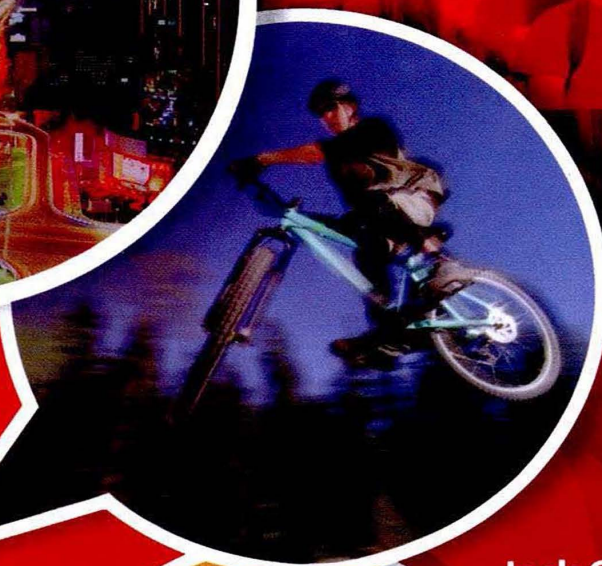
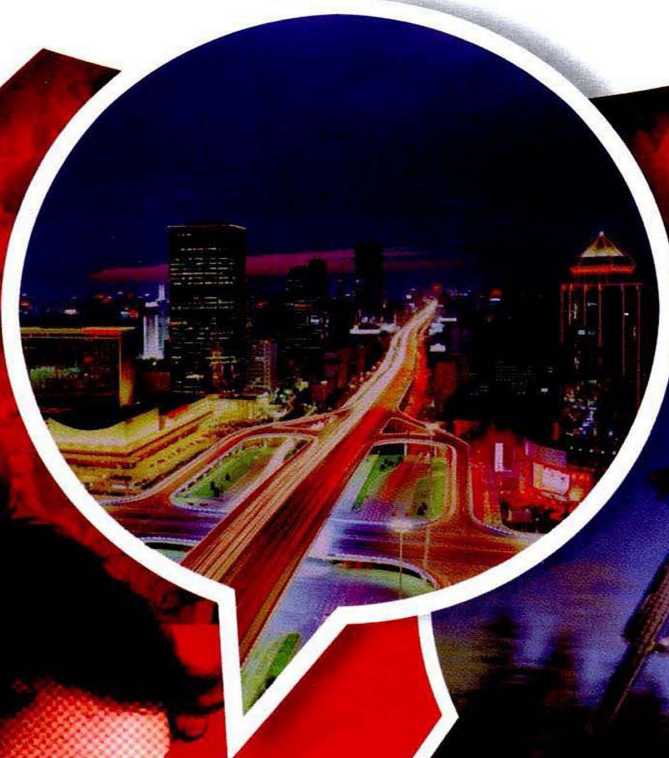


1 Speak NOW



HELLOO TEACHER

COMMUNICATE *with* CONFIDENCE



with
VIDEO
and
**ONLINE
PRACTICE**

Jack C. Richards
David Bohlke

OXFORD

www.helloteacher.ir



1

Speak NOW

COMMUNICATE *with* CONFIDENCE

Jack C. Richards
David Bohlke

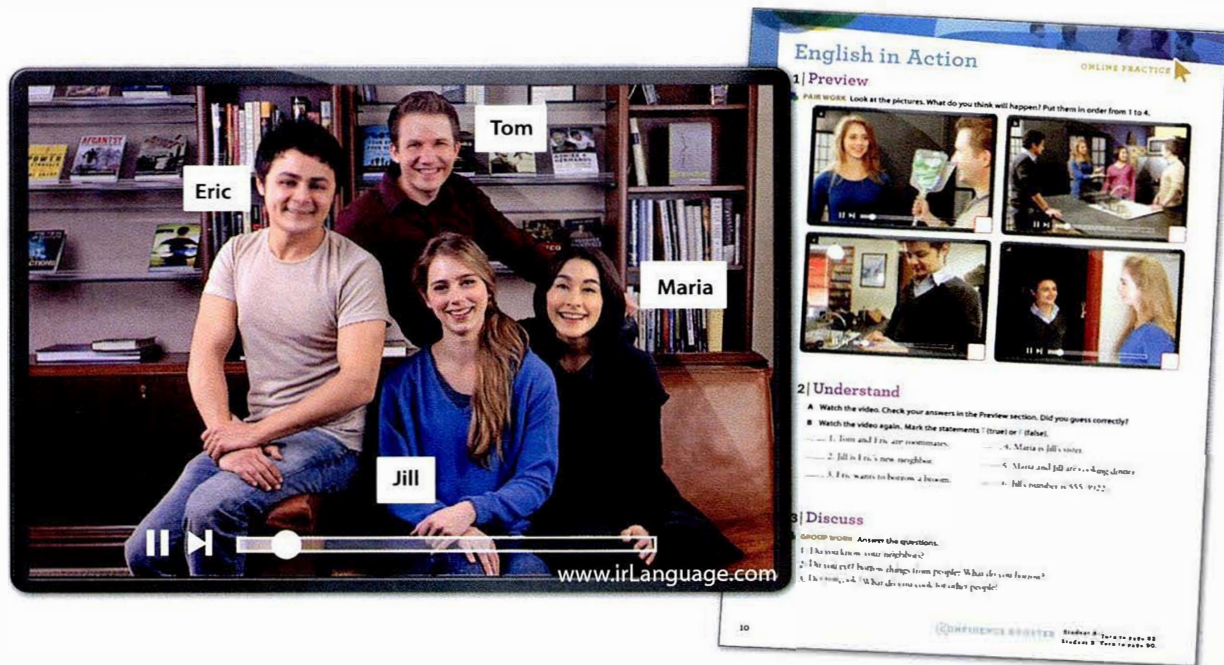
OXFORD

www.eltteacher.ir PRESS

Welcome to **Speak NOW**

Communicate with Confidence

Communicating with confidence means expressing yourself accurately, fluently, and appropriately. **English in Action** lessons throughout the Student Book present video clips which show students how to use target language in real-life settings. The video is available through Oxford Learn Online Practice, DVD, and on the iTools Classroom Presentation Software CD-ROM.



Online Practice powered by **oxfordlearn**

Speak Now Online Practice features over 100 engaging self-study activities to help you improve your speaking, pronunciation, and listening skills.



Use the **access card** on the inside back cover to log in at www.oxfordlearn.com/login.

Maximize Speaking

Every activity in every lesson includes a speaking task to ensure students maximize their opportunity to develop confident conversation skills. In each two-page lesson, students learn key **Vocabulary**, practice these new words and develop structured speaking skills through the **Conversation** activity, study new functional language in the **Language Booster** section, and then develop either **Pronunciation** or **Listening** skills in preparation for a communicative **Speak with Confidence** activity.

2 Nice to meet you.

Introducing myself
Introducing others

1| Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

<input type="checkbox"/> a classmate	<input type="checkbox"/> a teacher	<input type="checkbox"/> a friend	<input type="checkbox"/> a neighbor
<input type="checkbox"/> a relative	<input type="checkbox"/> a colleague	<input type="checkbox"/> a boss	<input type="checkbox"/> a stranger

B PAIR WORK Name your teacher and two other people you talk to often. Use the words above.

Example:
A: My math teacher is Mr. Lyons.
B: My classmate's name is Polina. My friend's name is Alan.

2| Conversation

CD 1 A Listen. Where does Jesse live? How old is Tizzy?

Jesse: Hey.

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! My name is Alex. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 21.

Alex: Oh, I'd like you to meet Tizzy.

Jesse: Hi, Tizzy. How old is she?

Alex: She's four months old, but don't worry. She's very quiet!

Jesse: No problem. I love cats!

B PAIR WORK Practice the conversation.

CD 2 C Listen. Write the changes you hear above the bold words. Practice the new conversation.

3| Language Booster

A Notice the different ways we introduce ourselves and other people.

Introducing myself Hi, I'm... Hello. My name is... This is my friend... I'd like you to meet my friend...	Introducing others My name is... And I'm... Hi, it's a pleasure to meet you. Hello, it's nice to meet you.
--	---

B GROUP WORK Introduce yourself. Then introduce the person next to you.

4| Pronunciation

Reduction of to

CD 1 A Listen. Notice how **to** is reduced in these sentences.

1. Nice to meet you. 2. I'd like you to meet my classmate. 3. It's great to meet you.

B PAIR WORK Take turns practicing the sentences in part A. Pay attention to the reduction of **to**.

SPEAK with CONFIDENCE

A Answer the questions.

What's your first name? _____

What's your last name? _____

Where are you from? _____

Where do you work/study? _____

B PAIR WORK Introduce yourself. Use your answers from part A.

Example:
A: Hello. I'm Carlos. I'm from San Pedro, Brazil.
B: Hi. My name is Katie Wilson. I'm from Vancouver, Canada.
A: Nice to meet you. I'm a student at City College.

C CLASS ACTIVITY Go around the class. Introduce your partner to others.

Example: Excuse me. This is my new friend, Katie Wilson. She's from Canada.
Nice to meet you, Katie. Hi Mark. This is Mark. He's a student at...

Self-Assessment

Through the **Speak Now** lessons, learners evaluate their progress through role-play situations inspired by the Can-Do statements of the Common European Framework (CEFR).

1 How are you?

A Student A: Greet Student B with his or her name. Use two different greetings. Then say goodbye.

Student B: Respond to Student A's greetings.


B Now change roles.

I can greet people.
☐ Very well ☐ I need more practice.

I can say goodbye.
☐ Very well ☐ I need more practice.

See Language Booster page 3.

Speak NOW



NEW FRIEND

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
NEW FRIENDS	1 How are you?	2	Listening: Listen for formal and informal language
	2 Nice to meet you.	4	Pronunciation: Reduction of <i>to</i>
	3 Can you say that again?	6	Listening: Listen for repetition
	4 Nice weather, isn't it?	8	Pronunciation: Intonation in question tags
INTERESTS	5 I love pop!	12	Listening: Listen for differences
	6 My favorite movie is...	14	Pronunciation: Contrastive stress in returning questions
	7 What time is it?	16	Listening: Listen for times
	8 Would you try kayaking?	18	Pronunciation: Stress in compound nouns
PEOPLE	9 Do you have any brothers?	22	Pronunciation: Final 's sounds
	10 She's pretty smart.	24	Listening: Listen for personalities
	11 I love your shirt!	26	Pronunciation: Sentence stress
	12 What's she wearing?	28	Listening: Listen for descriptions
DAILY LIFE	13 When do you get up?	32	Pronunciation: Reduction of <i>do you</i>
	14 When do you get there?	34	Listening: Listen to ask a follow-up question
	15 What do you do first?	36	Pronunciation: Sequence markers
	16 What are you doing?	38	Listening: Listen for activities

REVIEW

CONVERSATION

Greeting people
Saying goodbye

Introducing myself
Introducing others

Asking for personal information
Asking for repetition

Making small talk

VIDEO

English in Action



New Neighbors, page 10

CONFIDENCE BOOSTER

Asking for personal information

SELF-ASSESSMENT

**Speak
NOW**

Meeting and
greeting people

ONLINE PRACTICE

Expressing likes
Expressing dislikes

Asking about favorites
Returning questions

Asking about time
Telling time

Asking for opinions
Giving opinions

English in Action



A Birthday Present, page 20

CONFIDENCE BOOSTER

Telling time

**Speak
NOW**

Expressing likes
and dislikes

ONLINE PRACTICE

Asking about family
Describing family members

Describing someone's personality
Comparing personalities

Giving compliments
Responding to compliments

Asking what someone is wearing
Describing what someone is wearing

English in Action



Meet the Family, page 30

CONFIDENCE BOOSTER

Asking about family

**Speak
NOW**

Asking about and
describing people

ONLINE PRACTICE

Asking about routines
Describing routines

Asking follow-up questions

Asking about a sequence
Describing sequence

Asking about ongoing activities
Describing ongoing activities

English in Action



Jill's Saturday, page 40

CONFIDENCE BOOSTER

Asking about routines

**Speak
NOW**

Asking about and
describing routines

ONLINE PRACTICE

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
MY HOMETOWN	17 What's your place like?	42	Listening: Listen for things in an apartment
	18 Where can I get a lamp?	44	Listening: Listen for suggestions
	19 Where's the mall?	46	Pronunciation: Linking sounds
	20 Take a left.	48	Pronunciation: Intonation in clarifying questions
SHOPPING	21 How much is coffee?	52	Pronunciation: Stress in numbers
	22 Will you take \$20?	54	Listening: Listen for bargained prices
	23 Do you ever buy books?	56	Pronunciation: Intonation in questions
	24 Your phone is so cool!	58	Listening: Listen for product features
FOOD	25 Do you eat much fruit?	62	Listening: Listen for eating habits
	26 We need onions.	64	Pronunciation: Reduction of <i>what do</i>
	27 Do you eat a big lunch?	66	Pronunciation: Regular noun plural endings
	28 How does it taste?	68	Listening: Listen for descriptions
PAST & FUTURE	29 I had a great weekend.	72	Listening: Listen for past events
	30 What time did you call?	74	Pronunciation: Past tense endings
	31 You won't believe this!	76	Listening: Listen to people's reactions
	32 What are your plans?	78	Pronunciation: Reduction of <i>going to</i>

REVIEW

CONVERSATION

Asking about a place
Describing a place

Asking for suggestions
Giving suggestions

Asking about locations
Describing locations

Giving directions
Asking for clarification

Asking about prices
Giving prices

Bargaining for a lower price
Suggesting a different price

Asking about frequency
Describing frequency

Describing features

Asking about quantities
Talking about quantities

Asking about needs
Describing needs

Describing what I eat
Talking about healthy eating habits

Asking about food
Describing food

Talking about past events

Asking about past events

Introducing news
Reacting to news

Asking about future plans
Describing future plans

VIDEO

English in Action



Maria Goes Shopping, page 50

CONFIDENCE BOOSTER

Asking about locations

English in Action



Eric's Lucky Chair, page 60

CONFIDENCE BOOSTER

Giving prices

English in Action



Tom Cooks Dinner, page 70

CONFIDENCE BOOSTER

Talking about what needs

English in Action



Jill's Trip, page 80

CONFIDENCE BOOSTER

Asking about a schedule

SELF-ASSESSMENT

Speak NOW

Asking for and giving directions

ONLINE PRACTICE

Speak NOW

Asking about and bargaining prices

ONLINE PRACTICE

Speak NOW

Talking about food

ONLINE PRACTICE

Speak NOW

Talking about the past and future

ONLINE PRACTICE

1

How are you?

• Greeting people

• Saying goodbye

1 | Vocabulary

A Write your first name, middle name, and last name in the chart below.

first name	middle name	last name



B PAIR WORK Ask for your partner's name. Then answer and give your name.

Example:

A: What's your name?

B: My first name is Dana. My middle name is Grace. And my last name is Smith.

2 | Conversation

CD1 02 **A** Listen. What is Steve's last name? What's Emma's middle name?



B PAIR WORK Practice the conversation. Exchange the blue and green words above with the words below and practice it again.

Steve: **How are you?**

Emma: **I'm fine, thank you.**

Steve: **Bye.**

Emma: **Have a nice day.**

1 | Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

_____ a classmate	_____ a teacher	_____ a friend	_____ a neighbor
_____ a relative	_____ a colleague	_____ a boss	_____ a stranger

B PAIR WORK Name your teacher and two other people you talk to often. Use the words above.

Example:

A: My math teacher is Mr. Lyons.

B: My classmate's name is Bobby. My friend's name is Alan.

2 | Conversation

CD1 04 **A** Listen. Where does Jesse live? How old is Tizzy?

Jesse: Hey.

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! **My name is**

Alex. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 21.

Alex: Oh, **I'd like you to meet** Tizzy.

Jesse: Hi, Tizzy. How old is she?

Alex: She's four months old, but don't worry.

She's very quiet!

Jesse: **No problem.** I love cats!



B PAIR WORK Practice the conversation.

CD1 05 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we introduce ourselves and other people.

Introducing myself	Responding
Hi. I'm...	My name is...
Hello. My name is...	And I'm...
Introducing others	Responding
This is my friend...	Hi. It's a pleasure to meet you.
I'd like you to meet my friend...	Hello. It's nice to meet you.

B GROUP WORK Introduce yourself. Then introduce the person next to you.

4 | Pronunciation Reduction of to

CD1 06 **A** Listen. Notice how *to* is reduced in these sentences.

1. Nice to meet you.
2. I'd like you to meet my classmate.
3. It's great to meet you.

B PAIR WORK Take turns practicing the sentences in part A. Pay attention to the reduction of to.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Answer the questions.

What's your first name? _____

What's your last name? _____

Where are you from? _____

Where do you work/study? _____

B PAIR WORK Introduce yourself. Use your answers from part A.

Example:

A: Hello. I'm Carlos. I'm from São Paulo, Brazil.

B: Hi. My name is Katie Wilson. I'm from Vancouver, Canada.

A: Nice to meet you. I'm a student at City College.

C CLASS ACTIVITY Go around the class. Introduce your partner to others.

Excuse me. This is my new friend, Katie Wilson. She's from Canada.

Nice to meet you, Katie. I'm Mark. This is Raul. He's a student at...



Can you say that again?

- ## 1 | Vocabulary

_____ video chat



A: I don't send texts.

2| Conversation

Joe: It's j-o-e@n-e-w-mail.com.



...can you say that again?

3 | Language Booster

A Notice the different ways we ask for personal information and ask for repetition.

Asking for personal information	Responding	Asking for repetition
What is your e-mail address?	Sure. It is joe@newmail.com.	Can you repeat that?
What's your phone number?	OK. It's 729-9163.	Can you say that again?
Can I have your username?	My username is mar241.	
Can you give me your		

B PAIR WORK Take turns asking for personal information. Ask for repetition.

Example:

A: Can I have your e-mail address?

B: Sure. It's manuel12@snmail.com.

A: Can you repeat that?

4 | Listening

CD1 08 **A** Listen. Two friends are sharing information. How many times do they ask for repetition?

a. Delia: _____ b. Andy: _____

CD1 08 **B** Listen again. Complete the chart below.

	E-mail address	Cell phone number	Work phone number
Delia			
Andy			

C PAIR WORK Check your answers by taking turns asking for Delia and Andy's information.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A CLASS ACTIVITY Go around the class. Make a list by asking five people for their names, phone numbers, and e-mail addresses. Ask for repetition as needed.

Name	Phone number	E-mail address
Ahmed Ali	267-9224	ahmed@snmail.com
Ina Perez	834-3847	iperez@24mail.com
Junko Ota	525-0311	jo_girl@engmail.net

Excuse me, Ahmed.
What's your last name?

It's Ali.

Can you repeat that?

Sure. It's A-I-i.

B CLASS ACTIVITY Share your list with the class.

1 | Vocabulary

A Look at these conversation topics. Check (✓) the ones you talk about with your friends.

_____ school

_____ movies

_____ family

_____ hobbies

_____ music

_____ money

_____ sports

_____ TV shows

B PAIR WORK Tell your partner what you and your friends talk about.

Examples:

A: We talk about movies and music.

B: My friends and I don't talk about money.

B: My friends and I talk about hobbies.

A: We don't talk about sports.

2 | Conversation

CD1 09 **A** Listen. What do Chris and Maria talk about? Does Maria like the song?

Chris: Hi, Maria.

Maria: Hey, Chris.

Chris: **It's really nice today**, isn't it?

Maria: Yeah, it's beautiful.

Chris: **So, how are things at school?**

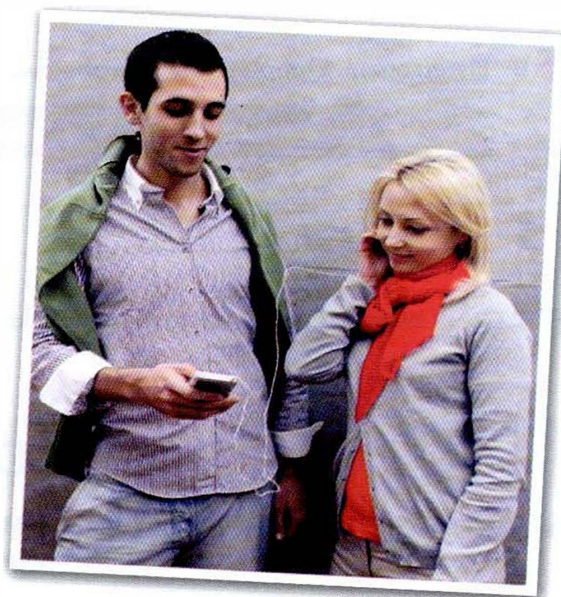
Maria: **They're OK**. It's a busy semester, isn't it?

Chris: I know. It is. I don't have much free time.

Maria: Me neither. What are you listening to?

Chris: Oh, it's my favorite song. Here, listen.

Maria: It's...um...interesting.



B PAIR WORK Practice the conversation.

CD1 10 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we make small talk.

Making small talk	Responding
It's really nice today, isn't it?	Yeah, it's beautiful.
It's a busy semester, isn't it?	I know. It is.
The weather isn't so great, is it?	No, it's not.
Pretty nice place, huh?	It sure is.
What are you up to these days?	I am really busy these days.
How's your family?	They're OK.

B PAIR WORK Practice making small talk and responding. Use the pairs of words below.

sunny/cloudy beautiful/terrible school/work hot/cold

Examples:

A: Beautiful day, isn't it?

B: Yeah, it's really great.

B: Terrible weather, huh?

A: I know. It is.

4 | Pronunciation Intonation in tag questions

CD1 11 A Listen. Notice how the intonation falls in tag questions when you expect the listener to agree.

1. This pizza isn't very good, is it?
2. Beautiful day, isn't it?
3. This is a really fun party, isn't it?
4. This movie isn't interesting, is it?

B PAIR WORK Take turns practicing the sentences in part A. Pay attention to falling intonation.

ONLINE PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY You are at a class party. Walk around and greet six different people. Use the small talk expressions or think of your own.

This is a great birthday party.

It sure is! The music's really great!

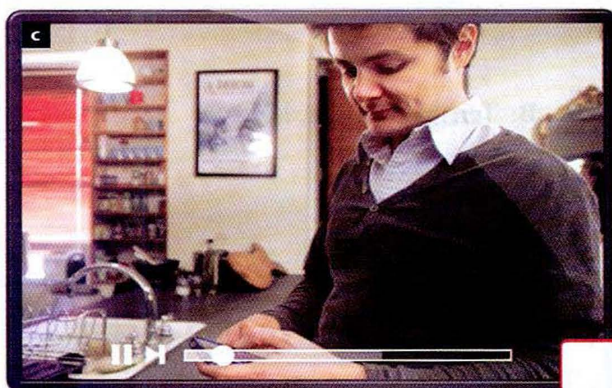
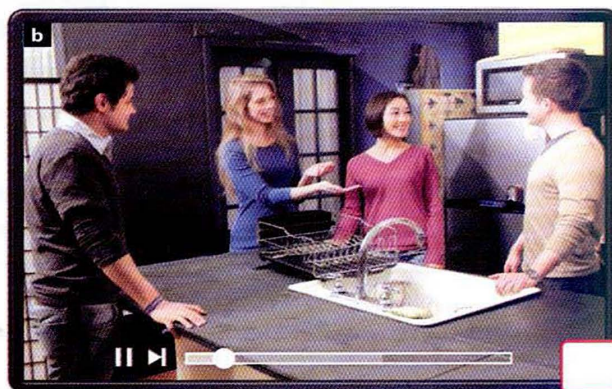
Excellent food, isn't it?

I know. It's delicious.



1 | Preview

PAIR WORK Look at the pictures. What do you think will happen? Put them in order from 1 to 4.



www.irLanguage.com

2 | Understand

A Watch the video. Check your answers in the Preview section. Did you guess correctly?

B Watch the video again. Mark the statements **T** (true) or **F** (false).

- | | |
|--|---|
| _____ 1. Tom and Eric are roommates. | _____ 4. Maria is Jill's sister. |
| _____ 2. Jill is Eric's new neighbor. | _____ 5. Maria and Jill are cooking dinner. |
| _____ 3. Eric wants to borrow a broom. | _____ 6. Jill's number is 555-3922. |

3 | Discuss

GROUP WORK Answer the questions.

1. Do you know your neighbors?
2. Do you ever borrow things from people? What do you borrow?
3. Do you cook? What do you cook for other people?



1 How are you?

A Student A: Greet Student B with his or her name.
Use two different greetings. Then say goodbye.

Student B: Respond to Student A's greetings.

B Now change roles.

I can greet people.

☐ Very well ☐ I need more practice.

I can say goodbye.

☐ Very well ☐ I need more practice.

See Language Booster page 3.



2 Nice to meet you.

A Student A: Greet Student B. Introduce yourself, and say your first and last name.

Student B: Respond to Student A. Introduce yourself, and say your first and last name.

B Now join another pair and introduce your partner to them.

I can introduce myself.

☐ Very well ☐ I need more practice.

I can introduce others.

☐ Very well ☐ I need more practice.

See Language Booster page 5.



3 Can you say that again?

A Student A: Ask for Student B's name, e-mail address, and phone number.
Ask for repetition.

Student B: Answer Student A's questions.

B Now change roles.

I can ask for personal information.

☐ Very well ☐ I need more practice.

I can ask for repetition.

☐ Very well ☐ I need more practice.

See Language Booster page 7.



4 Nice weather, isn't it?

A Student A: Greet Student B. Use two different small talk expressions.

Student B: Respond to Student A.

B Now change roles.

I can make small talk.

☐ Very well ☐ I need more practice.



See Language Booster page 9.

• Expressing likes

• Expressing dislikes

1 | Vocabulary

A What kinds of music do you like? Mark ✓ (I like) or ✗ (I don't like).

_____ opera _____ pop _____ country _____ vocal _____ classical
 _____ blues _____ folk _____ techno _____ heavy music _____ reggae

B **PAIR WORK** Tell your partner what kind of music you listen to.

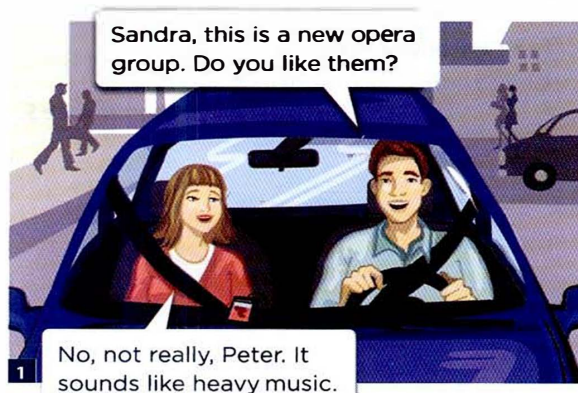
Example:

A: I listen to pop. I don't listen to heavy metal.

B: I listen to techno. I don't listen to folk.

2 | Conversation

CD1 12 A Listen. Does Peter like opera? What kind of music do Peter and Sandra like?

B **PAIR WORK** Practice the conversation. Exchange the blue and green words with the words below and practice it again.

Peter: I really like them. Sandra: I like blues Peter: So do I. Sandra: I really dislike this song.

3 | Language Booster

A Notice the different ways we talk about likes and dislikes.

Expressing likes	Same likes	Different likes
I love pop. I like pop (a lot). I (really) like pop.	So do I. Me too.	Oh, I don't. Really? I don't. Not me.
Expressing dislikes	Same dislikes	Different dislikes
I don't (really) like folk. I don't like folk (at all). I (really) dislike folk.	Me neither. Neither do I.	Oh, I do. Really? I do.

B PAIR WORK Take turns expressing likes and dislikes. Use the words from the Vocabulary section.

Example:

A: I love pop.

B: So do I. It's my favorite kind of music.

4 | Listening

CD1 **13 A** Listen. Number the kinds of music you hear from 1 to 5 in the order you hear them.

_____ a. blues _____ b. country _____ c. vocal _____ d. classical _____ e. blues

CD1 **14 B** Listen. Two friends are listening to music on the radio. Write **S** (they like the same kind of music) or **D** (they like different music).

_____ a. country _____ b. classical _____ c. heavy music _____ d. blues _____ e. Latin

ONLINE PRACTICE

SPEAK *with* CONFIDENCE

A Complete these sentences with your own opinion.

- I like _____ a lot.
(a kind of music)
- I don't like _____ very much.
(a kind of music)
- I really like _____ a lot.
(a singer)
- I don't like _____ at all.
(a singer)
- I don't like _____.
(a song)
- I don't really like _____.
(a band)

B GROUP WORK Take turns asking and answering questions about likes and dislikes. Use the answers above.



My favorite movie is...

- Asking about favorites
- Returning questions

1 | Vocabulary

A Are you interested in these things? Check (✓) your interests.

☐ sports ☐ food ☐ movies ☐ travel
☐ video games ☐ music ☐ books ☐ shopping

B PAIR WORK Take turns asking and answering questions about interests.

Example:

A: Are you interested in movies?

B: Yes, I am. Do you like video games?

A: No, I don't.

2 | Conversation

CD1 15 **A** Listen. What is Dan's favorite movie? Who is Beth's favorite actress?



Dan: Johnny Depp has a new movie out.



Beth: He's my favorite actor. Who's your favorite actor?



