

# 2

# Speak NOW

COMMUNICATE *with* CONFIDENCE

TEACHER'S  
BOOK

## LEVEL GUIDE

*helps you expand on  
Student Book lessons  
with activities from the  
Multi-Skill Bonus Pack*

## TESTING PROGRAM CD-ROM



- *Placement Test*
- *8 Unit Quizzes*
- *4 Midterm Exams in a variety of standardized testing styles*
- *4 Final Exams in a variety of standardized testing styles*

**Jack C. Richards**  
**David Bohlke**  
Carmella Lieske

OXFORD

198 Madison Avenue

New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2012

The moral rights of the author have been asserted

First published in 2012

2016 2015 2014 2013 2012

10 9 8 7 6 5 4 3 2

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

### Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

General Manager, American ELT: Laura Pearson

Executive Publishing Manager: Erik Gundersen

Managing Editor: Jennifer Meldrum

Director, ADP: Susan Sanguily

Executive Design Manager: Maj-Britt Hagsred

Associate Design Manager: Michael Steinhofner

Electronic Production Manager: Julie Armstrong

Production Artists: Elissa Santos, Julie Sussman-Perez

Production Coordinator: Brad Tucker

ISBN: 978 0 19 403019 9 Teacher Book with Testing Program CD-ROM

ISBN: 978 0 19 403004 5 Teacher Book as pack component

ISBN: 978 0 19 403031 1 Teacher Access Card as pack component

ISBN: 978 0 19 403007 6 Testing Program CD-ROM as pack component

Printed in China

This book is printed on paper from certified and well-managed sources



2

# Speak NOW

COMMUNICATE *with* CONFIDENCE

TEACHER'S  
BOOK

Jack C. Richards  
David Bohlke  
Carmella Lieske

WITH COMPLIMENTS OF  
OXFORD UNIVERSITY PRESS

OXFORD  
UNIVERSITY PRESS

## Level Guide

### Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
FRIENDS & FAMILY	1 Where are you from?	2	Pronunciation: Contractions	Starting a conversation Closing a conversation
	2 I'm tall and thin.	4	Listening: Listen for descriptions	Asking about appearance Describing appearance
	3 Alice is more serious.	6	Listening: Listen for personality traits	Asking about personalities Describing personalities
	4 All of my friends text.	8	Pronunciation: Reduction of of	Talking about quantities
>>> VIDEO REVIEW AND GLOZE ACTIVITY: MEET CASEY				
RESTAURANTS	5 I've never had Thai food.	12	Listening: Listen for food experiences	Asking about experiences Describing experiences
	6 First, grill the bread.	14	Pronunciation: Consonant clusters	Giving a series of instructions Reminding someone of something
	7 The service is great.	16	Listening: Listen for opinions	Describing restaurants
	8 Are you ready to order?	18	Pronunciation: Intonation in choice questions	Taking orders Ordering food
>>> VIDEO REVIEW AND GLOZE ACTIVITY: LEARNING TO COOK				
HEALTH	9 I have a sore throat.	22	Listening: Listen for health problems	Describing health problems Making suggestions
	10 What should I do?	24	Pronunciation: Syllables	Asking for advice Giving advice
	11 I'd love to try that!	26	Listening: Listen for activities	Expressing wants and intentions Giving reasons
	12 Soccer is more exciting!	28	Pronunciation: Silent syllables	Asking for comparisons Making comparisons
>>> VIDEO REVIEW AND GLOZE ACTIVITY: ERIC'S HEALTH HABITS				
JOBS	13 I can write pretty well.	32	Pronunciation: Can and can't	Describing abilities Making recommendations
	14 I'd have to have...	34	Listening: Listen for requirements	Expressing necessity Expressing lack of necessity
	15 I travel for free.	36	Listening: Listen for pros and cons	Describing pros Describing cons
	16 Is the manager there?	38	Pronunciation: Syllable stress	Asking for someone on the phone Asking about a job
>>> VIDEO REVIEW AND GLOZE ACTIVITY: CASEY'S PART-TIME JOB				



Expand the *Speak Now Student Book* lessons with activities from the Multi-Skill Bonus Pack, available on iTools. This Level Guide provides you with a map of the course's various resources, allowing you to build a rich and comprehensive syllabus. Through targeted expansion activities, students gain confidence in English across every skill area.

### Multi-Skill Bonus Pack Worksheets

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Conversation topics	English E-mail Buddies	A: Comparisons	...start a conversation about people.  ...describe people's personalities.
Describing people	Don't I know you?		
Personality types	What's your personality?		
Everyday activities	How college students spend their time		
Types of cuisine	Food and emotions	A: Present perfect and simple past  B: Discourse markers	...give instructions to someone.  ...share experiences with food.
Cooking	My favorite dish		
Restaurant types	Yo-Yo Sushi		
Ordering food	Down Home Café		
Health problems	So Sorry	A: Possessive nouns, pronouns, and adjectives	...make suggestions.  ...ask for and give advice.
Staying healthy	Sleep well tonight		
Fitness activities	What's the best form of exercise?		
Sports	Director of Sports		
Professions	Job listings	A: Time clauses	...describe pros and cons.  ...get a job.
Jobs	Are you looking for a great job?		
Work pros and cons	My job hunt		
Work benefits	What's in it for you?		

# 2 Speak NOW

## Level Guide

### Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
FREE TIME	17 That sounds fun!	42	Listening: Listen for activities	Talking about free-time activities Showing interest
	18 I'd love to go.	44	Pronunciation: Reduction of <i>want to</i>	Inviting someone Responding to an invitation
	19 I'm sorry, but I can't.	46	Listening: Listen for responses and excuses	Declining an invitation Giving an excuse
	20 Sorry I'm late.	48	Pronunciation: Using stress and duration to convey emotion	Apologizing Responding to an apology
>>> VIDEO REVIEW AND CLOZE ACTIVITY: WAITING FOR A FRIEND				
TRAVEL	21 Did you go alone?	52	Pronunciation: Reduction of <i>did you</i>	Asking double questions Describing past events
	22 Which do you prefer?	54	Listening: Listen for preferences	Asking about preferences Describing preferences
	23 You must get a visa.	56	Pronunciation: Reduction of <i>have to</i> and <i>has to</i>	Expressing prohibitions Expressing obligations
	24 When is the next train?	58	Listening: Listen for prices and schedules	Asking about prices and schedules Describing prices and schedules
>>> VIDEO REVIEW AND CLOZE ACTIVITY: TOM'S TRAVELS				
STYLE & FASHION	25 I usually wear...	62	Pronunciation: Intonation in a series of things	Asking about general behavior Describing general behavior
	26 What do you think?	64	Listening: Listen for ideas	Asking for ideas Offering ideas
	27 Can you do me a favor?	66	Pronunciation: Reduction of <i>would you</i> and <i>could you</i>	Making requests Agreeing to requests
	28 What is it used for?	68	Listening: Listen for uses	Asking about uses Describing uses
>>> VIDEO REVIEW AND CLOZE ACTIVITY: PACKING LIGHT				
OPINIONS	29 I think it's fun!	72	Listening: Listen for opinions	Asking for opinions Giving opinions
	30 I feel the same way.	74	Pronunciation: Stress in contrastive responses	Agreeing with opinions Disagreeing with opinions
	31 What would you do?	76	Listening: Listen for reactions to situations	Asking about an imaginary situation Discussing an imaginary situation
	32 Then what happened?	78	Pronunciation: Intonation in clauses	Describing a series of events
>>> VIDEO REVIEW AND CLOZE ACTIVITY: CASEY'S AMAZING STORY				

# Multi-Skill Bonus Pack Worksheets

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Free-time activities	Talk to Tina	A: Need, want, would like, and like  B: Using <i>but</i>	...invite someone to an event.  ...apologize and respond to an apology.
Movies	Movie Watch		
Around town	RE: An Invitation		
Excuses	Chess Nut		
Vacation activities	Peru trip	A: Impersonal pronouns  B: Reflexive pronouns	...ask about preferences for travel.  ...ask about and describe prices and schedules.
Vacation types	Dream Vacations		
Travel items	Study abroad in Spain		
Transportation	A Terrible Flight		
Clothes	Brazilian Fashion Designer	A: Prepositional phrases	...ask for and offer ideas and requests.  ...talk about uses for gadgets and household items.
Fashion	Jane's Sidewalk Fashion		
Around the home	Moving in		
Technology uses	Household robots		
Expressing opinions	Try it out	A: Gerunds and infinitives  B: Using gerunds	...discuss opinions for imaginary events.  ...describe a series of events.
Social actions	Best friends forever		
Feelings and emotions	Miss Maggie Says...		
Qualities and values	Money can grow on trees!		



# Teacher's Book Contents

---

How to teach with <i>Speak Now</i> . . . . .	viii
Testing Program CD-ROM Overview . . . . .	1
<b>Lesson 1:</b> Where are you from? . . . . .	2
<b>Lesson 2:</b> I'm tall and thin. . . . .	3
<b>Lesson 3:</b> Alice is more serious. . . . .	4
<b>Lesson 4:</b> All of my friends text. . . . .	5
<b>Review Lessons 1-4</b> . . . . .	6
<b>Lesson 5:</b> I've never had Thai food. . . . .	7
<b>Lesson 6:</b> First, grill the bread. . . . .	8
<b>Lesson 7:</b> The service is great. . . . .	9
<b>Lesson 8:</b> Are you ready to order? . . . . .	10
<b>Review Lessons 5-8</b> . . . . .	11
<b>Lesson 9:</b> I have a sore throat. . . . .	12
<b>Lesson 10:</b> What should I do? . . . . .	13
<b>Lesson 11:</b> I'd love to try that! . . . . .	14
<b>Lesson 12:</b> Soccer is more exciting! . . . . .	15
<b>Review Lessons 9-12</b> . . . . .	16
<b>Lesson 13:</b> I can write pretty well. . . . .	17
<b>Lesson 14:</b> I'd have to have . . . . .	18
<b>Lesson 15:</b> I travel for free. . . . .	19
<b>Lesson 16:</b> Is the manager there? . . . . .	20
<b>Review Lessons 13-16</b> . . . . .	21
<b>Lesson 17:</b> That sounds fun! . . . . .	22
<b>Lesson 18:</b> I'd love to go. . . . .	23
<b>Lesson 19:</b> I'm sorry, but I can't. . . . .	24
<b>Lesson 20:</b> Sorry I'm late. . . . .	25
<b>Review Lessons 17-20</b> . . . . .	26
<b>Lesson 21:</b> Did you go alone? . . . . .	27
<b>Lesson 22:</b> Which do you prefer? . . . . .	28
<b>Lesson 23:</b> You must get a visa. . . . .	29
<b>Lesson 24:</b> When is the next train? . . . . .	30
<b>Review Lessons 21-24</b> . . . . .	31

# Teacher's Book Contents (continued)

<b>Lesson 25:</b> I usually wear jeans. . . . .	32
<b>Lesson 26:</b> What do you think? . . . . .	33
<b>Lesson 27:</b> Can you do me a favor? . . . . .	34
<b>Lesson 28:</b> What is it used for? . . . . .	35
<b>Review Lessons 25-28</b> . . . . .	36
<b>Lesson 29:</b> I think it's fun! . . . . .	37
<b>Lesson 30:</b> I feel the same way. . . . .	38
<b>Lesson 31:</b> What would you do? . . . . .	39
<b>Lesson 32:</b> Then what happened? . . . . .	40
<b>Review Lessons 29-32</b> . . . . .	41
Vocabulary Worksheets . . . . .	42
Vocabulary Worksheet Answer Keys . . . . .	74
Confidence Booster Answer Keys . . . . .	78

## The *Speak Now Testing Program* CD-ROM contains the following:

Spoken Interview Placement Test

Scoring Rubric and Testing Instructions

### Quizzes

Quiz 1	Quiz 5	Quizzes Answer Key
Quiz 2	Quiz 6	Quizzes Audio Script
Quiz 3	Quiz 7	
Quiz 4	Quiz 8	

### Speaking Assessment: General

Presentation Topics	Presentation Feedback Form
Interview Questions	Presentation Tips
Role-Plays	

### Midterm Exam: Written; Speaking Assessment in the form of Standardized Tests

Midterm Written Exam	Midterm Exam IELTS™ style
Midterm Exam TOEFL® style	Midterm Written Exam Answer Key
Midterm Exam TOEIC® style	Midterm Exam Audio Scripts

### Final Exam: Written; Speaking Assessment in the form of Standardized Tests

Final Written Exam	Final Exam IELTS™ style
Final Exam TOEFL® style	Final Exam Answer Key
Final Exam TOEIC® style	Final Exam Audio Scripts

### Additional Teacher Resources

Speak Now 2 Video Scripts	Speak Now 2 Class Audio Script
---------------------------	--------------------------------

TOEFL® and TOEIC® are registered trademarks of Educational Testing Services (ETS). This publication is not endorsed or approved by ETS.

# How to teach a *Speak Now* lesson

Each lesson has five parts—Vocabulary, Conversation, Language Booster, Listening or Pronunciation, and Speak with Confidence.

## Lesson Introduction

- Read the lesson title as students follow along. When applicable, have students answer the question.
- Point out the functions they will be studying and explain them or reword them when necessary.

## 1 Vocabulary

The purpose of this section is to get students thinking about the topic, activate their background knowledge, and introduce them to vocabulary that they will use during the lesson. To prepare the students to use the vocabulary, preteach it. When the vocabulary is unfamiliar to your students, present it through visual aids (for example, photos), actions, and gestures, and rephrasing or definitions.

- If necessary, have students use an English Learners' dictionary, perhaps before coming to class, to better understand not only the meanings but also how to use the words.
- Avoid giving students definitions in their first language. Although doing so may initially save time, students do not acquire the language as thoroughly and will rely on their first language rather than developing their English ability. In addition, nuances in languages often vary, creating additional complications as students continue to use the language.
- When you have time, further reinforce the vocabulary with personalization (for example, using the vocabulary in true sentences about themselves).

## 2 Conversation

There are two types of lesson patterns for the Conversation section. Some of the lessons follow the "Conversation with Additions" model and others follow the "Conversation with Substitutions" model. Teaching procedures for each lesson pattern are outlined below. Both conversations follow the same procedure for Part A.

## Conversation with Additions

### A

- This section helps students become comfortable with the topic and provides a model conversation that uses the functional language from the Language Booster section.
- Read the questions aloud. Ask students to guess the answers by looking at the photos or illustrations. Ask students questions about details in the art.
- Play the audio and select students to answer the questions. If necessary, play the audio again.
- Make sure students understand the answers to the questions by asking concept questions or reforming the question to check understanding.

### B

By practicing the conversation, students become more aware of functional language and more comfortable with language in "chunks". This prepares them for the Language Booster section and will help them notice the changes in Part C.

### C

- Tell students that they will listen to the conversation again, but two sentences are on the audio program which are not printed in the book. Explain that they should write the sentences they hear in the correct places.
- Play the audio. Check answers. If necessary, have students compare answers in pairs, play the audio again, and then check answers as a class.
- After checking answers, play the audio again so students can focus on the pronunciation and intonation. Have students pay attention to the words they did not understand before.
- Have students practice the conversation at least two times, once for each role.

## Conversation with Substitutions

### A

Follow the same procedure as Conversation with Additions, Part A.



## B

- Practice the conversation in Part A.
- Have students exchange the green and blue text as they practice the conversation again. This activity increases students' awareness of the different ways we can say the same idea.
- Encourage students to practice both roles and look at each other rather than their books.
- Students who finish the activities quickly can practice the conversation again using their own phrases and sentences.

## 3 Language Booster

### A

This activity provides students with examples of the target language. In almost every lesson, the language includes both questions and responses. You may want to have students practice the language (i.e., take turns asking and answering the questions) before going on to Part B.

### B

- This activity allows students to gain confidence as they use the language in short exchanges. This will provide them with the skills to make longer dialogues later in the lesson.
- In mixed ability classes, have students with lower English levels make some notes or sentence starters before they do the activity. These aids will help them to successfully complete the activity and further increase their confidence.
- After students have finished the activity, you may want to randomly choose a few pairs and have them role-play the conversations at the front of the classroom.
- After completing Part B, if students aren't confident with the language, have them continue practicing until they have more confidence. They can even make small substitutions to do this.

## 4 Listening

- The purpose of this activity is to help students focus on main ideas and details in the listening. Students may listen as many times as needed.
- After students have listened several times, you may want to stop the audio at key points so students can more easily complete the task.
- The Listening often concludes with a pair work activity that allows students to personalize what they have heard.

## 4 Pronunciation

- This section begins by helping students focus on pronunciation or intonation through listening. Students then practice the Pronunciation point. Students may tend to focus on the content and quickly forget to pay attention to their pronunciation and intonation. If this happens, briefly stop the class to remind students that they are practicing both content and pronunciation and then have them continue their practice.
- Play the audio, repeating as necessary.
- Ask students obvious questions to make sure they understand the point. For example, if you are teaching syllables, say some words and ask students how many syllables are in them.
- To give students more practice with the language, include all class (choral), group, individual, and substitution drills. This additional practice will give students more confidence and reinforce the pronunciation before they return to focusing more on content.

