 119

06 Spotlight on Listening

Sounds can *disappear*.

NOTE: Often the 't' sound is not said. This can happen when a consonant sound ends a word and a consonant sound begins the next.

NOTICE

Did you finish that report?

Did you finish that ~~report~~?

Hear It!

Listen to the sentences below. Draw a line through the sounds that are not spoken.

Track 22

1. What did you do?
2. Really. How was it?
3. ... that sort of thing.
4. How about you?
5. No, not yet.

Check your answers with a partner.

Use It!

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

Track 23

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

A: I concert last night.

B: How ?

A:

B: Really? ?

A: It was downtown, Civic Center.

Check your answers with a partner, then check with your teacher.

Practice this conversation with your partner.

07 Spotlight on Memory

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

Track 24

08 Spotlight on Speaking

Part 1: Read the following.

Questions can build conversations.



Part 2: Look at the list of questions below. All of these questions can help you build conversations.

- ☐ What did you do? ☐ Where was it? ☐ Where did you go?
- ☐ Who did you go with? ☐ How was it? ☐ How about you?

Listen to the conversations again. Check the questions you hear.

Track 21

Part 3: Look at the conversation below. Think of good questions to ask. Use *who*, *what*, *when*, *where*, *how* and *why* to make questions.

A: What did you do?

B: I saw a movie.

A: ?

Who: [The American Cancer Society](#) and [the National Cancer Institute](#) are the two leading cancer research organizations in the U.S. The ACS is a nonprofit organization that has been around since 1917. The NCI is a federal agency that has been around since 1937.

What: _____

When: _____

Where: _____

How: [Download the software](#) and follow the instructions.

Why: [Aristotle](#) believed that the purpose of education was to develop the intellect and character of the individual, and that this could be achieved through a combination of theoretical and practical learning. He argued that education should be tailored to the individual's natural abilities and interests, and that it should be a lifelong process. Aristotle's ideas on education have influenced many educational systems and theories, including the concept of the liberal arts and the emphasis on critical thinking and reasoning.

Compare your questions with a partner.

09 Trying What You've Learned

Work with a partner.

Student A -----▶ **page 97**

Student B **page 117**

10 Using What You've Learned

Work in groups. Tell your group about your weekend. Other people listen and take notes. Ask questions, for example, *who, what, when, where, how* and *why*.

The image displays three identical weekly calendar templates arranged horizontally. Each template is for the weekend, specifically Friday, Saturday, and Sunday. The days are labeled in large, bold, black text at the top of each column. Below the day labels are six rows of time slots, each represented by a small, empty square box. The boxes are arranged in a 6x6 grid for each day. The entire calendar is set against a light blue background with a subtle grid pattern. The days of the week are labeled as follows:

- Friday**
- Saturday**
- Sunday**

11 Spotlight on Vocabulary

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

Yes / No

☐ ☐ weekend

☐ ☐ spend

☐ ☐ nothing special☐ ☐ do the laundry☐ ☐ not bad

Yes / No

☐ ☐ go out

☐ ☐ build

☐ ☐ tiring

☐ ☐ consonant

☐ ☐ disappear

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

12 At Home

Listen to Track 25. Answer the questions.

Track 25

1. What did she do?.....
2. What did he do?.....
3. Did he finish all his reports?.....

Unit 5

What do you do?

01 Warming-Up

Look at the following pictures. Write the correct job under each picture. Use the words in the box below to help you.



- ♦ teacher
- ♦ taxi driver
- ♦ nurse
- ♦ doctor
- ♦ pilot
- ♦ designer
- ♦ farmer
- ♦ clerk
- ♦ director
- ♦ engineer
- ♦ mechanic
- ♦ cook

Work with a partner. Put the jobs above into the categories below. Jobs where people...

wear a uniform	use tools	help people	make something
.....
.....
.....
.....
.....

Work alone. Can you think of other jobs where people wear a uniform, use tools, help people or make something? Try to write down two more jobs for each category.

When you finish, compare your answers with another pair.

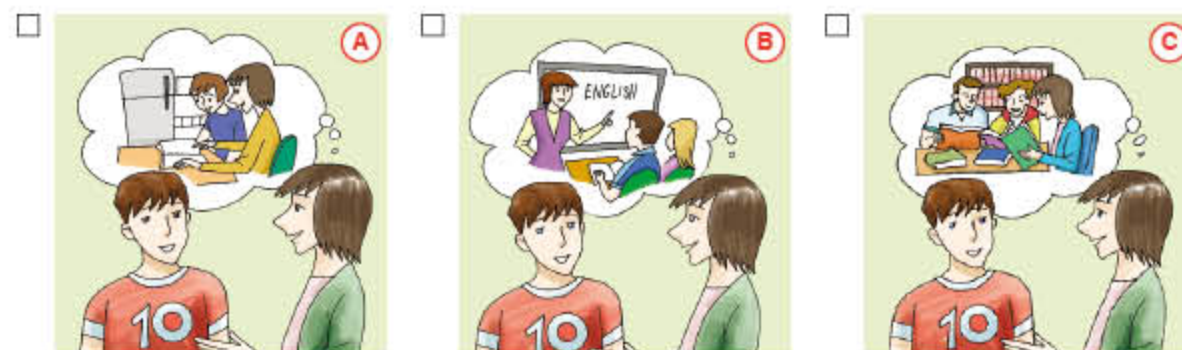
02 Warming-Up

Ask your classmates the following questions.