Dan: I don't really have one, but my favorite actress is Reese Witherspoon. **Who's yours?**



Beth: **My favorite is** Gong Li.



Dan: What's your favorite movie?



Beth: That's a hard question. I like a lot of movies.



Dan: **I'm crazy about** *The Sound of Music*.



Beth: Are you serious? That's an old movie!



Dan: Yes, but it's great!



B PAIR WORK Practice the conversation.

CD1 16 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about favorites and return questions.

Asking about favorites	Responding	Returning questions
Who's your favorite actor?	My favorite is...	How about you?
What's your favorite movie?	I like...	What about you?
Do you like any bands in particular?	I particularly like...	Who's yours?
	I'm crazy about...	What's yours?

B PAIR WORK Take turns asking about favorites, responding, and returning questions. Use the words from the Vocabulary section.

4 | Pronunciation Contrastive stress in returning questions

CD1 17 **A** Listen. Notice the stress in the returning questions.

- I'm fine. How about **you**?
- I like it. What about **you**?
- pop is my favorite. What's **yours**?
- Rihanna is my favorite. Who's **yours**?

B PAIR WORK Practice these conversations. Pay attention to contrastive stress.

A: Who's your favorite actress?

B: Do you like to watch TV shows?

B: I love Natalie Portman.

A: Yes, my favorite show is 30 Rock.

How about you?

What's yours?

ONLINE PRACTICE

SPEAK with CONFIDENCE

A GROUP WORK Ask your classmates about their favorites. Write down their answers.

food: _____ TV show: _____

sport: _____ restaurant: _____

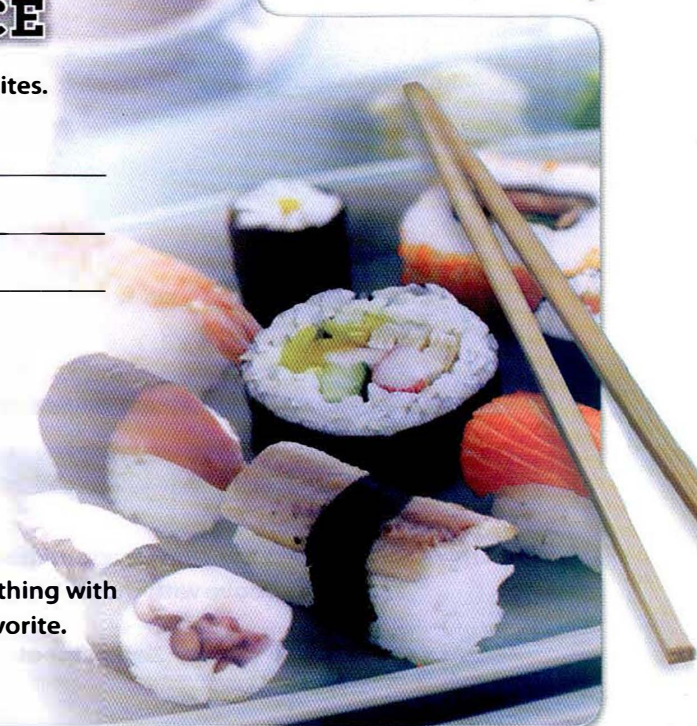
celebrity: _____ day of the week: _____

What's your favorite food?

Sushi. How about you?

My favorite food is pizza.

B CLASS ACTIVITY Share the group favorites for each thing with the class. Then vote on the class favorite.



1 | Vocabulary

CD1 18 A Listen. Practice saying the times.



It's twelve o'clock.
It's noon.
It's midnight.



It's twelve fifteen.
It's a quarter after twelve.



It's twelve thirty.
It's half past twelve.



It's twelve fifty-five.
It's five to one.



It's noon.



It's midnight.

B PAIR WORK Draw six clocks with times on a piece of paper. Take turns saying the times.

2 | Conversation

CD1 19 A Listen. Where are Ken and Zack going? What time is the train?

Back
Zack
Edit

Hi Zack. Are you almost ready?

Almost. What time is it?

Five forty-five.

What time is the concert?

Seven thirty. What time is the train?

Six fifteen. I'll meet you there!

OK, see you! Don't be late!

www.irLanguage.com
Send

B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Ken: Are you ready to go?

Zack: Just about.

Ken: Half past seven.

Zack: Quarter past six.

3 | Language Booster

A Notice the different ways we ask about time and tell time.

Asking about time	Telling exact time	Telling approximate time
What time is it?	It's five forty-five.	It's almost six o'clock.
Do you have the time?	It's a quarter to six.	It's a little before six.
What time is the concert?	It's a quarter after ten.	It's about ten.
When is the concert?	It's at seven thirty.	It's a little after seven.
	It's ten past seven.	It's just after seven.

B PAIR WORK Take turns asking about the time and telling the time. Use the ideas below.

your lunch break your favorite time of the day a good time to call you a bad time to call you

Example:

A: What time is your lunch break?

B: My lunch break is at 12:30.

4 | Listening

CD1 20 A Listen. People are asking about the times of the events below. Write the times.

1. class: _____ 2. the movie: _____ 3. dinner: _____ 4. the train: _____

CD1 20 B Listen again. Are they going to be late? Circle the correct answers.

1. yes / no 2. yes / no 3. yes / no 4. yes / no

C PAIR WORK Are you usually early, late, or on time to class? Tell your partner.

ONLINE PRACTICE

SPEAK with CONFIDENCE

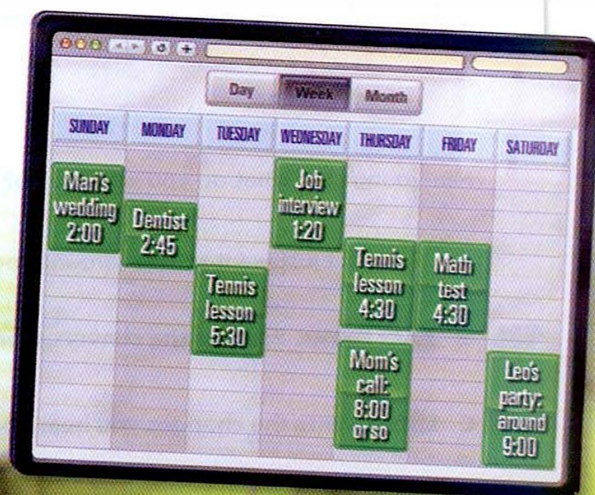
A PAIR WORK Study Charlie's appointments. Then cover the picture and take turns asking about his appointments. What can you remember?

What time is Charlie's test on Friday?

It's at 4 o'clock.

Are you sure? I think it's at 4:30.

B PAIR WORK Take turns asking and answering questions about the time for your appointments this week.



1 | Vocabulary

A Look at these activities. Rank them from 1 (most interesting) to 8 (least interesting).

_____ kayaking _____ snowboarding _____ skydiving _____ bungee jumping
 _____ skateboarding _____ rock climbing _____ jet skiing _____ surfing

B PAIR WORK Use the words below to describe the activities in part A.

interesting dangerous challenging fun boring exciting

Example:

A: I think rock climbing is interesting. How about you?

B: I think it is boring.

2 | Conversation

CD1 21 **A** Listen. How does Lori feel about rock climbing? What does Lori want to do?

Min-young: It's our first day in New Zealand. **What do you think** about kayaking?

Lori: It **doesn't seem safe** to me.

Min-young: Really? I'm sure it's safe. How do you feel about rock climbing?

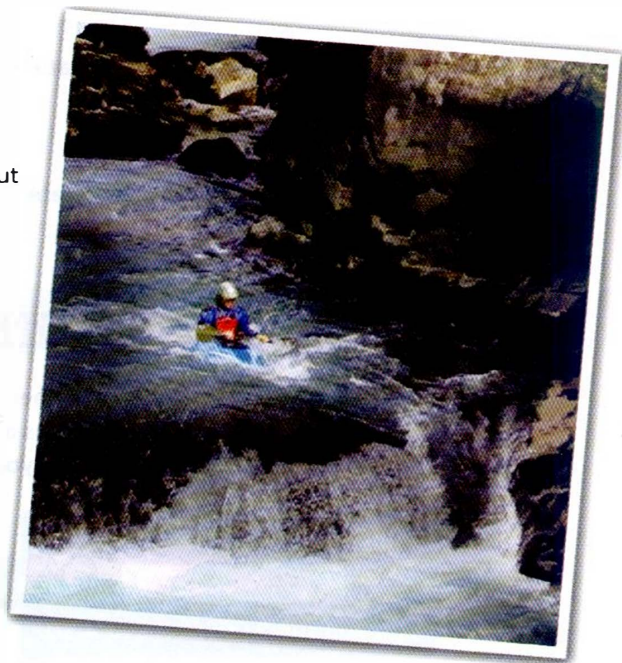
Lori: It looks really hard.

Min-young: Do you think **bungee jumping** looks fun?

Lori: Um, no.

Min-young: So, what do you want to do?

Lori: I just want to walk around today.



B PAIR WORK Practice the conversation.

CD1 22 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask for opinions and give opinions.

Asking for opinions	Giving opinions
<p>What do you think of kayaking?</p> <p>How do you feel about kayaking?</p> <p>Would you try kayaking?</p> <p>Do you think kayaking looks fun?</p>	<p>I think it's fun and exciting.</p> <p>I think it's fun, but dangerous.</p> <p>I don't think it's very safe.</p> <p>It looks exciting.</p> <p>It sounds/seems dangerous to me.</p>

B PAIR WORK Take turns asking for and giving opinions on the sports below.

boxing golf soccer baseball wrestling

4 | Pronunciation Stress in compound nouns

CD1 **23 A** Listen and practice. Notice how the first noun receives more stress in compound nouns.

1. **skate**boarding
2. **jet** skiing
3. **rock** climbing
4. **bungee** jumping

CD1 **24 B** Listen. Underline the stress in the words below.

1. snowboarding
2. skydiving
3. river rafting
4. mountain biking

C PAIR WORK Take turns asking for and giving opinions on the activities in parts A and B. Pay attention to stress in compound nouns.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write two examples of activities or sports below.

individual activities: _____

group activities: _____

wactivities: _____

adventure activities: _____

B GROUP WORK Ask your classmates what they think of the activities you wrote in part A.

What do you think of snowboarding?

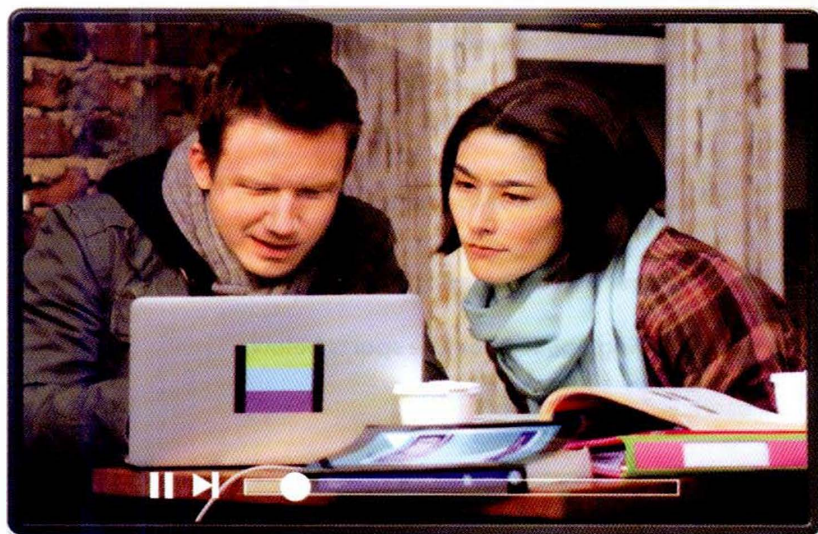
It looks very exciting.





1 | Preview

PAIR WORK Tom and Maria want to buy Jill a birthday present. What is a good gift for a female college student who doesn't like sports, but does like music?



2 | Understand

A Watch the video. What do Tom and Maria get Jill? Did you guess correctly?

B Watch the video again. Circle the correct answers.

1. What music doesn't Jill like?
 - a. pop
 - b. heavy music
 - c. folk
2. What does Jill never buy?
 - a. CDs
 - b. concert tickets
 - c. music downloads
3. What does Maria think of Susannah Mason's music?
 - a. It's terrible.
 - b. It's great.
 - c. It's perfect.
4. How many tickets do Tom and Maria buy?
 - a. two
 - b. three
 - c. four
5. Where was Eric?
 - a. at a concert
 - b. at the mall
 - c. in class

3 | Discuss

GROUP WORK Answer the questions.

1. What do you think Tom and Maria are going to do next?
2. Do you ever buy gifts for your friends? If so, what do you usually buy?



5 I love hip-hop!

A Student A: Ask Student B about his or her likes. Use two of the ideas below.

techno slow songs musicals heavy music

Student B: Express likes or dislikes.

B Now change roles. Use the other two ideas.

I can express likes.

☐ Very well ☐ I need more practice.

I can express dislikes.

☐ Very well ☐ I need more practice.

See Language Booster page 13.



6 My favorite movie is...

A Student A: Ask Student B about his or her favorites. Use two of the ideas below.

TV show food ice cream flavor holiday

Student B: Answer Student A's questions. Then return the question.

B Now change roles. Use the other two ideas.

I can ask about favorites.

☐ Very well ☐ I need more practice.

I can return questions.

☐ Very well ☐ I need more practice.

See Language Booster page 15.



7 What time is it?

A Student A: Ask Student B when he or she does things. Use two of the ideas below.

wake up sleep do homework study

Student B: Answer by telling exact time or approximate time.

B Now change roles. Use the other two ideas.

I can ask about time.

☐ Very well ☐ I need more practice.

I can tell time.

☐ Very well ☐ I need more practice.

See Language Booster page 17.



8 Would you try kayaking?

A Student A: Ask Student B about his or her opinion on two of the activities below.

swimming table tennis reading surfing

Student B: Give your opinion.

B Now change roles. Use the other two ideas.

I can ask for opinions.

☐ Very well ☐ I need more practice.

I can give opinions.

☐ Very well ☐ I need more practice.

See Language Booster page 19.



Do you have any brothers?

• Asking about family

• Describing family members

1 | Vocabulary

A What do we call our family members? Write the letter of the correct definition next to the words.

- | | |
|---------------------|-----------------------------------|
| ___ 1. niece | a. mother and father |
| ___ 2. aunt | b. grandmother and grandfather |
| ___ 3. nephew | c. father's or mother's sister |
| ___ 4. grandparents | d. father's or mother's brother |
| ___ 5. uncle | e. brother's or sister's son |
| ___ 6. parents | f. brother's or sister's daughter |
| ___ 7. cousins | g. aunt's and uncle's children |

B PAIR WORK Take turns asking and answering the question "How many...do you have?" Use the words above.

Example:

A: How many brothers do you have?

B: I have one brother. How many brothers do you have?

A: I don't have any brothers.

2 | Conversation

CD1 25 **A** Listen. How many sisters does Teresa have? How old is Teresa's brother?



Nate: Hi, Teresa! Did you get gifts for your family, yet?

Teresa: No. I **have no idea** what to get my sisters.

Nate: How many sisters do you have?

Teresa: I have three sisters.

Nate: **Why don't you get them** key chains?

Teresa: That sounds good. And now something for my brother.

Nate: You have a big family! How old is your brother?

Teresa: He's 12.

Nate: What's **his** name?

Teresa: His name is Sebastian.



B PAIR WORK Practice the conversation.

CD1 26 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and describe family members.

Asking about family

Do you have any brothers or sisters/siblings?
How many brothers and sisters do you have?

Is your cousin single?
How old are your sisters?
Do you have any children?

Describing family members

No. I'm an only child.
I have one brother. I don't have any sisters.
I have two older sisters.
I have an older sister and a younger sister.
No, he isn't. He's married.
One sister is 15 and the other is 24.
Yes, I have one son and one daughter.

B PAIR WORK Take turns asking about and describing your family members.

Example:

A: Do you have any brothers or sisters?

B: No, I'm an only child.

4 | Pronunciation Final 's sounds

CD1 27 **A** Listen and practice. Notice the final 's sounds.

1. My father's father is my grandfather.
2. My parents' daughter is my sister.
3. My brother's brother is my brother.
4. My cousin's parents are my aunt and uncle.

B PAIR WORK Practice the questions below. Pay attention to the final 's sounds. Try to answer them.

1. What family member is your mother's mother's son?
2. What family member is your father's mother's daughter's son's sister?

ONLINE PRACTICE

SPEAK with CONFIDENCE

GROUP WORK Say three things about your family. Take turns asking one follow-up question each.

My brother's name is Juan.

How old is he?

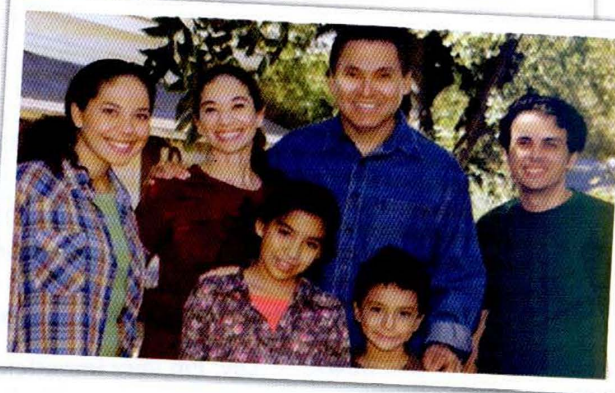
He's 19.

Is he married?

No, he's single.

Does he have a job?

Yes, he does.



- Describing someone's personality
- Comparing personalities

1 | Vocabulary

A Check (✓) the words that describe you and your best friend.

	You	Best friend
patient		
friendly		
serious		
shy		

	You	Best friend
quiet		
smart		
funny		
confident		

B PAIR WORK Tell your partner which two words best describe you and your best friend.

Example:

A: I think I'm friendly and confident.

B: My best friend is patient, but shy.

2 | Conversation

CD1 28 A Listen. How are Lily and her sister similar? How are they different?

Kelly: Is that your sister?

Lily: Yeah, that's Jennifer. She's 15.

Kelly: Is she like you?

Lily: Yes, in some ways. She's very funny.

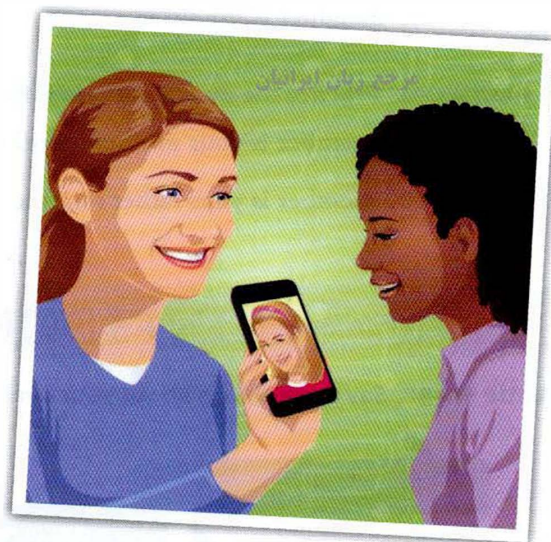
And she's friendly, like me.

Kelly: **That's good.**

Lily: But we're really different in some ways.

Kelly: **How are you different?**

Lily: Well, she's very patient. **I'm not patient at all.**



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Lily: **And we're both friendly.** Kelly: **That's nice to hear.**

Kelly: **Like how?** Lily: **I'm very impatient.**

3 | Language Booster

A Notice the different ways we describe and compare people's personalities.

Describing someone's personality		Comparing personalities
My sister is	friendly.	She's very friendly, like me.
She is very	shy.	We're both shy.
She's really	serious.	She's serious, but I'm not.
She isn't very	patient.	I'm very patient. She isn't patient at all.

B PAIR WORK Take turns describing and comparing personalities of people you know. Use the ideas below.

a little shy funny and confident quiet and serious not patient at all

Example:

A: My cousin Adam is a little shy sometimes.

B: So are you!

4 | Listening

A PAIR WORK Are these personalities positive or negative? Write **P** (positive) or **N** (negative).

____ 1. calm ____ 2. creative ____ 3. forgetful ____ 4. generous ____ 5. strict

CD1 29 B Listen. Mick and Katy are talking about the people below. Check (✓) the words that describe the person's personality. Then compare your answers with a partner.

- | | | | | |
|---------------|-----------------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| 1. Mr. Lewis: | <input type="checkbox"/> serious | <input type="checkbox"/> strict | <input type="checkbox"/> friendly | <input type="checkbox"/> patient |
| 2. Vanessa: | <input type="checkbox"/> friendly | <input type="checkbox"/> smart | <input type="checkbox"/> shy | <input type="checkbox"/> quiet |
| 3. Joey: | <input type="checkbox"/> calm | <input type="checkbox"/> forgetful | <input type="checkbox"/> funny | <input type="checkbox"/> creative |

ONLINE PRACTICE

SPEAK with CONFIDENCE

A What kind of personalities do you think these people need? Write two words for each person.

Personalities		
a babysitter		
a parent		
a best friend		
a teacher		

A babysitter needs to be friendly and patient.

I agree. But a babysitter also needs to be strict.

B PAIR WORK Compare your answers with a partner.

1 | Vocabulary

A Look at the picture. Write the letter of clothing or accessories you see in the picture.

- | | | | |
|-------------|---------------|--------------|--------------|
| a. a jacket | d. jeans | g. a shirt | j. a T-shirt |
| b. shorts | e. a skirt | h. a sweater | k. a dress |
| c. watch | f. a bracelet | i. a ring | l. a belt |

B PAIR WORK Tell your partner what you like to wear.

Example:

A: I like to wear sweaters with skirts.

B: I like to wear nice shirts with jeans.

2 | Conversation

CD1 30 **A** Listen. What does Cindy like about Rachel's shirt? Where did she get it?



B PAIR WORK Practice the conversation.

CD1 31 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we give and respond to compliments.

Giving compliments	Responding to compliments
I love your I like your That's a nice What a cool	Thanks. Thank you. That's nice of you.
shirt.	I like it, too. I got it on sale. It's my mother's. It was a gift from my friend.

B PAIR WORK Take turns giving and responding to a compliment.

Example:

A: I like your T-shirt.

B: Thanks. It's my favorite T-shirt. Those are nice shoes.

A: Thank you. I just got them.

4 | Pronunciation Sentence stress

CD1 **32 A** Listen and practice. Notice how the important words are stressed in these sentences.

A: I **like** your **earrings**.

B: **Thank** you. They're my **mother's**.

CD1 **33 B** Listen. Underline the stressed words. Then practice the conversations.

A: What a pretty ring.

B: I love your belt. Is it new?

B: Thank you. It was a gift.

A: No. It's old. It's my brother's.

ONLINE PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY Go around the class and follow the three steps below.

1. Greet the person.



2. Give a compliment.



3. Respond and say goodbye.



What's she wearing?

Asking what someone is wearing

Describing what someone is wearing

1 | Vocabulary

A PAIR WORK Take turns describing Fred's clothes.

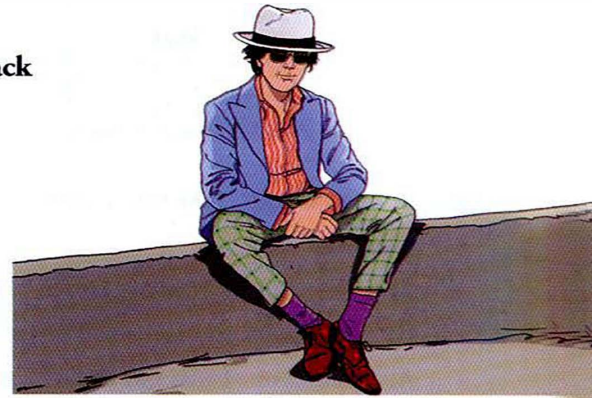
red blue green pink gray black
yellow orange purple brown white

B PAIR WORK Close your book. What do you remember about Fred's clothes?

Example:

A: Fred's shirt is orange and pink.

B: His socks are...



2 | Conversation

CD1 34 **A** Listen. Why doesn't Casey like the yellow shirt? What color sweater does Casey like for Brad?

Brad: What do you think of this shirt?

Casey: Yellow isn't really a good color for you.

You're wearing blue today. That color looks nice on you.

Brad: Hm...what about that purple sweater?

Casey: I really like it!

Brad: OK. Let's go and look at jackets.

Casey: OK. By the way, didn't you say that you don't like shopping?

Brad: I don't...why?

Casey: Well, we've been in this store for two hours. When are we going to the women's section?



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Brad: Do you like this shirt?

Casey: That's not a good color on you.

Casey: That looks nice on you.

Brad: Let's go look at shoes.

3 | Language Booster

A Notice the different ways we ask and describe what someone is wearing.

Asking what someone is wearing

What is Brad wearing?

What color is Brad's T-shirt?

Who's wearing a pink shirt?

Describing what someone is wearing

He's wearing a blue T-shirt, jeans, and white tennis shoes. *مروغ زيان ايرانيان*

It's blue.

Casey is. She's also wearing black pants.



B PAIR WORK Practice asking and describing what your teacher is wearing.

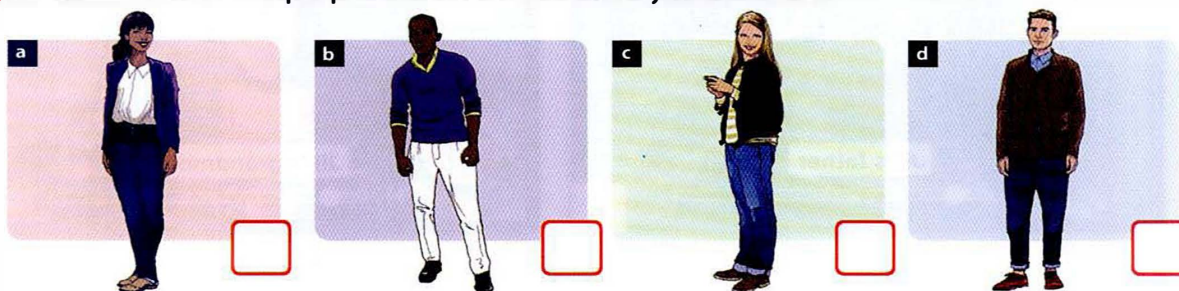
Example:

A: What's our teacher wearing today?

B: She's wearing a skirt. What color is her skirt?

4 | Listening

CD1 35 **A** Listen. Number the people from 1 to 4 in the order you hear them.



CD1 35 **B** Listen again. Write one word that describes each person's personality.

1. _____ 2. _____ 3. _____ 4. _____



C PAIR WORK Take turns describing the people in part A.

ONLINE PRACTICE



SPEAK *with* CONFIDENCE



GROUP WORK Think of someone in the class, but don't tell your group members who it is. Take turns asking questions to guess the person. The group can only ask five questions.

Is the person male or female?

Is he wearing a jacket?

What color is his jacket?



1 | Preview

PAIR WORK Jill is showing Tom and Eric photos of her family. Take turns describing what Jill's mother, father, and grandmother are wearing. What do you think their personalities are like?



2 | Understand

A Watch the video. Number the photos from 1 to 4 in the order Jill talks about them.

B Watch the video again. Check (✓) the correct answers to complete the sentences.

1. Tom compliments Jill on her...

☐ jacket. ☐ shirt.

2. Jill's father is quiet...

☐ and easygoing. ☐ and shy.

3. Jill's mother is...

☐ easygoing. ☐ hardworking.

4. Jill's grandmother is...

☐ 75. ☐ 80.

3 | Discuss

GROUP WORK Answer the questions.

1. Imagine you're meeting your friend's parents. What would you wear?

2. What questions do you think they would ask you? What would you ask them?

9 Do you have any brothers?

A Student A: Ask Student B questions about his or her family.

Student B: Tell Student A about your family.

B Now change roles.

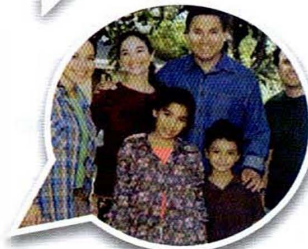
I can ask about family.

☐ Very well ☐ I need more practice.

I can describe family members.

☐ Very well ☐ I need more practice.

See Language Booster page 23.



10 She's pretty smart.

A Student A: Ask Student B three questions about his or her friends.

Student B: Tell Student A about two of your close friends and describe their personalities.

B Now change roles.

I can describe someone's personality.

☐ Very well ☐ I need more practice.

I can compare personalities

☐ Very well ☐ I need more practice.

See Language Booster page 25.



11 I love your shirt!

A Student A: Compliment Student B on something he or she is wearing.

Student B: Respond to Student A's compliment.

B Now change roles.

I can give a compliment.

☐ Very well ☐ I need more practice.

I can respond to a compliment.

☐ Very well ☐ I need more practice.

See Language Booster page 27.



12 What's she wearing?

A Student A: Ask Student B what three people in your class are wearing. Ask at least two questions for each person.

Student B: Answer Student A's questions.

B Now change roles.

I can ask what someone is wearing.

☐ Very well ☐ I need more practice.

I can describe what someone is wearing.

☐ Very well ☐ I need more practice.

See Language Booster page 29.



1 | Vocabulary

A These are activities that may be part of your daily routine. Check (✓) the ones you do every day.

