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Unit 2

So, what does it do?

01 Warming-Up

Part 1: Look at the pictures below. What are these things? What do these things do? Try to write a short description under each picture.

<p>a</p>  <p>.....</p> <p>.....</p>	<p>b</p>  <p>.....</p> <p>.....</p>	<p>c</p>  <p>.....</p> <p>.....</p>	<p>d</p>  <p>.....</p> <p>.....</p>
<p>e</p>  <p>.....</p> <p>.....</p>	<p>f</p>  <p>.....</p> <p>.....</p>	<p>g</p>  <p>.....</p> <p>.....</p>	<p>h</p>  <p>.....</p> <p>.....</p>

Part 2: Work with a partner. Student A → page 102
Student B → page 124

02 Warming-Up

Answer the questions below. When you finish, ask a partner these questions. Write the answers down.

Questions	Your Answers	Partner's Answers
1. Do you like to buy new things?
2. Do you like gadgets* and things like that?
3. Do you have many tools at home?
4. Do you have any tools that you never use?

* a small, useful device; a small mechanical or electrical device

12 At Home



Listen to Track 45. Answer the questions below.

1. What is a megacity?
2. What will happen by 2050?
3. Why do people move to move to the city?
4. Describe the world's population in 1800.
5. Describe the world's population at the end of the 20th Century.

03 Getting the Basic Idea

Part 1: Look at the pictures below. Write down some key words for each picture. What do these things do?



Part 2: Listen to the conversations. Write the number of each conversation next to the correct picture.



04 Getting Details

Listen again. Answer the questions below.



- Picture A 1. Where did the man see this suit?
- 2. How does he describe it?
- Picture B 3. Where did she get this?
- 4. What is it used for?
- Picture C 5. What is it used for?
- 6. Which drawer was it in?

05 Practicing

Work with a partner.

- Student A ▶ page 103
- Student B ▶ page 126

06 Spotlight on Listening

Non-stressed words, connecting words, often have weak vowels.

NOTE: It is often grammar words, e.g. prepositions, articles, auxiliary verbs, pronouns etc. that become weak.

NOTICE >>>

Look at this. >>>> Look at this

Hear It!



Part 1: Listen to the sentences below. Write in the missing words.

1. get me wooden spoon?
2. I don't know call it...
3. but there's really strange stuff here
4. it's a baby suit,, those baby suits with the arms legs
5. That? Oh, that gift.

Part 2: Check your answers with a partner.

Part 3: Listen again. Underline the weak vowels.

Use It!



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

- A: What is that?
- B: I don't know it? But it keeps shampoo babies' eyes.
- A: What mean?
- B: Well, when you wash a baby's hair, you keep the shampoo eyes, right?
- A: Uh-huh.
- B: Well, put this on their head and it keeps the shampoo eyes.

Check your answers with a partner.

What is this? Curious? Turn to page 107 to see a picture.

07 Spotlight on Memory



Listen to the conversation. Try to remember the conversation. Practice with a partner. Then look at the bottom of page 133.

08 Spotlight on Speaking

Part 1: Read the following.

Use vague words if you don't know exact words.

- ◆ thing
- ◆ stuff
- ◆ It's a kind of...
- ◆ Like a...



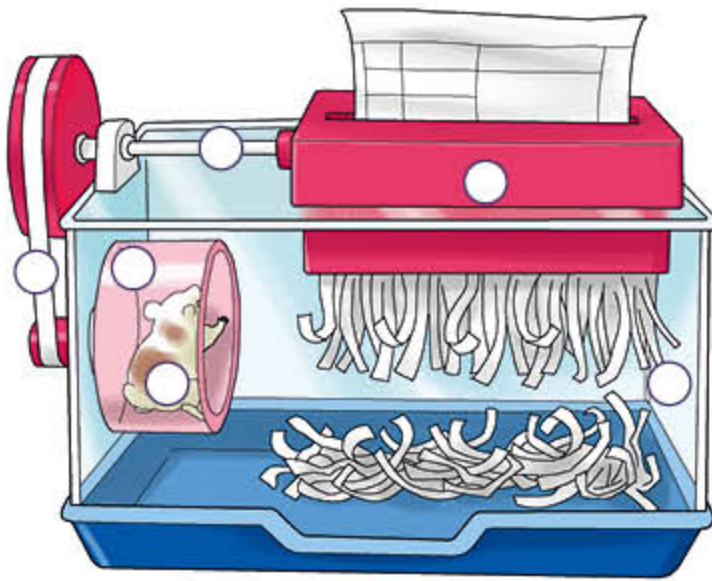
Part 2: Listen to the first two conversations again. Write down the missing words.