## Speak with Confidence

- This activity allows students to use the target language as they accomplish defined tasks.
- Part A helps students prepare for their interactions in Part B.

## Lesson Expansion

### Vocabulary Worksheets

- After you have completed the Language Booster activities, you can use the Vocabulary Worksheets for supplementary practice.
- The worksheets provide additional opportunities for students to practice the vocabulary and language studied in each lesson.
- Take advantage of the opportunities for additional speaking by having students compare their answers in class. Example conversations are often provided on the worksheets.

### Reading and Writing Worksheets

- Reading and Writing Worksheets may be found on the iTools CD-ROM or on Oxford Learn, Oxford's Learning Management System. Access Oxford Learn with the code provided in the back of this book.

# How to teach a review unit

Each review unit has two sections, *English in Action*, which includes a video, and *Speak Now*, which gives students the opportunity to role-play situations and review the language of the previous four lessons.

## English in Action

- Video is a great way to introduce longer dialogues to students. The video makes the long dialogues less threatening and helps students understand language that otherwise might seem overwhelming to them.
- Using video is similar to teaching a listening or reading activity—there is a pre-video activity. On the *English in Action* page, this is called **Preview**. After this, there are one or more “while you watch” activities. On the *English in Action* page, this is **Understand**. These activities include comprehension questions. These activities usually require two or more viewings. Finally, there is a post-video activity. On the *English in Action* page, this is **Discuss**.
- Before class, make certain your class Internet connection, computer, and projector are working.

### 1 Preview

- Students are asked to look at one or more photos from the video that they will watch in Part 2. With a partner, they talk about what they see. They also often make predictions.
- When possible, have students talk about what they see in more detail. For example, the Preview for Lessons 9-12 asks students to talk about a doctor's advice. Because students have recently studied giving advice, you could have them brainstorm advice other than that listed.

### 2 Understand

During Part 2, students watch a video that recycles content, vocabulary, and language they have studied during the last four lessons. This allows students to see the material used in real-world situations and apply their learning more broadly.

#### A

- Explain what students must do (for example, they should number photos in Part 1 or listen and decide if their predictions were correct).

- Play the video. Have students answer the questions in pairs or as a class.

#### B

- Part B asks students to listen for more details.
- Play the video and then have students answer the questions in pairs or as a class.
- Play the video again, as necessary, stopping to explain where an answer was within the dialogue.

### 3 Discuss

- The Discuss activity allows students to personalize what they saw.
- After students finish their discussions, have them do the **Confidence Booster** at the back of their books. This provides further reinforcement and review of the four units.

## Speak Now

- In pairs, have students role-play each situation.
- After they have finished practicing, have some pairs role-play for the class.
- Remind students to assess their own abilities for each lesson. For any Lessons that they check *I need more practice*, encourage them to review the Language Boosters. (Pages are provided on the *Speak Now* review pages.)
- For a formal assessment, a Testing Program CD-ROM accompanies this book.

## Review Unit Expansion

### Video Worksheets

- Video Worksheets with a cloze/gap fill activity may be found on the iTools CD-ROM or on Oxford Learn. Access Oxford Learn with the code provided in the back of this book.
- These worksheets provide additional listening practice for the *English in Action* video.

### Grammar Support

- Grammar PowerPoint™ presentations and Grammar Worksheets may be found on the iTools CD-ROM or Oxford Learn.

# Speak Now Testing Program Overview

---

The *Speak Now* series helps learners Communicate with Confidence by using language accurately, fluently, and appropriately. The *Speak Now Testing Program*, found on the CD-ROM in the back of this book, allows teachers to perform a wide range of assessments—many in the style of popular standardized exams.

*Speak Now's* written and oral assessment tools can be customized to fit the needs of a range of program types and learning goals.

The Testing Program offers two main sets of tools:

1. **10 paper-based tests: 8 quizzes, 1 midterm exam, and 1 final exam** with listening that measure comprehension of the vocabulary and functional language of *Speak Now*;
2. a range of different types of questions, prompts, and topics for **speaking assessment**.

Teachers may choose to use any one or more of these materials alone or in different combinations. The *Scoring Guidelines* can be found on the *Speak Now Testing Program CD-ROM*.

## Written Tests with Listening

---

There is a quiz for each 4-lesson unit of *Speak Now*. The **quizzes** are designed to be used after students have completed each group of four lessons and *Speak Now* review section in the Student Book. The quizzes have 10 items each. There is an audio track for the listening items in each quiz on the *Speak Now Testing Program CD-ROM*.

There is also a written **midterm exam** and a written **final exam**. These are designed to measure comprehension of the target language after students have completed Lesson 16 and Lesson 32 of the book, respectively. The midterm and final exams have 20 items each. There is an audio track for the listening items in each exam on the *Speak Now Testing Program CD-ROM*.

All answer keys and audio scripts are on the *Speak Now Testing Program CD-ROM*.

## Speaking Assessment: General

---

The *Speak Now Testing Program* offers options for speaking assessment:

- **Interview questions** (a list of teacher-led interview questions)
- **Role-play cards** (cards for students to role-play situations in pairs)
- **Presentation topics** (lists of ideas for students to prepare and deliver short oral presentations related to the unit topics)

The *Speak Now Testing Program* features one set of the three speaking-assessment options profiled above for each unit or set of four lessons. Any or all of the speaking assessments can easily be used after students have completed a unit of work. To use these materials for midterm or end-of-term speaking assessment, simply choose from this list of materials, based on the units covered in the class.

## Speaking Assessment: Standardized-testing Focus

---

The *Speak Now Testing Program CD-ROM* also offers speaking assessment in the style of popular standardized tests of English as a foreign language. For each **midterm exam** and **final exam**, you'll find:

- TOEFL®-style speaking tasks
- TOEIC®-style speaking tasks
- IELTS™-style speaking tasks

The goal of these standardized-testing tasks is to prepare students for the kinds of questions they would be asked on exams such as the TOEFL®, TOEIC®, or IELTS™ tests. As these materials are preparatory in nature, the rubrics do not reflect the type of scoring or grading that a test-taker would receive in a standardized testing situation.

TOEFL® and TOEIC® are registered trademarks of Educational Testing Services (ETS). This publication is not endorsed or approved by ETS.



# Lesson 1 Where are you from?

Page 2

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.  
home life and family life: friends  
marriage and relationships: no one  
personal problems: family  
school grades: anyone  
hobbies and interests: anyone  
money: family

### Optional Question

Have students name some subjects for each topic.

For example:

Home life may include daily routines.

Relationships could include boyfriends/girlfriends.

Personal problems might include how to become more fit.

A discussion of how to do well on English tests may be part of the school grades topic.

What is fun to do could be included in the hobbies and interests topic.

A discussion about part-time jobs could be included in money discussions.

## 2 Conversation

A

[CD 1, Track 2]

### Answers

Nicole is from Brazil.  
Brian traveled with friends.

### Optional Question

Are Brian and Nicole good friends? (No, they are meeting for the first time.)

C

[CD 1, Track 3]

### Answers

Additional sentences underlined.  
Nicole: Brazil. Have you been there?  
Brian: No, I went with friends. It was fun. Listen, I'd better get going. I don't want to be late.

Page 3

## 3 Language Booster

A

Explain that the first sentences under *Closing a conversation* tell the listener that the speaker plans to finish the conversation, while the second sentences close the conversation. Explain that abruptly ending a conversation (i.e., without the first sentence) can create an awkward situation.

B

If students don't know each other, you may want to have them jot down their partner's name.

### Optional Activity

If students don't know each other, have students repeat the exercise with several classmates, writing down others' names as necessary.

## 4 Pronunciation

A

[CD 1, Track 4]

B

### Answers

Answers will vary. Sample answer.

1. Hong Kong
2. Spanish books
3. from Japan
4. London

Point out that since there aren't contractions in the questions, they will need to use them in their answers. Encourage students to give their real information after saying no, as in this example.

### Example conversation

A: Are you from Hong Kong?

B: No, I'm not. I'm from Osaka.

## 5 Speak with Confidence

Encourage students to talk with classmates they haven't met yet, or they don't know very well.

# Lesson 2 I'm tall and thin.

Page 4

## 1 Vocabulary

A

Answers			
height	build	age	looks
short	heavy	elderly	pretty
tall	thin	middle-aged	good-looking
		young	handsome

### Optional Activity

Have students think of other words or expressions for each category. For example,

height: medium height, average height, about 180 centimeters tall, five foot eight

build: medium build, average build, muscular, skinny, slim

age: in her twenties, about sixty

looks: cute, attractive, beautiful

## 2 Conversation

A

[CD 1, Track 5]

Answers
Nathan is looking for his wife. She's wearing a blue skirt and a white blouse.

B

Explain to students that one of the reasons they practice these substitutions is that there are many different ways to say the same thing. Remind them that even if they tend to use the same sentence or question when they speak, it is important to recognize questions and sentences with the same meaning when they listen.

Page 5

## 3 Language Booster

A

- Point out that the first question is much broader than the next two questions. Explain that when answering the first question, the speaker may talk about the person's height, build, age, or looks.
- Have students look at the sentences describing appearance and decide when to use a *be* verb (i.e., am, is, are, was, were) and when to use *has/have/had*, providing the answer when necessary. (We use a *be* verb to discuss the entire person. For example, the entire person is tall, not just his arm or his leg. We use *has/have/had* to describe a part of a person, for example, her hair, his eyes.)

B

### Example conversation

A: What does your mother look like?

B: My mother is tall. She is in her forties. How about your mom? Does she have brown hair?

A: No, she doesn't. She has black hair.

### Optional Activity

If they have them, have students show pictures (for example, from their cell phone) as they describe their family members.

## 4 Listening

A

[CD 1, Track 6]

Answers
From left to right: 5, 1, 2, 4, 3

B

[CD 1, Track 6]

Answers
1. Paula's in her early thirties.
2. Wally is short.
3. Adam is Paula's older brother.

### Optional Activity

Have students describe the other people in the picture.

# Lesson 3 Alice is more serious.

Page 6

## 1 Vocabulary

A

Answers	
1. e	4. d
2. c	5. f
3. a	6. b

### Optional Activity

Have students say other words used to describe personality, for example, easy-going, honest, mean, nervous, polite, quiet, rude, shy, smart.

B

### Example conversation

A: My best friend is funny and confident.

B: My best friend is forgetful and impatient.

### Optional Activity

Explain to students that they should be careful when using words with negative meanings because people may get upset. Tell students that it is sometimes preferable to say something more neutral rather than something that may be considered mean. For example, students could say, "My best friend is interesting." You may want to teach the proverb, "If you can't say anything nice, don't say anything at all" as a way of emphasizing this.

## 2 Conversation

A

[CD 1, Track 7]

Answers
Mary's children are both creative. They also look alike. Mary's children are different because Matilda is outgoing and talkative but Alice is more serious and sometimes impatient.

B

Explain that eye contact is important in English-speaking countries and encourage students to use eye contact as they talk to their classmates.

Page 7

## 3 Language Booster

A

- Have students decide why the fourth sentence (She's smart, but a little forgetful.) uses *but* rather than *and*, providing the answer if necessary. (Because one is positive but the other is negative.)
- Have students identify the difference between *What are they like*, *What do they like*, and *What do they look like*. (The first asks about personality, the second asks about preferences, and the last question asks about physical appearance.)

B

### Example conversation

A: What's your friend like?

B: Well, he's very creative, but a little impatient when he is busy.

## 4 Listening

A

[CD 1, Track 8]

Answers
1. outgoing, confident
2. creative, smart
3. forgetful

B

[CD 1, Track 8]

Answers
<b>Answers will vary.</b> Sample answer: 1. She doesn't mind being wrong. 2. He's good at math even though he doesn't study. 3. She's not hardworking, and she's impatient.

## 5 Speak with Confidence

A

Answers
<b>Answers will vary.</b> Sample answer: ✓ I sometimes forget things. => I'm pretty creative. ✓ I'm always on time. => I'm usually very patient.



# Lesson 4 All of my friends text.

Page 8

## 1 Vocabulary

A

Answers	
1. social networks	5. swimming
2. bowling	6. singing
3. wedding	7. busy
4. drive	8. homework

If necessary, explain that a text is a message in words that is sent from a cell phone or smart phone device.

### Optional Activity

Have students make correct sentences with the words they crossed out. When they've finished, emphasize that these expressions are often used, so they should remember the verb combination.

Answers	
1. I social network./I use social networks.	5. I go swimming./I swim.
2. I go bowling./I bowl.	6. I like singing./I like to sing.
3. I want to have a wedding.	7. I am busy.
4. I drive to class.	8. I do my homework.

## 2 Conversation

A

[CD 1, Track 9]

Answers
Luke is e-mailing his dad. Luke often uses his phone to play games and for social networking.

### Optional Questions

Do Ellen's friends send e-mails? (No, they always text.)

Who watches movies on their phones? (Luke's friends.)

C

[CD 1, Track 10]

Answers
Additional sentences underlined. Ellen: What are you doing? <u>Are you busy?</u> Luke: Some of my friends text, some don't. That e-mail was to my dad. <u>He sends me e-mails every day.</u>

Page 9

## 3 Language Booster

A

- Point out that each of the phrases of quantity (for example, *most of*) ends with *of*. Explain that students should memorize these phrases as units of meaning.
- Point out that the thing being counted (in the center column of the chart) is always plural.

B

### Example conversation

A: Most of the students at this school can speak English.

B: None of us can speak Russian.

## 4 Pronunciation

A

[CD 1, Track 11]

## 5 Speak with Confidence

A

If necessary, have students brainstorm other questions before they start. Point out that questions about habits and abilities are probably best.

Examples:

What do you use your phone for?

What kind of music do you like?

What do you have for breakfast?

B

### Example conversation

A: Most of the people in our class exercise once a week. I thought it would be more often.

B: Yeah, but none of us walk to school. That surprised me.

# Lessons 1 to 4 Review

## English in Action

Page 10

### 1 Preview

Answers	
Answers will vary. Sample answer.	
1. confident	3. pretty
2. young	4. interesting

### 2 Practice

A

Answers	
1. T	5. F
2. F	6. T
3. F	7. F
4. F	8. F

B

Answers	
2. Jill is waiting for her cousin Casey.	5. Eric knows Casey from Facebook.
3. Casey is going to stay for a few months.	7. Casey loves fashion.
4. Jill and Casey are different.	8. Casey is 21 years old.

### Optional Questions

What does Casey make? (She makes her own clothes, hats, scarves, and things like that.)

Since Eric is reading Casey's Facebook page, what can we guess about Casey? (She's using her cell phone to use the Internet while she's in the taxi.)

Why can't Eric go have coffee with them? (He has to do his homework. / He wasn't really able to study and text at the same time.)

### 3 Discuss

#### Example conversation

A: Do you have friends who are creative?

B: Yeah.

A: What do they do?

B: They make pictures and hang them around their desks. How about you, Craig? Do you have friends who are creative?

C: Not really. My friends are good with numbers.

A: That's cool. So, Sam, do you social network?

S: Yeah. Doesn't everyone?

A: Do you have online friends you've never met?

S: Sure. I have 256 Facebook friends, but I've only met about half of them.

### Speak Now

Page 11

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

#### 1 Example conversation

A: Hi. My name's Max.

B: Hi. I'm Emi.

A: Where are you from?

B: Japan.

A: Cool! When did you come here?

B: Last year.

A: It's been nice talking to you. See you later.

#### 2 Example conversation

A: She's tall and pretty. She has black hair.

B: Is she wearing a red sweater?

A: Yes, she is.

B: It's Savannah.

A: That's right.

#### 3 Example conversation

A: Peter is really patient.

B: And he's both creative and outgoing.

A: Matty is creative, too, but she's a little shy.

B: That's true, but she's funny once she knows you.

#### 4 Example conversation

A: Most of the people I know text at least six times a day.

B: Yeah, but none of my family members text me more than once a day.

A: Many of the celebrities today are really rich.

B: But a lot of people I see every day aren't.

# Lesson 5 I've never tried Thai food.

Page 12

## 1 Vocabulary

A

### Answers

Answers will vary. Students should have circled some of the cuisines.

### Optional Activity

Have students name the country that each cuisine comes from.

### Answers

The U.S.	Mexico	Italy	Morocco
Vietnam	Turkey	Japan	India
China	Korea	Thailand	Brazil

Then have students notice how the adjective (i.e., the name of the cuisine) is made. (Usually by deleting or changing the last one or two letters and then adding *n/an/ian, ese, ish* or by removing *land*.)

B

### Optional Activity

As a class, have students name dishes for every country.