☐ get up early ☐ check e-mail ☐ watch TV ☐ talk on the phone
☐ study ☐ have lunch ☐ take a shower ☐ exercise

B PAIR WORK Tell your partner something you do every day.

Example:

A: I study every day.

B: I don't. But I have lunch every day!

A: So do I.

2 | Conversation

CD1 36 **A** Listen. What does Kurt do at 8:30 a.m.? When does he finish school?

Tess: Do you want to meet on Friday?

Kurt: That's a great idea!

Tess: **What time do you wake up?**

Kurt: I **wake up** at 7:30 a.m.

Tess: So, we can meet at around 8:30?

Kurt: At 8:30, I go to my karate lesson.

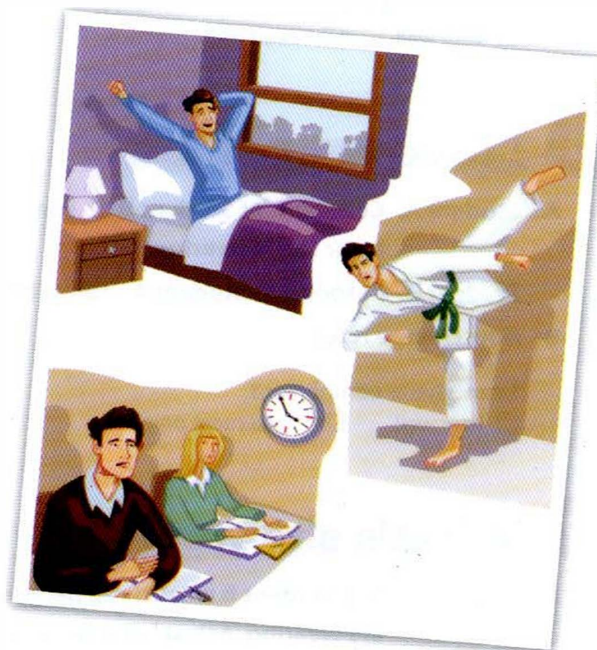
Tess: So...9:30? **Do you have time then?**

Kurt: Well, **at 10:00 I start school.**

Tess: When do you finish?

Kurt: At 5:00 p.m. So, let's meet at 5:15—for dinner?

Tess: Sounds great!



B PAIR WORK Practice the conversation.

CD1 37 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and describe routines.

Asking about routines	Describing routines
What time do you get up?	I usually get up at 7:30 a.m.
What do you do after class?	I always go to the library.
When do you go to work?	I go to work at 10:00 every day.
Do you go to bed late?	No, I go to bed around 10:30 p.m.
Do you have lunch at home?	No, I have lunch in the cafeteria.
Do you study every day?	Yes, I study every day.

B PAIR WORK Take turns asking and answering questions about routines. Use the phrases below.

get to class get home eat dinner go to bed

4 | Pronunciation Reduction of *do you*

CD1 38 **A** Listen and practice. Notice how we reduce *do you* to /də yə/ in these questions.

1. What time ^{/də yə/} do you get up?

3. When ^{/də yə/} do you start class?

2. When ^{/də yə/} do you have lunch?

4. What ^{/də yə/} do you do after work?

B PAIR WORK Ask and answer these questions. Pay attention to the reduction of *do you*.

1. What time do you eat dinner? 2. When do you finish class? 3. Where do you go after class?

ONLINE PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY Walk around the class and ask your classmates if they do any of the activities below. Try to find different people for each activity.

Do you...?	Name
take the bus to class	
make coffee in the morning	
eat a light breakfast	
have lunch at home	
watch TV at night	
go to a gym	

Do you take the bus to class?

Yes, I do. I take it every day.



1 | Vocabulary

A Do you usually do these activities alone or with someone else? Write **A** (alone) or **S** (someone else).

_____ go shopping _____ go out to eat _____ work out _____ go to the library
 _____ go to the mall _____ watch sports _____ watch movies _____ take a walk

B PAIR WORK Share your answers with your partner.

Example:

A: I usually go shopping alone.

B: Not me. I always go with a friend.

2 | Conversation

CD1 39 **A** Listen. What does Laura do at the gym? What does Sophie do at the gym?



Laura: I love to work out early. It's nice and quiet.



Sophie: **When do you get here?**



Laura: Around 6:30 a.m.



Sophie: And do you have a routine?



Laura: No. **I just run on the treadmill.**



Sophie: **How long do you run for?**



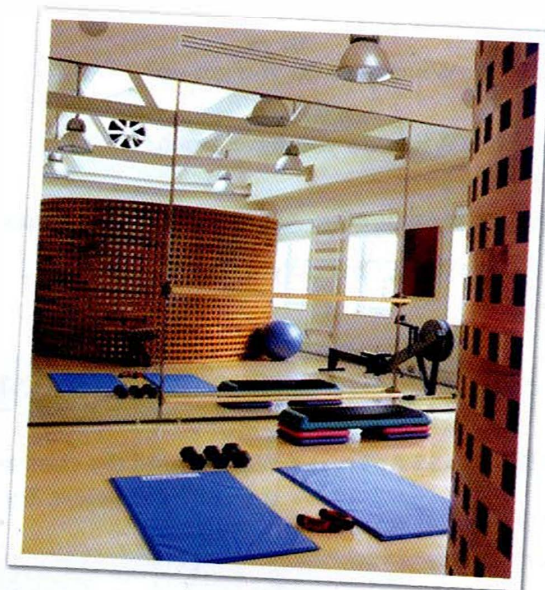
Laura: For around 40 minutes. **How about you?**



Sophie: I do yoga for an hour. I'm starving.



Laura: They have great doughnuts at the coffee shop!



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Sophie: **What time do you start?** Laura: **I just lift weights.**

Sophie: **For how long?** Laura: **What about you?**

3 | Language Booster

A Notice how we continue a conversation by asking follow-up questions.

Comment	Asking follow-up questions
I exercise every day.	What kind of exercise do you do? Who do you exercise with? Where do you exercise? When do you get there? Why do you exercise in the morning? How do you get to the gym?

B PAIR WORK Write comments about your routine below. Take turns commenting, asking a follow-up question, and responding.

- _____
- _____

4 | Listening

CD1 40 **A** Listen. Six people are talking about things they like to do. What follow-up question can you ask each person? Number the follow-up questions from 1 to 6 to match the conversations.

- | | |
|-------------------------------------|--|
| _____ a. What's your favorite show? | _____ d. What shops do they have there? |
| _____ b. Is it open every day? | _____ e. What kind of food do they have? |
| _____ c. Why not? | _____ f. How long do you walk for? |

B PAIR WORK With your partner, think of other follow-up questions you can ask for each conversation.

SPEAK with CONFIDENCE

A Complete the information. Include one example for each.

Something you like to do alone	Something you do in the evening
Something you want to buy	Someone you like to spend time with
A fun place to hang out	Where you go after class

B GROUP WORK Take turns asking and answering questions. Use the information above.

ONLINE PRACTICE

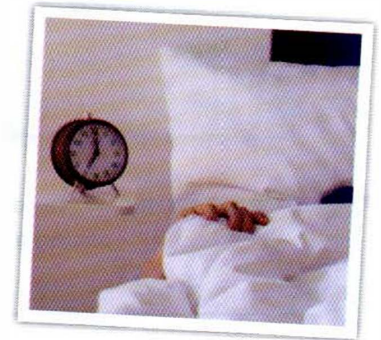
What's something you like to do alone?

I like to ride my bike.

1 | Vocabulary

A Draw a line to connect the words and phrases to make five or more true statements.

I sleep in late	Sunday	
I get up early		Monday	
I stay up late		Tuesday mornings.
I go out with friends on	Wednesday afternoons.
I don't do much		Thursday nights.
I feel my best		Friday	
I feel my worst		Saturday	



B PAIR WORK Take turns saying a sentence and asking a follow-up question.

Examples:

A: I sleep in on Sunday mornings.

B: What time do you get up?

B: I feel my best on Friday afternoons.

A: What do you do on Fridays?

2 | Conversation

CD1 41 **A** Listen. Who does Derek meet on Sundays? What does he do at the park?



Kristin: I'm really looking forward to the weekend.

Derek: Me too. Especially Sunday.

Kristin: What do you do **on Sundays**?

Derek: Well, first I meet some friends for breakfast. We go to *Waffles and Eggs*.

Kristin: **Then what do you do?**

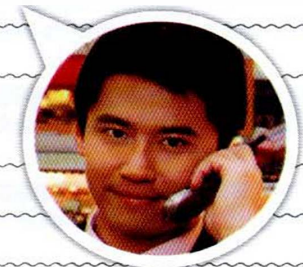
Derek: Then we go to the park. There's an outdoor market there on Sundays.

Kristin: **Yeah, I like that place.**

Derek: Next, we ride our bikes. And after that, we have lunch. Later, we watch a movie.

Kristin: It sounds like a great way to spend Sundays.

Derek: You should join us next Sunday!



B PAIR WORK Practice the conversation.

CD1 42 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

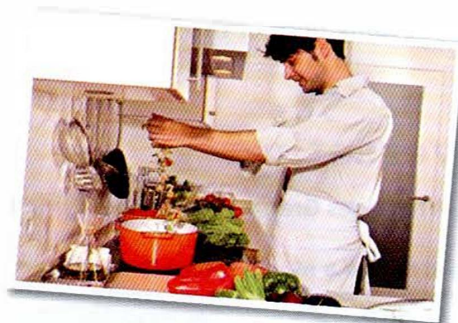
3 | Language Booster

A Notice how we ask about and describe a sequence of events.

Asking about a sequence	Describing a sequence
What do you do first?	First, I meet some friends.
Then what do you do?	Then we go to the park. Next, we ride our bikes.
What do you do after that?	After that, we have lunch. Later, we watch a movie.

B PAIR WORK Take turns describing the sequence of the activities in the chart below. Use *first*, *then*, *next*, *after that*, and *later*. Write down your partner's routine.

In the morning	After work or school
have breakfast	do my homework
get up	go to bed
take a shower	have dinner
check e-mail	watch TV



4 | Pronunciation Sequence markers

CD1 43 **A** Listen and practice. Notice how we stress the sequence markers in these sentences.

First, I have breakfast. **Then** I go for a run. **After that**, I take a shower.

B PAIR WORK Look again at your partner's routine and describe it. Pay attention to the stress in sequence markers.

First, you get up. Then you take a shower. Next, you check e-mail. After that, you...

ONLINE PRACTICE

SPEAK with CONFIDENCE

A What do you do during these times? List four things in the order you do them.

Friday nights	Saturday afternoons	Sundays

B GROUP WORK Take turns asking and describing routines. Who has the most interesting routine?

What are you doing?

- Asking about ongoing activities
- Describing ongoing activities

1 Vocabulary

A Beth is majoring in business. Eddie is majoring in education. What classes do you think they are taking? Write **B** (Beth), **E** (Eddie), or **BE** (both).

_____ statistics _____ history _____ economics _____ sociology _____ math
 _____ marketing _____ psychology _____ management _____ English _____ literature

B PAIR WORK Tell your partner what classes you think Beth and Eddie are taking.

Example:

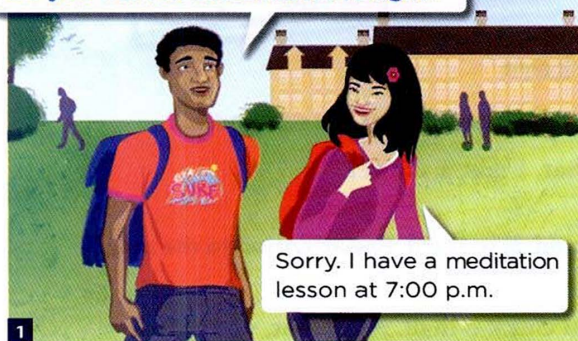
A: I think Beth is taking history.

B: Actually, I think both of them are.

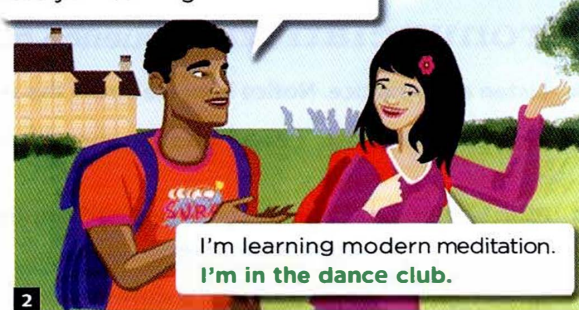
2 Conversation

CD1 44 **A** Listen. What does Greg want to do tonight? What kind of dance is Emi learning?

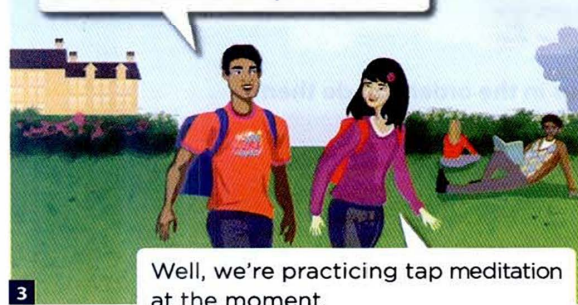
Do you want to see a movie tonight?



Really? What kind of meditation are you learning?



So, show me what you can do.



Watch this!



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Greg: Can you go see a movie tonight?

Emi: I'm part of the school meditation group.

Greg: So, show me some moves.

Emi: Just watch me.

3 | Language Booster

A Notice the different ways we ask about and describe ongoing activities.

Asking about ongoing activities

What are you doing these days?
What kind of meditation is she learning?
Are you taking math this semester?
Are you doing anything interesting in your classes?

Describing ongoing activities

I'm taking dance lessons.
She's learning modern meditation.
No, I'm not taking math this semester.
We're reading some cool books in my English class.

B PAIR WORK Take turns talking about one thing you are doing at the moment. Answer any follow-up questions.

4 | Listening

CD1 45 **A** Listen. Manuel and Claire are talking about their busy lives. Who is doing what? Check (✓) the correct boxes.

Who is...?	Manuel	Claire
rehearsing for a play		
studying for midterm exams		
saving money for a trip		
teaching French		

CD1 45 **B** Listen again. Answer these questions with your partner.

1. When is the play? _____
2. How many nights does Manuel work? _____
3. Where does Manuel want to go next summer? _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A What are you doing these days? Write three sentences on three different pieces of paper. Don't write your name.

I'm looking for a job.

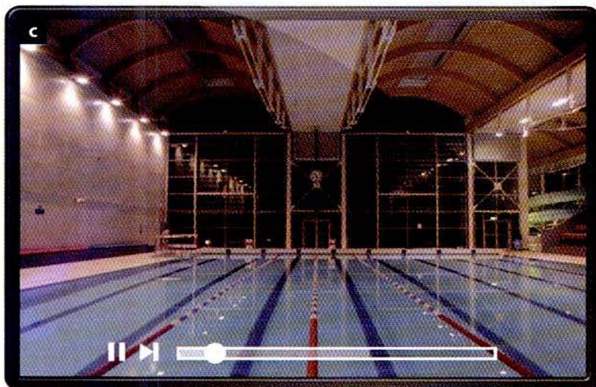
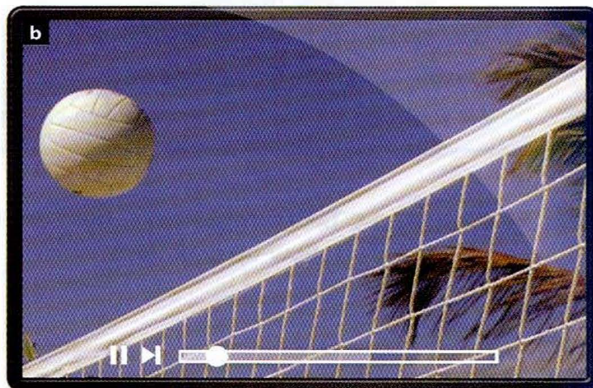
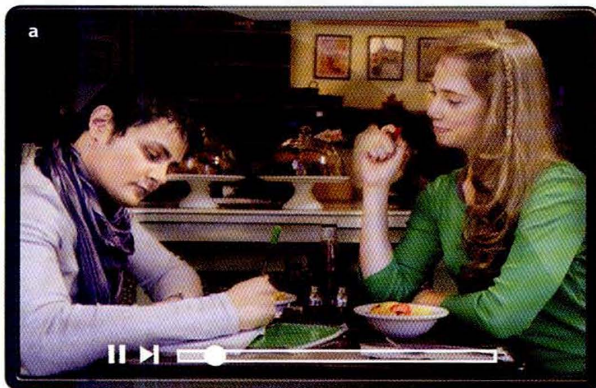
I'm watching a lot of TV.

I'm sleeping a lot!

B GROUP WORK Put the sentences on the table. Then read each sentence and guess who wrote it. Ask follow-up questions.

1 | Preview

PAIR WORK Jill and Eric are talking about their weekends. Look at the photos below. Tell your partner what activities are pictured. Which of these activities do you do? How often you do them?



2 | Understand

Watch the video. Complete these sentences.

1. Eric is working on _____ at the new supermarket.
2. Jill gets to the park at _____ on Sunday morning.
3. Jill eats something _____ for breakfast.
4. Jill plays volleyball for _____ minutes.

3 | Discuss

GROUP WORK Answer the questions.

1. How would you describe Eric? Jill?
2. Do you exercise? If so, what do you do?
3. What's your favorite day of the week? How do you spend it?

13 When do you get up?

A Student A: Ask Student B about his or her daily routines.

Ask at least two *yes/no* and

wh- questions.

Student B: Answer Student A's questions.

B Now change roles.

I can ask about routines.

☐ Very well ☐ I need more practice.

I can describe routines.

☐ Very well ☐ I need more practice.

See Language Booster page 33.



14 When do you get there?

A Student A: Tell Student B about three of your daily activities.

Answer his or her questions.

Student B: Ask Student A follow-up questions about

his or her daily activities.

B Now change roles.

I can ask follow-up questions.

☐ Very well ☐ I need more practice.

See Language Booster page 35.



15 What do you do first?

A Student A: Tell Student B how you spend a busy day.

Use sequence markers.

Student B: Ask Student A for more information about

the sequence of events.

B Now change roles.

I can describe a sequence.

☐ Very well ☐ I need more practice.

I can ask about a sequence.

☐ Very well ☐ I need more practice.

See Language Booster page 37.



16 What are you doing?

A Student A: Ask Student B questions about

his or her ongoing activities.

Student B: Tell Student A about three ongoing

activities.

B Now change roles.

I can ask about ongoing activities.

☐ Very well ☐ I need more practice.

I can describe ongoing activities.

☐ Very well ☐ I need more practice.

See Language Booster page 39.



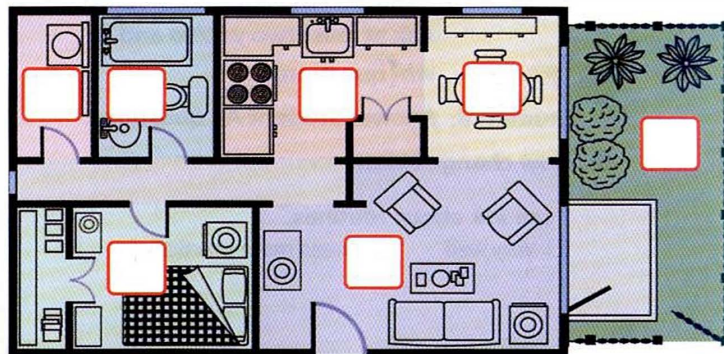
What's your place like?

- Asking about a place
- Describing a place

1 | Vocabulary

A Look at the apartment. Write the correct number of each room in the picture.

- | | |
|----------------|-----------------|
| 1. kitchen | 5. dining room |
| 2. bedroom | 6. laundry room |
| 3. bathroom | 7. yard |
| 4. living room | |



B PAIR WORK Tell your partner which words describe your house or apartment. Use the words below.

big comfortable convenient noisy quiet small

Example:

A: My apartment is small and quiet.

B: Well, my apartment is small, but comfortable.

2 | Conversation

CD2 02 **A** Listen. What does Andy like about his new place? How many rooms are there?



Julie: **So, what's your new apartment like, Andy?**



Andy: **It's pretty nice.** It's small, but it's very convenient.



Julie: That's good. **Where is it?**



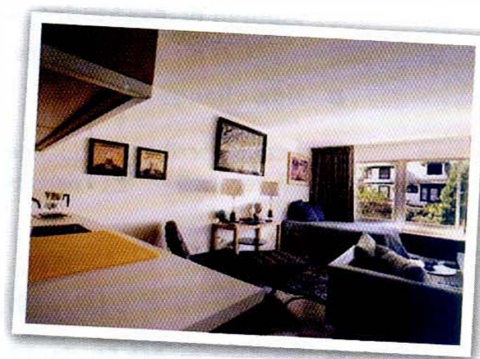
Andy: It's downtown, on Pine Street. **The location is good.**



Julie: How many rooms are there?



Andy: It has one bedroom, a living room, a kitchen, and a small bathroom.
Here's a picture of it.



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the correct words below. Practice the conversation again.

Julie: **How's your new place?** Andy: **It's really great.**

Julie: **Where is it located?** Andy: **It has a great location.**

3 | Language Booster

A Notice the different ways we ask about and describe a place.

Asking about a place			Describing a place
What's your	apartment place house	like?	It's very convenient. It's small, but convenient.
How many rooms are there?			There are four rooms.
Is there a	yard? laundry room?		Yes, there is. No, there isn't.

B PAIR WORK Take turns asking about and describing your house or apartment.

4 | Listening

CD2 03 **A** Listen. Maria is talking about her new apartment. Check (✓) the things it has.

_____ 1. a dining room _____ 2. a yard _____ 3. a bedroom _____ 4. a laundry room

CD2 03 **B** Listen again. Write two things she likes about the apartment.

1. _____ 2. _____

C PAIR WORK Tell your partner two things you like about your home.

ONLINE PRACTICE

SPEAK *with* CONFIDENCE

A Complete the tasks below.

Student A: You want to rent an apartment. On a piece of paper, write three questions to ask the owner.

Student B: You have an apartment to rent. Complete the information below.

Location: _____ Number of rooms: _____

Good things about it: _____

B PAIR WORK Role-play the conversation. Finish your conversation with, "Thanks. I'll think about it." Then change roles.

What's the apartment like?

Well, the location is great.

Where can I get a lamp?

- Asking for suggestions
- Giving suggestions

1 | Vocabulary

A Write these objects under the correct room category. More than one answer is possible.

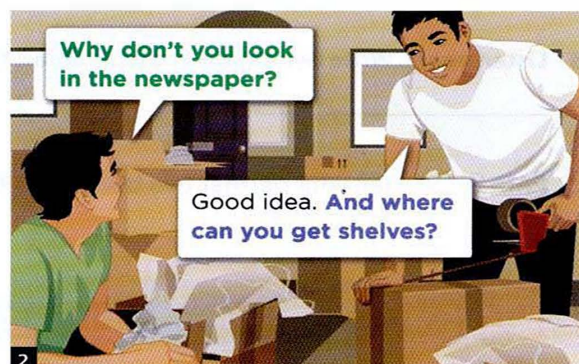
a bed	a TV	a coffee table
a sofa	a stove	shelves
a refrigerator	a lamp	a closet
a dresser	chairs	a dishwasher

living room	kitchen	bedroom

B PAIR WORK Tell your partner what you think belongs in each room.

2 | Conversation

CD2 04 **A** Listen. What does Raul need? What does Manning's sell?



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Raul: Well, where can I get a used dresser? Sam: You can look online.

Raul: And where can I find chairs? Sam: You can get one at Electric City.

3 | Language Booster

A Notice the different ways we ask for and give suggestions.

Asking for suggestions	Giving suggestions
Where can I find a used sofa?	Why don't you look in the newspaper? How about looking online?
Is there someplace I can buy shelves?	You can go to <i>Manning's</i> . I would
Where's a good place to get a TV?	A great place to get a TV The best place to buy it is <i>Electric City</i> .

B PAIR WORK Take turns asking for and giving suggestions. Use the information in the chart.

Example:

A: Where can I buy a TV?

B: I would go to Central Mall.

Things you want to do	Suggestions
buy a TV	Furniture Barn
get a new refrigerator	Not New Ned's
find some used bookshelves	Sal's Discount World
buy some cool lamps	Central Mall

4 | Listening

CD2 05 **A** Listen. Number the items Patrick needs from 1 to 4 in the order that you hear them.

_____ a. a lamp _____ b. a TV _____ c. a dresser _____ d. chairs

CD2 05 **B** Listen again. Write the letter of the item from Part A next to the place you can buy it.

_____ 1. The Furniture Depot _____ 3. Walt's World
_____ 2. Tech Town _____ 4. the outdoor market

C PAIR WORK Take turns suggesting two places in your town to buy each item in part A.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A GROUP WORK Where's a good place to do these things in your town or city? Discuss each one.

see modern art	eat traditional food
hear live music	get cheap furniture
see foreign movies	buy expensive jewelry
buy comic books	buy unusual clothes

Where can I see modern art?

I would go to the museum downtown.

B CLASS ACTIVITY Share your ideas. Who has the best suggestion for each thing?

1 | Vocabulary

A How often do you go to these places in your town or city? Mark ✓ (fairly often) or ✗ (not very often).

_____ bank	_____ drugstore	_____ hair salon	_____ movie theater
_____ mall	_____ library	_____ post office	_____ department store

B PAIR WORK Tell your partner where you do the activities below.

shop for clothes study see movies hang out with friends

Example:

A: Where do you go to shop for clothes?

B: I usually go to the mall. I sometimes go to a department store.

2 | Conversation

CD2 06 **A** Listen. Where is the post office? What's on University Avenue?

Keiko: I want to **send these postcards**. Where's the nearest post office? Do you know?

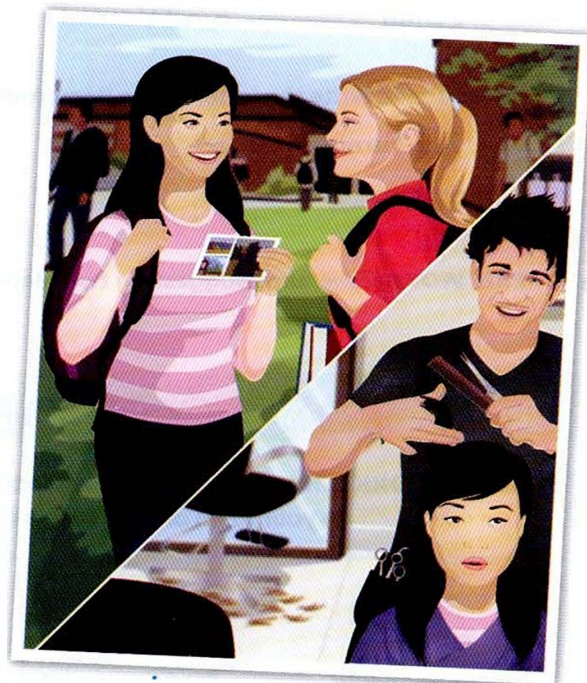
Anna: There's one on King Street. It's **across from the park**.

Keiko: And is there an ATM around here? I need some cash.

Anna: Sure. There's one next to the post office.

Keiko: OK, thanks. And I also need to go to a hair salon. Where do you usually go?

Anna: I go to **Freddy's on University Avenue**.
Tim does my hair. He's fabulous.



B PAIR WORK Practice the conversation.

CD2 07 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and describe locations.

Asking about locations

Where's the nearest post office?

Is there a mall around here?

Is it far?

Describing locations

There's one near here.

There's one on King Street.

It's across from the park.

Yeah. It's too far to walk.

Not really. You can walk there.

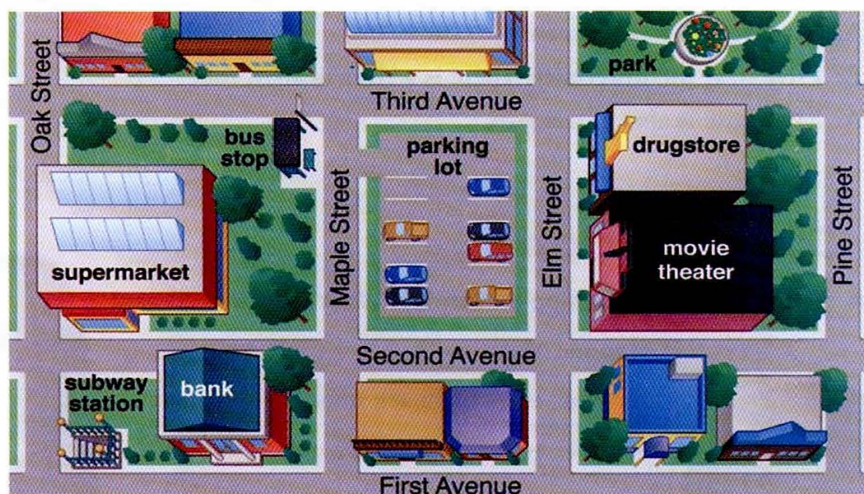
B PAIR WORK Look at the map. Take turns asking about and describing the locations of these places.

the bank

the supermarket

the movie theater

the drugstore



4 | Pronunciation Linking sounds

CD2 08 A Listen and practice. Notice how consonant sounds are linked to the vowel sounds that follow them.