1. B: Second from the top, got it, you've got so much in here, I can't see, oh wait, here you go.
 A: Thanks.
 B: You've got way too much in your kitchen
 A: I don't know. I use all that
- A: Uh, it's a pasta, I don't know what you call it, but it's used for picking up pasta.
 B: A pasta?
2. A: Ah, it's a baby suit, you know, those baby suits with arms and legs, but on the front, there's this mop
- B: A mop?
- A: Yeah, you know,, so when the baby is crawling all over, he cleans the floor at the same time.

09 Trying What You've Learned

Part 1: look at the descriptions in the boxes. Write the number of each description into the circles in the illustration.



- 1 It's a round thing and animals run in it for exercise. The round thing then goes around and around.
- 2 It's a rubber thing. It's like a rubber band, but it's thicker. It is used to connect the two wheels. So, if one wheel moves the other one moves.
- 3 It's a thing for cutting paper into small pieces. People use this device to destroy documents.
- 4 It's like a mouse, but it doesn't have a tail. These animals can be many colors.
- 5 This is a long, thin piece of metal. It used to connect the wheel and the cutting machine.
- 6 This is a box for holding small animals, for example, birds, mice and so on.

Part 2: Now, close your books. Work with a partner. Take turns. First, describe what it is. Secondly, describe how it works.

10 Using What You've Learned

Work with a partner.

Student A → page 104
 Student B → page 127

11 Spotlight on Vocabulary

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

- | | |
|---|--|
| Yes / No | Yes / No |
| <input type="checkbox"/> <input type="checkbox"/> tool | <input type="checkbox"/> <input type="checkbox"/> device |
| <input type="checkbox"/> <input type="checkbox"/> pine tree | <input type="checkbox"/> <input type="checkbox"/> wheel |
| <input type="checkbox"/> <input type="checkbox"/> rubber | <input type="checkbox"/> <input type="checkbox"/> correct |
| <input type="checkbox"/> <input type="checkbox"/> destroy | <input type="checkbox"/> <input type="checkbox"/> complete |
| <input type="checkbox"/> <input type="checkbox"/> bottom | <input type="checkbox"/> <input type="checkbox"/> weak |

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 15. Draw a picture of the thing being described and answer the questions below.

Draw a picture here.



1. Where does he say you sometimes see these?
2. What does she say about a cultural meaning?



Unit 5

What happened to you?



01 Warming-Up

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

a	b	c	d
ice, slippery, not paying attention,
e	f	g	h
.....

Part 2: Work with a partner.

- Student A ➔ page 105
- Student B ➔ page 128

02 Warming-Up

Answer the questions below. When you finish, ask a partner these questions. Write the answers down.

Questions	Your Answers	Partner's Answers
1. Are you a careful person?
2. Do you often have small accidents?
3. Have you ever fallen off your bicycle?
4. Do you like to play physical sports?
5. Do you like to do dangerous sports?

03 Getting the Basic Idea

Part 1: Look at the pictures below. Write some key words under each picture. What is happening in each picture?

A	1 B	C	D
.....
E	8 F	G	H
.....

Part 2: Now listen. Write down the correct order next to each picture. Two are done for you.



04 Getting Details

Listen again. Answer the questions below.

1. Where was he going?
2. Why was he going so fast?
3. Why didn't he see the dog?
4. What parts of his body did he hurt?
5. What did the owner of the dog call him?



05 Practicing

Work with a partner. Take turns. Using the pictures and your notes, describe the boy's accident.

06 Spotlight on Listening

Sounds can disappear and link together.