### Answers

The U.S.: hamburger	Italy: spaghetti
Vietnam: mien	Japan: sushi
China: steamed bun	Thailand: tom yam kung
Mexico: tortilla	nam khon
Turkey: kebab	Morocco: couscous
Kora: bibimbap	India: curry
	Brazil: feijoada

## 2 Conversation

A

[CD 1, Track 12]

### Answers

Lori has tried Mexican food.  
Kent and Lori decide to go to *Thairific* to eat Thai food.

Page 13

## 3 Language Booster

A

Point out that *have you ever* questions require a yes/no response.

B

### Example conversation

A: Have you ever had Indian food?

B: Yes, I have. I love it!

A: What's it like?

B: It's a little spicy, but so delicious.

## 4 Listening

A

[CD 1, Track 13]

### Answers

- 3 a. okra
- 2 b. raw fish on sushi
- 4 c. bleu cheese
- 1 d. pomegranate

### Optional Activity

Have students identify the names of the food. (Answers above.)

B

[CD 1, Track 13]

### Answers

1. (very) sour
2. (so) salty
3. (really) bland
4. (really) strong taste

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

frog's legs	Billy	yes
egg nog	Sue	no
To Thai or Die	Steve	yes



# Lesson 6 First, grill the bread.

Page 14

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

grill: vegetables

steam: meat

microwave: vegetables

bake: cookies

boil: vegetables

fry: potatoes

## 2 Conversation

A

[CD 1, Track 14]

### Answers

You need bread, garlic, olive oil, tomatoes, salt, pepper, and basil leaves to make bruschetta.

After you rub the bread with garlic you pour a little olive oil on the bread.

C

[CD 1, Track 15]

### Answers

Additional sentences underlined.

Tara: First, grill the bread. Make sure you grill both sides. Then rub the bread with garlic. Do this right away.

Tara: Next, pour olive oil on the bread. Don't pour too much, just a little. After that, put on some chopped tomatoes. Finally, add salt, pepper, and a basil leaf. Try one! You'll love it!

Page 15

## 3 Language Booster

A

- Explain that we can use *then*, *next*, and *after that* more than once when giving a series of instructions. Remind students that these words are not the equivalent of *second*, *third*, and *fourth*. As a result, they can be used in any order.
- Have students make a rule about when to use *you* in reminders. (We use *you* when we don't use *to*.) On the board write, *Make sure to grill both sides. Be sure to use fresh tomatoes.* Point out that both have *to*, so *you* is not used. (i.e., We don't say *Make sure you to grill both sides.*)

B

### Answers

2 Add water to the pot.

1 Put an egg in a pot.

3 Boil the water.

5 Cool the egg with water.

4 Cook for 12 minutes.

### Example conversation

A: First, put an egg in a pot.

B: Then boil the water.

A: Next, cook for 12 minutes.

B: After that, remove the egg.

A: Finally, cool it with cold water.

C

### Answers

Students should say *Don't forget to set a timer after Next, cook for 12 minutes.*

*Make sure the water covers the egg is after the first step.*

## 4 Pronunciation

A

[CD 1, Track 16]

If your students find /l/ and /r/ to be particularly challenging, use this opportunity to work with minimal pairs (words that only vary by one sound) at the beginning of words. For example, have students practice:

fly-fry

free-flea

fruit-flute

crime-climb

clown-crown

Point out that the spelling of the minimal pairs is not always the same.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

I can make a vegetable sandwich with lettuce, tomatoes, bread, cucumbers, and mayonnaise.

# Lesson 7 The service is great.

Page 16

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |                         |                           |
|-------------------------|---------------------------|
| 7. café                 | 5. food cart              |
| 8. snack bar            | 3. cafeteria              |
| 2. buffet restaurant    | 1. food court             |
| 6. fast-food restaurant | 4. fine dining restaurant |

## Optional Activity

Have students name popular local places for each type of restaurant.

B

Encourage students to give reasons for their answers.

## 2 Conversation

A

[CD 1, Track 17]

### Answers

The Pink Peppercorn serves curries and noodle dishes.  
Sarah doesn't like the service because it is slow.

Page 17

## 3 Language Booster

B

### Example conversation

- A: What's your favorite restaurant?  
B: I love *Mexican Forever*. The food is fantastic.  
A: Is it expensive?  
B: Well, it's not cheap, but it's worth it.  
A: Why?  
B: The atmosphere is great. They play Mexican music, and the tables and decorations make you think you are in a cute little town near the border. And the service is great. They give you chips and salsa while you are waiting, and the chips are amazing.  
A: I'll have to try it.

## 4 Listening

A

[CD 1, Track 18]

### Answers

4. a. service
1. b. atmosphere
2. c. location
5. d. prices
3. e. food

B

[CD 1, Track 18]

### Answers

- a. service
- + b. atmosphere
- c. location
- + d. prices
- + e. food

## 5 Speak with Confidence

A

### Example conversation

- A: Hmm, let's have a Thai restaurant.  
B: That sounds good. How about *Mad about Thai* for the name? We can decorate with pictures and maps of Thailand.  
A: OK. Our prices should be reasonable, and the atmosphere should be relaxing.  
B: I agree. How can we make the restaurant special?  
A: What about special Thai cooking classes once a month?  
B: That's a great idea!

B

### Example conversation

- A: We developed a plan for a Thai restaurant called *Mad about Thai*. The food isn't too expensive, the atmosphere is relaxing, and we will have Thai cooking classes once a month.  
B: That sounds good. We developed a plan for a Mexican restaurant...

# Lesson 8 Are you ready to order?

Page 18

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer:

appetizers: spinach dip, shrimp cocktail, spring rolls

main dishes: vegetable lasagna, fried chicken, steak

side dishes: mashed potatoes, French fries,

steamed rice

desserts: vanilla ice cream, apple pie, chocolate cake

You may want to explain that although shrimp cocktail has the word *cocktail* in it, it is not a drink.

B

When pairs have different answers, encourage them to say why they think something fits in a certain category.

### Optional Activity

Have students talk about which items they have tried, what they were like, and which ones they liked.

## 2 Conversation

A

[CD 1, Track 19]

### Answers

She orders steamed rice.

She doesn't order an appetizer.

Explain that the fried chicken comes with her choice of mashed potatoes, French fries, or steamed rice, and she doesn't have to pay for them. Also explain that although the waiter asks about drinks and an appetizer, they are not included in the price of the meal.

C

[CD 1, Track 20]

### Answers

Additional sentences underlined.

Customer: Yes, I'd like the fried chicken, please. I'm pretty hungry.

Customer: No, I'm saving room for dessert. I'll take a chocolate cake!

Have students rephrase *Easy on the ice*. (For example, *I don't want very much ice in the tea*.)

Page 19

## 3 Language Booster

A

- Explain that after the customer says *Yes, thank you*, he/she often orders using *I'd like/I'll have...* (i.e., the waiter does not ask *What would you like?*).
- Tell students that in response to the first two questions, many people often say *Yes, please*.
- You may want to teach students the server's response after taking an order. (For example, *I'll bring your drink right out*.)

## 4 Pronunciation

A

[CD 1, Track 21]

- Explain that using this intonation emphasizes the two choices.
- Tell students that they should "chunk" the choices by saying them as phrases. (i.e., They should not pause in the middle of a choice.) Provide an example if necessary. Incorrect: Would you like mashed [pause] potatoes, French [pause] fries, or steamed [pause] rice? Correct: Would you like mashed potatoes [pause], French fries [pause], or steamed rice?

B

### Answers

Answers will vary. Sample answer:

1. chocolate cake

2. a food court, a fine dining restaurant

## 5 Speak with Confidence

### Example conversation

A: May I take your order?

B: Yes, please. I'll have the roast beef with mashed potatoes and a green salad.

A: Would you like something to drink?

B: No, thank you.



# Lessons 5 to 8 Review

## English in Action

Page 20

### 1 Preview

A

Answers	
1. broccoli	4. salt
2. carrots	5. pepper
3. onion	6. olive oil

### 2 Practice

A

Answers
1. Indian
2. Japanese
✓ 3. pasta

B

Answers	
1. fish and vegetables	4. the fish and vegetables
2. salt, pepper, and olive oil	5. pasta for five people
3. answer the phone	6. sauce and cheese

### Optional Questions

What does Eric remind Tom not to do? (He says not to use too much olive oil.)

Is Tom happy to learn how to cook fish and vegetables? (Yes, he is.)

Why doesn't Eric want pasta? (Because they eat it every day.)

What vegetables did they cook? (They cooked broccoli, onions, and baby carrots.)

### 3 Discuss

#### Example conversation

A: Are you a good cook?

B: Not really, but I make good sandwiches.

A: What was the last restaurant you went to?

B: *Gervagio*. The food was great.

## Speak Now

Page 21

### 5 Example conversation

A: Have you ever had Turkish food?

B: Yes, I have.

A: What did you try?

B: I had some kebabs. They were delicious.

### 6 Example conversation

A: First, in a pan melt the butter, but make sure you keep the heat on low. Then, add the marshmallows. Be sure to keep stirring until they are all melted.

B: Is the pan still on the heat?

A: Yeah. Next, take the pan off the heat and stir in the cereal. Be sure you keep mixing so all of the cereal gets coated. Finally, spread it in a pan.

B: Don't I have to bake it?

A: No. It's finished. Just let it cool and then you can eat!

### 7 Example conversation

A: I like *The Blue Sea*. It's a seafood restaurant right on the beach, and you can sit outside and listen to the ocean as you eat. The food's great!

B: It sounds cool, but is it expensive?

A: Well, yeah. That's what I don't like about it. I only go for really special occasions.

B: How about the service?

A: It's good. They don't give the food too fast or too slow, and everyone is really friendly.

### 8 Example conversation

B: Welcome to *The Blue Sea*. Are you ready to order?

A: Yes, thank you. I'll have the grilled salmon with a baked potato and salad.

B: What kind of dressing would you like with your salad?

A: Ranch, please.

B: And would you like something to drink?

A: Yes, please, a lemonade.

# Lesson 9 I have a sore throat.

Page 22

## 1 Vocabulary

A

### Answers

Answers will vary.

Students should circle the health problems they have had, for example:

a cold	a headache	a sore throat
a fever	a sore back	a stomachache
a cough	the flu	dry skin

B

Before students start, explain that we can use *has/have* with all of the health problems. For example, *I have a fever.*

### Example conversation

A: What do you do when you have a cold?

B: I usually take some medicine. What about you?

## Optional Activity

Have students talk about which ideas they use for which health problems.

### Example conversation

A: For which health problems do you get rest?

B: I usually get rest when I have a fever or a sore back. For which problems do you usually see a doctor?

A: I almost never go to the doctor. I often ignore the problem unless it gets worse.

## 2 Conversation

A

[CD 1, Track 22]

### Answers

Leila has a sore throat and a fever.  
Tracey suggests she go home and rest.

## Optional Question

Are Leila and Tracey in the same class? (Yes, they are.)

Page 23

## 3 Language Booster

A

Have students make a rule about when to use *have* and when to use *hurts*. (We use *have* when the subject of the sentence is a person, and we use *hurts* to talk about a specific part of our body.)

B

### Example conversation

A: I have a stiff neck.

B: Why don't you take a hot bath?

C: It's a good idea to take an aspirin.

D: I suggest getting a neck massage.

A: I think I'll get a neck massage.

## 4 Listening

A

[CD 1, Track 23]

### Answers

- |                    |                   |
|--------------------|-------------------|
| 1. a sprained hand | 3. an eye problem |
| 2. a stomachache   | 4. a headache     |

B

[CD 1, Track 23]

### Answers

- |   |   |
|---|---|
| 1. F (The accident happened last weekend.)                                      | 3. F (They aren't sore.)                                      |
| T   | F (The man suggests she go see a doctor, but she hasn't yet.) |
| 2. T  | 4. F (She says she thinks it is getting worse.)               |
| F (The man doesn't have a stomachache. He said the chicken that he ate was OK.) | F (He suggests she put a cold cloth on her forehead.)         |

## Optional Activity

Have students listen again and correct the false statements. (Answers above in parentheses.)

## 5 Speak with Confidence

### Example conversation

A: I have an earache.

B: You should go to the doctor.

# Lesson 10 What should I do?

Page 24

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- ✓ climb stairs      ✓ dance to music
- ✓ walk around the neighborhood
- ✓ ride a bike      jump up and down
- follow a workout video
- ✓ do chores      play an active video game
- rearrange the furniture

## 2 Conversation

A

[CD 1, Track 24]

### Answers

Luisa thinks Alex should do some exercise at home.  
Luisa thinks he shouldn't sleep so much. She thinks he should try to only sleep eight hours a day.

C

[CD 1, Track 25]

### Answers

Additional sentences underlined.  
Alex: Like what? What would you do?  
Alex: Sure. I sleep about ten hours a day. But I'm still tired.

Point out Alex's use of two questions one right after the other. Explain that this is quite common in English, with the second question providing the listener with a better understanding of why the questions are being asked.

Page 25

## 3 Language Booster

B

### Example conversation

A: I want a healthier diet. What should I do?

B: If I were you, I'd eat more vegetables.

## 4 Pronunciation

A

[CD 1, Track 26]

### Optional Activity

- Have students identify the words that are in plural form (chores, stairs, exercises) and have them make them singular (chore, stair, exercise). Then have them say how many syllables each word is (i.e., one, one, three).
- Ask students to identify the sounds used to make the plural forms (/z/, /z/, /iz/). Explain that whenever the plural form has the /iz/ pronunciation, another syllable is added.
- It may be helpful for students to first practice this as *root word + is* (for example, exercise is) to help them add the extra syllable.

B

[CD 1, Track 27]

### Answers

- |      |      |      |      |
|------|------|------|------|
| 3 a. | 2 c. | 4 e. | 3 g. |
| 1 b. | 4 d. | 1 f. | 2 h. |

### Optional Activity

Have students clap each time they hear a syllable as they listen. Then say the word slowly, breaking it into syllables so students can more clearly distinguish where each syllable stops and starts.

health/i/er	should/n't	con/sid/er/ing
mar/a/thon	chores	dif/fi/cul/ty
sleep	ac/tive	

## 5 Speak with Confidence

A

### Example conversation

A: I want to have less stress in my life. What should I do?

B: If I were you, I'd drink less coffee. It wakes you up, but after a while, you need more of it.

B

### Example conversation

A: To have less stress in our lives, we said we should drink less coffee.

B: We thought we should exercise more.



# Lesson 11 I'd love to try that!

## Optional Activity

Before students open their books, you may want to write some of the fitness activities from Vocabulary on the board. Have students guess which ones take the most energy.

Page 26

## 1 Vocabulary

A

You might want to have students talk about which ones surprised them, giving reasons for their answers.

## Optional Activity

Have students say how many calories are in some foods they like. Then have them calculate how long they would have to do some of the activities to burn that many calories.

### Example conversation

- A: My favorite chocolate bar has about 225 calories.  
B: So you have to play racquetball for about 25 minutes to burn the same number of calories.  
C: Or you could bowl for about an hour.

## 2 Conversation

A

[CD 1, Track 28]

### Answers

Peter is interested in ballroom dancing because he would learn something new and he can do it with someone else.  
Rachel is interested in tai chi because it seems relaxing and interesting (i.e., not boring).

Page 27

## 3 Language Booster

A

- Point out that in each sentence expressing intention, the present form of the activity verb is used.
- Explain that *I'd/I would* is used because the result is imagined and may not actually happen.

- Remind students that they can combine their intentions and reasons into one, more complex sentence by using *because*, or *since*. Provide an example, if necessary. (I really want to take a ballroom dancing class because I'd learn something new.)

B

### Example conversation

A: I've always wanted to play racquetball. It seems kind of dangerous, but also exciting. I don't want to try ballroom dancing. That's for people like my parents! How about you?

## 4 Listening

A

[CD 1, Track 29]

### Answers

- a. archery
- b. kayaking
- c. table tennis
- d. water aerobics

B

[CD 1, Track 29]

### Answers

Students should write any of the following ideas.

- She loves the water. She likes to be by herself. She doesn't need much equipment. It looks peaceful.
- He wants to play and win against his brother. It looks fun.
- It looks relaxing. She might meet some new people.
- It looks fascinating. He wants to do something that takes discipline.

## 5 Speak with Confidence

### Example conversation

- A: I'd like to try zumba because I like dancing.  
B: Me, too, but I wouldn't like to try forza. I'm not into fighting.  
C: I know what you mean, but I'd like to try it anyway. It looks fascinating.  
D: I'd like to try all three. I love trying new things.  
A: Hm, well, I guess I'd try bosu, but I don't really understand what you have to do. I wouldn't try forza because it looks boring.

# Lesson 12 Soccer is more exciting!

Page 28

## 1 Vocabulary

A

Answers	
Answers will vary. Sample answer.	
<b>indoor sports</b>	<b>outdoor sports</b>
basketball	baseball
boxing	cycling
bowling	fishing
(ice) hockey	(field) hockey
volleyball	tennis

### Optional Activity

Teach students which verbs to use with each sport, and then have students take turns making sentences.