1. Where's the postoffice?

2. It's across from the park.

3. Is it far?

B PAIR WORK Practice these sentences and questions. Pay attention to linked sounds.

1. Where exactly?

2. Is there an aTM?

3. There's a drugstore around here.

SPEAK with CONFIDENCE

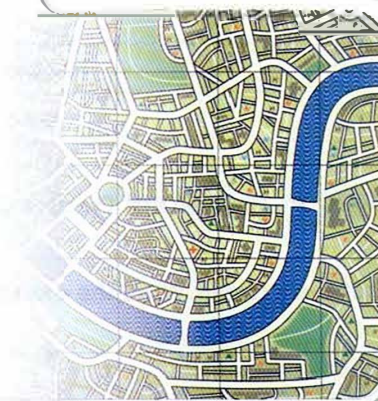
A PAIR WORK Complete the tasks below.

Student A: Find locations on the map in the Language Booster section for a library and a restaurant. Mark them on the map.

Student B: Find locations on the map in the Language Booster section for a hair salon and a café. Mark them on the map.

B PAIR WORK Take turns asking and finding each place. If you have the same location for two different places, discuss and move one.

ONLINE PRACTICE



1 | Vocabulary

A Look at these places. Check (✓) the ones that are near your home.

- | | | | |
|------------------------|-----------------|------------------|--------------------|
| _____ a stadium | _____ a bridge | _____ a park | _____ a river |
| _____ a subway station | _____ a freeway | _____ a bus stop | _____ a taxi stand |

B PAIR WORK Tell your partner the places near your home. Use the places above.

Example:

A: My house is near a freeway.

B: I live near the university. There is a river nearby, too.

A: My house is also near a park.

2 | Conversation

CD2 09 **A** Listen. What's happening on Sunday? What's Anna's address?



Maggie: Hello.

Anna: Hi, Maggie. It's Anna.

Maggie: Hey, Anna. What's up?

Anna: Well, it's my birthday on Sunday, and I'm having a party. Can you come?

Maggie: Sure! I'd love to.

Anna: Great! I live in the Evergreen Apartments. They're at 122 Pine Street.

Maggie: Is that near the park?

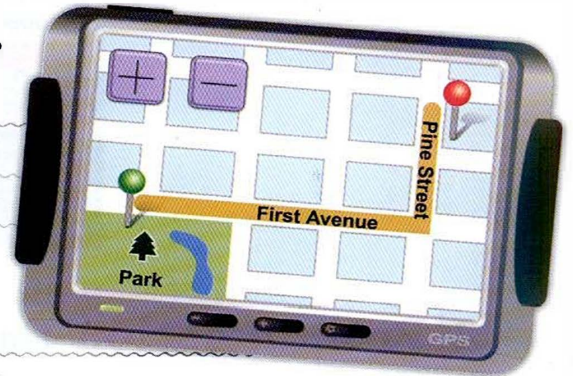
Anna: Yeah. It's **not far**.

Maggie: **Can you give me directions?**

Anna: From the park just go up First Avenue. **Take a left** on Pine Street. It's really easy.

Maggie: What's your apartment number?

Anna: I'm in 14C. Come around 6:00 p.m.



B PAIR WORK Practice the conversation.

CD2 10 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we give directions and ask for clarification.

Giving directions	Asking for clarification
Go up/down First Avenue.	Is that near the park?
Take a/Turn... right/left at the corner.	What's it near?
Go straight.	Is that 14 or 40?
Go past the stadium.	Did you say 14C?
I'm at 122 Pine Street.	
I'm in 14C.	

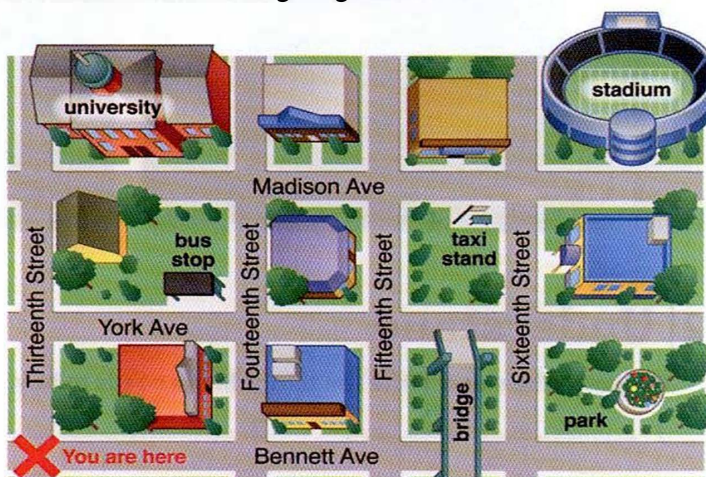
B PAIR WORK Look at the map. You're both at **X**. Take turns giving directions to the places below.

the stadium the park
the bridge the university
the bus stop the taxi stand

Example:

A: Excuse me. How do I get to the park?

B: Oh, that's easy. Go...



4 | Pronunciation Intonation in clarifying questions

CD2 11 A Listen and practice. Notice how the intonation rises and then falls in these questions.

1. Is that 14 or 40?

2. Did you say turn right or turn left?

B PAIR WORK Practice these questions. Pay attention to the intonation.

1. Is that a.m. or p.m.?

2. Did you say 9:00 in the morning or the evening?

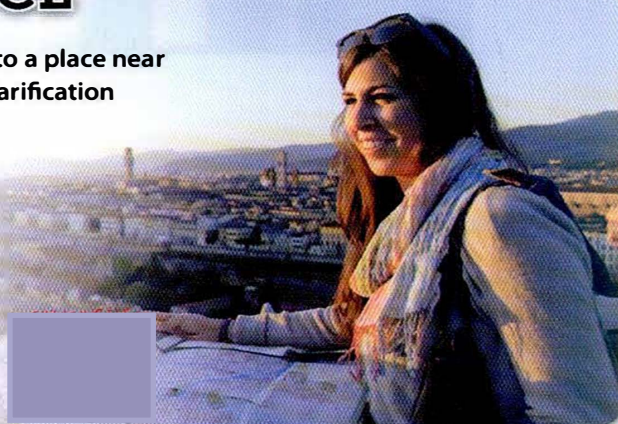
ONLINE PRACTICE

SPEAK with CONFIDENCE

PAIR WORK Take turns. One student gives directions to a place near your school. The other student asks for clarification and then guesses the place.

Go out the door and turn left. Go straight and take a right at the traffic light.

Is that the first traffic light?





1 | Preview

PAIR WORK Answer the questions.

1. Look at the picture of Maria and Jill's apartment. What do you think Maria needs to buy?
2. Look at the lamp Maria is holding. Do you think Tom likes it?



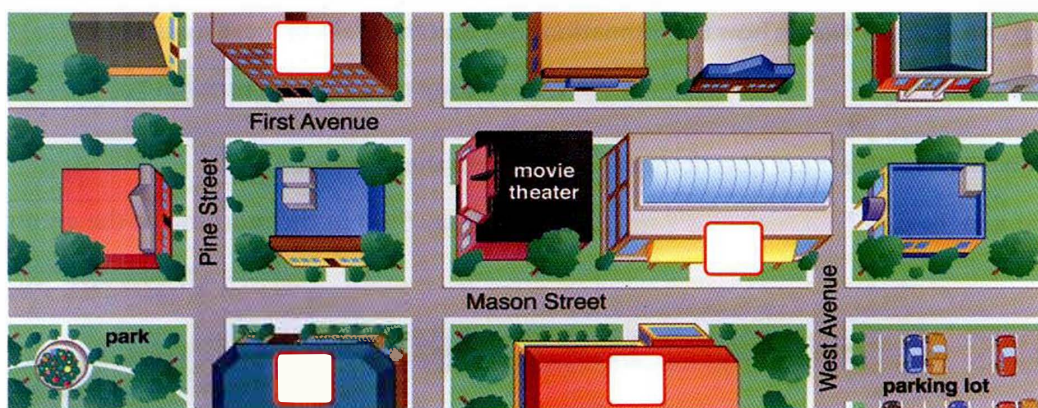
2 | Understand

A Watch the video. Write the things Maria needs to buy.

1. _____
2. _____
3. _____

B Watch the video again. Write the correct number of these places on the map.

1. Larson's
2. The Superstore
3. Pace Supermarket
4. Market Fair



3 | Discuss

GROUP WORK Answer the questions.

1. Do you think friends should buy each other household items? Why or why not?
2. What furniture does every apartment need?
3. Look at the map. Ask for directions to different places.



17 What's your place like?

A Student A: Ask Student B about his or her home.

Student B: Tell Student A about your home.
Say what you like and don't like about it.

B Now change roles.

I can ask about a place.

☐ Very well ☐ I need more practice.

I can describe a place.

☐ Very well ☐ I need more practice.

See Language Booster page 43.



18 Where can I get a lamp?

A Student A: Ask Student B where you can buy two things you want.

Student B: Suggest where Student A can buy the things he or she wants.

B Now change roles.

I can ask for suggestions.

☐ Very well ☐ I need more practice.

I can give suggestions.

☐ Very well ☐ I need more practice.

See Language Booster page 45.



19 Where's the mall?

A Student A: Think of two places near your school. Ask Student B where they are located.

Student B: Describe the two locations. Give additional information about the location of each place.

B Now change roles.

I can ask about locations.

☐ Very well ☐ I need more practice.

I can describe locations.

☐ Very well ☐ I need more practice.

See Language Booster page 47.



20 Take a left.

A Student A: Think of two places you want to go in your town or city. Ask Student B how to get there. Ask for clarification as needed.

Student B: Give Student A directions to the locations.

B Now change roles.

I can give directions.

☐ Very well ☐ I need more practice.

I can ask for clarification.

☐ Very well ☐ I need more practice.

See Language Booster page 49.



How much is coffee?

• Asking about prices

• Giving prices

1 | Vocabulary

A Is your hometown expensive? Write the prices for these things in your hometown.

_____ a haircut _____ museum admission fee _____ a cup of coffee
 _____ a taxi ride across town _____ a movie ticket _____ bus fare

B PAIR WORK Tell your partner how much things cost in your hometown.

Example:

A: A haircut is thirty dollars.

B: In my hometown, a bus fare is two dollars.

2 | Conversation

CD2 **12 A** Listen. How much is coffee in a convenience store? Is coffee in a coffee shop cheap?

Eduardo: Excuse me, how much does bus fare cost in this town?

Greg: It costs a dollar fifty.

Eduardo: **That's reasonable.** How much does a cup of coffee cost?

Greg: It depends. It's a dollar in a convenience store, but it **can be** six dollars in a nice coffee shop.

Eduardo: Six dollars for coffee! That's expensive! And how much are movie tickets?

Greg: **They cost** about thirteen dollars.

Eduardo: Things are expensive in your town!



www.irLanguage.com

B PAIR WORK Practice the conversation.

CD2 **13 C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and give prices.

Asking about prices	Giving prices
How much is a cup of coffee?	A cup of coffee is
How much does a cup of coffee cost?	A cup of coffee costs
What's the price of a cup of coffee?	
What does a cup of coffee cost?	
How much are movie tickets?	Movie tickets are about
How much do movie tickets cost?	Movie tickets cost around
	six dollars.
	thirteen dollars.

B PAIR WORK Take turns asking about and giving prices for the items below.

a meal at a fast food restaurant a newspaper a bottle of water

4 | Pronunciation Stress in numbers

CD2 **14 A** Listen and practice. Notice the difference in stress in these numbers.

thirteen fourteen fifteen sixteen seventeen eighteen nineteen
thirty forty fifty sixty seventy eighty ninety

CD2 **15 B** Listen. Circle the correct prices.

1. \$1.17 / \$1.70 2. \$14.50 / \$40.50 3. \$16.17 / \$16.70 4. \$19.90 / \$90.19

C PAIR WORK Say a number in part A. Your partner points to the correct number.

SPEAK with CONFIDENCE

ONLINE PRACTICE

A PAIR WORK Make a price guide for visitors to your current city or town.
write prices for these things. Include other items and prices.

a meal at a fast food restaurant: _____
a bus from the airport: _____
a taxi across town: _____
a room in a two star hotel: _____
an hour of Internet at a café: _____
_____: _____
_____: _____

B GROUP WORK Compare your price guides. Try to agree on the prices.



- Bargaining for a lower price
- Suggesting a different price

1 | Vocabulary

A Your friend is moving and selling his or her things. Check (✓) the things you would buy used.

_____ clothes _____ makeup _____ furniture _____ electronics
 _____ CDs _____ video games _____ toys _____ sports equipment

B PAIR WORK Tell your partner which things you would buy from your friend.

Example:

A: I would buy electronics from my friend.

B: I wouldn't. I only buy new electronics.

2 | Conversation

CD2 16 **A** Listen. How much does Luke offer Zoe for the lamp? What price do they agree on?

Excuse me. **How much is this lamp?**

It's \$40.

\$40? Hm...will you take \$20?

No, I'm sorry. **But I can give it to you for \$30.**

I don't think so. But thanks anyway.

Just a second. I can give it to you for \$25.

I don't know.

It's a very good price.

All right. I'll take it. Thank you.

B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Luke: **How much is this?** Zoe: **But you can have it for \$30.**

Luke: **I'm not sure.** Zoe: **It's an excellent price.**

3 | Language Booster

A Notice the different ways we bargain for a lower price and suggest a different price.

Bargaining for a lower price			Suggesting a different price	
Will you	take		I can	give it/them to you for \$30.
Would you	accept	\$20?	I'll	
Will you	give it/them to me for			
How about \$20?			You can have it/them for \$30.	

B PAIR WORK Take turns bargaining and suggesting a different price for the items below.

Example:

A: How much is this painting?

B: It's \$100.

A: That's expensive! How about \$50?

B: No, sorry, but you can have it for \$70.

A: OK. That's a good price. Thank you.

a famous painting

a gold watch

a flat screen TV

a comic book

4 | Listening

CD2 **17 A** Listen. Ben is shopping at an outdoor market. What is he asking about? Number the items from 1 to 4 in the order you hear them.

_____ a. CDs

_____ b. a computer bag

_____ c. a bowl

_____ d. sunglasses

CD2 **17 B** Listen again. Write the prices they agree on.

1. \$ _____

2. \$ _____

3. \$ _____

4. \$ _____

C PAIR WORK Tell your partner of an outdoor market in your city and what items you can find there.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Look at the items at the yard sale. Write prices on the tags for the items.



B PAIR WORK Take turns bargaining and selling the items above for a good price.

1 | Vocabulary

A Do you ever buy these things? Write **O** (often), **S** (sometimes), or **N** (never).

_____ newspapers _____ magazines _____ candy _____ gum
 _____ energy drinks _____ vitamins _____ flowers _____ phone cards

B PAIR WORK Tell your partner how often you buy the things above.

Example:

A: Do you ever buy newspapers?

B: No, I never do. How about you?

A: Yes, I sometimes do. Do you ever buy magazines?

2 | Conversation

CD2 **18** **A** Listen. What kind of magazines does Lian buy? What does she do with them?



Adam: Do you ever buy magazines?



Lian: Sure. **I buy lots of magazines.**



Adam: **What kind** do you buy?



Lian: Mostly fashion and interior design magazines.



Adam: And how often do you buy them?



Lian: **Every week.** My mom thinks I'm crazy!



Adam: Do you always throw them away after you read them?



Lian: No, I keep all of them. Who knows?
 Maybe, I'll be a designer someday.



Adam: Wow, that's great!

B PAIR WORK Practice the conversation.

CD2 **19** **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.



3 | Language Booster

A Notice the different ways we ask about and describe frequency.

Asking about frequency	Describing frequency
Do you ever buy magazines?	Yes, I often/sometimes do. No, I never/rarely do.
How often do you buy magazines?	I buy them every day. twice a week. once a month. three or four times a year.

B PAIR WORK Take turns asking and describing how frequently you do the things below.

read things online buy books read celebrity magazines

Example:

A: How often do you read things online?

B: I read things online every day.

4 | Pronunciation Intonation in questions

CD2 **20 A** Listen and practice. Notice how we use rising intonation with *yes/no* questions and falling intonation with *wh-* questions.

1. Do you ever buy comic books?

3. Do you read celebrity magazines?

2. What do you read?

4. When do you read books?

B PAIR WORK Take turns asking and answering the questions above. Pay attention to intonation.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A CLASS ACTIVITY Walk around the class. Ask *Do you ever-* questions. If someone answers "yes," write the person's name, and ask a follow-up question. Take notes.

Do you ever...?	Name	Additional information
buy things on sale		
buy used things		
shop in malls		
buy gifts for friends		

B GROUP WORK Share three interesting things you learned about your classmates.

1 | Vocabulary

A Write the opposite of each word. Use the words in the box.

1. heavy ≠ _____

5. fast ≠ _____

2. cheap ≠ _____

6. thick ≠ _____

3. large ≠ _____

7. wide ≠ _____

4. bright ≠ _____

8. noisy ≠ _____

small	dark
quiet	expensive
narrow	light
slow	thin

B PAIR WORK Take turns describing things in your classroom. Use the words above.

Example:

A: My desk is heavy.

B: It's noisy at concerts.

B: This book is light.

A: It's quiet in the library.

2 | Conversation

CD2 21 **A** Listen. What is Iris' phone like? What does Iris watch on her new phone?

Mario: Is that a new phone?

Iris: Yeah. **It has a cool design.**

Mario: Can I see? Wow! **It's very light.** Do you ever watch movies on it?

Iris: **No, but I watch videos a lot.** It has a really big screen.

Mario: It does. How's the camera?

Iris: Great. Here, I'll take your picture.

Mario: Nice. **Does it have many games?**

Iris: No, but I can buy some cool game apps.



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Iris: **Isn't it cool?** Mario: **It's really thin.**

Iris: **Yes, I can download movies.** Mario: **Are there many games?**

3 | Language Booster

A Notice the different ways we describe features.

Describing features			
My/Your phone is			
	light.		a cool design.
	thin.	My/Your phone has	a big screen.
	fast.	It has	a nice camera.
	expensive.	It's got	voice text.
It's	black and silver.		some cool apps.

B PAIR WORK Take turns saying a sentence from above and responding with a sentence that means the same thing.

Examples:

A: It's light.

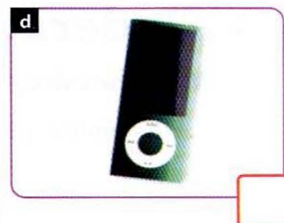
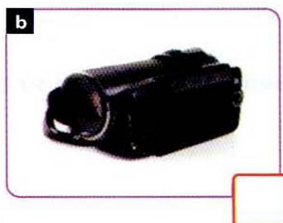
B: It's not heavy.

B: It has a cool design.

A: It's got a cool design.

4 | Listening

CD2 **22 A** Listen. What items are the shoppers talking about? Number the pictures from 1 to 4.



CD2 **22 B** Listen again. Write two features for each item.

1. _____ 2. _____ 3. _____ 4. _____

C PAIR WORK Tell your partner what you look for when you shop for the items in part A.

ONLINE PRACTICE

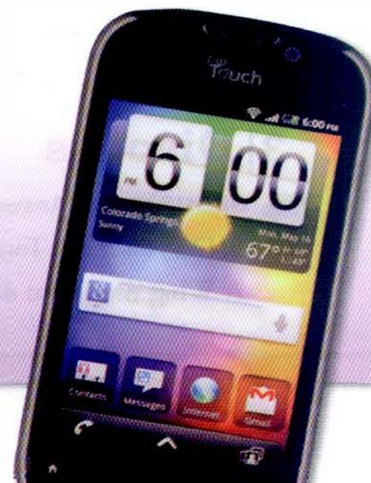
SPEAK *with* CONFIDENCE

A PAIR WORK Take one of your mobile phones. Write five sentences describing it.

This phone has a nice camera.

The photo quality is very good.

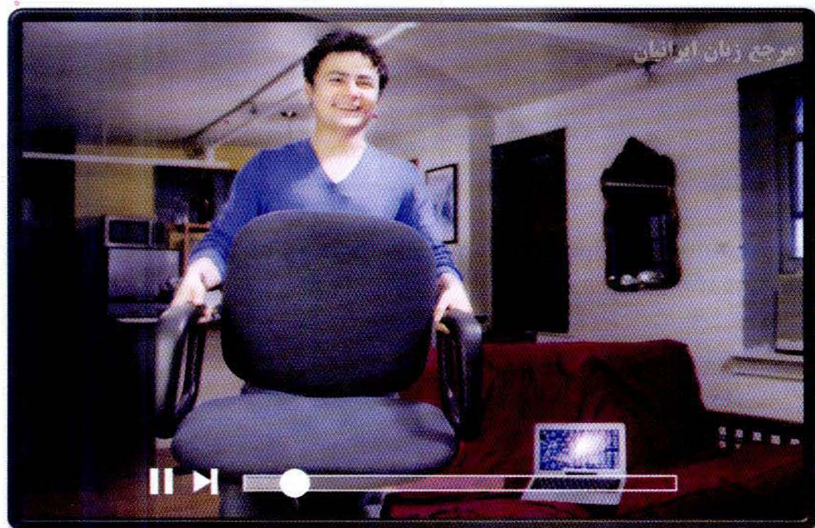
B GROUP WORK Join another pair and talk about the phones.





1 | Preview

PAIR WORK Look at Eric's chair below. Tell your partner what you think of it and how much you would pay for it.



2 | Understand

Watch the video. These sentences are false. Rewrite the sentences so they are true.

1. Jill's phone is heavy and thick.

2. Tom has a brand new phone.

3. Eric wants to buy a chair online.

4. Eric's chair is broken.

5. Jill buys Eric's chair for \$50.

3 | Discuss

GROUP WORK Answer the questions.

1. Do you think Tom got a good deal on the chair? How much would you pay?

2. What used item do you want to sell? How much do you want to sell it for?



21 How much is coffee?

A Student A: Ask Student B for the prices of two of the items below.

a candy bar a bottle of water
a DVD a bowl of noodles

Student B: Give prices of the items.

B Now change roles. Student B begins. Use the other two items.

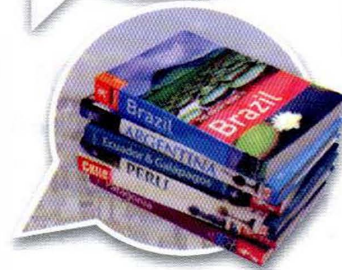
I can ask about prices.

☐ Very well ☐ I need more practice.

I can give prices.

☐ Very well ☐ I need more practice.

See Language Booster page 53.



22 Will you take \$20?

A Student A: Take something from your bag and put it on your desk.
Sell it to Student B for a good price.

Student B: Buy the item Student A is selling.
Bargain for it.

B Now change roles.

I can bargain for a lower price.

☐ Very well ☐ I need more practice.

I can suggest a different price.

☐ Very well ☐ I need more practice.

See Language Booster page 55.



23 Do you ever buy books?

A Student A: Ask Student B about how often they do things.
Use two of the ideas below.

read newspapers go online rent DVDs email

Student B: Answer Student A's questions.

B Now change roles. Student B begins. Use the other two ideas.

I can ask about frequency.

☐ Very well ☐ I need more practice.

I can describe frequency.

☐ Very well ☐ I need more practice.

See Language Booster page 57.



24 Your phone is so cool!

Student A and Student B: Describe an item you own,
or something you are thinking of buying. Include
at least three features.

I can describe the features of something.

☐ Very well ☐ I need more practice.

See Language Booster page 59.



Do you eat much fruit?

• Asking about quantities

• Talking about quantities

1 | Vocabulary

A Write the words in the box under the correct food categories.

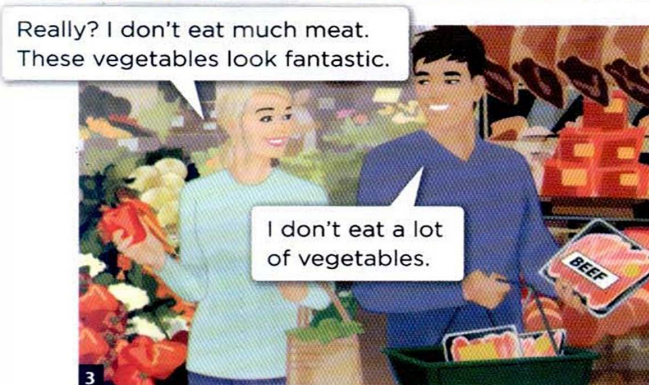
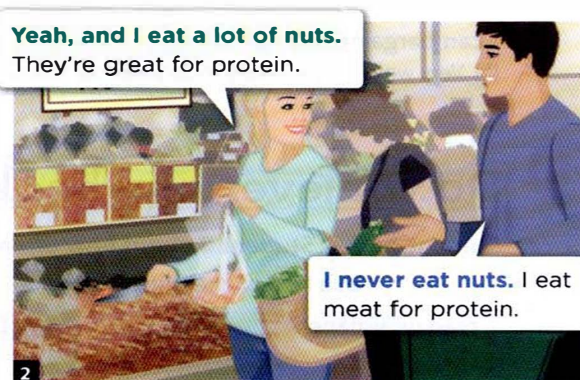
chicken	noodles	apples
yogurt	oranges	beans
tofu	nuts	bread
carrots	rice	cheese

meat/protein	dairy
fruit/vegetables	grains

B PAIR WORK Ask your partner how often he or she eats the foods above.

2 | Conversation

CD2 **23 A** Listen. What does Lauren eat for protein? Does Rob eat vegetables?



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Rob: **Do you eat a lot of grains?**

Lauren: **I often eat grains.**

Rob: **I hardly ever eat grains.**

Lauren: **That's it for me.**

3 | Language Booster

A Notice the different ways we ask about and describe quantities.

Asking about quantities	Describing quantities
Do you eat many vegetables?	Yes, I eat a lot of vegetables.
Do you eat a lot of vegetables?	No, I don't eat many vegetables.
	Yes, I eat vegetables all the time.
Do you eat much fruit?	Yes, I eat a lot of fruit.
Do you eat a lot of fruit?	No, I don't eat much fruit.

B PAIR WORK Take turns asking about and describing quantities.

4 | Listening

CD2 **24 A** Listen. Two friends are discussing food. Mark ✓ for the food Greg eats a lot of and ✗ for the foods he does not.

	Greg	Emily
meat		
fish		
tofu		
bread		

	Greg	Emily
fruit		
vegetables		
ice cream		
chocolate		

CD2 **24 B** Listen again. Mark ✓ for the food Emily eats a lot of and ✗ for the foods she does not.

C PAIR WORK Whose eating habits are healthier—Greg's or Emily's? Why?

ONLINE PRACTICE

SPEAK with CONFIDENCE

A CLASS ACTIVITY Walk around the class. Find different classmates who like the foods or drinks below. Write their names. Ask how often they eat or drink the items.

eggs	soda	potatoes
<input type="text"/>	<input type="text"/>	<input type="text"/>
coffee	pizza	tea
<input type="text"/>	<input type="text"/>	<input type="text"/>
fish	sandwiches	salt
<input type="text"/>	<input type="text"/>	<input type="text"/>

B CLASS ACTIVITY Share your answers with the class. Who eats or drinks the most of each item?

1 | Vocabulary

A Write the ingredients under the correct dish to make a recipe. The same ingredient can be used twice.

butter	tomatoes	pepper
salt	flour	eggs
oil	onions	olives

an omelet	pizza

B PAIR WORK Tell your partner the ingredients you think each dish needs.

Example:

A: For an omelet you need eggs, salt, pepper, and oil.

B: And I think you need cheese, too.

2 | Conversation

CD2 25 **A** Listen. What is Ariel making for dinner? What does she need?

Back
Ted
Edit

It's my turn to make dinner, Ted. What are **you in the mood for?**

How about pizza?

Sounds good. What do we need?

Onions. **We're completely out.**

Do we need tomato sauce?

No, we don't. We have a lot here.

How about tomatoes?

Yes, we need some.

OK. See you soon.

Send



B PAIR WORK Practice the conversation.

CD2 26 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and describe needs.

Asking about needs	Describing needs
What do we need?	We need some
What do we need to get?	We need to get some
What else do we need?	onions.
	tomatoes.
Do we need any	juice.
onions?	Yes, we need some
tomatoes?	No, we don't need any
juice?	No, we don't need anything else.
Do we need anything else?	

B PAIR WORK Look at the shopping list. Take turns asking about and describing needs.

Example:

A: Do we need any salt?

B: Yes, we need to get some salt. Do we need any eggs?

A: No, we don't need any eggs. Do we need...?

Shopping List:

salt	tomatoes
eggs	yogurt
carrots	milk
cereal	flour

4 | Pronunciation Reduction of *what do*

CD2 27 **A** Listen and practice. Notice how *what do* is sometimes pronounced /whada/.

/whada/

1. What do we need?

/whada/

2. What do we need to buy?

B PAIR WORK Ask three different *what do*- questions. Pay attention to the pronunciation of *what do*.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Plan a dinner menu for a small party. First, decide what you want to make.

Let's make spaghetti and meatballs.

Great idea. How about a salad, too?

B PAIR WORK Discuss what you have and what you need.

I have some pasta, so we don't need that.

Do we need any meat? I don't have any.

Yes, we need some meat.

