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Unit 3

What do you call it?

01 Warming-Up
Look at the picture below. Draw lines from the descriptions in the boxes to the objects in the picture.

◆ It's made of wood

◆ It's used for cutting

◆ It's made of metal

- ◆ It's used for picking things up •
- ◆ It's used for holding things •
- ◆ It's square (squarish) •

- ◆ metal
- ◆ long and thin
- ◆ square
- ◆ cutting things
- ◆ measuring things
- ◆ wood

The diagram consists of three green rectangular boxes arranged horizontally. Each box contains a small square icon followed by text. The first box has a square icon with a circle inside and the text 'Shape round'. The second box has a square icon with a circle inside and the text 'Used for... holding things'. The third box has a square icon with a circle inside and the text 'What it's made of glass'.

Work with a partner. Choose an object from the picture. Write down words for each object under each category above.

20 Unit 3 What do you call it?

寂天文化，版權所有

02 Warming-Up

Work with a partner. Choose three objects from the picture on page 21. Give your partner hints about the objects in the picture. Your partner should listen and point to the object you are describing.

For example: A: *It's made of wood. It's used for cutting. It's squarish.*
B: *This?*

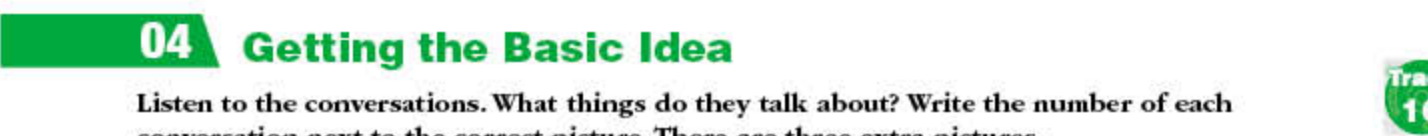
For example: A: It's made of wood. It's used for cutting. It's squarish.
B: This?

03 Before You Listen

Read the descriptions in the box. What objects can they describe? Write in the letters of the objects.

1. It's used for picking things up. C, D, E, F 2. It's made of metal. _____

3. It's made of wood. _____ 4. It's used for opening things. _____



Listen to the conversations. What things do they talk about? Write the number of each conversation next to the correct picture. There are three extra pictures.

05 Practicing

Work with a partner.

Student A ➔ **page 101**
Student B ➔ **page 124**

06 Spotlight on Listening

Sounds disappear. Sounds link together.
See unit 1.

NOTICE >>> What do you call it? >>> What do you call it?

Hear It!

Listen and mark the sounds that link together. Cross out all the sounds that disappear.

Track
17

1. Uh, I'm looking for, you know, oh what do you call it, for opening a bottle of wine.
2. Yeah. That's it. Thanks.
3. Let's see, uh, scoops are right over here.
4. Yeah, I guess so. Um, can you show me one?

Check your answers with a partner.

Use It!

Listen and complete the sentences below.

Track
18

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

1. It's plastic.
2. It's big forks.
3. People use it things.
4. It's for cooking.

Check your answers with a partner.

07 Spotlight on Memory

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

Track
19

08 Spotlight on Speaking

Part 1: Read the following.

You can talk around the words you don't know. You can describe how it is used, or what it is made of, or what it looks like, and so on.



Part 2: Listen to the conversations again. Check how the speakers describe each thing.

Track
16

Conversation 1

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what people use it for.

Conversation 2

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what people use it for.

Conversation 3

They describe...

- ☐ what it is made of.
- ☐ how it is used.
- ☐ what people use it for.

Part 3: Match the words on the left with the words on the right to make sentences.

- | | |
|---------------------|---|
| They are made of ● | ● cutting up fruits, vegetables, fish and meat. |
| They are used for ● | ● are usually square. |
| People use ● | ● wood or sometimes plastic. |
| These ● | ● these when they cook. |

What do you think is being described?



Work with a partner. Read the sentences to your partner.

Student A page 106
Student B page 129

09 Trying What You've Learned

Work with a partner.

Student A page 99
Student B page 122

10 Using What You've Learned

Work in groups. Look at the picture below. Choose objects in the picture and describe the objects to the other people in your group. Take turns.



11 Spotlight on Vocabulary

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

Yes / No

- | | | |
|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | pick up |
| <input type="checkbox"/> | <input type="checkbox"/> | hold |
| <input type="checkbox"/> | <input type="checkbox"/> | measure |
| <input type="checkbox"/> | <input type="checkbox"/> | square |
| <input type="checkbox"/> | <input type="checkbox"/> | squarish |

Yes / No

- | | | |
|--------------------------|--------------------------|---------|
| <input type="checkbox"/> | <input type="checkbox"/> | metal |
| <input type="checkbox"/> | <input type="checkbox"/> | collect |
| <input type="checkbox"/> | <input type="checkbox"/> | round |
| <input type="checkbox"/> | <input type="checkbox"/> | basket |
| <input type="checkbox"/> | <input type="checkbox"/> | rubber |

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 20. Listen and write down details.