Play: baseball, basketball, hockey, tennis, volleyball (I play baseball.)

Go: fishing, cycling, bowling (I go fishing.)

No additional verb because the sport is used as a verb: bowl, fish, box (He boxes. My father fishes on Sunday. I bowl every Friday.)

B

### Optional Activity

Have students talk about which sports they have played before.

#### Example conversation

A: I've never gone fishing.

B: And I've never boxed.

## 2 Conversation

A

[CD 1, Track 30]

Answers
Doug thinks tennis is kind of boring.
Celine prefers golf to tennis.

B

Remind students to practice speaking, not reading, by looking up from their books when they speak.

C

[CD 1, Track 31]

Answers
Additional sentences underlined.
Celine: Let's see... How about tennis. <u>I love tennis.</u>
Celine: Mine too, but there are no soccer games today. Say, do you want to go for a walk? <u>I can use the exercise.</u>

Page 29

## 3 Language Booster

A

Explain that when the context is understood, the questions and responses can be shortened (for example, omit *to play*). For example:

Which is easier? Volleyball is easier.

Which is more difficult? Boxing is.

## 4 Pronunciation

A

[CD 1, Track 32]

### Optional Activity

If it won't confuse students, you might want to explain that some of the words (generally, favorite, comfortable) can be pronounced with or without the silent syllable. Have students practice both ways. After students have practiced, emphasize that some words (different, average) always have silent syllables.

## 5 Speak with Confidence

A

#### Example conversation

A: Do you think baseball is as exciting as soccer?

B: No, I don't.

B

#### Example conversation

A: Do you think rugby is as exciting as American football?

B: No, I don't.

# Lessons 9 to 12 Review

## English in Action

Page 30

### 1 Preview

A

#### Answers

Answers will vary. Sample answer:

- ✓ 1. eat more vegetables
- ✓ 2. drink less coffee
- \_\_\_ 3. take vitamins
- ✓ 4. exercise every day
- \_\_\_ 5. play a sport
- \_\_\_ 6. see a doctor regularly
- \_\_\_ 7. do not eat any meat
- \_\_\_ 8. drink more juice

### 2 Practice

A

#### Answers

The doctor said Eric should

- 1. eat more vegetables
- 2. drink less coffee

Students' answers about whether they guessed correctly will vary.

B

#### Answers

- |      |      |
|------|------|
| 1. c | 4. a |
| 2. a | 5. b |
| 3. c |      |

If necessary, explain that *go on a diet* means to eat fewer calories to try to lose weight but *change your diet* means to eat different foods than you currently eat.

### 3 Discuss

If some students are doing most of the talking, stop the discussion. Remind students that they can include everyone in the group by asking the quieter students' their opinions (for example, by asking *How about you?*)

## Speak Now

Page 31

Make sure students mark how well they can do each task. If many students need more practice with a particular unit, you might want to review it in class.

### 9 Example conversation

A: I have the flu.

B: Why don't you go home and rest?

A: I wish I could, but I have to go to class today. It's the last one before the final test.

B: Then it's a good idea to take some medicine.

### 10 Example conversation

A: I want to have less stress. What do you think I should do?

B: If I were you, I'd join a gym. You can exercise and meet people at the same time!

A: Actually, I'm a member, but I haven't met anyone.

B: Well, are you going to the gym at the same time every time?

A: Yeah.

B: You should try going at a different time of the day. Maybe you'll meet some new people that way.

### 11 Example conversation

A: I'd like to try taekwondo because it burns a lot of calories in one hour.

B: But it seems like a lot of hard work. I wouldn't like to try it.

### 12 Example conversation

A: I think hockey is more exciting than ice skating, but I think I'd like to try ice skating first. If you can't skate, you can't play hockey.

B: That's true. I think cycling is easier than horseback riding.

A: And you can cycle almost anywhere and anytime, but you can't go horseback riding that easily so I want to cycle.

B: I think volleyball is more exciting than bowling.



# Lesson 13 I can write pretty well.

Page 32

## 1 Vocabulary

A

Answers	
Answers will vary. Sample answer:	
health	education
nurse	professor
surgeon	
psychologist	
arts	science
journalist	psychologist
fashion designer	biologist
graphic designer	

### Optional Activity

Have students think of other jobs for each category. For example, health: physical therapist, social worker; arts: musician, movie star; education: teacher, trainer; science: chemist, physicist

B

### Example conversation

- A: I think a professor is a job in education.  
B: I agree. And I think a graphic designer is a job in arts.

## 2 Conversation

A

[CD 1, Track 33]

Answers
Josh is good at writing. Lily is good at many things, but not languages.
Josh isn't good at numbers. Lily isn't good at languages.

You may want to explain that rather than using numbers for semester grades, some schools give letter grades (i.e., A, B, C, and D). A is the highest and D is the lowest passing grade. Some schools add a plus or minus to the grades to provide finer distinctions.

C

[CD 1, Track 34]

Answers
Additional sentences underlined.
Josh: So, how's school going? <u>How are your grades?</u>
Josh: No one is good at every subject. <u>I wouldn't worry.</u>

Page 33

## 3 Language Booster

B

### Example conversation

- A: I can't write poems very well.  
B: You should read more poems.

## 4 Pronunciation

A

[CD 1, Track 35]

Tell students that even native speakers sometimes misunderstand *can* and *can't*, so pronouncing them clearly is important.

B

[CD 1, Track 36]

Answers	
1. can	3. can't
2. can't	4. can

Point out that we somewhat stress *can't*, but we stress the important word(s) even more. In the sentence *I can't use a computer*, we would say computer the most strongly to emphasize what we can't use.

## 5 Speak with Confidence

B

### Example conversation

- A: Steve said he is good at writing.  
B: And he can speak Japanese really well.  
C: He's also good at talking to people.  
D: He should consider becoming an international journalist.

# Lesson 14 I'd have to have...

Page 34

## 1 Vocabulary

A

### Answers

doctor  
pop singer  
cashier

B

### Optional Activity

Have students make "quizzes" for their partner by thinking of additional jobs. Partners can discuss which would not fit in a group.

#### Example conversation

A: Three jobs are a biologist, a physicist, and a journalist.

B: A journalist doesn't fit because it isn't a scientific job.

## 2 Conversation

A

[CD 1, Track 37]

### Answers

Katy wants to start a business that sells healthy lunches to people in offices.  
She needs a good kitchen.

Page 35

## 3 Language Booster

A

If necessary, explain that a risk is the chance that something might not turn out well. In the example, the risk is financial (about money). A risk can also be a dangerous situation, so fire fighters have (physical) risk in their jobs. Have students think of other jobs where people take physical and financial risks. (For example, people in construction take physical risks; people who build apartments take financial risks because they don't know if people will buy the apartments after they are developed.)

## 4 Listening

A

[CD 1, Track 38]

### Answers

a model: to have clear skin, to have healthy hair  
a concierge: to be friendly, to know the area, to wear a uniform  
an architect: to know interior design, to be good at math, to have a license

### Optional Questions

Although it's not necessary, why does the model suggest a college degree? (A model's career can be short, and a college degree would give other job chances [she called this another set of skills].)

What classes does the architect suggest people take? (Math classes like algebra and geometry.)

B

[CD 1, Track 38]

### Answers

1. get to travel
2. meeting new people, the job hours (not working at night)
3. working with others

## 5 Speak with Confidence

A

#### Example conversation

A: So what do you think you need to open a comic book store?

B: I think you have to have a great location.

A: Yeah. People can buy comics on the Internet and at book stores. They won't go to the comic book store if it's inconvenient.

B

#### Example conversation

A: To open a comic book store, we think you need the latest comics.

B: We agree. We also think you have to have a great location.

C: Really? We don't think you need a great location. People will go to a store if it's worth it.

# Lesson 15 I travel for free.

Page 36

## 1 Vocabulary

A

Answers	
Answers will vary. Sample answer.	
P travels for free	N stands all day
P gets long vacations	P makes good money
N works on weekends	P doesn't need a car

### Optional Activity

Have students think of other positive and negative things about jobs, writing them on the board as they are given. For example, Positive: meet important people, can work from home; Negative: works long hours, works alone all day.

Have students give reasons for their answers, and encourage students with different opinions to provide alternative reasons.

## 2 Conversation

A

[CD 1, Track 39]

Answers
Keiko likes her job because she gets to meet a lot of interesting people.
Keiko is a concierge.

Page 37

## 3 Language Booster

A

If necessary, explain that a pro is something positive and a con is something negative.

### Optional Activity

Point out that both pros and cons can have *not* in them. Have students rephrase the sentences with *not*. (For example, I have the weekends off. My salary is low.) Have students discuss the difference between *My salary is low* and *I don't make much money*, providing the answer if necessary. (The second sentence is more like a complaint.)

B

### Example conversation

A: A homemaker gets to stay home.

B: That's true, but a homemaker has to work every day. A homemaker never gets a day off!

## 4 Listening

A

[CD 1, Track 40]

Answers	
1. taxi driver	3. a salesclerk
2. a chef	4. a pet store manager

B

[CD 1, Track 40]

Answers	
Students should write one like/dislike per job.	
Like	Doesn't like
1. meet interesting people; easy to take people where they want to go	1. working at night; sitting all day
2. learning a lot about how to cook; get to eat delicious food for free; nice atmosphere; great people to work with	2. sometimes stressful
3. get to see all the latest designs	3. the boss; the boss is always trying to get her to pressure people to buy things
4. fun to see kids playing with the animals; playing with the animals, especially the babies	4. two-hour drive to work

## 5 Speak with Confidence

A

### Example conversation

A: A zookeeper gets to spend time with animals.

B: For me, that's a con. I don't like animals. But zookeepers get to do many different things, and they don't have to sit all day.

### Optional Activity

Have students talk about the pros and cons of the jobs in Listening that were not discussed (i.e., a truck driver, a bus driver, etc.).

# Lesson 16 Is the manager there?

## Optional Activity

Before students open their books, ask students what kind of jobs they have had.

Page 38

### 1 Vocabulary

A

#### Answers

Answers will vary. Sample answer:

- |                           |                     |
|---------------------------|---------------------|
| SI a company's reputation | SI salary           |
| VI location               | VI responsibilities |
| NI size of the company    | NI hours            |
| VI benefits               | VI colleagues       |

### 2 Conversation

A

[CD 1, Track 41]

#### Answers

Evan is calling about a job as a server.  
The job doesn't require any previous experience.

C

[CD 1, Track 42]

#### Answers

Additional sentences underlined.  
Manager: Hello. Java Coffee. This is Susana.  
Evan: Great! Can I ask – what are the hours? Also,  
which days is it?

Page 39

### 3 Language Booster

A

- Point to the questions to ask for someone, and explain that they are in order from less to more formal. If necessary, explain that *can/could* do not ask about abilities. Tell students that *can/could* can be replaced with *may*.
- Provide a response for when the person is unavailable, such as *I'm sorry. She's not here right now. Can I take a message?*
- Have students look back at Conversation to find other questions asking about a job (for example, *Do you require any previous experience?*) and responses (for example, *Not at all.*).

### 4 Pronunciation

A

[CD 1, Track 43]

If students are having problems with syllable stress, first make sure the students can identify the correct number of syllables in each word. Then say the word slowly. Finally, you may want to say the word, stressing a different syllable to provide additional contrast and to help students hear where the stress is correctly placed.

B

[CD 1, Track 44]

#### Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>man</u> ager    | 4. <u>reputa</u> tion |
| 2. <u>experi</u> ence | 5. <u>sal</u> ary     |
| 3. <u>posi</u> tion   |                       |

## Optional Activity

Have students write questions with the words in part B. Then have them practice asking and answering the questions in pairs, paying attention to the syllable stress.

### 5 Speak with Confidence

B

#### Example conversation

- A: What are the hours?  
B: You have to work weekends.  
A: What would my responsibilities be?  
B: You will guide people around the city. You can add more information to our script, but you must make sure it is correct.  
A: What's the salary? And what are the benefits?  
B: The salary depends on your experience. We have health insurance for a reasonable rate.  
A: Are there any experience requirements?  
B: Yes. You need to have three years of experience.



# Lessons 13 to 16 Review

## English in Action

Page 40

### 1 Preview

A

Answers
Answers will vary. Sample answer.
1. be creative
2. like clothes
3. have new ideas
4. know famous people
5. be stylish
6. understand how colors go together

Encourage students to talk about reasons for their ideas. You might want to have them also look at the photos and predict what will happen in the video.

### 2 Practice

A

Answers
1. translator
2. server
3. assistant at a fashion company

B

Answers
1. Casey is looking for a part-time job.
2. Casey doesn't speak another language.
3. The assistant position starts right away.
4. Casey speaks to the manager on the phone.
5. The job is four days a week from 9 a.m. to 2 p.m.
6. Casey says she writes pretty well and is good with people.
7. Casey is talking to the man at the front desk (the receptionist).

### 3 Discuss

#### Example conversation

- A: Do you think Casey will be successful in the job?
- B: Yes, I do. She's good with people, and she is creative.
- C: I agree, but not many students are assistants at fashion companies. What are some popular part-time jobs for students?

B: A lot of students are servers.

D: Yeah, and clerks in stores and convenience stores.

B: Do you have a part-time job?

C: No, I'm too busy studying. How about you, Brad?

B: Yeah, I do. I work at a toy store. Would you like a part-time job, Candy?

C: I don't have time, but I'd like the money.

### Speak Now

Page 41

#### 13 Example conversation

A: I'm good at writing, and I can speak three languages. I can listen to people well, and I like to talk to all kinds of people.

B: You'd be a good TV reporter.

#### 14 Example conversation

A: I want to be a businessperson. In business you need to take risks, so I can't be shy.

B: And you need a college degree.

A: Yeah, that's why I'm studying economics.

#### 15 Example conversation

A: I love working on the computer. I might be a blogger or a computer engineer. A blogger doesn't get very good money, but an engineer does. With both jobs I get to use my computer skills, and I don't have to leave my house.

B: You don't need a car, but the hours can be long.

A: That's OK. But I'm worried about sitting all day.

B: Maybe you can take some breaks to exercise.

#### 16 Example conversation

A: Hello. Is the manager there?

B: This is the manager.

A: I'm calling about the magazine editor position. Is it still available?

B: Yes, it is.

A: Do you require previous experience?

B: Yes, we do. Two years.

A: That's perfect. I have three years of experience. Is there a lot of travel with the job?

B: The first year, you'll be in the main office, but after that, you may need to travel a lot.

# Lesson 17 That sounds fun!

## Optional Activity

Before students open their books, ask them when they usually have free time (for example, on Saturday, on Monday night) and who they like to spend their free time with (for example, alone, with their friends).

Page 42

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |               |                    |
|---------------|--------------------|
| 2 shop        | 6 play video games |
| 7 play sports | 3 sleep in         |
| 1 watch TV    | 4 listen to music  |
| 5 chat online | 8 read             |

## Optional Activity

Have students talk about other things they do in their free time (for example, talk with friends, paint, write poems).

## 2 Conversation

A

[CD 2, Track 2]

### Answers

Steve likes to play sports.  
He plays soccer, basketball, baseball, hockey, and tennis.

Page 43

## 3 Language Booster

A

## Optional Activity

Have students think of other ways to show interest or express surprise. For example:

Oh really? I've never done that before.

Really? That doesn't sound very fun to me.

Are you kidding? Why?

Not me! That's too much work. I'd rather watch TV.

B

## Example conversation

A: What do you do in your free time?

B: I like to write movie screenplays.

A: Oh really? Sounds fun.

## 4 Listening

A

[CD 2, Track 3]

### Answers

- 3 a. photography  
1 b. cooking  
2 c. playing music

B

[CD 2, Track 3]

### Answers

- |         |         |
|---------|---------|
| a. Anna | c. Paul |
| b. Tim  | d. Anna |

C

## Example conversation

A: I like to go shopping in my free time.

B: So you spend money. I like to make Web pages, and sometimes I make them for other people.

A: Cool! So you make money in your free time.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

1. go scuba diving  
2. go hiking  
3. read books

C

## Example conversation

A: Hannah goes to small stores in her free time. She collects pop bottles, so she is always looking for different ones.

# Lesson 18 I'd love to.

## Optional Activity

Before students open their books, ask them some questions about their movie-viewing habits. (For example, How often do you watch movies? Do you usually watch them on DVD or in a movie theater? Do you like to watch alone or with other people?)

Page 44

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer. Students should circle three genres of movies.

comedy                      action                      romantic comedy

If necessary, explain each kind of movie and give examples of popular movies the students will know.

## 2 Conversation

A

[CD 2, Track 4]

### Answers

Jack and Kirk will see *Free Fall*.

After the movie, they will go eat some pizza.