C CLASS ACTIVITY Present your dinner menu. Vote on the best one.



Do you eat a big lunch?

• Describing what I eat

• Talking about healthy eating habits

1 Vocabulary

A Look at what Miranda eats on a typical day. Circle the foods you think are healthy.

breakfast	lunch	afternoon snack	dinner	evening snack
cereal	salad	candy	chicken	potato chips
toast	bread	coffee	rice	chocolate
jam	iced tea		cake	soda

B PAIR WORK Take turns talking about what you eat for breakfast and if it is healthy.

Example:

A: I eat cereal for breakfast. I think cereal is healthy.

B: Me too. What about juice?

2 Conversation

CD2 28 **A** Listen. Who has a small breakfast? Do you think Simon has a healthy lunch?

Simon: What are you **having**?

Jae-soon: Noodles. I love noodles for lunch.

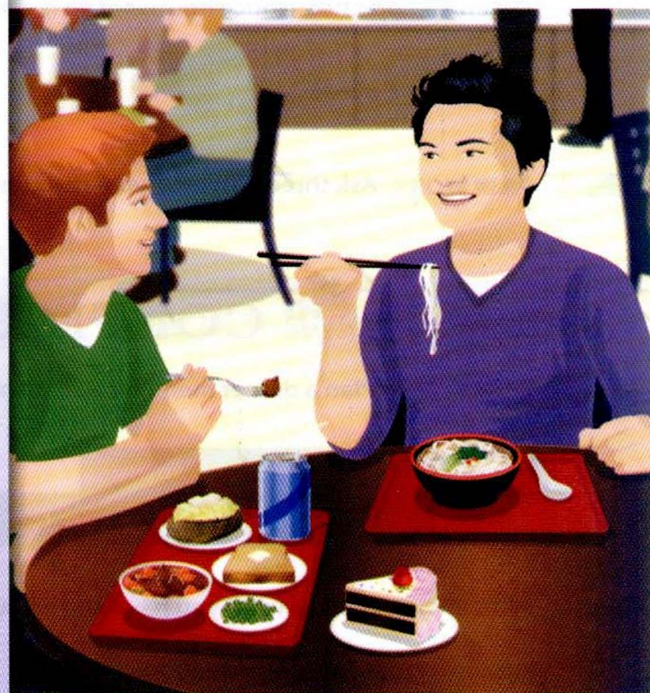
Simon: **Is that all you're having?** Do you eat a big breakfast?

Jae-soon: No, I **like a small breakfast**. I usually have soup. What do you have?

Simon: I prefer a big breakfast. I have eggs, toast, coffee, juice, yogurt, fruit, and cereal. Then I have a small lunch.

Jae-soon: Wow!

Simon: Today I'm having beef stew, soda, a baked potato, and cake.



B PAIR WORK Practice the conversation.

CD2 29 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we talk about meals.

Describing what I eat	Talking about eating habits
I usually have eggs and toast for breakfast.	I like/prefer a small breakfast.
I love noodles for lunch.	I try to have a healthy breakfast.
I like to have a sandwich for lunch.	I try not to eat a lot of meat.
I always have a salad or a sandwich.	I don't like to snack between meals.
I'm having beef stew and potatoes.	I'm having a light/heavy lunch.

B PAIR WORK Take turns describing what you eat and your eating habits.

4 | Pronunciation Regular noun plural endings

CD2 30 A Listen and practice. Notice the different plural endings.

grapes /s/	lemons /z/	peaches /ɪz/

B Complete the chart by grouping the words under its correct plural ending.

juices	beans	nuts	oranges	noodles
chips	carrots	vegetables	sandwiches	

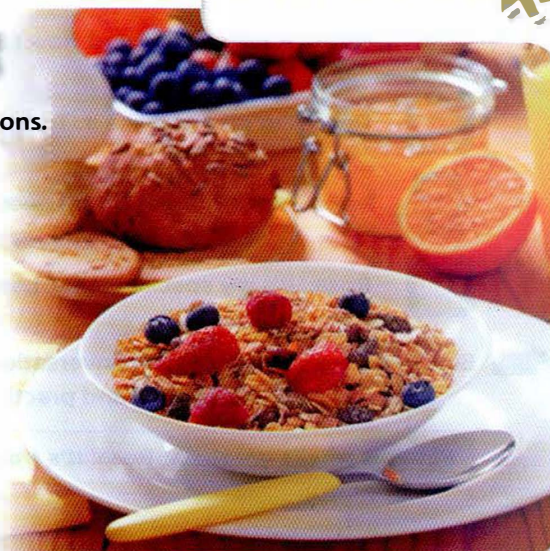
CD2 31 C Listen and check your answers. Then practice saying the words. Pay attention to the plural endings.

ONLINE PRACTICE

SPEAK with CONFIDENCE

GROUP WORK Discuss these questions. Ask follow-up questions.

- Do you eat a big breakfast? What do you have?
- What do you usually have for lunch?
- Do you prefer an early or a late dinner? Why?
- What are your least favorite healthy foods?
- What snacks do you like the most? Are they healthy?



1 | Vocabulary

A These adjectives describe how food tastes. Write at least one dish next to each adjective.

sweet: _____ spicy: _____ bitter: _____

salty: _____ bland: _____

sour: _____ oily: _____

B PAIR WORK Tell your partner your three favorite foods and how they taste.

Example:

A: Chocolate is sweet.

B: And so are fruits. A salty food is potato chips.

2 | Conversation

CD2 32 **A** Listen. What's in paella? How does the salad dressing taste?



Rosa: This is one of my favorite dishes. I hope you like it.



Peter: **It looks delicious.** What's it called?



Rosa: Paella. **It's a Spanish dish.**



Peter: What's in it?



Rosa: Mainly rice, seafood, and some spices.
So, how does it taste?



Peter: **A little spicy.** Just how I like it.



Rosa: I'm glad you like it. Try some salad.



Peter: Yum! It tastes both sweet and sour. What's in the dressing?



Rosa: It's my special recipe. **Lemon juice, olive oil, and honey.**



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Peter: **It smells great.**

Rosa: **It's from Spain.**

Peter: **It's salty.**

Rosa: **Vinegar, olive oil, and spices.**

3 | Language Booster

A Notice the different ways we ask about and describe food.

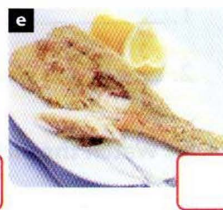
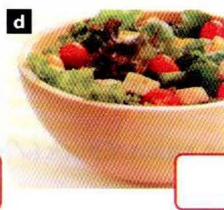
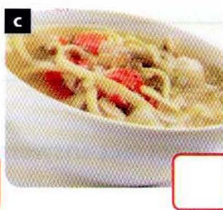
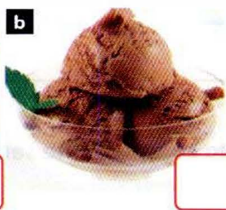
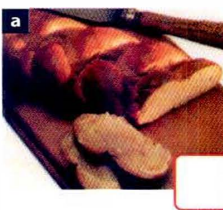
Asking about food	Describing food
What's this?	It's called paella. It's a Spanish dish.
What's this called?	
What's in it?	Rice, seafood, and spices.
What are the ingredients?	
How does it taste?	It's a little spicy. It's not too salty.

B PAIR WORK Take turns asking about and describing the dishes below.

sushi tacos pizza a cheeseburger curry

4 | Listening

CD2 **33 A** Listen. Bill and Jamie are talking about food at a buffet. Number the dishes from 1 to 5.



CD2 **34 B** Listen. Bill and Jamie are now tasting the dishes. Write how they describe each thing.

1. _____
2. _____
3. _____
4. _____
5. _____

C PAIR WORK Tell your partner which foods you would like you eat.

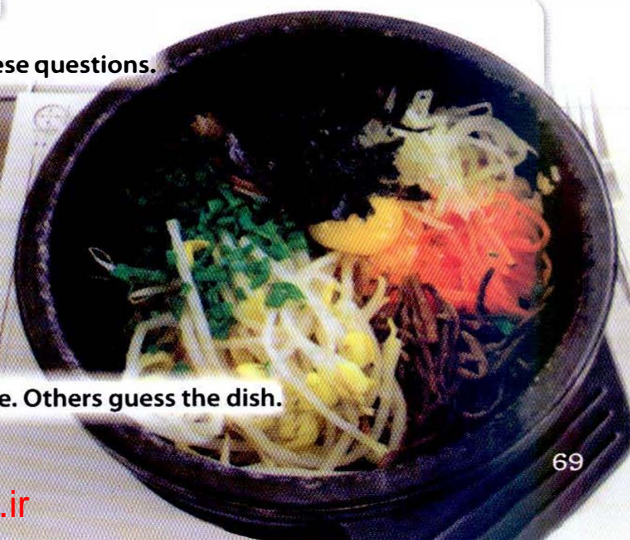
ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Choose a dish from your country. Answer these questions.

What's in it?
When do you usually eat it?
How does it taste?
What do you eat with it?

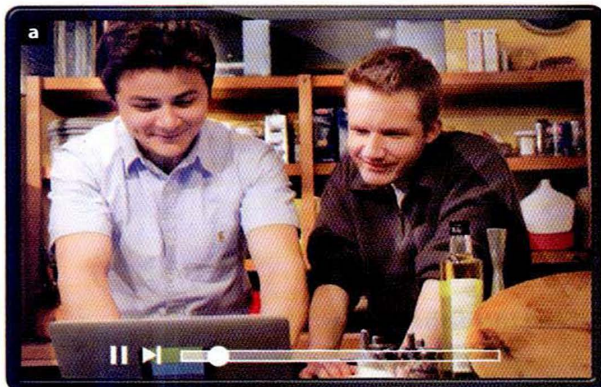
B GROUP WORK Describe your dish, but don't say the name. Others guess the dish.





1 | Preview

PAIR WORK Eric and Tom are deciding on a dinner menu. Look at the items in the refrigerator. Take turns saying what you see and what you can make with the items.



www.irLanguage.com

2 | Understand

A Watch the video. Write the ingredients of curry.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B Watch the video again. Check (✓) the correct answers to complete the sentences.

1. Eric...

- | | |
|--|--|
| <input type="checkbox"/> wants to eat pasta. | <input type="checkbox"/> wants to try something new. |
|--|--|

2. Jill...

- | | |
|--|--|
| <input type="checkbox"/> eats a lot of vegetables. | <input type="checkbox"/> doesn't eat vegetables. |
|--|--|

3. Maria...

- | | |
|--|--|
| <input type="checkbox"/> likes vegetables. | <input type="checkbox"/> usually eats chicken. |
|--|--|

4. Maria and Jill usually...

- | | |
|--|--|
| <input type="checkbox"/> eat potatoes every day. | <input type="checkbox"/> don't like to eat potatoes. |
|--|--|

5. Tom...

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> makes pasta. | <input type="checkbox"/> makes fish and vegetables. |
|---------------------------------------|---|

3 | Discuss

GROUP WORK Answer the questions.

- How often do you shop for food?
- What do you like to cook? How do you make it?
- Is there a dish you don't like to cook?



25 Do you eat much fruit?

A Student A: Ask Student B how much he or she eats.
Use two of the foods below.

cheese fruit chocolate chicken

Student B: Describe the amount that you eat.

B Now change roles. Student B begins. Use the other two foods.

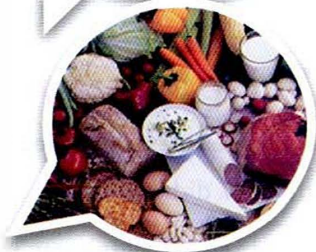
I can ask about quantities.

☐ Very well ☐ I need more practice.

I can describe quantities.

☐ Very well ☐ I need more practice.

See Language Booster page 63.



26 We need onions.

A Student A: Find out what Student B wants to make for dinner tonight. Then ask what he or she needs to buy.

Student B: Choose one of the dishes below to make tonight.
Tell Student A. Answer his or her questions.

soup a cheeseburger a salad fried rice

B Now change roles. Student A picks a different dish.

I can ask about needs.

☐ Very well ☐ I need more practice.

I can describe needs.

☐ Very well ☐ I need more practice.

See Language Booster page 65.



27 Do you eat a big lunch?

A Student A: Tell Student B what you eat for each meal. Then answer Student B's questions.

Student B: Listen to Student A talk about meals. Ask questions.
Then say which foods are healthy.

B Now change roles.

I can describe what I eat.

☐ Very well ☐ I need more practice.

I can talk about eating habits.

☐ Very well ☐ I need more practice.

See Language Booster page 67.



28 How does it taste?

A Student A: Describe one of your favorite dishes.

Student B: Ask Student A follow-up questions about the dish he or she describes.

B Now change roles.

I can ask about food.

☐ Very well ☐ I need more practice.

I can describe food.

☐ Very well ☐ I need more practice.

See Language Booster page 69.



I had a great weekend.

• Talking about past events

1 | Vocabulary

A Look at these activities. Circle the things you did last weekend.

studied / didn't study

went shopping / didn't go shopping

stayed home / didn't stay home

saw a movie / didn't see a movie

met friends / didn't meet friends

got a haircut / didn't get a haircut

B PAIR WORK Tell your partner what you did last weekend. Then tell your partner what you didn't do.

Example:

A: I studied. I met friends. I didn't work.

B: I worked, but I didn't meet friends.

2 | Conversation

CD2 35 **A** Listen. Who had a great weekend? What did Erica do?

Erica: How was your weekend, Jun?

Jun: **It was great.** I worked all day on Saturday, but on Sunday, I met some friends.

Erica: That sounds fun.

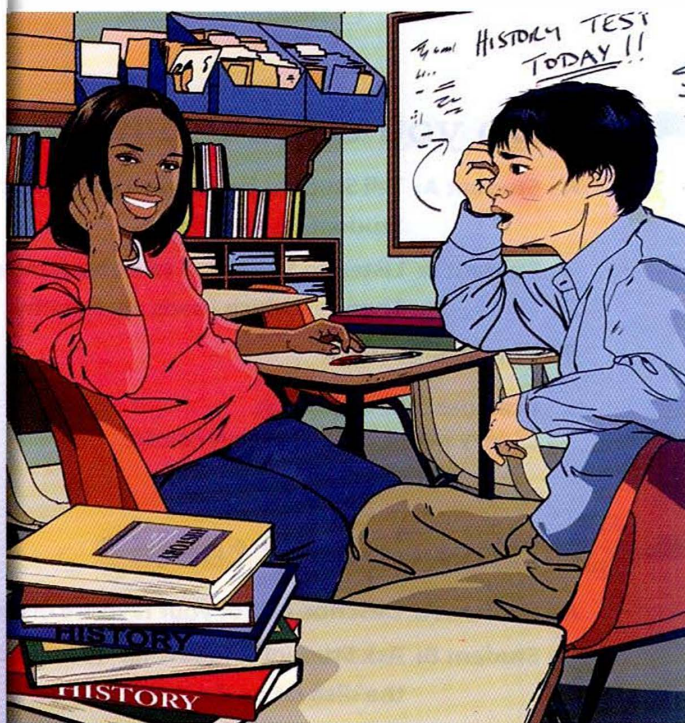
Jun: Yeah. We went to the mall and had lunch.

Erica: **Did you go shopping?**

Jun: **No, I didn't.** How about you? How was your weekend?

Erica: **It was OK.** I stayed home and studied for today's history test.

Jun: History test?



B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Jun: **It was fantastic.**

Erica: **Did you have fun?**

Jun: **Yes, I did.**

Erica: **It was boring.**

3 | Language Booster

A Notice how we talk about past events.

Talking about past events

I had a great weekend.
The weekend was OK.
It was just so-so.

I worked all day on Saturday.
On Sunday, I met some friends.
We went to the mall and had lunch.
After that, we saw a movie.
I stayed home and studied for today's test.

I didn't go shopping.
I didn't do anything
special last weekend.

B PAIR WORK Take turns talking about the past weekend.

4 | Listening

CD2 36 **A** Listen. Tom and Jung-hwa are talking about last weekend. How was each person's weekend? Complete the sentences.

1. Jung-hwa's weekend was _____. 2. Tom's weekend was _____.

CD2 36 **B** Listen again. Who did each thing? Check (✓) the correct boxes.

Who...?	Tom	Jung-hwa
watched sports		
played sports		
went shopping		
went to a restaurant		
watched TV		

C PAIR WORK Tell your partner which of the activities above you did this past weekend.

SPEAK with CONFIDENCE

A Complete the blanks with four things you did last weekend.

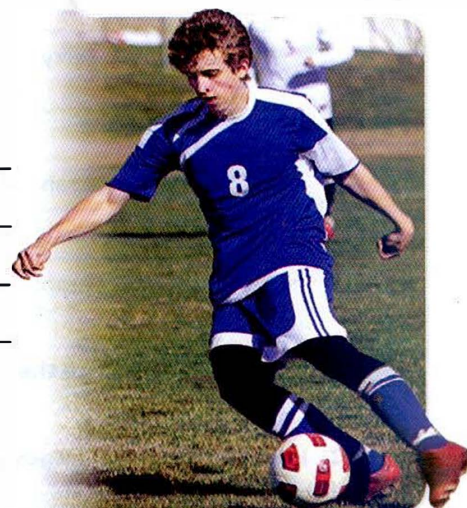
something I did alone: _____

something I did with a friend (or friends): _____

something boring I did: _____

something interesting I did: _____

ONLINE PRACTICE




B GROUP WORK Take turns talking about your weekends. Answer any questions.

1 | Vocabulary

A Look at these past time expressions. Rank them from 1 (least recent) to 8 (most recent).
Then compare with a partner.

_____ last month _____ yesterday afternoon _____ yesterday morning _____ last week
 _____ 1 last year _____ the day before yesterday _____ last night _____ this morning

 **B PAIR WORK** Complete these sentences. Use a time expression from above. Take turns sharing your answers.

1. I saw _____.
2. I called _____.
3. I went _____.
4. I ate _____.

Examples:

A: I saw a movie the day before yesterday.

B: I saw my cousin last night.

2 | Conversation

CD2 **37 A** Listen. What did Sarah do last night? What did Terry do?



Sarah: Hello.

Terry: Sarah? Hi, it's Terry.

Sarah: Hey, Terry. What's up?

Terry: Actually, I called you last night.

Sarah: Oh? **What time** did you call?

Terry: Well, I called three times **between 9:00 and 10:00**.

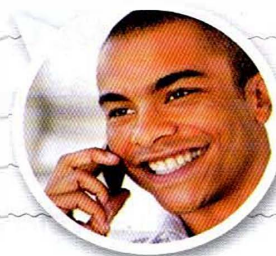
Sarah: Oh, I went to a movie, so I turned off my phone.
What did you want to talk about?

Terry: I needed your help with yesterday's
homework. I started it yesterday **afternoon**
and worked on it until 11:00 last night.

Sarah: Really? **Did you finish it?**

Terry: Yes, I finished it this morning.

Sarah: So...can you help me?



 **B PAIR WORK** Practice the conversation.

CD2 **38 C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we talk about past events.

Asking about past events	Responding
Did you finish the homework?	Yes, I did. No, I didn't.
Were you home last night?	Yes, I was. No, I wasn't.
What did you do last night?	I went to a movie.

B PAIR WORK Take turns asking and answering the questions below.

Did you watch TV yesterday? Where did you go after your last English class?

4 | Pronunciation Past tense endings

CD2 **39** **A** Listen and practice. Notice the different past tense endings.

watched /t/	called /d/	needed /ɪd/

B Complete the chart by grouping each word under its correct past tense ending.

played	skipped	waited
finished	wanted	started
stayed	turned	worked

CD2 **40** **C** Listen and check your answers. Then make sentences with your partner using the words above. Pay attention to the past tense endings.

ONLINE PRACTICE

SPEAK *with* CONFIDENCE

A GROUP WORK Find out what your classmates did last weekend. Show interest and ask follow-up questions.

Did you do anything interesting last weekend?

Yes, I did. I cooked dinner for my parents.

What did you make?

B CLASS ACTIVITY Share the most interesting weekend from your group. Who had the most interesting weekend in the class?

1 | Vocabulary

A Look at these words people use to react to news. Write **P** (positive) and **N** (negative).

_____ scary	_____ fantastic	_____ amazing	_____ terrible
_____ awful	_____ exciting	_____ dangerous	_____ incredible

B PAIR WORK Take turns reading the sentences below. React to your partner. Use a word from part A, saying "How...!"

Example:

A: I met a celebrity.

B: How fantastic!

I met a celebrity.

I broke my foot.

I passed the exam.

I rode an elephant.

I learned to scuba dive.

I lost my wallet.

2 | Conversation

CD2 41 **A** Listen. What did David learn to do in Australia? How does he describe the shark?



Fiona: So, how was your trip to Australia?



David: **It was awesome!** I went to the Great Barrier Reef.



Fiona: That's fantastic!



David: And **you won't believe** what I did. I learned to scuba dive.



Fiona: You did? That's incredible! You hate the water.



David: I know! But it was amazing. And **you'll never guess what happened.** I saw a shark.



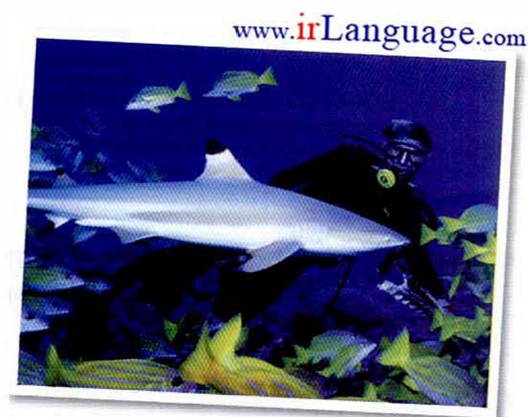
Fiona: How scary!



David: But it wasn't dangerous. It was really small.



Fiona: Well, that's good!



B PAIR WORK Practice the conversation.

CD2 42 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we introduce and react to news.

Introducing news	Reacting to news
You won't believe this.	That's fantastic!
You won't believe what happened.	How amazing!
You'll never guess what happened.	Incredible!
Listen to this.	
I saw a shark.	

B PAIR WORK Complete these sentences. Take turns introducing, giving, and reacting to news.

I saw _____ on the street this morning. I bought _____ at the mall last week.
I broke my _____ last night. I lost my _____ on vacation.

4 | Listening

CD2 **43** **A** Listen. Donna is telling her friend Rich about her trip to Thailand. Number the things she did from 1 to 4 in the order that you hear them.



CD2 **43** **B** Listen again. How does Rich respond to each piece of news? Write down his responses.

1. _____ 2. _____ 3. _____ 4. _____

C PAIR WORK Tell your partner if Donna's vacation sounds good to you.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Prepare to talk about a trip you took. Answer the questions below.

Where did you go? What did you do there?
When did you go? What did you like?
Who did you go with? What didn't you like?

B GROUP WORK Talk about your trips. Ask the questions above and react appropriately.

What are your plans?

• Asking about future plans

• Describing future plans

1 Vocabulary

A Look at these activities. Check (✓) the things you are going to do this weekend.

_____ prepare for a test _____ stay up late _____ go to the mall _____ go out of town
 _____ watch sports _____ go to a park _____ visit relatives _____ go to a museum

B PAIR WORK Guess what your partner is going to do this weekend. Use the activities above.

Example:

A: I think you are going to prepare for a test this weekend.

B: That's right. I think you aren't going out of town.

2 Conversation

CD2 44 **A** Listen. Who is going to watch the tennis finals? What are Reid and Alan planning to do together?

1 Alan, I can't wait for the weekend.
Oh yeah? **What are your plans, Reid?**

2 I'm going to go over to Mark's to watch the tennis finals. **Are you planning to watch them?**
No. I'm going to help Sylvia move.

3 That's nice. What are you going to do on Sunday?
I'm going to stay home and read. **How about you?**

4 I'm going to go to the science museum. They have a new robots display. **Want to come?**
Sure!

B PAIR WORK Practice the conversation. Then exchange the blue and green words above with the words below and practice it again.

Alan: **What are you going to do?** Reid: **Do you have any fun plans?**

Alan: **And you?** Reid: **You should come!**

3 | Language Booster

A Notice the different ways we ask about and describe future plans.

Asking about future plans		Describing future plans
What are your plans	this weekend?	I'm watching sports.
What are you doing		I'm planning to watch sports.
What are you going to do		I'm going to watch sports.
Are you doing anything fun tonight?		I'm not sure.
		I don't have any plans.
		No, not really.

B PAIR WORK Take turns asking about and describing future plans. Use the ideas below.

after class tonight tomorrow afternoon tomorrow night

4 | Pronunciation Reduction of *going to*

CD2 45 **A** Listen and practice. Notice how we reduce *going to* to *gonna*.

1. What are you **going to** do tonight?
2. I'm **going to** stay home.

B PAIR WORK Take turns asking three *going to*- questions. Reduce *going to* in your questions and answers.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Add two more weekend activities to the chart in part B.

B CLASS ACTIVITY Walk around the class. Find someone who is going to do each thing this weekend. Write down their names and details.

Activities	Names
watch sports	
go out for dinner	
go shopping	
go out of town	
go to a museum	

C GROUP WORK Share your information.

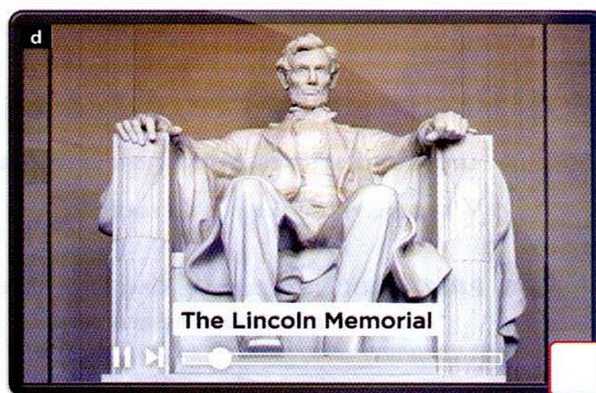
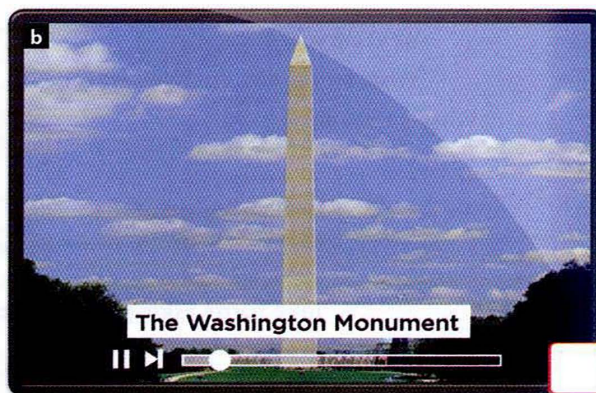
English in Action

ONLINE PRACTICE



1 | Preview

PAIR WORK Jill and Eric are talking about the past weekend. Jill went on a weekend trip. What city do you think she visited?



2 | Understand

A Watch the video. In what order did Jill visit the places in the Preview section? Number the pictures from 1 to 3.

B Watch the video again. Listen for the past tense forms of these verbs. Circle the ones you hear.

be	decide	live	see	hope
get	start	change	go	move
take	clean	have	play	escape

3 | Discuss

GROUP WORK Answer the questions.

1. Say three things you did yesterday, but make one false. Can others guess which is false?
2. Congratulations! You finished this book! Are you going to continue to study English?



29 I had a great weekend.

A Student A: Talk about what you did last Saturday and Sunday. Tell Student B two things you did and didn't do.

Student B: Listen to Student A. Then say if you think he or she had a great, OK, so-so, or terrible weekend.

B Now change roles.

I can talk about past events.

☐ Very well ☐ I need more practice.



See Language Booster page 73.

30 What time did you call?

A Student A: Tell Student B something you did recently.

Student B: Show interest in what Student A says. Ask at least five follow-up questions.

B Now change roles.

I can ask about past events.

☐ Very well ☐ I need more practice.



See Language Booster page 75.

31 You won't believe this!

A Student A: Think about something interesting you did. Tell Student B about it. Be sure to introduce the news.

Student B: React to Student A's news. Ask for more information.

B Now change roles.

I can introduce news.

☐ Very well ☐ I need more practice.

I can react to news.

☐ Very well ☐ I need more practice.

See Language Booster page 77.



32 What are your plans?

A Student A: Ask Student B about his or her weekend plans. Ask follow-up questions.

Student B: Answer Student A's questions.

B Now change roles.

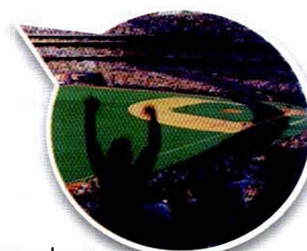
I can ask about future plans.

☐ Very well ☐ I need more practice.

I can describe future plans.

☐ Very well ☐ I need more practice.

See Language Booster page 79.



How do you spell Sarah?

1. Student B has the missing information. Ask and answer questions to complete the registration card.

Example:

A: What's the person's first name?

B: Sarah.

A: How do you spell that?

B: S-a-r-a-h. What's the person's last name?

A: Smith.