Questions	Partner 1	Partner 2	Partner 3
1. What do you think is an interesting job?
2. What do you think is a boring job?
3. What do you think is a hard job?
4. What do you think is an easy job?

03 Getting the Basic Idea

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



Part 2: Listen to the conversation. Check the correct picture.

Part 3: Check your answer with a partner.

04 Getting Details

Listen again. Circle the correct information about Jasmine.

- Jasmine...
 - helps her students with their homework.
 - gives her students tests.
 - helps her students review their lessons.
 - listens to easy Spanish.
- Jasmine doesn't teach...
 - math.
 - geography.
 - art.
 - Spanish.
- Tomorrow Jasmine will help...
 - four high school girls for their midterm English test.
 - a junior high school boy for his math test.
 - a junior high school girl for her midterm math test.
- Jasmine...
 - thinks her job is boring.
 - enjoys and likes her job.
 - is not happy with her payment.

Check your answers with a partner.

05 Practicing

Work with a partner.

Student A → page 101
Student B → page 121

06 Spotlight on Listening

People stress important words.

NOTE: Usually, (but not always) the words that are not stressed are the grammar words, (prepositions, auxiliaries, pronouns, articles, conjunctions, and so on). See units 1 and 3.

NOTICE

What do you do?

What do you do?

Hear It!

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

Track 27

- | | |
|-------------------------------------|----------------------------------|
| 1. a What do you teach? | b What do you teach? |
| 2. a How many students do you have? | b How many students do you have? |
| 3. a What are you doing tomorrow? | b What are you doing tomorrow? |
| 4. a I learn a little. | b I learn a little. |

Check your answers with a partner.

Work with your partner. Practice saying these sentences.

Use It!

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

Track 28

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

- She _____ in a _____.
- I'm a _____ at a _____.
- Where _____ work?
- _____ brother works _____ hospital.

Check your answers with a partner.

Look at *Spotlight on Listening* on page 19. In English there are weak vowels /ə/. Listen to the sentences again. Are there weak vowels? Circle them. Are they in stressed or unstressed words?

Work with a partner. Practice saying these sentences.

07 Spotlight on Memory

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

Track 29

08 Spotlight on Speaking

Part 1: Read the following.

Use examples to help explain things.



Part 2: Listen to the conversation again. Check the examples the speaker says.

Track 26

- ☐ for example, I help them with their homework, or help them review their lessons.
- ☐ for example, we often review her classwork from school.
- ☐ for example, math, science, English and Spanish.
- ☐ for example, tomorrow I'm helping her study for her midterm math test.

Check your answers with a partner.

09 Trying What You've Learned

Work with a partner.

Student A → page 102
Student B → page 122

10 Using What You've Learned

Work in groups.

Part 1: Think of jobs and write them into the boxes below. You can write down some of the jobs you studied in Warming-Up on page 32.

☐ use tools

mountain guide

☐ wear a uniform

baseball player

☐ help people

rescue worker

☐ make something

factory worker

☐ talk to people

tutor

☐ use a computer

graphic designer

☐ sell something

sales clerk

☐ get a lot of money

politician

Part 2: Choose one of the jobs above. Don't tell your partners. Describe the job to your partners. Listen and guess the job.

11 Spotlight on Vocabulary

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

Yes / No

☐ take turns

☐ during

☐ boring

☐ qualification

☐ license

Yes / No

☐ saw (noun)

☐ skill

☐ tutor

☐ mechanic

☐ tool

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

12 At Home

Listen to Track 30. Answer the questions.

1. What does he do?
2. What kind of place does he work in?
3. What jobs does he do?
4. What foods does he make?

Track
30

Unit 6

I get to work at eight

01 Warming-Up

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



◆ put on makeup

◆ have a shower

◆ make coffee

◆ get up

◆ wake up

◆ brush (her) teeth

◆ have breakfast

What order do you do these in each morning? Number them. Write '1' under the thing you do first, write '2' under the thing you do second, and so on. When you finish, compare your order with a partner.

02 Warming-Up

Look at the questions below. Ask your classmates questions.

☐ Questions

☐ Partner 1

☐ Partner 2

☐ Partner 3

1. What time do you get up on (choose a day)?
2. Do you brush your teeth before you have breakfast?
3. What time do you go to school on (choose a day)?
4. Do you have a shower before you have breakfast?
5. What time do you get to school on (choose a day)?
6. What time do you go home on (choose a day)?

03 Getting the Basic Idea

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



Part 2: Listen to the conversation. Check the correct picture.

Part 3: Check your answer with a partner.