## Optional Questions

Is it Thursday? (No, it's not, because otherwise Jeff would ask *Do you have plans for tomorrow night?*)

How can you reword *get in* in *let's get some pizza?* (*Let's have some pizza. / Let's eat some pizza.*)

C

[CD 2, Track 5]

### Answers

Additional sentences underlined.

Jeff: *Free Fall* is playing at the Odean. I heard it's good.

Kirk: OK. And let's get some pizza after the movie.

I know a great place.

Page 45

## 3 Language Booster

A

## Optional Activity

Teach or have students brainstorm additional responses, including those that don't accept an invitation right away. For example:

Can I get back to you?

Let me think about it.

That sounds great, but I'm not sure if I can.

B

## Example conversation

A: Do you want to go to a concert?

B: I'm not sure. What kind of music?

A: Classical.

## 4 Pronunciation

A

[CD 2, Track 6]

- Point out that *wanna* cannot be used when *wants to* (i.e., he wants to) is necessary.
- Help students group *wanna* with the next verb (with no pause) by using a series of chat-like practices. (For example, I wanna see. I wanna go. I wanna do.)
- Remind students that *wanna* includes the word *to* so they should not say *to*. (i.e., They should not say *wanna to*.)
- After learning *wanna*, students often want to use it in all situations. Emphasize that in more formal situations, it's not appropriate to use *wanna*. Explain that in more formal situation, they should enunciate more clearly, and therefore not use *wanna*.

B

- Tell students that we often blend *do you*, so the question becomes *duya wanna...?*
- Remind students that *wanna* is not the main focus of the question, so they should not overstress it.

# Lesson 19 I'm sorry, but I can't.

## Optional Activity

Before students open their books, have them name a few places they go to every week or month.

Page 46

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |               |                 |
|---------------|-----------------|
| P coffee shop | H mall          |
| N beach       | H movie theater |
| H library     | H museum        |
| N pool        | H park          |
| H theme park  | H bookstore     |

## 2 Conversation

A

[CD 2, Track 7]

### Answers

Beth can't go to the museum because she has to work.  
Chen can't go tomorrow because he's going to the mall with his brother.

You might want to explain that asking *Why not?* can seem rude and should be used with care. Emphasize that the tone of voice when asking is very important.

Page 47

## 3 Language Booster

A

Explain that *I'm afraid I can't* doesn't imply fear. In this situation, *I'm afraid* is another way to say *I'm sorry but*.

B

If necessary, review making invitations (p. 45) before students practice.

### Example conversation

A: Do you want to go to the coffee shop?

B: I'd love to, but I can't. I have to finish my project.

A: Oh, I see. Maybe next time.

## 4 Listening

A

[CD 2, Track 8]

### Answers

- 2 a. eat fast food
- 3 b. see a movie
- 4 c. go to the mall
- 1 d. play video games

B

[CD 2, Track 8]

### Answers

1. decline He has to go to work soon.
2. accept
3. accept
4. decline She needs to clean her room. (She also implies that there is some problem with the mall on Saturday afternoon, perhaps that it will be very crowded.)

C

### Example conversation

A: I think going to work soon is the best excuse.

B: I agree. Saying you have to clean your room isn't a very good excuse. You can do that anytime.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer. Students should check two things and write excuses for the others.

- |  |   |
|--|---|
| <input type="checkbox"/> go to the mall              | I don't like shopping.                    |
| <input type="checkbox"/> go to the beach             | It's too cold.                            |
| <input checked="" type="checkbox"/> go out to dinner |   |
| <input type="checkbox"/> play video games            | I don't really think video games are fun. |
| <input checked="" type="checkbox"/> go out to dinner |   |

B

### Example conversation

A: Do you want to go out to dinner tonight?

B: I'm really sorry, but I don't have any money with me today.



# Lesson 20 Sorry I'm late.

## Optional Activity

Before students open their books, have students talk about whether it is OK in their country to be late. Then have them talk about when they are often late (for example, to class) and why they are late (for example, I was doing my homework before class.).

Page 48

## 1 Vocabulary

A

Answers	
1. needed to	4. ran into
2. stuck in	5. couldn't find
3. broke down	6. lost track

If necessary, explain that *ran into* means *met* and does not literally mean two things or people hit each other. You might want to explain that *stuck* has the nuance that the problem does not have an easy solution.

B

## Optional Activity

Have students make other excuses, including reasons such as the bus, homework, friends, and broken clocks.

## 2 Conversation

A

[CD 2, Track 9]

Answers
Lisa is late because she ran an errand. She will probably arrive in about 10 minutes.

C

[CD 2, Track 10]

Answers
Additional sentences underlined. Lisa: I'm really sorry. I'm still on the bus. I ran an errand. I had to go to the bank. Michelle: OK. Sam isn't here yet either. How long will you be? Will you be long?

Page 49

## 3 Language Booster

A

Explain that although it may be different in other cultures, in English we often give a reason with our apology.

B

### Example conversation

A: I'm sorry I'm late. I had to walk my dog.

B: That's OK.

## 4 Pronunciation

A

[CD 2, Track 11]

Answers
C

Emphasize that not only the words (i.e., I didn't think you'd mind) but also the stress show the speaker's lack of true emotion.

B

## Optional Activity

Have students practice the following apologies.

A: Oh Jun. I'm so sorry. (emphasis on so)

B: That's OK.

A: I'm sorry I'm late again. I really have a good excuse this time. (emphasis on sorry and good)

## 5 Speak with Confidence

A

Answers
Answers will vary. Sample answer. B: The bus was late. D: I had a stomachache. B: I'm really sorry. D: I'm sorry I missed it.

B

### Example conversation

A: Where have you been? I've been here for an hour!

B: I'm sorry I'm late. I was stuck in traffic.

A: You could have called. You have a cell phone!

# Lessons 17 to 20 Review

## English in Action

Page 50

### 1 Preview

#### Answers

Answers will vary. Sample answer:

1. a      2. b      3. c      4. d

I think Eric and Casey are waiting for Jill and Maria. Jill and Maria are late.

### 2 Practice

A

#### Answers

Answers will vary.

The correct order is a, b, c, d.  
My order was/wasn't correct.

B

#### Answers

1. Eric is learning how to play baseball.
2. Eric, Casey, and Jill are going to a movie.
3. Maria has seen Jill. Jill said she was on her way downstairs.
4. No, she doesn't.
5. First Jill says she had to walk the dog (but she doesn't have a dog). Then she says the traffic was awful (but Eric points out that she lives upstairs, so she didn't have to go through any traffic).

You might want to use this opportunity to point out that excuses that are blatant lies can make the other people upset.

### 3 Discuss

#### Example conversation

- A: How often are you late? And what do you do when you are late?
- B: I'm not late very often, but when I am, I apologize. I don't make excuses. I just tell the other person why I'm late.
- C: Wow! I always give an excuse. I don't want the other person to be angry. Do you think there are any excuses that are OK?
- D: Oh, yeah. If you get into an accident or if you needed to stop to help someone, those excuses would be acceptable.

## Speak Now

Page 51

### 17 Example conversation

- A: What do you like to do on weekends?
- B: I like to ride my bike. And I go shopping with friends and watch movies.
- A: That sounds fun. Where do you go shopping?
- B: Usually the mall.

### 18 Example conversation

- A: Do you want to see a movie this weekend?
- B: Sounds great. What movie?
- A: That new action movie.
- B: Oh, I want to see that one, too.
- A: Do you want to have dinner after the movie?
- B: Sure. Where do you want to eat?
- A: How about *House of Noodles*?
- B: Fantastic!
- A: And would you like to go to the gym with me on Friday night?
- B: Sure. Which gym do you go to?

### 19 Example conversation

- A: Would you like to eat dinner together this weekend?
- B: I'd love to, but I have to study.
- A: Well, how about having some coffee when you take a break from studying?
- B: I'm really sorry, but I have to clean my apartment when I take a break.
- A: Oh, OK. Well, then do you want to study together?
- B: Sorry. I can't study with other people.

### 20 Example conversation

- A: I'm sorry I'm late. I got stuck in traffic.
- B: That's OK.

# Lesson 21 Did you go alone?

Page 52

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer:

- |                         |                     |
|-------------------------|---------------------|
| go shopping             | ✓ visit markets     |
| ✓ take tours            | ✓ try local food    |
| go to the theater       | see sporting events |
| go to museums           | ✓ take photos       |
| ✓ see historical sights |                     |

## 2 Conversation

A

[CD 2, Track 12]

### Answers

Reiko traveled to Hong Kong with her sister.  
She thought Hong Kong Disneyland is small but nice.

You might want to tell students that Hong Kong is in China, if they don't know.

## Optional Questions

What else did Reiko do in Hong Kong? (She went to Victoria Peak, took a city tour, took photos, and went shopping.)

Does Mark want to hear about her trip? (Yes, he asks questions and says he wants to see her photos.)

C

[CD 2, Track 13]

### Answers

Additional sentences underlined.

Reiko: I went to Hong Kong. It was a lot of fun.

Reiko: No, I traveled with my sister. It was her second time there.

Page 53

## 4 Pronunciation

A

[CD 2, Track 14]

- Point out that *did you* becomes *ja* and that the three words (i.e., the *wh-* word and *did you*) are blended together, sometimes almost as if they are one.
- Have students determine how *what* in number 2 is different than the other reductions, providing the answer if necessary. (The *t* also becomes silent, but for the others, there is no reduction to the *wh* word.)
- Play the audio an additional time and have students notice that the three syllables (*who/did/you*) can become two syllables (*who/ja*). Explain that not all speakers do this, with some retaining three syllables.
- Practice the three words as a group of language so students' rhythm becomes more natural. This will also positively affect their listening comprehension.
- You might want to compare the reductions with the present tense equivalents (i.e., *whodaya*, *whaddaya*, *wheredaya*, *whendaya*, *whydaya*, *howdaya*).

B

Tell students to make up answers if they don't have a clear context for answering.

### Example conversation

A: Whoja travel with?

B: I went with my family.

## 5 Speak with Confidence

Remind students to practice reducing *did you*.

### Example conversation

A: Whoja go with? Did you go with your mom?

B: No, I went with my classmates.

A: Whenja go? Did you go for the whole spring vacation?

B: No, I went in March. We were only gone a week.

# Lesson 22 Which do you prefer?

Page 54

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |                        |                      |
|------------------------|----------------------|
| X a camping trip       | X a backpacking trip |
| ✓ an adventure holiday | ✓ a cruise           |
| X a spa resort         | X a bus tour         |

## 2 Conversation

A

[CD 2, Track 15]

### Optional Activity

Before students listen, ask them where Munich is (in Germany/in Europe). Have students talk about what they know about Munich.

### Answers

- Annie prefers hostels because it's easier to meet people.  
Jill suggests a six-day train tour of Bavaria.

If necessary, explain that a hostel is an inexpensive place for people to stay. Unlike hotels, there are often rooms shared by many people who may not know each other (each has a bunk bed) and a common bathroom. Young people tend to stay in hostels more than older people. Hostels are also called youth hostels.

Page 55

## 3 Language Booster

A

- Point out that *rather* and *prefer* are used to talk about two choices but that sometimes the second option is not said because it is understood.
- Point out that we use the -ing form of the verb unless the question or response has *would*.

B

### Example conversation

- A: Do you prefer going on a camping trip or going to a resort spa?  
B: I prefer going on a camping trip.

## 4 Listening

A

[CD 2, Track 16]

### Answers

- |                     |                |
|---------------------|----------------|
| 1. backpacking trip | 3. hostels     |
| 2. train            | 4. street food |

B

[CD 2, Track 16]

### Answers

- |                                     |                       |
|-------------------------------------|-----------------------|
| 1. be flexible to do what they want | 3. save money         |
| 2. more interesting                 | 4. trying local foods |

## 5 Speak with Confidence

A

### Answers

- Answers will vary. Sample answer.  
I prefer traveling with a friend.  
I would rather eat local food.  
I would rather just see what happens.  
I would rather stay in hotels.  
I would rather start the day early.  
I would prefer visiting unusual places.  
I prefer visiting museums.

B

### Example conversation

- A: Who do you prefer to travel with?  
B: A friend.  
A: And would you rather eat local food or familiar food?  
B: Actually, I'd prefer to eat local food, but I want to eat some of both.  
A: Would you rather plan each day or just see what happens?  
B: I'd like to plan each day but if the plan changes, that's OK.



# Lesson 23 You must get a visa.

## Optional Activity

Before students open their books, have students get into pairs and briefly talk about the trips they have taken.

Page 56

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer: Students should have circled some or all of the items. At a minimum they should circle passport.

## Optional Activity

Have students think of other things they pack for a trip, writing them on the board as they are given (for example, a credit card, a guide book).

## 2 Conversation

A

(CD 2, Track 17)

### Answers

There are liquids in his carry-on.  
He almost forgot his passport.

C

(CD 2, Track 18)

### Answers

Additional sentences underlined.  
Miguel: Really? OK. I hope I didn't forget anything. Oh, I should get going!  
Teresa: You must take your passport! You need it to get on the plane.

Page 57

## 3 Language Booster

A

Point out that they must use *to* with *allow* and *permit* but not with *can*.

## 4 Pronunciation

A

(CD 2, Track 19)

- Practice *have to* and *has to* as chunks rather than individual words.
- Emphasize that students must continue to follow the grammar rules for *has* and *have*. (i.e., They cannot use *hafta* for all people.)
- Tell students that although *have to* is regularly reduced in informal speech, the reduction is less common in formal speech.

B

### Example conversation

A: I think we *hafta* be on time.

B: Yeah, but we don't *hafta* bring lots of clothes. We are hiking, and clothes are heavy.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.  
This one means you have to stop.  
This one means you can't use your cell phone.  
This one means you aren't allowed to have food or drinks.  
This one means you are not permitted to take photos.  
This one means you can't ride a bike here

Encourage students to use all of the grammar structures expressing prohibition (i.e., all those they practiced in Language Booster).

B

Students should create signs to show to the class. Remind them to reduce *have to* as they talk about their signs.

### Example conversation

A: This is our sign. You can see a boy with his head on a desk.

B: And there's a red line across the picture.

C: Does it mean sleeping prohibited?

A: Yes, it does. You *hafta* stay awake.

# Lesson 24 When is the next train?

Page 58

## 1 Vocabulary

A

Answers	
2. terminal	4. ticket
3. flight	5. first class
	6. boarding pass

- Explain that a boarding pass is a special piece of paper you need to get onto a plane. Explain that it is not the same as a ticket.
- You might want to teach *economy class* to contrast with *first class*.
- If necessary, explain that a platform is the place where you get on/off a train/subway while a gate is the term used for airplanes.
- Tell students that *fare* is used for the price of transportation, including a bus, train, airplane, subway, boat, and taxi.

## 2 Conversation

A

[CD 2, Track 20]

Answers
No, a train isn't leaving after 7:15 p.m. today. The last train is at 7:15. The trip to New York City takes about three hours (three hours and five minutes).

Page 59

## 3 Language Booster

A

- Explain that there are one hundred cents in one dollar. This is particularly important in countries that don't have smaller and larger units of their currency.
- Tell students that when saying prices with dollars and cents, they should either say both *dollars* and *cents* (for example, two dollars and fifty cents) or neither *dollars* nor *cents* (for example, two fifty). Emphasize that they should not say only one of the two words. For example, it is incorrect to say *two dollars fifty*, and *two and fifty cents* is also wrong.

B

### Example conversation

- A: How much is a bus ticket from Kyoto to Tokyo?  
B: It's about \$100.  
A: How long does it take?  
B: It takes about 9 hours if you go at night.

## 4 Listening

A

[CD 2, Track 21]

Answers
1 a. a subway station
2 c. a train station
3 d. an airport

B

[CD 2, Track 21]

Answers
1. 58/3
2. Gate/transfer
3. 11:55/platform

- Point out that the agent in the first conversation rewords single to help the tourist understand.
- Tell students that transfer means to change from one train/plane/bus to another one.

## 5 Speak with Confidence

A

### Example conversation

- A: Excuse me. When is the next train to Madrid?  
B: It leaves at 5:00.  
A: And how long does it take?  
B: It takes 2 hours and 45 minutes.  
A: That's good. How much is a one-way ticket?  
B: 117 euros.  
A: What platform does the train depart from?  
B: 16.  
A: OK. I'll take one ticket, please.

# Lessons 21 to 24 Review

## English in Action

Page 60

### 1 Preview

#### Answers

Answers will vary. Sample answer:  
I want to visit Sydney Harbour and the Great Barrier Reef because they look cool.

### 2 Practice

A

#### Answers

b. 1                      c. 2                      d. 3

B

#### Answers

1. How long were you there?
2. What places did you visit?
3. How was the weather there?
4. Did you get around by bus?

### Optional Activity

Have students listen again and answer the questions they checked in Part B.