REGISTRATION CARD

Please Print

LAST NAME Smith		FIRST NAME	MIDDLE NAME
ADDRESS 27 Green Street		COUNTRY U.S.A.	
CITY		STATE	ZIP CODE
EMAIL ADDRESS sarahrsmith@snmail.com		USER NAME ssmith122	
PHONE NUMBER		WORK PHONE NUMBER 585-9471	

Conversation Practice

2. Have a conversation with your partner by correctly completing 1-6. Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. Hi. How's it going?

3. a. Fine, thanks. It's busy here, isn't it?

b. Goodbye. Nice talking to you.

5. a. My name is...(your name).

b. Nice to meet you, Joe. I'm...(your name).

What time is it?

1. Look at the pictures. Ask and answer questions to complete the information. Take turns telling time. Complete the blank clocks with your partner's information.

Examples:

A: What time is it in picture 1?

B: Twelve thirty.

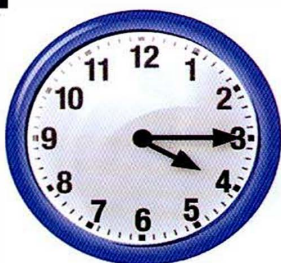
B: What time is it in picture 2?

A: Four fifteen.

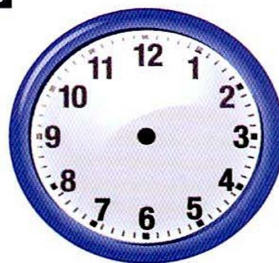
1



2



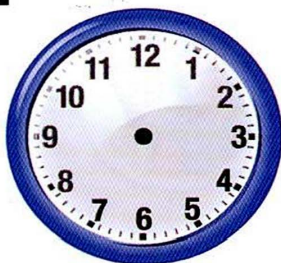
3



4



5



6



Conversation Practice

- 2a. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. I love this song!
3. a. Really, who's your favorite singer?
b. What's your favorite movie?
5. a. It sounds challenging to me.
b. So do I!

Who is Julie's sister?

1. Ask and answer questions to complete the missing information below.

Example:

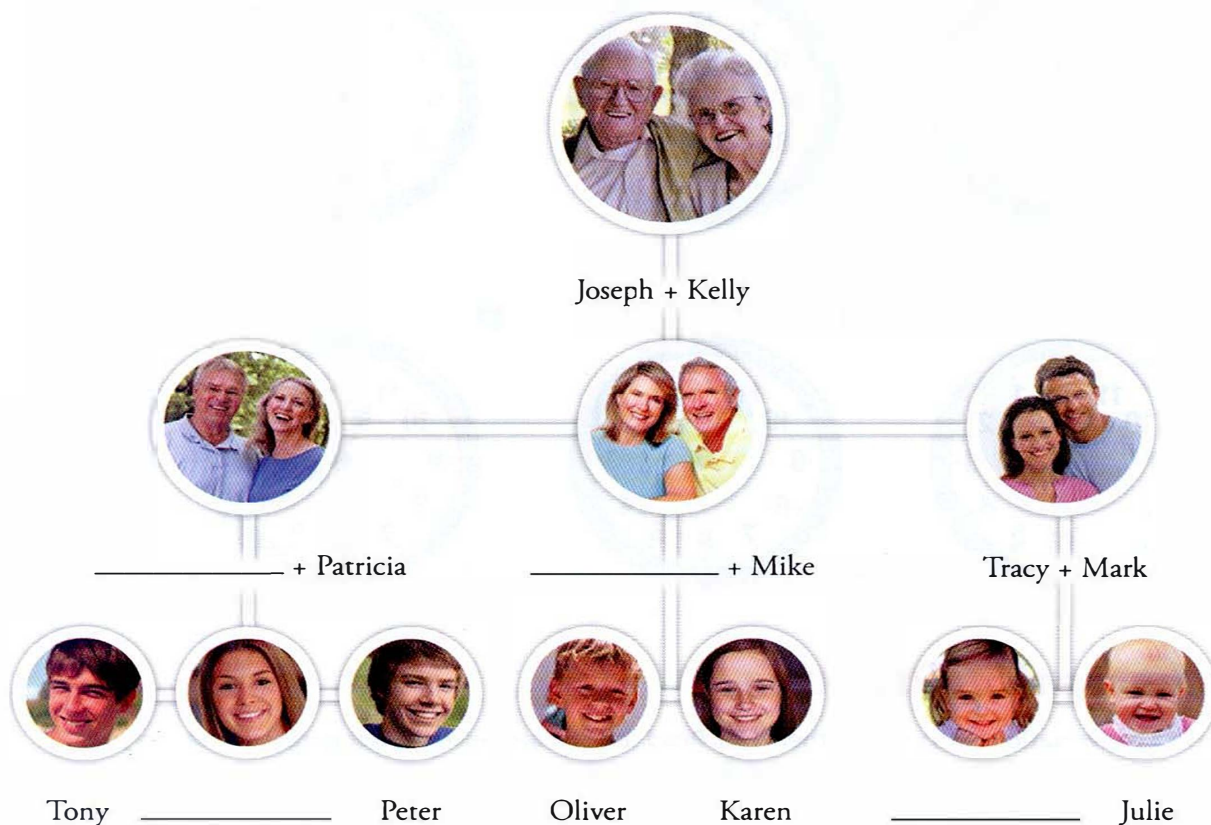
A: Who is Julie's sister?

B: Julie's sister is Michelle.

A: How do you spell that?

B: M-i-c-h-e-l-l-e. Who is Julie's father?

A: Her father is Mark.



Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. Is that your brother?

3. a. What's he like?

b. I love that shirt.

5. a. You're not shy! You're friendly.

b. I like your earrings.

What time do you wake up?

1. Interview Student B. Then answer Student B's questions. Ask questions to fill in the chart below. Ask your own questions in 3 and 4 to keep the conversation going. Review Lesson 14 on how to continue a conversation.

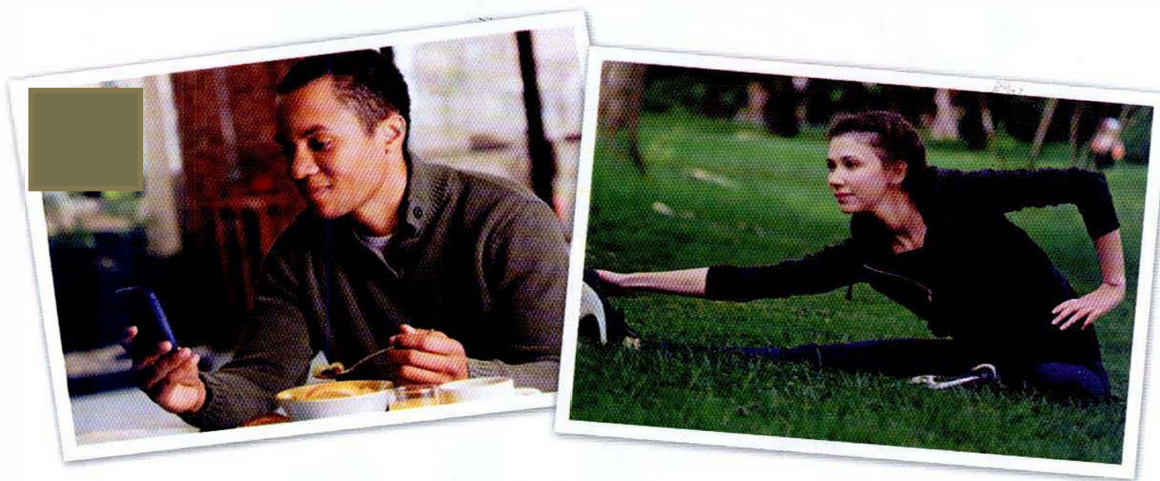
Example:

A: What time do you wake up?

B: I get up at 7:00 a.m.

A: What do you do next?

You ask:	Student B's responses:
1. What time do you wake up?	
2. What do you do next?	
3.	
4.	



Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.
- Hi. What are you doing these days?
 - Really? What time do you each lunch?
 - Really? Do you study every day?
 - I study every day.
 - Do you need to study alone?

Where is the bank?

1. Ask and answer questions to complete the information.

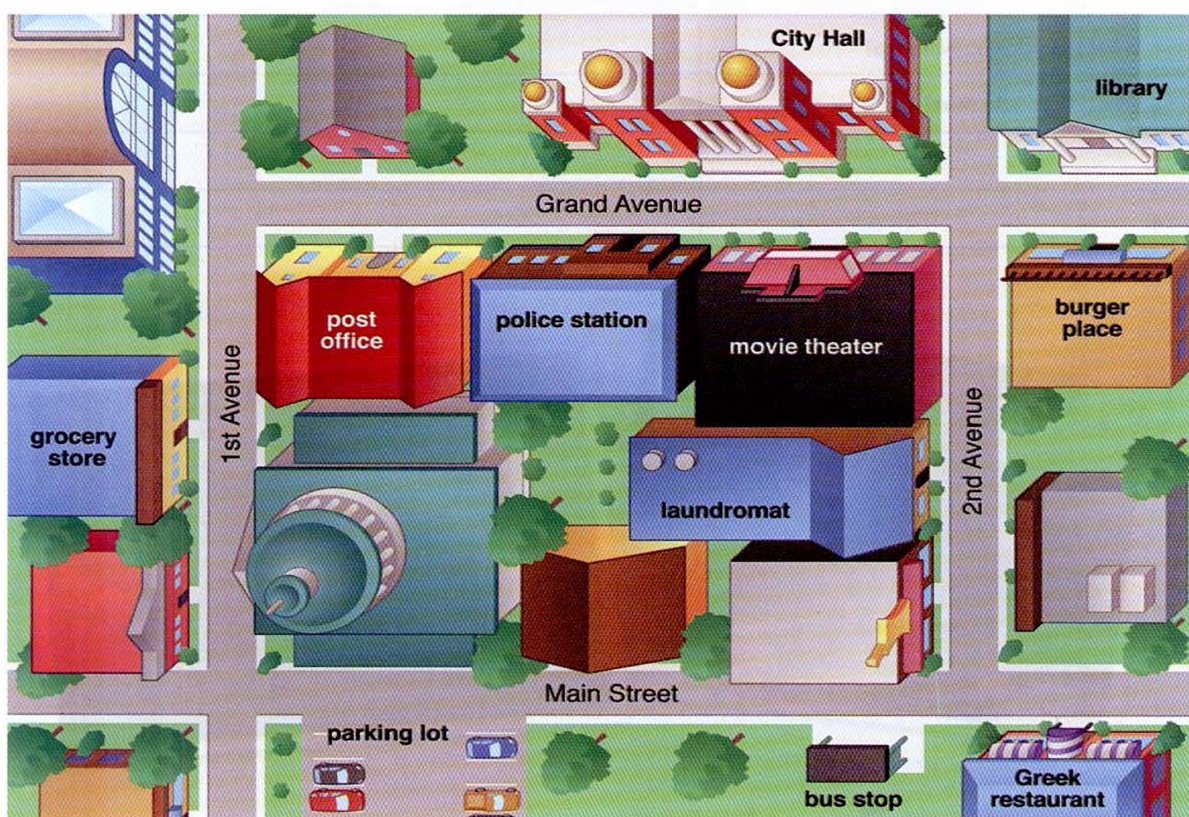
Example:

A: Where is the nearest hair salon?

B: It's on the corner of Main Street and 1st Avenue, next to the grocery store.

Find:

hair salon museum drugstore mall



Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. What's your apartment like?
3. a. Is there a bus stop near here?
b. That sounds great! Where is it?
5. a. Oh really? How do you get there from here?
b. Where is a good place to buy a used table?

How much is a bus ticket?

1. Ask and answer questions to complete the missing information below.

Examples:

A: How much is a magazine?

B: It's \$3.00.

B: What costs \$4.75?

A: A cup of coffee costs \$4.75.

Items	Price
A can of soda	\$1.50
A candy bar	\$1.35
A cup of coffee	\$4.75
A pack of gum	\$1.10
An energy drink	\$2.90

Items	Price
	\$7.50
A bus ticket	
A magazine	\$3.00
	\$12.00
A newspaper	



Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. Excuse me, how much is this?
3. a. Will you take \$100 for it?
b. It's really heavy.
5. a. I'll give you \$110.
b. I can take \$130.

Do we have any rice?

1. You and your partner are going grocery shopping. Look at the lists below. Ask and answer questions with your partner to find what you need (X) and what you have (✓).

Example:

A: Do we have any rice?

B: No, we don't. We need rice. Do we have any chicken?

A: Yes, we do. We have some chicken.

You know:

chicken ✓

yogurt X

carrots ✓

apples X

cheese ✓

eggs ✓

onions X

Ask about:

rice X

cereal

oranges

bread

nuts

milk

olives

Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

1. I'm so happy you are visiting this weekend! What do you usually have for breakfast?
3. a. Do you usually have meat at dinner?
b. Do you eat a big breakfast?
5. a. What do you think about an orange and cereal?
b. Do you need any chicken?

What happened on Monday?

1. John is on vacation. He does something every morning, afternoon, and evening. Look at the schedule below. Ask and answer questions with your partner to fill in John's schedule.

Examples:

A: What did John do Monday morning?

B: He ate breakfast with Judy and Todd.

B: What will he do on Saturday afternoon?

A: He's going to watch the cliff divers.

WEEKLY PLANNER						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9 ^{am}				Today		
10 ⁰⁰	breakfast with Judy and Todd	horseback riding on beach	sleep in	buffet		breakfast with Mike
11 ⁰⁰						
12 ⁰⁰						
1 ⁰⁰						
2 ^{pm}						
3 ⁰⁰	surfing lesson		read a book			
4 ⁰⁰						watch cliff divers
5 ⁰⁰						
6 ⁰⁰						
7 ⁰⁰			dinner at hotel			
8 ⁰⁰						go to bed early
9 ⁰⁰						
10 ⁰⁰					go dancing	

Conversation Practice

2. Have a conversation with your partner (1-6). Read the first sentence to your partner. Listen to your partner's response (2). If it is correct, choose the next correct response to continue the conversation.

- What a weekend! You won't believe what I did.
- a. Bungee jumping was exciting.
b. I went bungee jumping.
- a. It was great. I'm going to go again next weekend.
b. I'm going to a museum next weekend.

How do you spell Sarah?

1. Student A has the missing information. Ask and answer questions to complete the registration card.

Example :

A: What's the person's first name?

B: Sarah.

A: How do you spell that?

B: S-a-r-a-h. What's the person's last name?

A: Smith.

REGISTRATION CARD

Please Print

LAST NAME	FIRST NAME <i>Sarah</i>	MIDDLE NAME <i>Ann</i>
ADDRESS		COUNTRY
CITY <i>Kittery</i>	STATE <i>Maine</i>	ZIP CODE <i>03904</i>
EMAIL ADDRESS		USER NAME
PHONE NUMBER <i>925-6148</i>	WORK PHONE NUMBER	

Conversation Practice

2. Have a conversation with your partner by correctly completing 1-6. Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.
2. a. How are you doing? Have a nice day.
b. Pretty good, thanks. How are you?
 4. a. Yeah, it is. I'd like you to meet Joe.
b. No. This is Joe.
 6. Joe is a good friend of mine.

What time is it?

1. Look at the pictures. Ask and answer questions to complete the information. Take turns telling time. Complete the blank clocks with your partner's information.

Examples:

A: What time is it in picture 1?

B: Twelve thirty.

B: What time is it in picture 2?

A: Four fifteen.

1



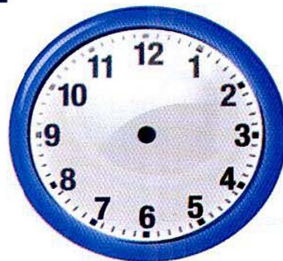
2



3



4



5



6



Conversation Practice

- 2a. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.

2. a. Really? I do.

b. Oh, I don't. I like pop.

4. a. I like Ludacris.

b. I think it sounds fun.

6. I know, he's great!

Who is Julie's sister?

1. Ask and answer questions to complete the missing information below.

Example:

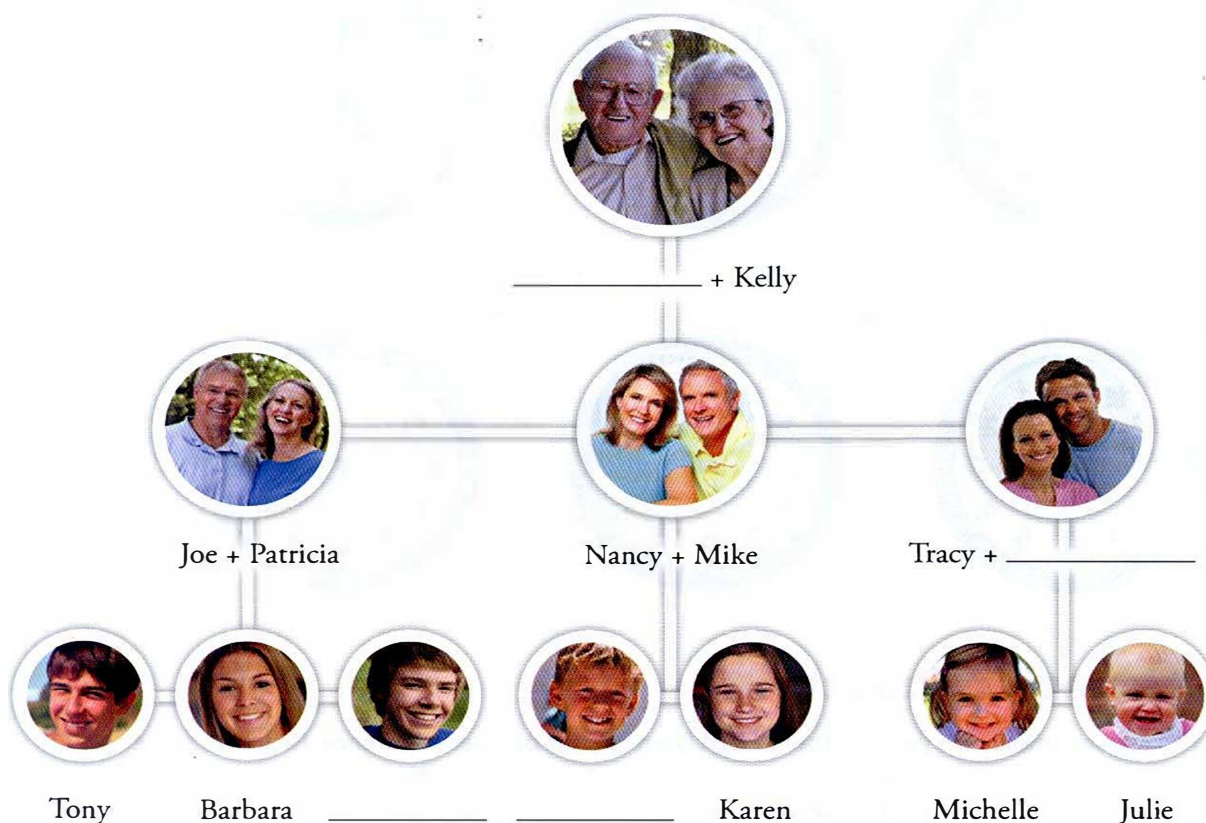
A: Who is Julie's sister?

B: Julie's sister is Michelle.

A: How do you spell that?

B: M-i-c-h-e-l-l-e. Who is Julie's father?

A: Julie's father is Mark.



Conversation Practice

2. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.

2. a. Yes. I have two sisters.

b. Yes. His name is Jonathan.

4. a. He's shy, like me.

b. What is he wearing?

6. I am shy. I feel nervous talking to new people.

What time do you wake up?

1. Answer Student A's questions. Then interview Student A. Ask questions to fill in the chart below. Ask your own questions in 3 and 4 to keep the conversation going. Review Lesson 14 on how to continue a conversation.

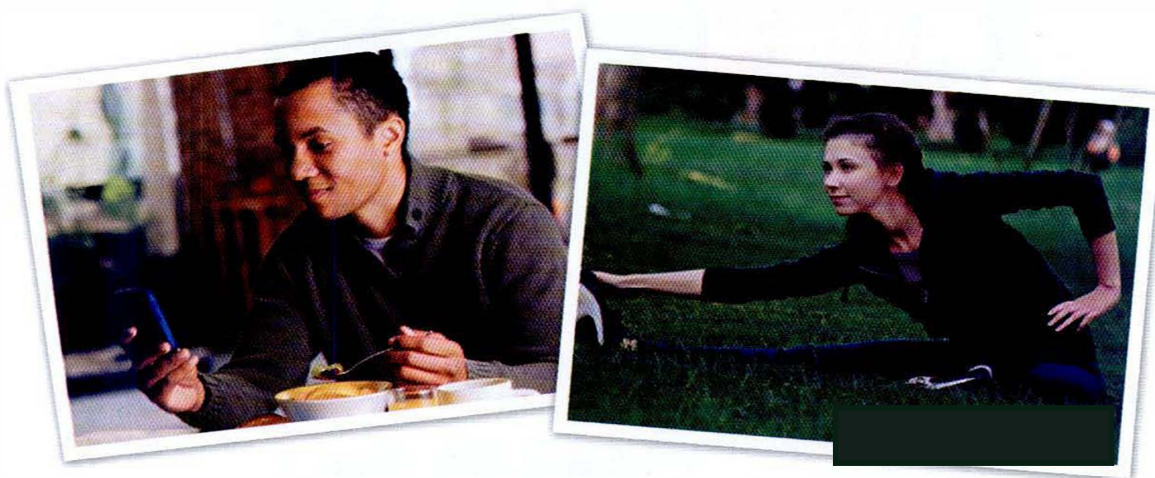
Example:

B: What time do you have dinner?

A: I eat at 8:00.

B: Who do you eat dinner with?

You ask:	Student A's responses:
1. What time do you have dinner?	
2. Who do you eat dinner with?	
3.	
4.	



Conversation Practice

2. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.
2. a. First I am meeting friends and then we're going to out to eat.
b. I'm working and studying French at night.
4. a. I have class on Tuesdays, but I study at home every night.
b. No, I'm not studying French this semester.
6. I study with my classmate.

Where is the bank?

1. Ask and answer questions to complete the information.

Example:

A: Where is the nearest hair salon?

B: It's on the corner of Main Street and 1st Avenue, next to the grocery store.

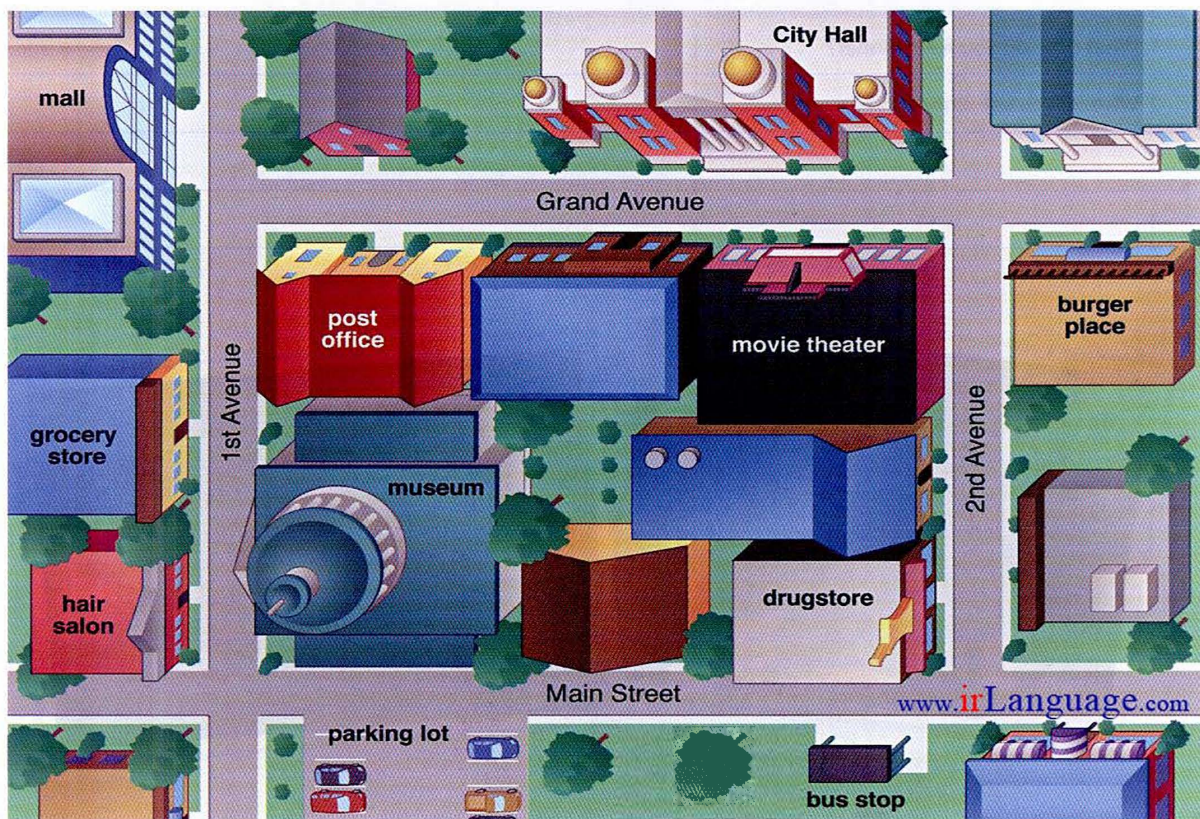
Find:

laundromat

Greek restaurant

police station

library



Conversation Practice

2. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.

2. a. It's really nice. It has a large kitchen and two bedrooms.

b. It's near the bus stop.

4. a. It's a little expensive, but it's nice.

b. It's near school, on Maple Street.

6. At the gate, turn left. It's on Maple Street and Third Avenue.

How much is a bus ticket?

1. Ask and answer questions to complete the missing information below.

Examples:

A: How much is a magazine?

B: What costs \$4.75?

B: It's \$3.00.

A: A cup of coffee costs \$4.75.

Items	Price
A can of soda	
A candy bar	
A cup of coffee	\$4.75
A pack of gum	
	\$2.90

Items	Price
A movie ticket	\$7.50
A bus ticket	\$2.75
A magazine	\$3.00
A novel	\$12.00
A newspaper	\$0.50



Conversation Practice

2a. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.

2. a. It's really expensive.
b. That's \$125.
4. a. It's got some cool apps.
b. How about \$120? It's got a cool design and large screen.
6. OK. I hope you know you're getting a good deal on that.

Do we have any rice?

1. You and your partner are going grocery shopping. Look at the lists below. Ask and answer questions with your partner to find what you need (X) and what you have (✓).

Example:

A: Do we have any rice?

B: No, we don't. We need rice. Do we have any chicken?

A: Yes, we do. We have some chicken.

You know:

rice	X
cereal	✓
oranges	✓
bread	X
nuts	X
milk	✓
olives	✓

Ask about:

chicken	✓
yogurt	
carrots	
apples	
cheese	
eggs	
onions	

Conversation Practice

2. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.
2. a. I usually have fruit, but anything you make will be fine.
b. I never eat lunch.
4. a. No, I need to buy some olives.
b. No, I prefer a small breakfast.
6. That sounds delicious!

What happened on Monday?

1. John is on vacation. He does something every morning, afternoon, and evening. Look at the schedule below. Ask and answer questions with your partner to fill in John's schedule.

Examples:

A: What did John do Monday morning?

B: He ate breakfast with Judy and Todd.

B: What will he do on Saturday afternoon?

A: He's going to watch the cliff divers.

WEEKLY PLANNER						
	Monday	Tuesday	Wednesday	Thursday <i>Today</i>	Friday	Saturday
9 ^{am}						
10 ⁰⁰	breakfast with Judy and Todd		sleep in	buffet	sleep in	
11 ⁰⁰						
12 ⁰⁰						
1 ⁰⁰						
2 ^{pm}		beach		go shopping	beach	
3 ⁰⁰						
4 ⁰⁰						
5 ⁰⁰						watch cliff divers
6 ⁰⁰						
7 ⁰⁰	Dinner at Cafe Azteca	Dinner at La Corazón		watch a show		
8 ⁰⁰						
9 ⁰⁰						
10 ⁰⁰						

Conversation Practice

2. Have a conversation with your partner (1-6). Listen to your partner's sentence. Read the sentences (2) and choose the correct response. Listen to your partner's response (3). If it is correct, choose the next correct response to continue the conversation.
2. a. What did you do?
b. That's fantastic!
4. a. How awful. Is she okay?
b. Is that right? How was it?
6. Really? I'm going, too. I'm watching you jump!

Audio and Video Scripts

LESSON 1

Conversation, Part A

Steve: Hi. How's it going?
Emma: Fine, thanks. How are things?
Steve: Pretty good. My name is Steve Hill.
What's your name?
Emma: I'm Emma. Emma Lori Shaw.
Steve: It's nice to meet you.
Emma: Nice to meet you, too.
Steve: Well, it's time for class. See you later.
Emma: Take it easy.

Listening, Part A and B

1. A: Hi, Antonio.
B: Hey, Celia.
A: How's it going?
B: Great.
A: Are you going to class?
B: Yeah.
A: See you later.
2. A: Hello, Mr. Brown.
B: Hello, Miss Lee.
A: How are you this evening?
B: Very well, thank you. How about you?
A: Just fine.
B: Oh, there's my bus.
A: Good night.
3. A: Hey, Tony! How are you doing?
B: Not bad. You?
A: I'm OK.
B: How are classes?
A: They're all right. I have to go.
B: Bye!
4. A: Hello, Todd.
B: Good morning, Mrs. Jones. How are you today?
A: Great, thank you.
B: Is that your car?
A: Yes, it is.
B: It's really nice.
A: Thank you.
B: Well, I'm off to work. Goodbye.
A: Goodbye.