1. Where are the two men talking?
2. What does the first man want?
3. What does the man say to describe these things?
4. Do they have these things?

Track
20

Unit 7

Are you gonna go to France?

01 Warming-Up

Part 1: Look at the pictures below. Write a short description under each picture.

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Part 2: Work with a partner. Read out the sentences to your partner. Listen and write the sentences down.

Student A → page 117
Student B → page 133

02 Warming-Up

Work with a partner. Ask your partner the following questions. Make a note of their answers.

Questions

What do you usually do in the summer?

What did you do last summer?

What are you going to do next summer?

Partners' Answers

Change partners. Ask your new partner these questions.

Change partners again, several times. What do most people like to do in the summer?

03 Getting the Basic Idea

Listen to the conversation. Check the boxes to answer the questions.

- How many people are talking? ☐ 2 ☐ 3 ☐ 4
- How many people are going to go somewhere? ☐ 1 ☐ 2 ☐ 4
- What topics do they mention? ☐ part-time job ☐ final exam ☐ language school
☐ homework ☐ family ☐ summer holiday

04 Getting Details

Listen again. Connect the information on the left with the information on the right, then answer the questions below.

- | | |
|-----------|-------------------------------------|
| Susan ● | ● not going anywhere |
| Melissa ● | ● going to study abroad |
| Cynthia ● | ● going to study a foreign language |
| | ● going to work |

- Where do Melissa and Cynthia want to go?
- Where is Rouen?
- What are Melissa and Cynthia going to do?
- When is Sue going to work?
- Why does she have to work?

Compare your answers with a partner.

05 Practicing

Work with a partner.

Student A → page 110
Student B → page 134

06 Spotlight on Listening

In casual English: going to sometimes sounds like *gonna*
 want to sometimes sounds like *wanna*
 have got to sometimes sounds like *gotta*

NOTE: This is not formal English. It is casual. It may not be polite in some situations.

NOTICE

I'm going to go to France I'm gonna go to France
 I want to go I wanna go
 I have got to study I gotta study

Hear It!

Listen to the following sentences. Write in the missing words.

Track
37

1. C: What are you do there?
2. A: Oh, I go somewhere this summer! What are you study?
 B: French.
3. A: Yeah, I go too! But I stay here and work.
4. A: Yeah, she's go to France and we're staying here working.
 B: Yeah, well before I go, I'm working too. I save some money, you know.

Compare your answers with a partner.

Work with a partner. Practice saying these sentences.

Use It!

Listen to the following conversation. Write in the missing words.

Track
38

1. A: What are you do this weekend?
 B: I work.
 A: Really? We're go shopping downtown.
 B: Yeah, I go. I really do. But I work.

Compare your answers with a partner.

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
39

08 Spotlight on Speaking

Part 1: Read the following.

Check your understanding by describing what someone has said in your own words. This is called *paraphrasing*.



Part 2: Work with a partner. Listen to the conversation again. Paraphrase what the speaker says. Take turns.

Track
36

09 Trying What You've Learned

Work with a partner.

Student A page 114
 Student B page 132

10 Using What You've Learned

Part 1: Work with a partner. Interview your partner. Ask about their summer plans. Write their answers in the spaces below.

Name:

What:
 When:
 Where:
 Who with:
 Other details:

Next, use your notes. Paraphrase your partner's future plans.

Part 2: Work in groups. Tell your group about the summer plans of your partner in *Part 1*. Write down what other group members say about their partners.

□Name:

What:
 When:
 Where:
 Who with:
 Other details:

□Name:

What:
 When:
 Where:
 Who with:
 Other details:

□Name:

What:
 When:
 Where:
 Who with:
 Other details:

□Name:

What:
 When:
 Where:
 Who with:
 Other details:

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ vacation
☐ ☐ several
☐ ☐ probably
☐ ☐ work out
☐ ☐ amusement park

Yes / No

- ☐ ☐ gym
☐ ☐ graduate school
☐ ☐ top marks
☐ ☐ calculus
☐ ☐ festival

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 40. Answer the following questions.

Track
40

- What are they talking about?.....
- What is the woman going to do?.....
- Where is she going to go?.....
- When is she leaving?.....
- Who had a baby?.....
- What is he going to do?.....

Unit 10

It's east of Seattle

01 Warming-Up

Look at the words in the box below. Put them into the correct category.