#### Answers

1. He was there almost two weeks.
2. He went to Queen Victoria Market in Melbourne, the harbor in Sydney, the beach on the Gold Coast, the Great Barrier Reef, and Kakadu National Park.
3. It was a little cool.
4. No, he traveled by plane.

### 3 Discuss

#### Example conversation

- B: What do you like about Tom's trip to Australia?
- A: I like all the different activities Tom did.
- B: Where would you like to go on vacation? Would you stay in your country or go overseas?
- A: I'd like to go overseas, to Italy.
- B: Was there a place that you visited and really enjoyed?
- A: Yes. I loved Iguazu Falls in South America. They are really beautiful waterfalls.

## Speak Now

Page 61

Make sure students mark how well they can do each task. If many students need more practice with a particular lesson, you might want to review it in class.

### 21 Example conversation

- A: Where did you go last weekend? What did you do there?
- B: I went to San Francisco. I went to the Golden Gate Bridge and Alcatraz Island.

### 22 Example conversation

- B: What's your dream vacation like? Where do you want to go?
- A: I want to go to Africa.
- B: Do you prefer traveling alone or in a group?
- A: I prefer traveling in a group because I want to go many places. I think a group will be easier.
- B: Would you rather travel by bus or plane?
- A: I'd rather travel by bus. I want to see the land and people, and I don't care if it takes a long time.

### 23 Example conversation

- A: While you are here, you're not permitted to have a job, and you have to register with the local government if you move.
- B: Do I have to go the day I move?
- A: No, you have a week. You must also pass all of your classes, or you can't stay in the country.
- B: What if the classes are too hard for me?
- A: Your teacher will help you choose classes so that isn't a problem.

### 24 Example conversation

- A: When is the next bus to New Delhi? And how long will it take?
- B: It leaves at 12:45 and takes four hours. It's \$20US. Do you want a ticket?

# Lesson 25 I usually wear jeans.

Page 62

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer. Students should circle the clothes they currently have on.

a T-shirt      jeans      running shoes

## Optional Activity

Have students name other kinds of clothes, writing them on the board as they are given (for example, boots, pajamas, a swim suit).

## 2 Conversation

A

[CD 2, Track 22]

### Answers

A kilt is a kind of skirt.  
Scottish men wear them on special occasions.

C

[CD 2, Track 23]

### Answers

Additional sentences underlined.  
Calum: Oh, yes. You probably know this—it's called a kilt. Have you heard of it?  
Calum: Well, Scottish men don't really call it a skirt. People usually wear it on special occasions. They don't wear it every day.

Point out how Calum explains *special occasions* by saying *not every day*. Tell students this speaking skill, called rephrasing, helps avoid misunderstanding and provides more information when a new word or idea may not be completely understood. Tell students rephrasing is an important skill not only for listening but also for speaking.

## Optional Activity

Have students choose some words and sentences from the page and practice rewording them (for example, I love the pattern. => I love the way it looks.).

Page 63

## 3 Language Booster

B

If you have students from different cultures, have them share their ideas with the class and discuss how these standards vary by culture. Emphasize that none is wrong or correct, just different.

## 4 Pronunciation

A

[CD 2, Track 24]

- Tell students that we use intonation to help the listener understand each thing in a series. Explain that this is particularly important when each choice is quite long, as in the following: On Saturday I often go outside to play basketball, go to the mall to meet my friends, and make dinner for a group of 10 people.
- Point out that we use rising intonation for each choice but the last one, for which we use falling intonation. Explain that this helps the listener realize the series is finished.

B

### Example conversation

- A: Women tend to wear dresses, a jacket, and a scarf.  
B: Men usually wear pants, a shirt, and a jacket. They don't wear ties very much.

## 5 Speak with Confidence

A

### Example conversation

- A: What do people generally wear to a wedding?  
B: Men normally wear a suit, and women wear a formal dress. Men don't wear dresses, so of course it's different for men and women.  
A: But I don't think it's that different for teenagers and adults.  
B: I agree.



# Lesson 26 What do you think?

## Optional Activity

Before students open their books, have them get into pairs to talk about how often they buy new clothes and where they usually go shopping for clothes.

Page 64

## 1 Vocabulary

A

Answers	
Answers will vary. Sample answer.	
X brand	✓ design
X material	X value
✓ quality	✓ price
✓ color	✓ comfort

B

Encourage students to give reasons for their answers.

## 2 Conversation

A

[CD 2, Track 25]

Answers
Ana doesn't care for the first jacket because the quality is poor and it's not very practical.
Answers will vary for the second question.
Sample answer.
Yes, I do.

Explain that *not care for* is a softer way to say *don't like*.

Page 65

## 3 Language Booster

A

Explain that for pants, shoes, and other items with a plural form, students should say *Do you think they look good on me? I think these will look better on you.*

Point out that each suggestion is somewhat indirect so the other person's feelings aren't hurt. Use a harsh voice as you say *That color looks horrible on you* to emphasize the importance of diplomacy when offering ideas.

B

Answers	
Answers will vary. Sample answer.	
baggy yellow slacks	✓ black leather belt
pink shirt with purple flowers	
✓ red running shoes	✓ dark blue socks

C

### Example conversation

A: What do you think of this black leather belt?

B: I would get something more practical. You might want to try this one.

## 4 Listening

A

[CD 2, Track 26]

Answers	
4	a.
3	b.
1	c.
2	d.

B

[CD 2, Track 26]

Answers	
1.	get a different color
2.	get a cheaper one
3.	look at brand name shirts because this one looks cheap
4.	find a different design

## Optional Activity

Have students listen again for the positive points about each item of clothing.

Answers	
1.	brand name, good quality
2.	nice dark color, warm, good design, soft
3.	nice design and nice colors
4.	on sale for 40% off

## 5 Speak with Confidence

Monitor the discussions to make sure students aren't making negative comments that other students could take personally.

# Lesson 27 Can you do me a favor?

## Optional Activity

Before students open their books, ask the class what kind of help they sometimes need (for example, to borrow some money) and whom they ask (for example, their friend).

Page 66

## 1 Vocabulary

A

### Answers

1. A rug is on the floor.
2. A mirror is on the right wall, opposite of the window.
3. A clock is on the wall above the couch.
4. The pillows are on the couch.
5. A vase is on the coffee table.
6. The candles are on the coffee table.
7. A lamp is on the floor in the corner near the window.
8. The curtains are around the window on the left side of the picture.

## 2 Conversation

A

[CD 2, Track 27]

### Answers

Jake and Ben looked at a lamp online.  
Ben asks Jake to get pillows.

Explain that *bare* means *empty* or *plain*.

C

[CD 2, Track 28]

### Answers

Additional sentences underlined.  
Jake: Yeah, I just found the lamp we looked at online.  
It will look great in our new apartment. And it's on sale.  
Jake: Sure. What do you need?

Page 67

## 3 Language Booster

A

- Remind students that *can* is less formal than *could/would*, which is less formal than *would you mind*.

- You might want to tell students that another response to *would you/do you mind* is *Not at all*. Explain that although it may sound negative, the speaker is agreeing to the request.
- Tell students that we often use *would you/could you* to ask people to pass things. (For example, *Could you pass the salt?*)

## Optional Activity

Have students brainstorm ways to politely refuse a request or wait to respond until the request is clearer. Provide examples as necessary.

I'm sorry, but I don't really have time right now.

Actually, I kind of do mind.

That depends on what it is.

What do you need?

B

To give the practice more context, you may want to tell students to imagine they are in a store, with one person taking the role of a customer and the other a clerk.

### Example conversation

A: Can you show me that TV?

B: Sure, no problem.

## 4 Pronunciation

A

[CD 2, Track 29]

- You might want to remind students of the reduction of *did you* in Lesson 21.
- Remind students that the *l* in *would* and *could* is silent.
- Help students use more natural rhythm by telling them to speak as if *would you / could you* were one word.

B

### Example conversation

A: Wouldja pass the salt, please?

B: Sure. Here you are. Couldja hand me the pepper, please?

A: Of course.

# Lesson 28 What is it used for?

## Optional Activity

Before students open their books, have them talk about things that they no longer need because of smart phones (for example, a camera). Alternatively, have students talk about when they got their first smart phone and how smart phones are different than cell phones (for example, cell phones didn't have as much Internet access).

Page 68

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer. Students should circle things they do on their phones.

get directions      store photos      video chat

## 2 Conversation

A

[CD 2, Track 30]

### Answers

Dave mostly uses his new tablet to store photos and watch movies.  
He thinks the most useful feature is the editing software.

Page 69

## 3 Language Booster

B

*Example conversation*

A: What do you use a scanner for?

B: I use it to turn papers into PDFs that I can e-mail to my friends.

A: That's cool. Is that the most interesting feature?

B: Yeah, of my scanner, but once the papers are PDFs I can do all kinds of fun things with editing software.

## 4 Listening

A

[CD 2, Track 31]

### Answers

Answers will vary. Sample answer:

a. I think you can use it to keep guitars safe.

b. I think they are used for eating.

c. I really don't know what it's used for.

d. I think it's a toy for kids.

## Optional Activity

Have students listen for the following expressions and use the context to decide what they mean.

Product 1

wannabe: a blend of want-to-be (a person who wants to be something, in this case a musician)

rock out: to play music in a loud or excited way, in this case to relieve stress

Product 2

slippery: not easy to hold

Product 3

play tricks on people: have a laugh (make a joke)

Product 4

perfect likeness: something that looks just like the original

B

[CD 2, Track 31]

### Answers

1. \$49.99

3. \$7

2. \$24

4. \$1,800

## Optional Activity

Have students talk about which products they would like to buy, giving reasons for their answers.

# Lessons 25 to 28 Review

## English in Action

Page 70

### 1 Preview

#### Answers

Answers will vary. Sample answer:  
I think she needs clothes, but she doesn't need the snorkel and flippers.

### 2 Practice

A

#### Answers

thick sweater, hiking boots, books, first aid kit, snorkel and flippers.

B

#### Answers

- T 1.  
F 2. Eric has a book (books) for Casey to borrow.  
T 3.  
T 4.  
F 5. Casey doesn't think she needs Tom's books, but Tom really wants her to take them.

You may want to have students listen again and correct the false statements. (Answers above.)

### Optional Questions

What does Casey mean when she says *pack light*?  
(She means to not pack too many things.)

What do Australian students wear when it's warm?  
(They wear t-shirts and jeans.)

What does Casey use her tablet for? (She uses it to play games, watch movies, and read books.)

Why does Eric think she should take a book?  
(Because if the tablet battery doesn't have enough energy, she won't have anything to do.)

### 3 Discuss

#### Example conversation

- A: What things do you need to bring with you when you travel?  
B: I don't need much. I usually travel light. I take two or three pairs of pants, a few shirts, socks,

that kind of stuff. I don't like to carry extra stuff around.

C: I need everything! You never know what you might need! I always pack too much.

D: How about the next question? Are there things that you think are better from your country than another?

A: Yeah, I like the shampoo from my country. I always take it with me.

B: Interesting. I don't think anything is better. I just take what I know I really need.

### Speak Now

Page 71

#### 25 Example conversation

A: What do students usually wear to your school?

B: They generally wear jeans and t-shirts.

A: What about in the winter?

B: Then they wear jeans and sweaters.

#### 26 Example conversation

A: I'm thinking about buying gold running shoes. What do you think?

B: I would get something that's not quite so bright.

A: Maybe you're right. Oh, look at these pink sunglasses. Do you think they look good on me?

B: You might want to try a different color. They're a little bright.

#### 27 Example conversation

A: Would you get me some chocolate when you are at the store?

B: Sure. No problem.

A: And could you take my jacket to the cleaner's?

B: Of course. I'd be happy to.

A: Oh, sorry. Do you mind picking up my suit when you are there?

B: No, I don't mind.

#### 28 Example conversation

A: I use my cell phone all the time. I can talk on it, but I can also find maps, video chat, and send texts.

B: What is its most interesting feature?

A: I can sync it with my computer. That's really cool.



# Lesson 29 I think it's fun!

Page 72

## 1 Vocabulary

A

### Answers

- |                        |                            |
|------------------------|----------------------------|
| 1. boring, bored       | 4. interested, interesting |
| 2. confusing, confused |                            |
| 3. excited, exciting   | 5. frustrated, frustrating |

Students often have trouble using the -ed and -ing forms correctly. Explain that students should use the -ed form when the subject is a thing and they should use the -ing form when the subject is a person.

## 2 Conversation

A

[CD 2, Track 32]

### Answers

Sonya thinks the movie is boring, and she thinks the acting isn't very good. She also thinks the story is kind of confusing.  
Angela likes the story.

Page 73

## 3 Language Booster

B

Example conversation

A: What do you think of *Big Miracle*?

B: I think the story is excellent.

## 4 Listening

A

[CD 2, Track 33]

### Answers

Topics:  
The Case of the Missing Briefcase  
today's homework  
a soccer match

B

[CD 2, Track 33]

### Answers

Students should write one of the opinions for each topic and person.

#### Maria's opinion

really, really boring  
difficult (but not confusing)  
not exciting

#### Jason's opinion

one of his favorite books;  
very interesting story  
confusing  
not exciting

Point out that Maria says *really, really*. Explain that this is acceptable in informal conversations but not formal ones.

## Optional Activity

Have students listen to the first conversation again and use the context to understand the following expressions, providing the answers if necessary.

A real page-turner: A book that is so interesting that you want to keep reading to find out what is going to happen.

I take it...: From what you said, I guess that you feel...

## 5 Speak with Confidence

You might want to remind students that they can start their opinion with *actually* to emphasize they have a different idea.

A

A: I really loved that movie. It was so exciting. What do you think of it?

B: Actually, I found the story confusing. I couldn't keep Stef and Steve straight.

C: And I thought the acting could be better. Sometimes the robots seemed as real as the people saying their lines!

B

Example conversation

A: Brad and Craig seem to have similar opinions, but their opinions are not that similar to my opinion.

B: But you and Dave agreed about two of the topics.

A: That's true.

# Lesson 30 I feel the same way.

Page 74

## 1 Vocabulary

A

Answers	
1. f	5. c
2. d	6. a
3. e	7. g
4. b	

## 2 Conversation

A

[CD 2, Track 34]

Answers
Joey and Mike are Zack and Caitlin's best friends. Caitlin feels like more happened than it seems.

Have students guess what *I just hope they make up* means, providing the answer if necessary. (*Make up* means to get over the problem or argument and become friends again.)

C

[CD 2, Track 35]

Answers
Additional sentences underlined. Caitlin: I just heard. Our two best friends. <u>I feel so bad for them.</u> Zack: I'm not sure I really agree. I've seen Joey judging Mike. <u>That wasn't nice.</u>

Page 75

## 3 Language Booster

B

### Example conversation

A: It's never OK to tell a lie.

B: I don't really agree. It's OK sometimes, like when you don't want to hurt someone's feelings.

## 4 Pronunciation

A

[CD 2, Track 36]

- Explain that we use stress to help the person we are speaking with understand that what he/she just said has a mistake.
- This stress can be particularly difficult, so you may want to have students practice several times.

B

[CD 2, Track 37]

Answers
arguing Cal

You may want to have students exaggerate at first so that they become more aware of the stress. Once they are using correct stress, have them practice speaking in a more natural manner.

## 5 Speak with Confidence

A

Answers
Money doesn't grow on trees. => There is only a limited amount of money, so you should be careful how you use it. Never judge a book by its cover. => You cannot judge how good someone or something is by just looking at him/her/it. Love is blind. => Because A loves B, A can't see his/her bad points. Beauty is only skin deep. => A person's character is more important than how he/she looks. Money can't buy happiness. => Just because you have a lot of money, it doesn't mean you will be happy.

### Optional Activity

You might want to teach students some other idioms with very similar meanings.

I'm not made of money. (And an idiom with the opposite meaning: A person has money to burn.)

You can't judge a book by its cover.

Beauty is in the eye of the beholder.

B

Remind students to practice eye contact while talking.

# Lesson 31 What would you do?

Page 76

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer:

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

B

### Example conversation

A: I would feel puzzled if a friend stopped calling me.

B: I would feel annoyed if someone forgot my birthday.

### Optional Activity

Have students talk about other situations in which they feel each of the emotions. (For example, I feel annoyed when my sister plays her radio so loud.)

## 2 Conversation

A

[CD 2, Track 38]

### Answers

Kevin didn't go to Sandra's party because he made a mistake about the day.  
Amy thinks he should be honest and apologize.

Page 77

## 3 Language Booster

A

- Tell students that not only are they imagining a situation but they are asking for/giving advice.
- Point out that in the questions *would* is used with *you* but *should* is used with *I*.
- Emphasize that for the responses, students should use *would*.
- Point out that to create the imaginary situation if *I were you*, *were* is used. This may be confusing to students since they normally associate *was* with *I*. (For example, I was a teacher). If necessary, tell students to simply memorize the verb form.