LESSON 2

Conversation, Part A

Jesse: Hey.
Alex: Hi. Are you new to the building?
Jesse: Yes, I just moved in.
Alex: Well, welcome neighbor! My name is Alex.
I live in apartment 19.
Jesse: Nice to meet you. I'm in apartment 21.
Alex: Oh, I'd like you to meet Tizzy.
Jesse: Hi, Tizzy. How old is she?
Alex: She's four months old, but don't worry.
She's very quiet!
Jesse: No problem. I love cats!

Conversation, Part C

Jesse: Hey.
Alex: Hi. Are you new to the building?
Jesse: Yes, I just moved in.
Alex: Well, welcome neighbor! I'm Alex. I live in apartment 19.
Jesse: Nice to meet you. I'm in apartment 21.
Alex: Oh, this is Tizzy.
Jesse: Hi, Tizzy. How old is she?
Alex: She's four months old, but don't worry.
She's very quiet!
Jesse: No worries. I love cats!

LESSON 3

Conversation, Part A

Joe: Hello?
Matt: Hi, Joe!
Joe: I'm sorry...who is this?
Matt: It's me. Matt! I just got a new phone number.
Joe: Hi, Matt! What's up?
Matt: Can you help me with my homework?
Joe: Sure, but I'm kind of busy right now.
Can you send me an e-mail?
Matt: What's your e-mail address?
Joe: It's joe@newmail.com.
Matt: Sorry, can you repeat that?
Joe: It's j-o-e@n-e-w-mail.com.

Listening, Part A and B

Andy: Can I have your e-mail address Delia?
 Delia: Oh, sure. It's delia15@snmail.com.
 Andy: And what's your cell phone number?
 Delia: It's 968-8815.
 Andy: Sorry. Can you say that again?
 Delia: 968-8815.
 Andy: Great. And just one more thing. Can you give me your work number?
 Delia: My work number? It's 752-9947.
 Andy: Thanks. And here's mine. My e-mail is andy@245mail.com.
 Delia: Can you repeat that?
 Andy: It's andy@245mail.com. Let me spell it. A-N-D-Y at 245mail.com. And my cell is 361-0018.
 Delia: 361-0018. Got it. What about your work number?
 Andy: It's 902-9914.
 Delia: 902-...um, sorry, can you say that again?
 Andy: 902-9914.
 Delia: Thanks.

LESSON 4**Conversation, Part A**

Chris: Hi, Maria.
 Maria: Hey, Chris.
 Chris: It's really nice today, isn't it?
 Maria: Yeah, it's beautiful.
 Chris: So, how are things at school?
 Maria: They're OK. It's a busy semester, isn't it?
 Chris: I know. It is. I don't have much free time.
 Maria: Me neither. What are you listening to?
 Chris: Oh, it's my favorite song. Here, listen.
 Maria: It's...um...interesting.

Conversation, Part C

Chris: Hi, Maria.
 Maria: Hey, Chris.

Chris: Nice weather, isn't it?
 Maria: Yeah, it's beautiful.
 Chris: How's life?
 Maria: Things are OK. It's a busy semester, isn't it?
 Chris: I know. It is. I don't have much free time.
 Maria: Me neither. What are you listening to?
 Chris: Oh, it's my favorite song. Here, listen.
 Maria: It's...um...interesting.

LESSONS 1-4 ENGLISH IN ACTION

Eric: Hi.
 Jill: Hello. Sorry to bother you. My friend and I are new to the building. We're in apartment 3F.
 Eric: Oh, welcome to the building!
 Jill: I hate to ask, but do you have a broom?
 Eric: A broom? Oh, sure. Tom, where is our broom?
 Tom: Hold on.
 Eric: Please, please, come inside.
 Jill: Thanks. By the way, my name's Jill.
 Eric: I'm Eric. And this is my friend and roommate, Tom.
 Tom: Here you go.
 Jill: Thanks. Oh, are you new to the building, too?
 Tom: Um, no. Why?
 Jill: Oh, nevermind.
 Maria: Jill?
 Jill: I'm in here. Come and meet our neighbors. This is Tom and this is Eric. This is my roommate, Maria.
 Maria: Hello. How's it going?
 Tom: Not bad.
 Eric: Pretty good.

Tom: Excuse me for a minute.
 Jill: That smells good. What's for dinner?
 Tom: I'm not sure yet. But right now, it's tomato sauce.
 Eric: It's pasta and tomato sauce. He *always* makes pasta!
 Tom: I do not! Hey, I have an idea. Stay and have some with us.
 Maria: Oh, um, but we need to clean our apartment.
 Tom: Well, come back in about 30 minutes.
 Jill: Are you sure? That's really nice of you.
 Maria: Yeah. Our refrigerator is empty.
 Eric: I'll text you when it's ready. Can I get your number?
 Jill: Sure. It's 555-3992.
 Eric: Sorry. Can you repeat that?
 Jill: 555-3992.
 Eric: Got it.
 Maria: Thanks, guys. We'll see you soon.
 Jill: Bye.
 Eric: See you later.
 Tom: Bye! I hope you're hungry!
 Hm...what should I make?
 Eric: Aha!
 Tom: What? I like pasta. Eric? Will you ask Jill to bring the broom?

LESSON 5

Conversation, Part A

Peter: Sandra, this is a new rock group. Do you like them?
 Sandra: No, not really, Peter. It sounds like heavy metal.
 Peter: No, it doesn't! I like them a lot.
 Sandra: I don't really like loud music.
 Peter: So, what kind of music do you like?
 Sandra: Well, I love classical music. And I like some pop, too.
 Peter: I love pop! What about this song?
 Sandra: I don't like this song.
 Peter: I love it. Turn it up!

Listening, Part A

1. clip of classical music
2. clip of folk music
3. clip of blues music
4. clip of country music
5. clip of pop music

Listening, Part B

A: Let's see what's on the radio. Oh, this sounds like country music.
 B: Please, anything but country music. I don't like country at all.
 A: Me neither. Let's find something else. Oh, this sounds nice.
 B: Oh, good. I love classical.
 A: Me too.
 C: You are listening to Classical Hour on KXYZ. Please join us again after a short break.
 B: Um, let's try another station. I don't want to listen to commercials.
 A: OK. What about this? I love heavy metal.
 B: Really? I don't. Sorry. Hey, stop there! How about that? folk. I love folk.
 A: Not me. I really don't like it. How about Latin? I love this.
 B: So do I. It's perfect!

LESSON 6

Conversation, Part A

Dan: Johnny Depp has a new movie out.
 Beth: He's my favorite actor. Who's your favorite actor?
 Dan: I don't really have one, but my favorite actress is Reese Witherspoon.
 Who's yours?
 Beth: My favorite is Gong Li.
 Dan: What's your favorite movie?
 Beth: That's a hard question. I like a lot of movies.
 Dan: I'm crazy about *The Sound of Music*.
 Beth: Are you serious? That's an old movie!
 Dan: Yes, but it's great!

Conversation, Part C

Dan: Johnny Depp has a new movie out.
 Beth: He's my favorite actor. Who's your favorite actor?
 Dan: I don't really have one, but my favorite actress is Reese Witherspoon. What about you?
 Beth: I really like Gong Li.
 Dan: What's your favorite movie?
 Beth: That's a hard question. I like a lot of movies.
 Dan: I particularly like *The Sound of Music*.
 Beth: Are you serious? That's an old movie!
 Dan: Yes, but it's great!

LESSON 7**Conversation, Part A**

Ken: Hi Zack. Are you almost ready?
 Zack: Almost. What time is it?
 Ken: Five forty-five.
 Zack: What time is the concert?
 Ken: Seven thirty. What time is the train?
 Zack: Six fifteen. I'll meet you there!
 Ken: OK, see you! Don't be late!

Listening, Part A and B

1. A: Oh, no. I think I'm going to be late for class.
 B: What time is your class?
 A: It's at 11 o'clock.
 B: 11?
 A: Yeah.
 B: But it's only 10:30. Relax—we'll be there in 15 minutes.
 A: Oh, good.
2. A: What time is the movie?
 B: It's at 2:50 p.m.
 A: Sorry, 2:15 or 2:50?
 B: 2:50. Ten to three.
 A: But it's already 2:40.
 B: Is it?
 A: We can't get there in time.

3. A: What time is dinner with your sister?
 B: Not until 8:00 p.m.
 A: 8:00? It's only a little after 7:00 now.
 B: We have lots of time.
 A: Do you want to walk?
 B: Sure. No need for a taxi.
 A: Great.
4. A: What time is it?
 B: Let's see...it's almost noon.
 A: Noon!
 B: Yeah. Why?
 A: Our train is at 12:05.
 B: It is?
 A: Oh, no. We won't make it.
 B: Let's see when the next train is.

LESSON 8**Conversation, Part A**

Min-young: It's our first day in New Zealand.
 What do you think about kayaking?
 Lori: It doesn't seem safe to me.
 Min-young: Really? I'm sure it's safe. How do you feel about rock climbing?
 Lori: It looks really hard.
 Min-young: Do you think bungee jumping looks fun?
 Lori: Um, no.
 Min-young: So, what do you want to do?
 Lori: I just want to walk around today.

Conversation, Part C

Min-young: It's our first day in New Zealand.
 How do you feel about kayaking?
 Lori: It seems dangerous to me.
 Min-young: Really? I'm sure it's safe. How do you feel about rock climbing?
 Lori: It looks really hard.
 Min-young: Do you think skateboarding looks fun?
 Lori: Um, no.
 Min-young: So, what do you want to do?
 Lori: I just want to walk around today.

LESSONS 5-8 ENGLISH IN ACTION

Maria: I don't know what to get Jill for her birthday.

Tom: Hm... how about a ticket to a baseball game?

Maria: Jill doesn't like baseball at all. Actually, she doesn't like any sports.

Tom: Really? I love sports! So, what does she like?

Maria: She likes music.

Tom: What kind?

Maria: She loves pop and heavy music.

Tom: Heavy music?! Oh, I don't like heavy music.

Maria: Me neither. I think it's too loud.

Tom: Who's her favorite singer?

Maria: Well, her favorite pop artist is Kanye West.

Tom: Me too! What about you?

Maria: I don't really like pop.

Tom: Well, do you like any bands in particular?

Maria: I like Coldplay.

Tom: So do I! I have all their CDs. Hey, what do you think of getting her a CD?

Maria: Jill never buys CDs. She downloads all her music.

Tom: Well, why don't you get her tickets to a concert?

Maria: That's a good idea.

Tom: Let's look online.

Tom: Here's something. Susannah Mason. What do you think of her?

Maria: The folk singer? I think she's great, but Jill doesn't like folk music.

Tom: How about this? pop Madness. It's tomorrow night. Tickets are \$35.

Maria: It doesn't sound interesting to me.

Tom: It sounds fun to me! It's at 8:00. Doors open at half past seven.

Maria: Let's look for something else.

Maria: Hey, what about this? Tickets to the new musical *City!*

Tom: I heard it was really good!

Maria: Jill loves musicals!

Tom: Perfect! Buy four tickets. It starts at 7:30, so we can meet at 7:00.

Maria: I'm buying them now.

Eric: Hi guys.

Tom: Hi, Eric. How was math class?

Eric: It was great. Math is my favorite subject.

Tom: Is there any subject you don't like?

Eric: No, of course not. I love every subject.

Maria: Done!

Eric: What are you guys doing?

Maria: We just bought a birthday present for Jill.

Eric: Me too! Look guys! I got four tickets for the new musical *City!* tomorrow night.

LESSON 9

Conversation, Part A

Nate: Hi, Teresa! Did you get gifts for your family, yet?

Teresa: No. I have no idea what to get my sisters.

Nate: How many sisters do you have?

Teresa: I have three sisters.

Nate: Why don't you get them key chains?

Teresa: That sounds good. And now something for my brother.

Nate: You have a big family! How old is your brother?

Teresa: He's 12.

Nate: What's his name?

Teresa: His name is Sebastian.

Conversation, Part C

Nate: Hi, Teresa! Did you get gifts for your family, yet?

Teresa: No. I don't know what to get my sisters.

Nate: How many sisters do you have?

Teresa: I have three sisters.

Nate: How about key chains?

Teresa: That sounds good. And now something for my brother.

Nate: You have a big family! How old is your brother?

Teresa: He's 12.

Nate: What's your brother's name?

Teresa: His name is Sebastian.

LESSON 10

Conversation, Part A

Kelly: Is that your sister?

Lily: Yeah, that's Jennifer. She's 15.

Kelly: Is she like you?

Lily: Yes, in some ways. She's very funny. And she's friendly, like me.

Kelly: That's good.

Lily: But we're really different in some ways.

Kelly: How are you different?

Lily: Well, she's very patient. I'm not patient at all.

Listening, Part B

1. A: How is your new math teacher, Katy?

B: Mr. Lewis? Well, he's friendly, but very serious. Oh, he's also patient. I need that in a teacher!

A: Is he strict?

B: No, not at all.

A: He sounds like a good teacher.

B: Yeah, he is.

2. A: Did you talk to that new girl in our class—you know, the one from Australia?

B: Vanessa? Oh, sure.

A: What's she like?

B: Well, she doesn't say very much at all. She's pretty quiet.

A: So, she's not very friendly.

B: I'm not sure. She's new to this school. She's just shy.

A: I think I'll talk to her. She needs some friends.

3. A: What do you think of my cousin Joey?

B: Um, he sure is...funny.

A: That's Joey all right!

B: But he's kind of forgetful. I told him my name was Katy, but he called me Kathy—twice.

A: My name is Mick, but he calls me Mike all the time. Still, he's a great guy.

B: Let's all go out again sometime.

LESSON 11

Conversation, Part A

Rachel: Hi, Cindy. How are things?

Cindy: Great, thanks. I love your shirt!

Rachel: It was a gift from my sister.

Cindy: That color looks really good on you.

Rachel: That's so nice of you.

Cindy: You have the best clothes.

Rachel: Thanks, Cindy! Oh, no. I need to go. I'm late for class.

Cindy: Me too. See you later.

Conversation, Part C

Rachel: Hi, Cindy. How are things?

Cindy: Great, thanks. That's a nice shirt!

Rachel: I got it on sale.

Cindy: That color looks really good on you.

Rachel: Thank you!

Cindy: You have the best clothes.

Rachel: Thanks, Cindy! Oh, no. I need to go. I'm late for class.

Cindy: Me too. See you later.

LESSON 12

Conversation, Part A

Brad: What do you think of this shirt?

Casey: Yellow isn't really a good color for you. You're wearing blue today. That color looks nice on you.

Brad: Hm...what about that purple sweater?

Casey: I really like it.

Brad: OK. Let's go and look at jackets.

Casey: OK. By the way, didn't you say that you don't like shopping?

Brad: I don't...why?

Casey: Well, we've been in this store for two hours. When are we going to the women's section?

Listening, Part A and B

1. A: Nice party, isn't it?
B: Yeah, it's great. Oh, my friend Keisha is here.
A: Who?
B: Keisha—she's over there. She's wearing a black jacket and blue jeans.
A: Oh, I see. What's she like?
B: She's really friendly. Come, I'll introduce you.
A: That's OK.
B: What's wrong? Are you shy?
2. A: Look at that guy. He's wearing white pants and a purple sweater.
B: Oh, that's Randy.
A: You know him?
B: Sure. He's in my math class. He's really serious.
A: Are you friends?
B: Not really.
3. B: Do you know my friend Susan?
A: No. What's she like?
B: Very confident. And very pretty. I can't find her.
A: What's she wearing?
B: She's wearing a white shirt and blue jeans. And I think she's wearing a purple jacket.
A: Is that her?
B: Oh, yes, thanks!
4. B: Is that Gary?
A: Where?
B: Over there.
A: Is he wearing red shoes?

B: He is. What do you think of them?

A: They're kind of cool, I guess.

B: Gary is so quiet. No one is talking to him.

A: I know. Let's go talk to him, OK?

B: OK.

LESSONS 9-12 ENGLISH IN ACTION

Tom: What time does your birthday party start tonight?

Jill: At 7:00. Maria is cleaning our apartment now.

Tom: No work for you on your birthday, huh?

Jill: That's right! That's a nice shirt!

Tom: Thanks! You look nice. Is that jacket new?

Jill: Yeah, I got it for tonight. Is it OK?

Tom: It's cool. I like it a lot.

Jill: Eric is here.

Eric: Hi guys. Sorry I'm late. I wanted to get something new for your party tonight. What do you think?

Jill: It's... an interesting shirt.

Eric: So, we're going to get to meet your family.

Jill: Yes. They're arriving later this afternoon.

Eric: That's nice. But I'm always a little shy around new people.

Tom: Not me! Tell us about them!

Jill: Well, my father is quiet. And shy. Dad doesn't say much at first.

Tom: And your mother?

Jill: Mom is easygoing and creative, like me.

Tom: Do you have any siblings?

Jill: Yes, I have two brothers. As you can see, they love to play video games. Their names are Brent and David.

Tom: What is Brent wearing?

Jill: Brent is wearing the blue T-shirt. And David is wearing the gray sweater.

Jill: Brent will be there, but David doesn't live around here. He lives in Chicago. You can meet him another time.

Eric: How old are they?
 Jill: Brent is 23 years old and David is 22.
 You'll also meet my grandmother.
 Eric: What's she like?
 Jill: Grandma is great. She's 75, but she doesn't
 act or dress her age. Her style is very...
 different. But we love her!

LESSON 13

Conversation, Part A

Tess: Do you want to meet on Friday?
 Kurt: That's a great idea!
 Tess: What time do you wake up?
 Kurt: I wake up at 7:30 a.m.
 Tess: So, we can meet at around 8:30?
 Kurt: At 8:30, I go to my karate lesson.
 Tess: So...9:30? Do you have time then?
 Kurt: Well, at 10:00 I start school.
 Tess: When do you finish?
 Kurt: At 5:00 p.m. So, let's meet at 5:15—
 for dinner?
 Tess: Sounds great!

Conversation, Part C

Tess: Do you want to meet on Friday?
 Kurt: That's a great idea!
 Tess: When do you get up?
 Kurt: I get up at 7:30 a.m.
 Tess: So, we can meet at around 8:30?
 Kurt: At 8:30, I go to my karate lesson.
 Tess: So...9:30? Are you free?
 Kurt: Well, school begins at 10:00.
 Tess: When do you finish?
 Kurt: At 5:00 p.m. So let's meet at 5:15—
 for dinner?
 Tess: Sounds great!

LESSON 14

Conversation, Part A

Laura: I love to work out early. It's nice
 and quiet.
 Sophie: When do you get here?

Laura: Around 6:30 a.m.
 Sophie: And do you have a routine?
 Laura: No. I just run on the treadmill.
 Sophie: How long do you run for?
 Laura: For around 40 minutes. How about you?
 Sophie: I do yoga for an hour. I'm starving.
 Laura: They have great doughnuts at the
 coffee shop!

Listening, Part A

1. I like to go to the library after class. It's nice
 and quiet there. I stay there for an hour or so.
2. I love to go for long walks. I go for a walk
 almost every night. I like to walk and think.
3. I love to watch TV. I guess I watch TV every
 night. I really like sitcoms and soap operas.
4. I love the new mall. I hang out with my
 friends there. We just walk around and talk,
 but it's fun.
5. I like to go out and eat. There's a new cafe I
 want to try. But it's busy all the time!
6. I like to watch sports. My favorites are soccer
 and basketball. But I don't play any sports.

LESSON 15

Conversation, Part A

Kristin: I'm really looking forward to
 the weekend.
 Derek: Me too. Especially Sunday.
 Kristin: What do you do on Sundays?
 Derek: Well, first I meet some friends for
 breakfast. We go to *Waffles and Eggs*.
 Kristin: Then what do you do?
 Derek: Then we go to the park. There's an
 outdoor market there on Sundays.
 Kristin: Yeah, I like that place.
 Derek: Next, we ride our bikes. And after that,
 we have lunch. Later, we watch a movie.
 Kristin: It sounds like a great way to
 spend Sundays.
 Derek: You should join us next Sunday!

Conversation, Part C

Kristin: I'm really looking forward to the weekend.

Derek: Me too. Especially Sunday.

Kristin: What do you do first?

Derek: Well, first I meet some friends for breakfast. We go to *Waffles and Eggs*.

Kristin: What do you do next?

Derek: Then we go to the park. There's an outdoor market there on Sundays.

Kristin: What do you do after that?

Derek: Next, we ride our bikes. And after that, we have lunch. Later, we watch a movie.

Kristin: It sounds like a great way to spend Sundays.

Derek: Next Sunday, you should join us!

LESSON 16

Conversation, Part A

Greg: Do you want to see a movie tonight?

Emi: Sorry. I have a meditation lesson at 7:00 p.m.

Greg: Really? What kind of meditation are you learning?

Emi: I'm learning modern meditation. I'm in the meditation club.

Greg: So, show me what you can do.

Emi: Well, we're practicing meditation at the moment.

Emi: Watch this!

Greg: Wow! You're really good!

Listening, Part A and B

Manuel: Hi, Claire. How are things?

Claire: Great, thanks. But I'm really busy these days.

Manuel: Oh, yeah? What's happening?

Claire: Well, I'm in a school play. We have our first performance next week. So I'm rehearsing every night this week. I'm also studying for my midterm exams.

Manuel: Me too. I'm studying about two to three hours a day.

Claire: Yeah, same here.

Manuel: So, what's the play about?

Claire: Well, it's a comedy. It's really funny. I hope you can come.

Manuel: Oh, sure. I'll definitely be there. What part are you playing?

Claire: I'm a detective. How are things going with you?

Manuel: Actually, I'm pretty busy too. I have a part-time job now.

Claire: Where are you working?

Manuel: At *Electronics World*. I work three nights a week. I'm saving money for my trip to France next summer.

Claire: France? Wow. Do you speak French?

Manuel: No.

Claire: Are you learning French?

Manuel: Um, no.

Claire: You know, I'm teaching a student French. He's my neighbor. I can teach you too, if you want.

Manuel: Really? That would be great!

LESSONS 13-16 ENGLISH IN ACTION

Jill: What are you doing, Eric?

Eric: Oh, I'm just studying for my history exam.

Jill: Your history exam? That doesn't sound fun. You know, you look a little tired. Are you OK?

Eric: Yeah, I'm just really busy right now.

Jill: Do you go to bed late?

Eric: I go to bed around 11:30.

Jill: What time do you wake up?

Eric: I usually get up at 7:00. But I have a lot of homework and I'm working on Saturdays at that new supermarket. I'm trying to save money.

Jill: You need to get out and get some exercise.
I exercise every day.

Eric: What kind of exercise do you do?

Jill: Just light exercise. Why don't you come out with me next Sunday?

Eric: What do you do on Sundays?

Jill: Well, first I do some exercises at that really large park nearby. I get there at 7:30.
I exercise for about fifteen minutes.
Then I run on a trail for about an hour.
It's beautiful in the morning.

Eric: I know what you mean. I like that park, too!

Jill: Next, I eat a delicious breakfast.

Eric: I really enjoy breakfast!

Jill: After that, I go for a swim nearby.

Eric: In the park?

Jill: No, there's a really great place to swim near the park.

Eric: That sounds nice.

Jill: After that I play volleyball. I play with the same team every Sunday. You can join us.

Eric: How long do you play?

Jill: About forty-five minutes. Later I eat a big lunch.

Eric: I love big lunches! How about I just meet you for lunch?

LESSON 17

Conversation, Part A

Julie: So, what's your new apartment like, Andy?

Andy: It's pretty nice. It's small, but it's very convenient.

Julie: That's good. Where is it?

Andy: It's downtown, on Pine Street.
The location is good.

Julie: How many rooms are there?

Andy: It has one bedroom, a living room, a kitchen, and a small bathroom.
Here's a picture of it.

Listening, Part A and B

M: So, how is your new apartment, Maria?

F: It's really comfortable.

M: How many rooms are there?

F: It has a kitchen, a bathroom, a dining room, and a living room. It's pretty small.

M: Wait. There's no bedroom?

F: No, there isn't.

M: Really?

F: Yeah. My living room is the bedroom.

M: Oh. That's cool. Is there a yard?

F: Yes, and it's really nice. I love it.
I go there all the time.

M: What about a laundry room?

F: That's important, I think.

F: No, there isn't a laundry room.

M: Too bad. So, you like your apartment?

F: I do. It's very quiet. I really like that.

LESSON 18

Conversation, Part A

Sam: What else do you need for your new apartment, Raul?

Raul: Well, where can I buy a used sofa?

Sam: Why don't you look in the newspaper?

Raul: Good idea. And where can you get shelves?

Sam: I'd go to *Manning's*. They also have stuff for the kitchen. And their prices are good.

Raul: OK. And where's a good place to get a TV?

Sam: A good place for that is *Electric City*.

Raul: Thanks, Sam!

Listening, Part A and B

A: I need to do some shopping on Saturday.
I need some things for my new apartment.

B: Oh, yeah? What do you need?

A: Well, where can I find kitchen chairs? I have a nice table, but I don't have any chairs. Should I go to the mall?

B: No. Why don't you go to *Walt's World*? They have great prices, and they usually have sales on the weekend.

A: That's good to know. Thanks. I need a lamp, too.

B: I saw some cool ones at the outdoor market last Saturday. I'd go there.

A: OK. And what about a dresser? Do they sell dressers there?

B: I don't think so.

A: So, where's a good place to get that?

B: You can get good prices at *The Furniture Depot*.

A: Oh, and where can I get a TV?

B: You can get great deals at *Tech Town*. That's a lot of shopping. Do you want some help?

A: Thanks! Can we take your car?

LESSON 19

Conversation, Part A

Keiko: I want to send these postcards. Where's the nearest post office? Do you know?

Anna: There's one on King Street. It's across from the park.

Keiko: And is there an ATM around here? I need some cash.

Anna: Sure. There's one next to the post office.

Keiko: OK, thanks. And I also need to go to a hair salon. Where do you usually go?

Anna: I go to *Freddy's* on University Avenue. Tim does my hair. He's fabulous.

Conversation, Part C

Keiko: I want to mail these letters. Where's the nearest post office? Do you know?

Anna: There's one on King Street. It's next to the library.

Keiko: And is there an ATM around here? I need some cash.

Anna: Sure. There's one next to the post office.

Keiko: OK, thanks. And I also need to go to a hair salon. Where do you usually go?

Anna: I go to *Freddy's* in the mall. Tim does my hair. He's fabulous.

LESSON 20

Conversation, Part A

Maggie: Hello.

Anna: Hi, Maggie. It's Anna.

Maggie: Hey, Anna. What's up?

Anna: Well, it's my birthday on Sunday and I'm having a party. Can you come?

Maggie: Sure! I'd love to.

Anna: Great! I live in the Evergreen Apartments. They're at 122 Pine Street.

Maggie: Is that near the park?

Anna: Yeah. It's not far.

Maggie: Can you give me directions?

Anna: From the park just go up First Avenue. Take a left on Pine Street. It's really easy.

Maggie: What's your apartment number?

Anna: I'm in 14C. Come around 6:00 p.m.

Conversation, Part C

Maggie: Hello.

Anna: Hi, Maggie. It's Anna.

Maggie: Hey, Anna. What's up?

Anna: Well, it's my birthday on Sunday and I'm having a party. Can you come?

Maggie: Sure! That sounds great!

Anna: Great! I live in the Evergreen Apartments. They're at 122 Pine Street.

Maggie: Is that near the park?

Anna: Yeah. It's really close.

Maggie: How do I get there?

Anna: From the park just go up First Avenue. Turn left on Pine Street. It's really easy.

Maggie: What's your apartment number?

Anna: I'm in 14C. Come around 6:00 p.m.

LESSONS 17–20 ENGLISH IN ACTION

Tom: So, how do you and Jill like your apartment?

Maria: Oh, it's great. It's a little small, but it's really convenient and quiet.

Tom: Yeah, this is a good location. Eric and I like living here.

Maria: By the way, where do you buy your groceries?

Tom: We usually go to Larson's. It's on the corner of Pine Street and First Avenue.

Maria: It's near the subway, right?

Tom: Yep.

Maria: Jill and I usually go to Market Fair.

Tom: Is it by the park?

Maria: Right. It's not far at all. We walk there.

Tom: Maybe I'll go there next time. So, do you have everything you need for your apartment now?

Maria: I'm sleeping on the sofa at the moment. Do you know where I could get a bed? Also, I want to get some chairs and a bookcase.

Tom: Do you need a desk? I have one I'm not using.

Maria: No, I have a desk, but thank you.

Tom: You know, why don't you check out the Superstore? They have everything you need, and their stuff is really cheap.

Maria: The Superstore! I think I saw an ad for them on TV. Is it near?

Tom: It's on Mason Street. You know, just after the movie theater. It's across from Pace Supermarket.

Maria: Do they have parking?

Tom: The parking lot is around the corner on West Avenue. Go past the store, take a right, and you come to the parking lot.