Track
31

04 Getting Details

Listen again. Circle the correct times.

wake up	3:15	3:05
leave home	3:45	3:35
start work	around 4:15	around 4:00
finish work	around 5	around 5:30
get up again	7:15	7:30

Check your answers with a partner.

Track
31

05 Practicing

Work with a partner.

Student A page 101
Student B page 121

06 Spotlight on Listening

In English there is a weak vowel.

NOTE: The weak vowel, or central vowel, is the schwa /ə/. It sounds like 'a' in the word 'above'. See unit 2.

NOTICE

I go to work at 3:45.

I go t(o) work (a)t 3:45.

Hear It!

Listen and circle the weak vowels that you hear.

Track
32

1. What do you do?
2. You go to work at 3:45? That's early.
3. Then I go home and go back to bed for an hour.
4. Yeah. I get up at 7:30 and go to school.

Compare your answers with a partner.

Practice saying these sentences.

Use It!

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

Track
33

NOTE: Some words are easy to hear. Other words are difficult to catch. You might need to guess.

A: What time start work?

B: usually get work nine.

A: What time finish work?

B: usually finish five six.

Check your answers with a partner, then check with your teacher.

Practice this conversation with your partner.

07 Spotlight on Memory

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

Track
34

08 Spotlight on Speaking

Part 1: Read the following.

Repeat to check key information.



Part 2: Listen to the conversation again. Write down the missing expressions.

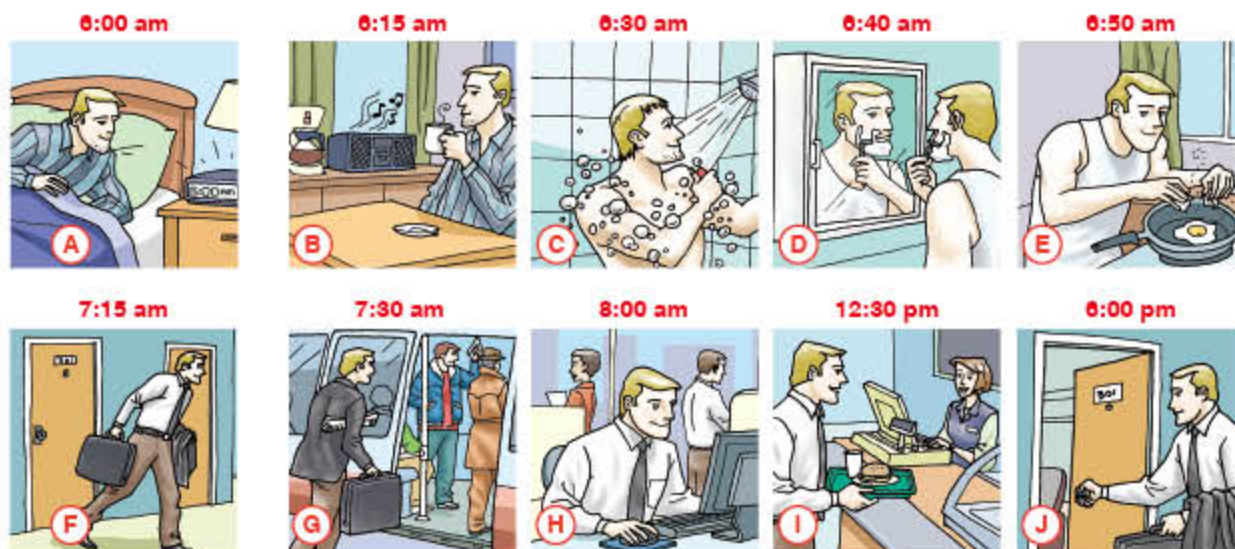
Track 31

- A: What do you do?
 B: Oh, I deliver newspapers.
 A:
 B: Yeah. So every morning I get up early. I wake up at 3:15.
 A:
 B: Yeah, then I get up and have a cup of tea, I go to work at 3:45.
 A:? That's early.
 B: Yeah, I know. I start around 4 and finish around 5:30. Then I go home and go back to bed for an hour.
 A:?

09 Trying What You've Learned

Work with a partner. Look at the pictures below.

Student A: Describe the person's day. Student B: Listen and repeat the key information.



10 Using What You've Learned

Part 1: Work with a partner. Describe the person's day to your partner. Listen, take notes and repeat the key information.

Student A page 103

Student B page 123

Part 2: Work in groups of three or four. Describe your day to the group. Listen and take notes.

Name

.....

.....

.....

.....

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Name

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Name

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.....

.....

Name

.....

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.....

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ deliver
- ☐ ☐ tough
- ☐ ☐ schedule
- ☐ ☐ get dressed
- ☐ ☐ get ready

Yes / No

- ☐ ☐ shave
- ☐ ☐ put on makeup
- ☐ ☐ brush (your) teeth
- ☐ ☐ wake up
- ☐ ☐ get up

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

12 At Home

Listen to Track 35. Answer the questions.

Track 35

- Where does she live?
- What time does she get up?
- What does she do before going to work?
- What time does she leave home?
- What time does she start work?