## 4 Listening

A

[CD 2, Track 39]

### Answers

- |             |                       |
|-------------|-----------------------|
| 1. thrilled | 3. upset (or nervous) |
| 2. confused | 4. embarrassed        |

B

[CD 2, Track 39]

### Answers

1. F (He knew everyone. It was a group of his friends.)
2. T
3. F (Her friend will probably be upset.)
4. F (His friend didn't notice he forgot her name, so she wasn't upset.)

### Optional Questions

Have students correct the false statements. (Answers above in parentheses.)

### Optional Activity

Play the conversations again. Have students decide what *bunch* means (a lot of, a group of) in Number 1. Have students answer the questions near the end of Numbers 2, 3, and 4.

## 5 Speak with Confidence

A

If necessary, help students use the correct verbs to make each question. (For example, What would you do if a friend borrowed \$100 and kept forgetting to return it?)

### Example conversation

A: What would you do if someone gave you an expensive gift but you didn't like it?

B: I would say thank you and put it in a closet.

C: I would use it because I don't want to hurt my friends' feelings.

D: It depends on what the gift is.

B

### Example conversation

A: What would you do if you saw a classmate cheating on a final test?

B: Wow! That's a hard one.

# Lesson 32 Then what happened?

Page 78

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |               |             |
|---------------|-------------|
| 2 generous    | 3 loyal     |
| 8 competitive | 4 modest    |
| 1 honest      | 7 ambitious |
| 6 sincere     | 5 motivated |

### Optional Activity

Have students compare answers with a partner, providing reasons for their opinions.

#### Example conversation

- A: I think being honest is the most important because otherwise you can't trust the other person.

## 2 Conversation

A

[CD 2, Track 40]

### Answers

The woman's money came from her aunt (when her aunt died).  
She gave all of the money away. / She gave all of the money to needy families.

You might want to explain inherited (to get when someone dies) and make sure students understand million (1,000,000).

C

[CD 2, Track 41]

### Answers

Additional sentences underlined.  
Walt: She was watching a TV show about needy families. After watching the show, she decided to give all the money away. Can you believe that?  
Walt: Next, she set up a scholarship program to pay for the education of hundreds of motivated high school kids. Then she decided to pay for their college, too.  
What a generous person!

Page 79

## 4 Language Booster

A

Point out that most of the bold words describe the sequence of one thing happening after another, but *when* is used when something occurs while another thing is happening. Use a timeline on the board to help students understand this, if necessary.

## 4 Pronunciation

A

[CD 2, Track 42]

- Have students divide the first sentence into chunks of information. Before I went to bed | I heard something **interesting** | on the **news**.
- Then have students decide which words are probably the most important and should be stressed. (Words in bold above.)
- Play the audio and have students focus on the intonation in clauses.
- Using this three-part procedure will help students group thoughts, think about stress, and then focus on intonation.

B

#### Example conversation

- A: After I woke up this morning, I washed my face.  
B: Really? After I woke up this morning, I made coffee.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

A woman found a lost dog. Then, she went to the police. After that, she got a reward for finding the dog!

B

Encourage group members to identify the quality that the story describes.



# Lessons 29 to 32 Review

## English in Action

Page 80

### 1 Preview

A

#### Answers

Answers will vary. Sample answer:  
I think she lost something.

B

#### Answers

Answers will vary. Sample answer.

1	✓ 3
2	4

#### Example conversation

- A: What would you do if you found a wallet with money but no ID?  
B: I'd take it to the police. I don't want to keep it, and I don't trust people on the street.

### 2 Practice

A

#### Answers

Casey took the wallet to the police.  
The owner of the wallet owns one of the best hotels in Sydney. He let her stay there for free as a reward for returning the wallet.

B

#### Answers

1. Casey	4. Jill
2. Maria	5. Eric
3. Tom	

#### Optional Activity

Have students talk about each person's opinion and decide which one(s) they agree with, giving reasons for their answers.

### 3 Discuss

#### Example conversation

- A: Do you video chat?  
B: All the time. I talk with my friends in other countries. We talk about everything.  
C: That's cool. Let's go on. What would you do if you didn't like your hotel room, like Casey?  
D: I'd complain.  
A: So would I. But if that didn't work, I'd probably just stay there.

#### Speak Now

Page 81

#### 29 Example conversation

- A: So what do you think? What are the qualities of a good teacher?  
B: I think the teacher should be kind but fair. What do you think is the worst household chore?

#### 30 Example conversation

- A: I feel uncomfortable borrowing money from friends. How do you feel?  
B: I don't really agree. I don't think it's a big deal. I always pay them back quickly.

#### 31 Example conversation

- A: What would you do if a friend broke your camera?  
B: I would be upset. If she apologized, I would forgive her. How about you? How would you feel?  
A: I would be honest and tell her I was upset and ask her to fix it.

#### 32 Example conversation

- A: I read a story about a woman. She won the lottery and gave lots of money to women with children, women who couldn't pay their rent.  
B: Wow! That's very generous. Is that the end of the story?  
A: No, she set up a foundation to continue to help people and young children.

# 1 Where are you from?

Read the conversations. What topic are they talking about? Write your answer on the line.  
In class, practice the conversations with a partner.

money  
school grades

home life  
hobbies and interests

family life  
marriage

a personal problem  
relationships

1. \_\_\_\_\_

A: I want to go with you, but that's a really expensive trip.

B: I know, but it will be great! You should come with us!

2. \_\_\_\_\_

Mother: I can't believe you are getting married tomorrow!

Son: Oh, Mom. I'm not a little boy anymore!

3. \_\_\_\_\_

A: What's your favorite movie?

B: That new one. You know! The one with that handsome actor. What's his name? I can't remember it.

4. \_\_\_\_\_

Student: Excuse me, Mr. Anderson.

Teacher: Yes?

Student: I wasn't very happy with my test. What can I do to study better?

5. \_\_\_\_\_

A: How many brothers and sisters do you have?

B: I have two, one sister and one brother. You said you have a sister. Where does she live?

6. \_\_\_\_\_

A: What time do you usually get home?

B: About 6:30. What do you do in the evening?

7. \_\_\_\_\_

A: My friend seems angry. I don't know what to do. What do you think?

B: Well, maybe you should talk to her.

8. \_\_\_\_\_

Radio announcer: Many people have problems. But they are afraid to talk with others. How about you? Who do you talk to when you are worried? Call us at 555-426-8971. We want to hear your ideas. Later in the show, I'll tell you who most people talk with. Oh, we have our first caller. Who do you talk with?

A: My best friend. She always knows just what to do.

## 2 I'm tall and thin.

### Part 1

How do you describe people? Write the words or phrases below in each category. Then add three more to each category. In class, talk about your ideas with a partner.

elderly   pretty   short   tall   thin   young   good-looking   handsome   heavy   middle-aged

Looks

Build and Height

Age

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Part 2

Complete the conversation with your own answers. In class, practice the conversations with a partner.

New teacher: So, what does your mom look like?

You: 1. \_\_\_\_\_

New teacher: How tall is she?

You: 2. \_\_\_\_\_

New teacher: Does she have black hair?

You: 3. \_\_\_\_\_

New teacher: Thanks. When I see her, I will know who she is.

### Part 3

Write the questions. In class, practice the conversations with a partner.

1.  
A: \_\_\_\_\_?

B: She's in her late twenties.

2.  
A: \_\_\_\_\_?

B: No, he's very thin.

# 3 Alice is more serious.

Speak Now 2  
Vocabulary Worksheet 3

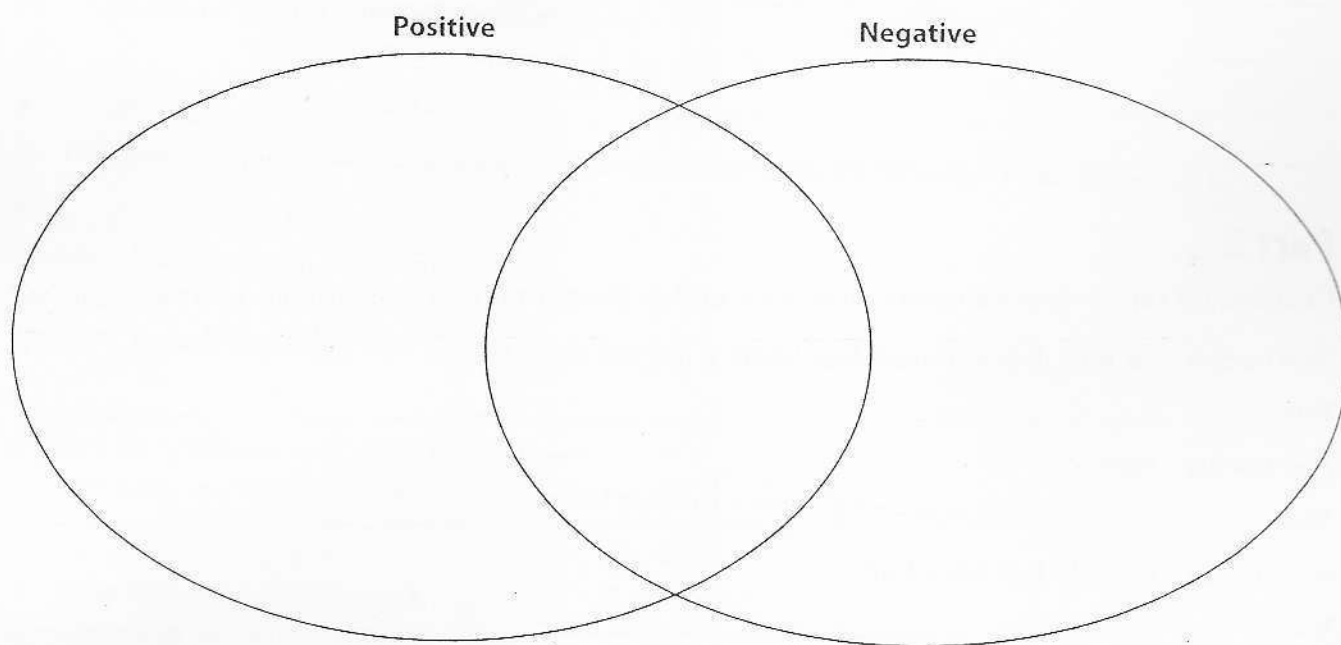
## Part 1

Unscramble each of the words that describe personality.

1. \_\_\_\_\_ nntifedoc
  2. \_\_\_\_\_ lgurfteolf
  3. \_\_\_\_\_ eatverci
  4. \_\_\_\_\_ mentiipat
  5. \_\_\_\_\_ nuyfn
  6. \_\_\_\_\_ tunggioo
7. Which words do people use to describe you? \_\_\_\_\_

## Part 2

Are the words in Part 1 positive, negative, or both? Write each word in the correct place in the diagram.



In class, compare answers with a partner.

A: I think confident is positive.

B: I do, too.

## Part 3

Answer the questions. In class, take turns asking and answering the questions with a partner.

1. What is your friend like? \_\_\_\_\_
2. How would you describe one of the people in your family?  
\_\_\_\_\_
3. Do you think you are funny? \_\_\_\_\_. Why?  
\_\_\_\_\_



# 4 All of my friends text.

## Part 1

Write a word to complete each activity. If a word is not needed, write an X.

play	keep	have	am	send	get	use	do	go	take
1. _____ a pet									
2. _____ a job									
3. _____ bowling									
4. _____ engaged									
5. _____ a wedding									
6. _____ drive									
7. _____ swimming									
8. _____ aerobics									
9. _____ hiking									
10. _____ social networks									
11. _____ texts									
12. _____ homework									
13. _____ busy									
14. _____ basketball									
15. _____ games									
16. _____ married									
17. _____ a bus									
18. _____ a taxi									
19. _____ yoga									
20. _____ dancing									
21. _____ sing									
22. _____ e-mails									
23. _____ a blog									
24. _____ a diary									

## Part 2

Complete the sentences with expressions from Part 1. Try to make sentences that are true for you. You can use the expressions more than once. In class, compare answers with a partner.

1. I \_\_\_\_\_ every day.
2. All of \_\_\_\_\_.
3. Most of \_\_\_\_\_.
4. Many of \_\_\_\_\_.
5. A lot of \_\_\_\_\_.
6. Some of \_\_\_\_\_.
7. Not many of \_\_\_\_\_.
8. A few of \_\_\_\_\_.
9. None of \_\_\_\_\_.
10. At my school, \_\_\_\_\_.

# 5 I've never had Thai food.

Speak Now 2  
Vocabulary Worksheet 5

## Part 1

Next to the country, write the word for the cuisine.

- |                   |                            |
|-------------------|----------------------------|
| 1. Vietnam _____  | 7. the United States _____ |
| 2. Thailand _____ | 8. China _____             |
| 3. Turkey _____   | 9. Morocco _____           |
| 4. Brazil _____   | 10. Korea _____            |
| 5. India _____    | 11. Italy _____            |
| 6. Mexico _____   | 12. Japan _____            |

## Part 2

What part of the world is each cuisine in Part 1 from? Write the cuisines next to the correct continent.

- Africa \_\_\_\_\_
- Asia \_\_\_\_\_
- Europe \_\_\_\_\_
- North America \_\_\_\_\_
- South America \_\_\_\_\_

## Part 3

Complete the conversation with your own answers. In class, practice the conversation with a partner.

A: What's the most unusual food you've ever had?

You: 1. \_\_\_\_\_

A: Where did you have it?

You: 2. \_\_\_\_\_

A: And have you ever tried 3. \_\_\_\_\_ food?

You: 4. \_\_\_\_\_

A: Have you ever drunk 5. \_\_\_\_\_?

You: 6. \_\_\_\_\_

A: When did you drink it?

You: 7. \_\_\_\_\_

# 6 First, grill the bread.

## Part 1

Write the way to prepare food that matches the definition.

1. \_\_\_\_\_ to cook food in an oven
2. \_\_\_\_\_ to cook over a fire or high heat
3. \_\_\_\_\_ to cook in a pan, often with oil
4. \_\_\_\_\_ to cook or make something warm, quickly, by using a special machine
5. \_\_\_\_\_ to cook by putting something in hot water
6. \_\_\_\_\_ to cook using steaming hot water under the food

## Part 2

Answer the questions. In class, compare answers with a partner.

1. How often do you eat cake? \_\_\_\_\_
2. What is your favorite vegetable? \_\_\_\_\_
3. Do you like fried fish or baked fish better? \_\_\_\_\_
4. For which meal do you most often eat noodles? \_\_\_\_\_
5. Do you usually have meat for breakfast? \_\_\_\_\_

## Part 3

1. Imagine you want to make a frozen dinner. Write the steps using *first*, *then*, *after that*, and *finally*. Include two reminders.

---

---

---

---

---

---

2. In class, take turns reading your sequences with a partner. Did you and your partner have the same steps and reminders? \_\_\_\_\_

# 7 The service is great.

## Part 1

How are the prices at each of these places? Rank them from 1 (most expensive) to 8 (least expensive). How is the food? On the second line, rank them from *a* (most delicious) to *h* (least delicious). In class, compare answers with a partner.

\_\_\_\_\_ café \_\_\_\_\_

\_\_\_\_\_ snack bar \_\_\_\_\_

\_\_\_\_\_ food court \_\_\_\_\_

\_\_\_\_\_ buffet restaurant \_\_\_\_\_

\_\_\_\_\_ cafeteria \_\_\_\_\_

\_\_\_\_\_ fast-food restaurant \_\_\_\_\_

\_\_\_\_\_ food cart \_\_\_\_\_

\_\_\_\_\_ fine dining restaurant \_\_\_\_\_

## Part 2

Complete the sentences. In class, compare answers with a partner.

- The food at \_\_\_\_\_ is really great.
- They serve a lot of food to each person at \_\_\_\_\_
- The atmosphere at \_\_\_\_\_ is \_\_\_\_\_
- The service at \_\_\_\_\_ is \_\_\_\_\_
- \_\_\_\_\_ has a fun atmosphere.
- \_\_\_\_\_’s location isn’t very good, but the food is fantastic!

## Part 3

Look at the chart. Answer the questions. In class, compare answers with a partner.

The Four Seasons New York City	Hard Rock Café New York City
\$80-\$100	\$20 and under
Fine American cuisine	American cuisine
Two dining rooms Famous people often eat here.	Near Times Square Rock and roll records, CDs, and clothes are all around the restaurant.