NOTE: Aspirated sounds can disappear. Consonant sounds and vowel sounds can link together.

NOTICE

Yeah, I didn't see him

Yeah, I didn't see him

Hear It!

Part 1: Listen to the sentences below. Write in the missing words.

Track 27

1. Anyway I the handlebars my elbow.
2. when all sudden this dog from behind this car
3. I said
4. There were a parked on the right.
5. I put on the breaks but I I went flying.

Part 2: Check your answers with a partner.

Part 3: Listen again. Draw a line through any sounds that disappear. Draw an arrow under the sounds that link together.

Use It!

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

Track 28

- A: to you?
- B: I had on my way to school.
- A: ?
- B: I paying attention slipped on some ice.
- A: Yeah, slippery today.

Check your answers with a partner.

Practice the conversation with a partner.

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.

Talk around words you don't know. Ask for help if you need to.

◆ What do you call it?"

◆ What can I say?"

◆ How do you say?"



Part 2: Listen to the conversation again. Check how the speaker asks for help.

Track 26

- | | |
|---|---|
| <input type="checkbox"/> What do you call it? | <input type="checkbox"/> What's the word? |
| <input type="checkbox"/> What can I say? | <input type="checkbox"/> I forget the word? |
| <input type="checkbox"/> I forget what you call it. | <input type="checkbox"/> How do you say? |

Part 3: Work with a partner.

Student A page 110

Student B page 129

09 Trying What You've Learned

Work with a partner.

Student A page 107

Student B page 130

10 Using What You've Learned

Part 1: Think of a story, (something that happened to you, a friend, a family member). Write the details below.

Part 2: Work in groups of four. Tell your story to your group. Other students, listen and take notes. Ask questions. Take turns.

Student A's story

Student B's story

Student C's story

12 At Home

Track
30

Listen to Track 30. Answer the questions below.

- Who is this story about?
(a) seven park workers (b) men working in the park (c) a group of boys
- Where did it happen?
(a) the Georgia River (b) Narrow Falls (c) Forbes Park
- What happened?
(a) their raft hit a boat (b) they hit some ice (c) their raft hit some rocks
- What did the rescue team use to get them?
(a) a boat (b) a rope (c) life jackets

Listen again. Write down some descriptions below.

Describe the accident:

.....

Describe the rescue:

.....

11 Spotlight on Vocabulary

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

Yes / No

- text (verb)
 slippery
 puddle
 slip
 watch out!

Yes / No

- even though
 pay attention
 hill
 flashlight
 park (verb)

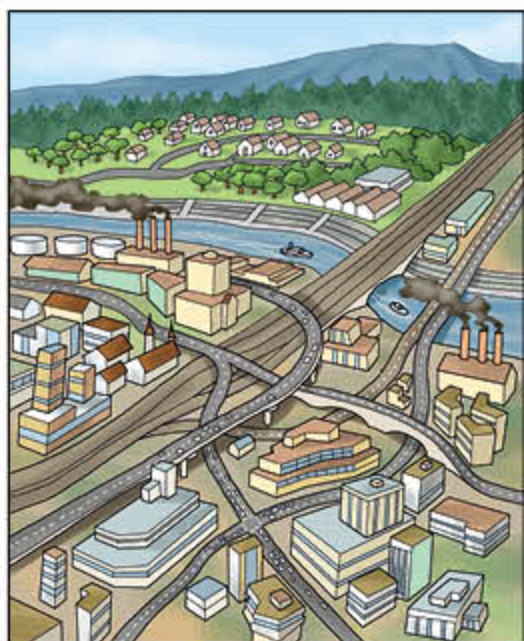
If you don't know, write them down in the vocabulary notes section. The vocabulary notes section is at the back of this book.

This place sure has changed!



01 Warming-Up

Look at the pictures below. Look at the words in the box. Write the words from the box under the appropriate picture.



.....

.....

- ◆ quiet ◆ convenient ◆ urban ◆ rural ◆ agricultural
- ◆ organized ◆ industrial ◆ exciting ◆ noisy ◆ suburban
- ◆ residential ◆ modern ◆ picturesque ◆ congested ◆ peaceful

Work with a partner. Try to add a few other descriptions to each picture.