Maria: Great. I'll stop by today. Say, want to come with me?

Tom: I do need a new lamp, but I can't go today. I have to study.

Maria: I'll pick it up for you.

Tom: Are you sure?

Maria: Why not? What kind of lamp do you want?

Tom: I just need a lamp that works. My bedroom is too dark.

Maria: OK, I think I know just what you need to brighten your room.

[Later that day...]

Tom: Come in!

Maria: I found the perfect lamp for your room! Isn't it bright?

Tom: It definitely is. Thanks, Maria.

LESSON 21**Conversation, Part A**

Eduardo: Excuse me, how much does bus fare cost in this town?

Greg: It costs a dollar fifty.

Eduardo: That's reasonable. How much does a cup of coffee cost?

Greg: It depends. It's a dollar in a convenience store, but it can be six dollars in a nice coffee shop.

Eduardo: Six dollars for coffee! That's expensive! And how much are movie tickets?

Greg: They cost about thirteen dollars.

Eduardo: Things are expensive in your town!

Conversation, Part C

Eduardo: Excuse me, how much does bus fare cost in this town?

Greg: It costs a dollar fifty.

Eduardo: That seems fair. How much does a cup of coffee cost?

Greg: It depends. It's a dollar in a convenience store, but it costs around six dollars in a nice coffee shop.

Eduardo: Six dollars for coffee! That's expensive!
 And how much are movie tickets?
 Greg: They're about thirteen dollars.
 Eduardo: Things are expensive in your town!

Pronunciation, Part B

1. A: Excuse me. How much are these?
 B: They're a dollar seventy.
 A: Seventeen or seventy?
 B: Seventy.
2. A: How much does this cost?
 B: Forty dollars and fifty cents.
3. A: How much is this?
 B: Let's see...with tax it's sixteen dollars and seventeen cents.
4. A: How much do these cost?
 B: Nineteen dollars and ninety cents.

LESSON 22

Conversation, Part A

Luke: Excuse me. How much is this lamp?
 Zoe: It's \$40.
 Luke: \$40? Hm...will you take \$20?
 Zoe: No, I'm sorry. But I can give it to you for \$30.
 Luke: I don't think so. But thanks anyway.
 Zoe: Just a second. I can give it to you for \$25.
 Luke: I don't know.
 Zoe: It's a very good price.
 Luke: All right. I'll take it. Thank you.

Listening, Part A and B

1. A: Excuse me. How much is this?
 B: It's \$55. It's a good price for leather.
 A: This is perfect for my laptop. Would you accept \$40?
 B: No, but you can have it for \$50.
 A: OK. Thanks.

2. A: Is this price \$11 or \$17?
 C: \$17.
 A: They're cool. How do I look?
 C: Very nice. You can have it for \$12.
 A: Really?
 C: Sure, why not.
3. A: This is beautiful.
 D: Yes, it's Chinese. It was my grandmother's.
 A: How much is it?
 D: \$120.
 A: Wow. That's expensive. Will you take \$100?
 D: Sorry. But I can give it to you for \$115. That's the final price.
 A: OK. That's fine. Here you go.
 D: Thank you. Now be careful! Don't break it.
4. A: Hello. How much are these?
 E: They're a dollar each.
 A: How many are here? There's some cool music in here.
 E: Let's see...there are 25 or so.
 A: How about \$20 for all of them?
 E: No problem. Enjoy.

LESSON 23

Conversation, Part A

Adam: Do you ever buy magazines?
 Lian: Sure. I buy lots of magazines.
 Adam: What kind do you buy?
 Lian: Mostly fashion and interior design magazines.
 Adam: And how often do you buy them?
 Lian: Every week. My mom thinks I'm crazy!
 Adam: Do you always throw them away after you read them?
 Lian: No, I keep all of them. Who knows? Maybe, I'll be a designer someday.
 Adam: Wow, that's great!

Conversation, Part C

Adam: Do you ever buy magazines?

Lian: Sure. I often buy them.

Adam: Which ones do you buy?

Lian: Mostly fashion and interior design magazines.

Adam: And how often do you buy them?

Lian: Twice a week. My mom thinks I'm crazy!

Adam: Do you always throw them away after you read them?

Lian: No, I keep all of them. Who knows? Maybe, I'll be a designer someday.

Adam: Wow, that's great!

LESSON 24**Conversation, Part A**

Mario: Is that a new phone?

Iris: Yeah. It has a cool design.

Mario: Can I see? Wow! It's very light. Do you ever watch movies on it?

Iris: No, but I watch videos a lot. It has a really big screen.

Mario: It does. How's the camera?

Iris: Great. Here, I'll take your picture.

Mario: Nice. Does it have many games?

Iris: No, but I can buy some cool game apps.

Listening, Part A and B

1. A: Look at this one.

B: Wow. The screen is really wide.

A: Yeah, that's why I like it.

B: It's very thin. Turn it on.

A: OK. The picture quality is good. I can watch all my football games on this.

B: Um, let's look at something else.

2. A: I like this one.

B: The color is nice.

A: Black? I guess. It's very light. Here.

B: It is. It has a small screen.

A: But that's fine. How much is it?

B: Let's see...oh, it's cheap.

A: Why don't we get it?

3. A: What do you think of this one?

B: The gray one? I like the color.

A: I don't care about the color. It's cheap.

B: But is it any good? Does it make color copies?

A: Let's see...yes, it does.

B: Lift it up.

A: It's heavy. But that's OK. That means it's good.

B: Is it fast?

A: I don't know.

4. A: I love this one. It's small and light.

B: Is green OK?

A: Green? Sure.

B: It's got a cool design.

A: It does.

B: But why do you need one? All your music is on your phone.

A: I know. I want a small one for when I exercise.

B: It's on sale. The price is good.

A: I think I'll get it.

LESSONS 21-24 ENGLISH IN ACTION

Tom: Your phone has a really cool design.

Jill: I really like it. It's light and thin. I can even video chat with my friends! I also buy tons of apps.

Tom: How often do you buy apps?

Jill: I buy them every day.

Tom: Wow! That's a lot of money.

Jill: No, sometimes they're free.

Tom: I need a new phone.

Jill: What's your's like?

Jill: Wow. That is really big.

Tom: Yes, but I can hear the other person really well.

Eric: Hi guys!

Jill: What are you doing, Eric?

Eric: Oh. I'm going to sell this chair online.

Jill: I'll take it! Give it to me! I need a desk chair.

Eric: Hm... I can give it to you for \$40.
 Jill: \$40! That's expensive. A new chair costs \$40 at the Superstore. How about \$20?
 Eric: \$20? I paid \$50 for it.
 Jill: How long have you had it for?
 Eric: I've had it for two years, but it is in excellent condition. And it's a very lucky chair.
 Tom: How is it lucky?
 Eric: I've studied for all my tests sitting in this chair, and I always get As on all my tests.
 Tom: That is lucky. Would you accept \$30?
 Jill: Tom! I want the chair. I'll give you \$35.
 Eric: Wait. So Tom, you'll buy it for \$30? And Jill, you want it for \$35?
 Tom: I'll give you \$40!
 Jill: I'll take it for \$40.50.
 Tom: \$41!
 Jill: \$42.50.
 Tom: \$55! And that's my final offer!
 Jill: Wow, that's expensive for a used chair! Eric paid \$50 for it.
 Tom: Hm... You're right...
 Eric: Sold to Tom for \$55! Take care of my lucky chair, Tom.
 Jill: Wait. Why are you selling it in the first place, if it's lucky?
 Eric: My friend has a chair and he's always gotten A pluses. I'm buying *his* lucky chair.

LESSON 25

Conversation, Part A

Lauren: I love this health food store. Everything is so fresh!
 Rob: Do you eat much fruit?
 Lauren: Yeah, and I eat a lot of nuts. They're great for protein.
 Rob: I never eat nuts. I eat meat for protein.
 Lauren: Really? I don't eat much meat. These vegetables look fantastic.

Rob: I don't eat a lot of vegetables.
 Lauren: Well, I have everything I need.
 How about a coffee?
 Rob: Coffee and cake sounds perfect!

Listening, Part A and B

Emily: Let's order a pizza.
 Greg: OK. But please, no meat. I don't eat meat.
 Emily: Really? I eat meat all the time. What do you usually eat?
 Greg: Well, I eat a lot of fish, and I really like tofu. I eat that all the time.
 Emily: I eat a lot of fish, but I never eat tofu. I don't like it at all.
 Greg: What about grains? Do you eat a lot of those?
 Emily: I eat a lot of bread.
 Greg: Me too. I love bread.
 Emily: Do you like fruits and vegetables?
 Greg: Oh, yeah. I eat a lot of both. That's the best thing to eat.
 Emily: I guess. I eat fruit all the time, but I don't eat a lot of vegetables. That's bad, I know.
 Greg: Do you eat much dairy? I like dairy a lot.
 Emily: Me too. I eat ice cream all the time!
 Greg: I never eat ice cream. Yogurt is better for you.
 Emily: Not even chocolate ice cream?
 Greg: No. Actually, I don't like chocolate much. I know that's weird. I hardly ever eat it.
 Emily: Who doesn't like chocolate? I eat it all the time.
 Greg: Say, what about our pizza? I'm *really* hungry now.

LESSON 26

Conversation, Part A

Ariel: It's my turn to make dinner, Ted.
 What are you in the mood for?
 Ted: How about pizza?
 Ariel: Sounds good. What do we need?
 Ted: Onions. We're completely out.

Ariel: Do we need tomato sauce?
 Ted: No, we don't. We have a lot here.
 Ariel: How about tomatoes?
 Ted: Yes, we need some.
 Ariel: OK. See you soon.

Conversation, Part C

Ariel: It's my turn to make dinner, Ted.
 What are you craving?
 Ted: How about pizza?
 Ariel: Sounds good. What do we need?
 Ted: Onions. We don't have any.
 Ariel: Do we need tomato sauce?
 Ted: No, we don't. We have a lot here.
 Ariel: How about tomatoes?
 Ted: We have tomatoes.
 Ariel: OK. See you soon.

LESSON 27

Conversation, Part A

Simon: What are you having?
 Jae-soon: Noodles. I love noodles for lunch.
 Simon: Is that all you're having? Do you eat a big breakfast?
 Jae-soon: No, I like a small breakfast. I usually have soup. What do you have?
 Simon: I prefer a big breakfast. I have eggs, toast, coffee, juice, yogurt, fruit, and cereal. Then I have a small lunch.
 Jae-soon: Wow!
 Simon: Today I'm having beef stew, soda, a baked potato, and cake.

Conversation, Part C

Simon: What are you eating?
 Jae-soon: Noodles. I love noodles for lunch.
 Simon: That's a small lunch. Do you eat a big breakfast?
 Jae-soon: No, I have a light meal. I usually have soup. What do you have?
 Simon: I prefer a big breakfast. I have eggs, toast, coffee, juice, yogurt, fruit, and cereal. Then I have a small lunch.

Jae-soon: Wow!
 Simon: Today I'm having beef stew, soda, a baked potato, and cake.

Pronunciation, Part C

grapes
 nuts
 chips
 carrots

 lemons
 beans
 noodles
 vegetables

 peaches
 juices
 oranges
 sandwiches

LESSON 28

Conversation, Part A

Rosa: This is one of my favorite dishes. I hope you like it.
 Peter: It looks delicious. What's it called?
 Rosa: Paella. It's a Spanish dish.
 Peter: What's in it?
 Rosa: Mainly rice, seafood, and some spices. So, how does it taste?
 Peter: A little spicy. Just how I like it.
 Rosa: I'm glad you like it. Try some salad.
 Peter: Yum! It tastes both sweet and sour. What's in the dressing?
 Rosa: It's my special recipe. Lemon juice, olive oil, and honey.

Listening, Part A

- Bill: This looks good. Do you want some?
 Jamie: Sure.
 Bill: Here. It's very healthy.
 Jamie: Yeah, all vegetables. Where's the dressing?

2. Jamie: That smells good.
 Bill: Yeah, I want some of that.
 Jamie: Is there meat in it?
 Bill: Yeah, but a lot of vegetables, too.
 Jamie: None for me.
 Bill: I just want a small bowl.

3. Jamie: Is that fresh?
 Bill: I'm not sure.
 Jamie: Do you eat seafood?
 Bill: Yeah, sometimes.
 Jamie: I think I want some. Do you?
 Bill: No thanks.

4. Jamie: Can I have some?
 Bill: Sure. Enough?
 Jamie: One more piece, please.
 Bill: Do you want butter?
 Jamie: Yes, please. It smells so good.

5. Bill: Ready for dessert?
 Jamie: Look at all that!
 Bill: They have chocolate, vanilla, and strawberry.
 Jaime: Chocolate for me.
 Bill: Me too.

Listening, Part B

1. Bill: Do you like the salad?
 Jamie: I do.
 Bill: It's delicious with the dressing.
 Jamie: I agree.
2. Jamie: How's the soup?
 Bill: Well, it's very flavorful.
 Jamie: Is that good or bad?
 Bill: Oh, I love food with a lot of flavor.
3. Bill: Do you like the fish?
 Jamie: Not really.
 Bill: Why not? Is it oily?
 Jamie: No, just really salty.

4. Jamie: I don't like this bread.
 Bill: Really?
 Jamie: It's so dry. I don't think I want it.
 Bill: Here—let me try it.
5. Bill: Do you like the ice cream?
 Jamie: Yeah. It's really sweet.
 Bill: It is.

LESSONS 25–28 ENGLISH IN ACTION

- Eric: What time are Maria and Jill coming over?
 Tom: I told them to come by around 7:00.
 Eric: It's almost 7:00. Do you want me to help cook?
 Tom: No, it's OK. You know I love to cook.
 Eric: OK. What are you planning to make?
 Tom: I'm not sure.
 Eric: Not pasta, right? We had pasta every day for the past few weeks.
 Tom: OK, no pasta.
 Eric: What about curry and rice?
 Tom: What are the ingredients?
 Eric: Hm...potatoes, onions, carrots, coconut milk, and rice. Oh, and lots of spices. It's spicy, but it's delicious.
 Tom: OK, let's see what we have.
 Eric: What do we need to buy?
 Tom: We need some onions...
 Eric: Do we need to get any potatoes?
 Tom: No, we have some potatoes. But we need carrots, coconut milk... rice... and lots of spices.
 Eric: We don't have time to go to the supermarket.
 Tom: We can make something with what we have.
 Eric: That must be them. Come in!
 Jill: Hi Eric! Hi Tom!
 Eric/Tom: Hello. Hi!
 Maria: Thank you so much for inviting us to dinner!

Tom: No problem.
 Maria: What are you guys cooking for dinner?
 Tom: We're not sure. Do you guys eat many vegetables?
 Jill: Yes, I eat vegetables every day.
 Maria: Actually, I never eat vegetables. I don't like them.
 Tom: Hm. OK. What about chicken?
 Maria: I usually eat chicken.
 Jill: I try not to eat a lot of meat.
 Tom: What about potatoes?
 Jill/Maria: We both don't eat potatoes.
 Tom: Hm... OK... I think I know what to make. We have everything we need, and I know everyone will like it.
 Jill: What is it?
 Tom: I can't tell you. It's a surprise.
 Maria: What's it taste like?
 Tom: Not too salty and not too sweet. It's delicious.
 Eric: What's in it?
 Tom: Tomatoes, cheese, noodles...
 Eric/Jill/: Pasta!
 Maria
 Tom: That's right! How did you guys know?
 Eric: Pasta.

LESSON 29

Conversation, Part A

Erica: How was your weekend, Jun?
 Jun: It was great. I worked all day on Saturday, but on Sunday, I met some friends.
 Erica: That sounds fun.
 Jun: Yeah. We went to the mall and had lunch.
 Erica: Did you go shopping?
 Jun: No, I didn't. How about you? How was your weekend?
 Erica: It was OK. I stayed home and studied for today's history test.
 Jun: History test?

Listening, Part A and B

Tom: Hi, Jung-hwa.
 Jung-hwa: Oh, hey Tom. It's Monday morning—again.
 Tom: Yeah. How was your weekend?
 Jung-hwa: Oh, I had a great weekend. I went to a soccer game on Saturday afternoon with my friend. Her cousin played in a game. Then we went shopping.
 Tom: Did you buy anything?
 Jung-hwa: I didn't, but my friend did. She got some new shoes. Anyway, then we had dinner in a really nice restaurant. And she paid. It was a nice surprise.
 Tom: And what about yesterday?
 Jung-hwa: I just watched TV last night.
 Tom: I watched TV last night, too.
 Jung-hwa: So you had a nice weekend?
 Tom: It was so-so. I went to my favorite restaurant for lunch, and then played tennis.
 Jung-hwa: It sounds like you had a fun weekend! Who did you play tennis with?
 Tom: With my brother. It was fun, but I didn't win. It wasn't even close!

LESSON 30

Conversation, Part A

Sarah: Hello.
 Terry: Sarah? Hi, it's Terry.
 Sarah: Hey, Terry. What's up?
 Terry: Actually, I called you last night.
 Sarah: Oh? What time did you call?
 Terry: Well, I called three times between 9:00 and 10:00.
 Sarah: Oh, I went to a movie, so I turned off my phone. What did you want to talk about?
 Terry: I needed your help with yesterday's homework. I started it yesterday afternoon and worked on it until 11:00 last night.

Sarah: Really? Did you finish it?
Terry: Yes, I finished it this morning.
Sarah: So...can you help me?

Conversation, Part C

Sarah: Hello.
Terry: Sarah? Hi, it's Terry.
Sarah: Hey, Terry. What's up?
Terry: Actually, I called you last night.
Sarah: Oh? When did you call?
Terry: Well, I called three times around 9:30.
Sarah: Oh, I went to a movie, so I turned off my phone. What did you want to talk about?
Terry: I needed your help with yesterday's homework. I started it yesterday afternoon and worked on it until 11:00 last night.
Sarah: Really? Are you done?
Terry: Yes, I finished it this morning.
Sarah: So...can you help me?

Pronunciation, Part C

watched
finished
skipped
worked

called
played
turned
stayed

needed
waited
started
wanted

LESSON 31

Conversation, Part A

Fiona: So, how was your trip to Australia?
David: It was awesome! I went to the Great Barrier Reef.
Fiona: That's fantastic!

David: And you won't believe what I did.
I learned to scuba dive.
Fiona: You did? That's incredible! You hate the water.
David: I know! But it was amazing. And you'll never guess what happened. I saw a shark.
Fiona: How scary!
David: But it wasn't dangerous. It was really small.
Fiona: Well, that's good!

Conversation, Part C

Fiona: So, how was your trip to Australia?
David: I had the best time! I went to the Great Barrier Reef.
Fiona: That's fantastic!
David: And you'll never guess what I did.
I learned to scuba dive.
Fiona: You did? That's incredible! You hate the water.
David: I know! But it was amazing. And listen to this. I saw a shark.
Fiona: How scary!
David: But it wasn't dangerous. It was really small.
Fiona: Well, that's good!

Listening, Part A and B

Rich: Donna, welcome back from your trip! When did you get back?
Donna: Yesterday afternoon. I'm pretty tired.
Rich: Did you have a good trip?
Donna: Yeah, I—
Rich: Hey, what happened to your finger?
Donna: Oh, I broke it.
Rich: How awful!
Donna: I know. It was on the first day. It was my fault. I closed the taxi door on it. Besides that, I had a fantastic time. You'll never guess what I did. I rode an elephant!
Rich: That's exciting!

Donna: It was. We were in Chiang Mai and we did a three-day trip into the rainforest. It was so beautiful, and my elephant was really friendly. But then it started to rain. And it rained and rained. So, we stayed inside for two days.

Rich: How terrible.

Donna: Oh, it was OK. I just wanted to rest.

Rich: So, what did you do after that?

Donna: You won't believe this.

Rich: What?

Donna: I took a cooking class. I now know how to make Thai food.

Rich: That's fantastic! You know, I love Thai food. So, um, do you, um—

Donna: Yes?

Rich: Do you want to show me your new skills?

Donna: Of course, I'll cook for you.

How about this weekend?

LESSON 32

Conversation, Part A

Reid: Alan, I can't wait for the weekend.

Alan: Oh yeah? What are your plans, Reid?

Reid: I'm going to go over to Mark's to watch the tennis finals. Are you planning to watch them?

Alan: No. I'm going to help Sylvia move.

Reid: That's nice. What are you going to do on Sunday?

Alan: I'm going to stay home and read. How about you?

Reid: I'm going to go to the science museum. They have a new robots display. Want to come?

Alan: Sure!

LESSONS 29–32 ENGLISH IN ACTION

Eric: Hi, Jill.

Jill: Hi, Eric.

Eric: How's it going? How was your weekend in Washington, D.C.?

Jill: Fantastic! It was really a great time.

Eric: Oh yeah? What did you do there?

Jill: Well, first, I took a bus tour of the city. It really is such a beautiful place—so many interesting buildings and monuments. I love the Washington Monument.

Eric: Yeah. The monument is incredible.

Jill: Then I went to the Smithsonian Museum. There's always so much stuff to see there.

Eric: Yeah, I saw a great dinosaur exhibition the last time I was there. It was fantastic.

Jill: Wow! After that, I decided to walk to the Lincoln Memorial, but then it started to rain and I got completely wet.

Eric: How awful!

Jill: No, it was OK. I went back to my hotel, changed my clothes, and went out again later, this time with an umbrella!

Eric: Good thinking.

Jill: That night, I went to a classical concert. How about you? What did you do last weekend?

Eric: Not much really. I worked all day on Saturday. On Sunday, Tom and I played tennis.

Jill: Oh, you exercised!

Eric: Yep. After that we went to a movie. We saw the new James Bond film.

Jill: You did? How was it?

Eric: It was great! Then we went shopping.

Jill: Did you buy anything?

Eric: Yeah, I got this video camera. It was \$500, but I got it on sale for only \$175. You won't believe what I got on this video camera.

Jill: What?

Eric: I was at the park, and I saw an elephant!

Jill: No way! Why was the elephant in the park?

Eric: It had escaped from the zoo! It wasn't dangerous. I even gave it my sandwich. It was incredible, and I have it all on video. I'm going to put it on YouTube.

Jill: Oh! I want to see!

Eric: Hold on...

Tom: Hello? Helloooooo?

Tom: Hello! Hi Eric! This is a really nice camera. I just wanted to tell you that. I hope I didn't erase anything important.

Vocabulary Index

LESSON 1

first
last
middle
name

LESSON 2

boss
classmate
colleague
friend
neighbor
relative
stranger
teacher

LESSON 3

instant message
meet in person
send a text
social network
talk on the phone
video chat
write a letter
write an e-mail

LESSON 4

beautiful
cloudy
cold
family
hobbies
hot
money
movies
music
school
sports
sunny
terrible
TV shows
work

LESSON 5

classical
country
folk
heavy music
vocal
blues
pop
reggae
opera
techno

LESSON 6

books
food
movies
music
shopping
sports
travel
video games

LESSON 7

a bad time to call
a good time to call
favorite time of the day
lunch break
twelve fifteen
 a quarter after twelve
twelve fifty-five
 five to one
twelve o'clock
 noon
 midnight
twelve thirty
 half past twelve

LESSON 8

baseball
boring
boxing
bungee jumping
challenging

dangerous
exciting
fun
golf
interesting
jet skiing
kayaking
rock climbing
skateboarding
skydiving
snowboarding
soccer
surfing
wrestling

LESSON 9

aunt
cousins
grandparents
nephew
niece
parents
uncle

LESSON 10

confident
friendly
funny
patient
quiet
serious
shy
smart

LESSON 11

belt
bracelet
dress
jacket
jeans
ring
shirt
shorts
skirt

sweater
T-shirt
watch

LESSON 12

black
blue
brown
gray
green
orange
pink
purple
red
white
yellow

LESSON 13

check e-mail
eat dinner
exercise
get home
get to class
get up early
go to bed
have lunch
study
take a shower
talk on the phone
watch TV

LESSON 14

go out to eat
go shopping
go to the library
go to the mall
take a walk
watch movies
watch sports
work out

LESSON 15

don't do much
feel my best
feel my worst

get up early
go out with friends
sleep in late
stay up late

LESSON 16

economics
English
history
literature
management
marketing
math
psychology
sociology
statistics

LESSON 17

bathroom
bedroom
big
comfortable
convenient
dining room
kitchen
laundry room
living room
noisy
quiet
small
yard

LESSON 18

bed
chairs
closet
coffee table
dishwasher
dresser
lamp
refrigerator
shelves
sofa
stove
TV

LESSON 19

bank
department store
drugstore
hair salon
library
mall
movie theater
post office

LESSON 20

bridge
bus stop
freeway
park
river
stadium
subway
taxi stand

LESSON 21

bottle of water
bus fare
cup of coffee
fast food restaurant
haircut
movie ticket
museum admission fee
newspaper
taxi ride across town

LESSON 22

CDs
clothes
electronics
furniture
makeup
sports equipment
toys
video games

LESSON 23

buy books
candy
energy drinks
flowers
gum
magazines
newspapers
phone cards
read celebrity magazines
read things online
vitamins

LESSON 24

bright
cheap
dark
expensive
fast
heavy
large
light
narrow
noisy
quiet
slow
small
thick
thin
wide

LESSON 25

apples
beans
bread
carrots
cheese
chicken
dairy
fruit
grains
meat
noodles
nuts
oranges
protein

rice
tofu
vegetables
yogurt

LESSON 26

butter
eggs
flour
oil
olives
omelet
onions
pepper
pizza
salt
tomatoes

LESSON 27

afternoon snack
bread
breakfast
cake
candy
cereal
chicken
chocolate
coffee
dinner
evening snack
iced tea
jam
lunch
potato chips
rice
salad
soda
toast

LESSON 28

bitter
bland
oily
salty
sour
spicy
sweet

LESSON 29

didn't get a haircut
didn't go shopping
didn't meet friends
didn't see a movie
didn't stay home
didn't study
got a haircut
met friends
saw a movie
stayed home
studied
went shopping

LESSON 30

last month
last night
last week
last year
the day before yesterday
this morning
yesterday afternoon
yesterday morning

LESSON 31

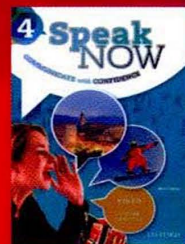
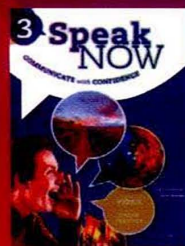
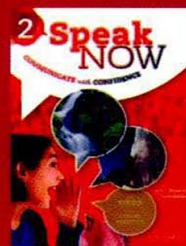
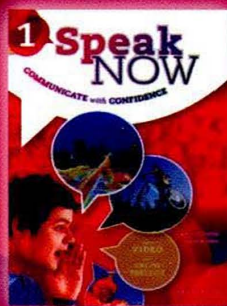
amazing
awful
dangerous
exciting
fantastic
incredible
scary
terrible

LESSON 32

go out of town
go to a museum
go to a park
go to the mall
prepare for a test
stay up late
visit relatives
watch sports

Speak NOW

COMMUNICATE with CONFIDENCE

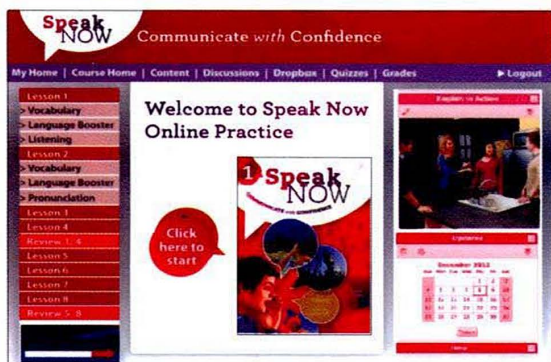


“Time spent on speaking tasks is the single most important factor in developing confident and fluent speaking.”

– Jack C. Richards

Every activity in every lesson has a speaking component. Students have all of the practice they need to become successful speakers of English.

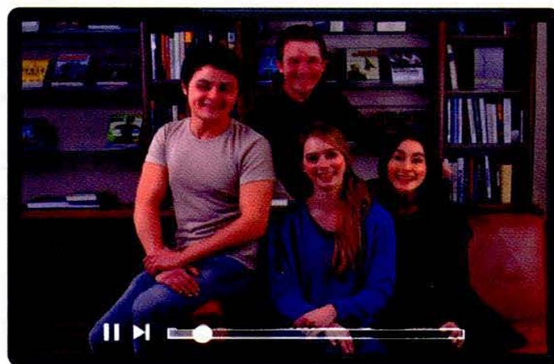
Online Practice powered by Oxford Learn



- Generates customized student-progress reports
- Features 120 engaging self-study activities
- Invites students to record and submit audio files
- Includes access to downloadable audio files for anytime, anywhere practice

oxfordlearn 

English in Action Video



- Features situational comedy cast
- Provides real-world models for discussing culture, idioms, pronunciation, and body language
- Showcases key vocabulary and functions in humorous and dramatic scenes

COMPONENTS

- Student Book with Online Practice
- Audio Download through Oxford Learn
- Teacher's Book with Testing Program CD-ROM
- Class Audio CDs
- DVD
- iTools Classroom Software with Video and PowerPoint® presentations

OXFORD
UNIVERSITY PRESS