- | | | | |
|---------------|----------------|----------------|--------------------|
| ◆ southwest | ◆ on the coast | ◆ near the sea | ◆ museum |
| ◆ agriculture | ◆ mild | ◆ warm | ◆ smoked salmon |
| ◆ tea | ◆ tourism | ◆ humid | ◆ leisure industry |
| ◆ government | ◆ tropical | ◆ local crafts | ◆ manufacturing |

□Location

□Climate

□Economy

□Famous Things/Souvenirs

- ◆ Work with a partner. Try to add two more words to each category.
- ◆ Compare your words with another pair.
- ◆ Do any of these words describe a large city close to you? How about other cities in your country?

02 Warming-Up

Ask two people these questions. Write their answers down.

□Question	□Partner 1	□Partner 2
1. Is there anything famous in your hometown?		
2. Is your hometown urban, suburban or rural?		
3. What are some of the main industries there?		
4. Where is your hometown?		
5. What do you like about your hometown?		

03 Getting the Basic Idea

Part 1: Look at the pictures below. 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 51

04 Getting Details

Part 1: Listen again. Check the topics they mention.

- | | |
|---|-------|
| <input type="checkbox"/> location | |
| <input type="checkbox"/> companies | |
| <input type="checkbox"/> transportation | |
| <input type="checkbox"/> climate | |
| <input type="checkbox"/> food and drink | |
| <input type="checkbox"/> souvenirs | |

Listen again and write in what they say about each topic.

Part 2: Look at the maps below. Which maps show Redmond, Everett and the baseball stadium? Write the letter of the correct map for each.

1. ___ Redmond 2. ___ Everett 3. ___ the baseball stadium



05 Practicing

Work in group of three. Read out your city description to your partners. Your partners will try and guess what famous city you are describing.

Student A → page 112
Student B → page 118
Student C → page 135

06 Spotlight on Listening

Words that are not stressed are often weak. They are squeezed between the stressed syllables.

See units 0, 2 and 5.

NOTICE

It's east of Seattle >>> It's east of Seattle

Hear It!

Listen to the following. Put a circle over the words that are stressed. Cross out the weak vowels.

Track 52

1. Yeah, just north of Seattle.
2. Yeah, I went to school there.
3. Seattle? Lots of things.
4. In the south part of town, near the center.

Check your answers with a partner.

Use It!

Listen and complete the sentences below. You will probably need to listen to this three or four times.

Track 53

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

1. The _____ agriculture.
2. It's _____ summer.
3. There's a castle _____ town.
4. The city _____

Check your answers with a partner.

08 Spotlight on Speaking

Part 1: Read the following.

Listen actively. Use small comments to show you are following the conversation.
For example:

◆ Uh-huh ◆ Really? ◆ I see ◆ Is that right?



Part 2: Listen to the conversation again. Check the follow-along replies you hear for each phrase.

Track 51

	□ Uh-huh	□ Is that right?	□ I see	□ Really?
1. No, not really, Everett. But it's near Seattle...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Yeah, just north of Seattle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... and I don't know that much about Seattle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Well, Seattle's famous for seafood, salmon, crab...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It's often a little cool, and at night it cools down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What other small replies (listening sounds) do you hear? Make a note below.

.....

.....

Compare with a partner.

07 Spotlight on Memory

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

Track 54

09 Trying What You've Learned

Work in groups of four. First make notes about your hometown. Then introduce your hometown to the group. Make notes about the hometowns of your group members.

Your hometown	Group Member 1
◆ Name:	◆ Name:
◆ Hometown:	◆ Hometown:
◆ Location:	◆ Location:
◆ Climate:	◆ Climate:
◆ Economy:	◆ Economy:
◆ Famous for:	◆ Famous for:

Group Member 2	Group Member 3
◆ Name:	◆ Name:
◆ Hometown:	◆ Hometown:
◆ Location:	◆ Location:
◆ Climate:	◆ Climate:
◆ Economy:	◆ Economy:
◆ Famous for:	◆ Famous for:

10 Using What You've Learned

Work with a partner. Choose a famous city anywhere in the world. With your partner write down details about:

Location:

Climate:

Economy:

Famous things/souvenirs:

Now work with another pair. Don't tell them the name of your city. Describe your city to them. Can they guess the name of the city you are describing? When you finish, find another pair and do the same thing.

11 Spotlight on Vocabulary

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

Yes / No

- ☐ ☐ agriculture
☐ ☐ humid
☐ ☐ climate
☐ ☐ economy
☐ ☐ souvenirs

Yes / No

- ☐ ☐ location
☐ ☐ industry
☐ ☐ manufacturing
☐ ☐ cultural
☐ ☐ palace

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 55. Answer the following questions.

Track
55

- Where are they?
- What is happening?
- What country did she visit? What city did she visit?
 • country • city
- Where is the city?
- What is this city famous for?
- What was the weather like?
- What beaches does she mention? ☐ Bondi ☐ Maroubra ☐ Balmoral ☐ Manly