02 Warming-Up

Work with a partner. Ask your partner the questions below.

Questions

1. Do you live in a big city?
2. What's the population of your hometown?
3. What's the climate like in your hometown?
4. What are the main industries of your hometown?
5. Where do people like to go in your hometown?
(shopping, date spots, night spots, etc.)
6. What do you like about your hometown?

Partner's Answers

.....

03 Getting the Basic Idea

Part 1: Look at each picture. Write down some key words for each picture.

.....



.....

Part 2: Listen to the conversation. Draw arrows from the pictures on the left to how things have changed on the right. You can draw a line to/from more than just one picture.



04 Getting Details

Listen again. Answer the questions below.

1. The golf course used to be a
2. There are now many where the forest used to be.
3. The lumber mill is gone. Now there are where the lumber mill used to be.
4. The oil tanks are gone. Now there are, and where they used to be.
5. There used to be a beside the oil tanks.

Compare your notes with a partner.

Track
41

05 Practicing

Work with a partner.

Student A → page 111
 Student B → page 132
 Student C → page 119

06 Spotlight on Listening

Stress Is Important. Some words are stressed. Some words are not stressed. Often unstressed words have weak vowels.

NOTE: Grammar words, such as: pronouns, prepositions, auxiliary verbs and so on often become weak.

NOTICE

What do you mean?

What do you mean?

Hear It!

Part 1: Listen to the sentences below. Write in the missing words.

Track
42

1. Um it's factory where they cut wood lumber.
2. We ride our bikes through trails
3. This whole neighborhood woods.
4. There shipbuilding yard.
5. at the

Part 2: Check your answers with a partner.

Part 3: Listen again. Circle the words that are stressed. Underline the weak vowels.

Use It!

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

Track
43

A: This has

B: What mean?

A: Well, the big supermarket here. That to a

B: Is ?

A: Yeah, and that new apartment block, to be big pear orchard.

Check your answers with a partner.

07 Spotlight on Memory

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

Track
44

08 Spotlight on Speaking

Part 1: Read the following.

Talk around words you don't know.



Part 2: Listen to the conversation again. Check how the speaker explains the words she doesn't know.

lumber

- he describes it
- he says how people use it
- he uses a similar word

lumber mill

- he describes it
- he says how people use it
- he uses a similar word

Part 3: Work with a partner. Student A → page 113
 Student B → page 135

Track
41

09 Trying What You've Learned

Part 1: Work with a partner. Look at the pictures below. The pictures tell a story about the development of the town and the changes that have happened. Write down some key words under each picture.



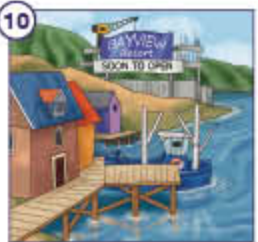
fishing industry, lots of fish



the fish disappeared



population fell,



population grew,

Partner 1

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

◆ How it has changed:

Partner 2

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

◆ How it has changed:

Partner 3

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

◆ How it has changed:

Part 2: Tell the story of this town. How was it changed?

10 Using What You've Learned

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

Your hometown

◆ Hometown:

◆ Location:

◆ Climate:

◆ Economy:

◆ Famous for:

◆ How it has changed:

11 Spotlight on Vocabulary

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

Yes / No			Yes / No		
<input type="checkbox"/>	<input type="checkbox"/>	picturesque	<input type="checkbox"/>	<input type="checkbox"/>	mill
<input type="checkbox"/>	<input type="checkbox"/>	congested	<input type="checkbox"/>	<input type="checkbox"/>	rainforest
<input type="checkbox"/>	<input type="checkbox"/>	rural	<input type="checkbox"/>	<input type="checkbox"/>	humid
<input type="checkbox"/>	<input type="checkbox"/>	trail	<input type="checkbox"/>	<input type="checkbox"/>	destination
<input type="checkbox"/>	<input type="checkbox"/>	lumber	<input type="checkbox"/>	<input type="checkbox"/>	architecture

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