- Which restaurant’s prices are more reasonable?  
\_\_\_\_\_
- What kind of food can you eat at the restaurants?  
\_\_\_\_\_
- Which restaurant do you want to eat at?  
\_\_\_\_\_



# 8 Are you ready to order?

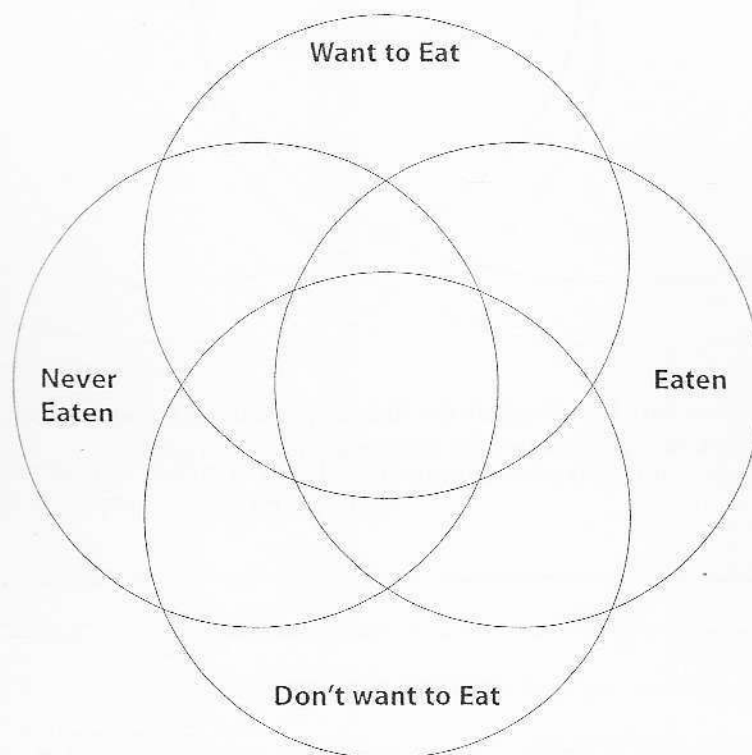
## Part 1

Write one or two words to complete each food. If a word is not needed, write an X. In class, compare answers with a partner.

- |                |                    |
|----------------|--------------------|
| 1. _____ steak | 7. _____ dip       |
| 2. _____ cake  | 8. _____ chicken   |
| 3. _____ rolls | 9. _____ lasagna   |
| 4. _____ fries | 10. _____ pie      |
| 5. _____ cream | 11. _____ cocktail |
| 6. _____ rice  | 12. _____ potatoes |

## Part 2

Have you ever eaten the foods in Part 1? Do you want to eat them in the future/again? Write them in the diagram. Then add four more foods. In class, with your partner talk about why you put each one where you did.



## Part 3

Answer the questions. In class, compare answers with a partner.

1. Do you usually eat an appetizer with dinner? \_\_\_\_\_
2. What is your favorite main dish? \_\_\_\_\_
3. What side dish(es) do you usually eat with your favorite main dish? \_\_\_\_\_
4. How many times a week do you eat desserts? \_\_\_\_\_

# 9 I have a sore throat.

Speak Now 2  
Vocabulary Worksheet 9

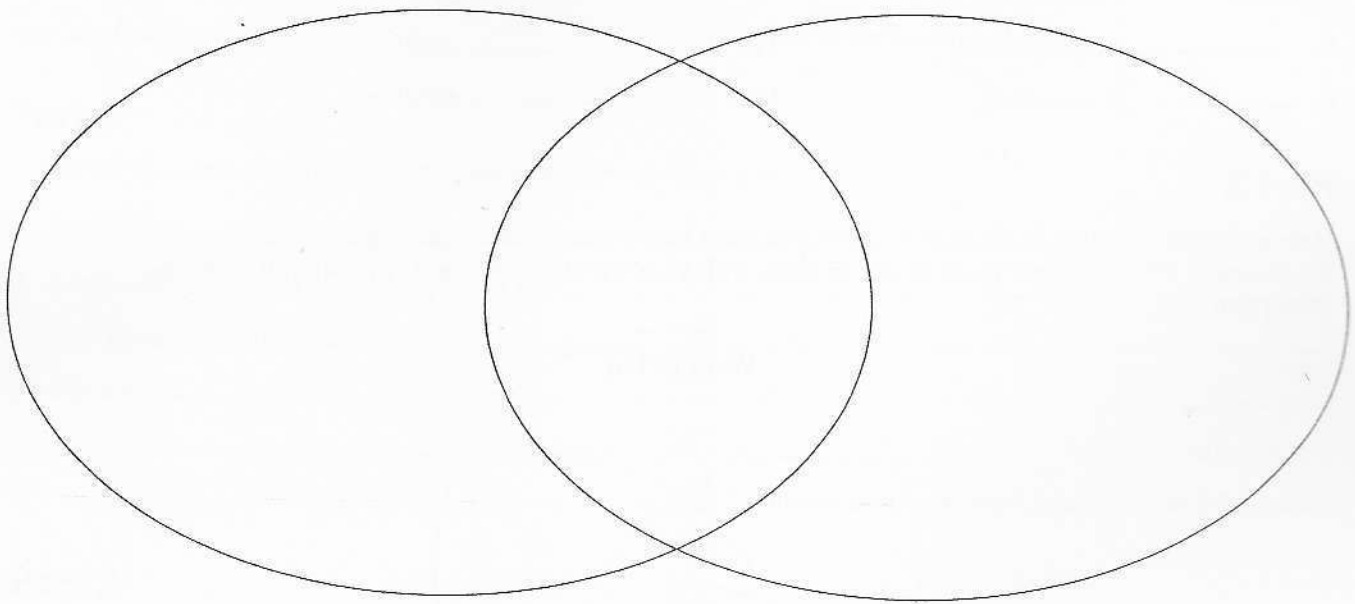
## Part 1

For these health problems, do you usually go to the doctor, never go to the doctor, or sometimes go and sometimes not go? Write them in the diagram. In class, talk about your ideas with a partner.

a cold a fever a cough a headache a sore back the flu a sore throat a stomachache dry skin

Always go to the doctor

Never go to the doctor



## Part 2

Write the health problems from Part 1 to complete the first sentence in each conversation. Then write the second person's suggestion. In class, practice the conversations with a partner.

1.

A: I have \_\_\_\_\_

B: Why don't you \_\_\_\_\_?

2.

A: I have \_\_\_\_\_

B: Try \_\_\_\_\_

3.

A: I have \_\_\_\_\_

B: It's a good idea to \_\_\_\_\_

# 10 What should I do?

Speak Now 2  
Vocabulary Worksheet 10

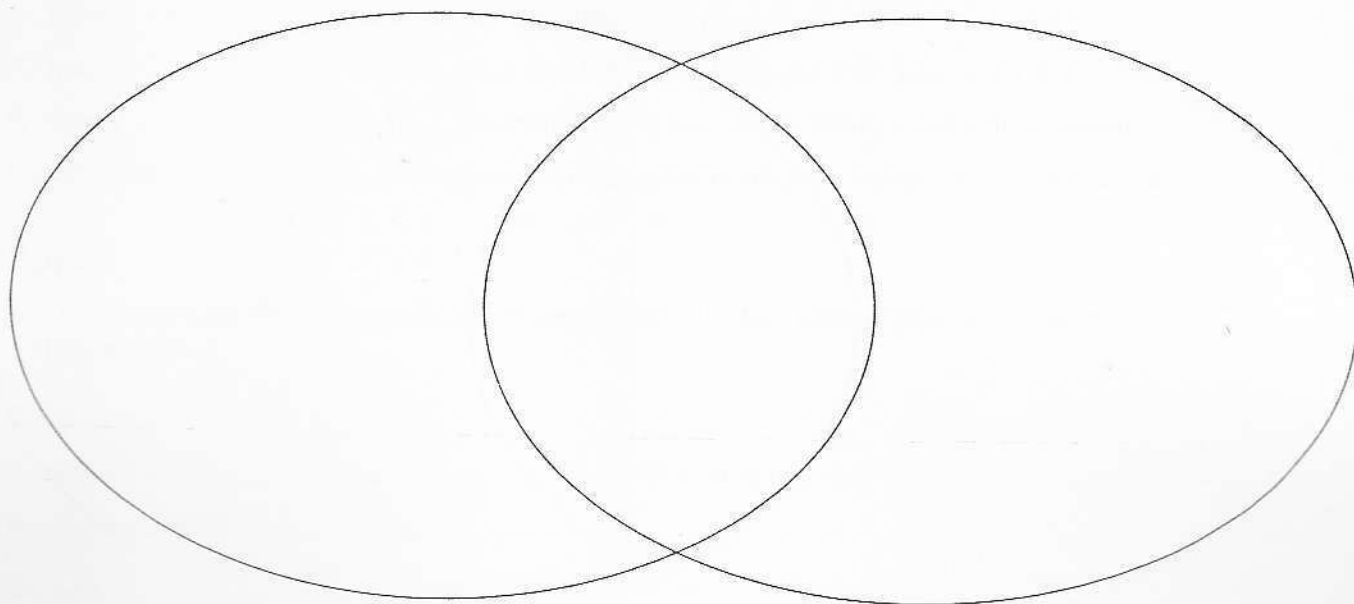
## Part 1

Which of these can you do in your home? For which do you have to go somewhere? Write them in the diagram. In class, talk about your ideas with a partner.

climb stairs   ride a bike   do chores   dance to music   jump up and down   play an active video game  
walk around the neighborhood   follow a workout video   rearrange the furniture

In my home

Go somewhere



## Part 2

How often do you do the activities in Part 1? Put the activities in order from most often to least often/never. In class, talk about your ideas with a partner.

---

---

---

---

---

## Part 3

Look at the activities in Part 1 and answer the questions with answers that are true for you. In class, compare answers with a partner.

1. Which activity do you like the most? \_\_\_\_\_
2. Which activity uses the most energy? \_\_\_\_\_
3. Which activity is the most boring? \_\_\_\_\_

# 11 I'd love to try that!

Speak Now 2  
Vocabulary Worksheet 11

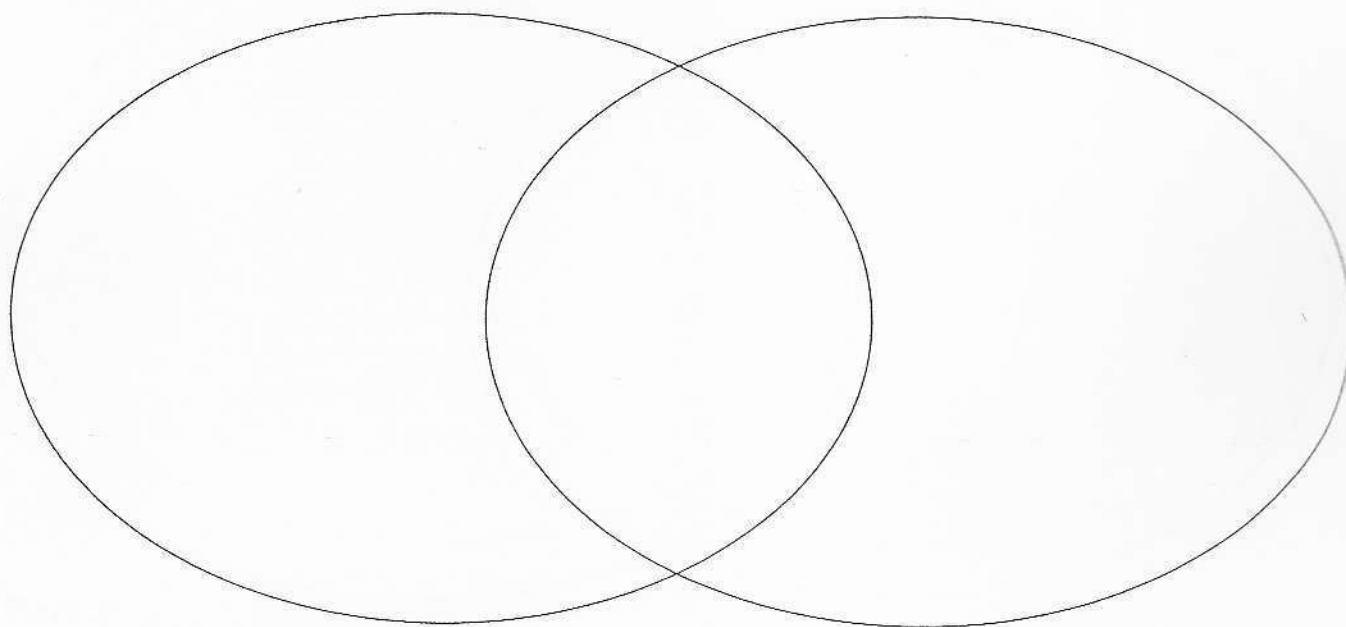
## Part 1

Do people do these activities inside, outside, or both? Write them in the diagram.  
In class, talk about your ideas with a partner.

ballroom dancing	bowling	ice skating	racquetball	running
skiing	swimming	tae kwon do	tai chi	walking

Inside

Outside



## Part 2

1. Which activities are popular where you live or study?

\_\_\_\_\_

2. Which activities aren't popular?

\_\_\_\_\_

3. In class, compare your ideas with a partner.

## Part 3

Complete the sentences with activities from Part 1. In class, talk about your ideas with a partner.

1. I really want to try \_\_\_\_\_. It looks cool!

2. I'd like to \_\_\_\_\_ because \_\_\_\_\_.

3. I don't want to \_\_\_\_\_ because it seems like a lot of hard work.

4. I wouldn't like to learn \_\_\_\_\_ because \_\_\_\_\_.

5. I'd never \_\_\_\_\_ because \_\_\_\_\_.



# 12 Soccer is more exciting!

## Part 1

Match the sports on the left with their definitions on the right.

- |               |  |
|---------------|--|
| 1. baseball   | A. a game to try to make small white things fall over                              |
| 2. basketball | B. a sport that is riding a bike   |
| 3. bowling    | C. a sport that can also give you something to eat                                 |
| 4. boxing     | D. a game with teams that hit a ball with a bat                                    |
| 5. cycling    | E. a game with two teams hitting a ball over a net that is higher than their heads |
| 6. fishing    | F. a sport that two teams play on ice or grass                                     |
| 7. hockey     | G. a sport with fighting to make the other person fall over                        |
| 8. tennis     | H. a game with two or four people hitting a ball with a racquet                    |
| 9. volleyball | I. a game with teams that try to put a ball into a circle above them               |

## Part 2

Use the sports from Part 1 to complete each conversation. In class, practice the conversations with a partner.

1.

A: I think \_\_\_\_\_ is more difficult to play than \_\_\_\_\_

B: Really? I think \_\_\_\_\_

2.

A: Which is more frightening, \_\_\_\_\_ or \_\_\_\_\_?

B: \_\_\_\_\_

3.

A: Which is more interesting to watch, \_\_\_\_\_ or \_\_\_\_\_?

B: \_\_\_\_\_

4.

A: \_\_\_\_\_ is not as interesting to watch as to play.

B: I think so, too.

5.

A: I love \_\_\_\_\_. How about you? Do you like \_\_\_\_\_ or \_\_\_\_\_ more?

B: \_\_\_\_\_

# 13 I can write pretty well.

Speak Now 2  
Vocabulary Worksheet 13

## Part 1

Find the eight jobs and four job categories in the puzzle below. The words go



P	G	N	O	E	G	R	U	S	T	I	F	Y	R	U
B	R	H	O	L	S	E	S	U	A	A	A	H	E	R
W	T	S	I	G	O	L	O	H	C	Y	S	P	N	E
J	W	P	F	A	O	A	E	U	N	R	H	U	G	D
X	S	W	R	E	L	P	P	U	E	N	I	D	I	U
S	N	T	R	O	S	M	R	E	T	I	O	L	S	C
C	A	L	N	H	F	S	N	T	K	H	N	B	E	A
I	S	T	R	A	E	E	S	A	T	H	D	K	D	T
E	E	E	G	N	A	I	S	L	G	T	E	R	C	I
N	N	Y	R	P	G	E	A	S	O	A	S	E	I	O
C	O	A	N	O	E	E	A	O	O	T	I	O	H	N
E	D	T	L	H	H	T	M	B	T	R	G	W	P	U
F	J	O	U	R	N	A	L	I	S	T	N	N	A	U
O	I	T	N	K	T	Z	O	P	Y	O	E	N	R	R
B	P	I	R	K	C	Z	D	S	Y	J	R	N	G	L

## Part 2

Look at the letters you didn't circle. Write every 5th letter below to find the hidden message.

Y O \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 14 I'd have to have...

## Part 1

Read the conversations. What job are they talking about? Write your answer on the line.

In class, practice the conversations with a partner.

1. \_\_\_\_\_

A: You'd need to go to college for over 10 years.

B: And you'd have to be good at science.

2. \_\_\_\_\_

A: You would need to be able to work in dangerous places.

B: And you shouldn't be afraid of fire!

3. \_\_\_\_\_

A: You'd have to run to catch the bad guys.

B: Yeah, so you'd need to be healthy and fit.

4. \_\_\_\_\_

A: You need to know a lot about food.

B: And you'd have to be creative to make it look good.

5. \_\_\_\_\_

A: You need to travel a lot, and you'd have to be friendly since you have to give people drinks and food.

B: That's true, but you wouldn't have to have an office.

6. \_\_\_\_\_

A: You don't need to have a college degree.

B: That's true, but you need to be good at math to count money.

7. \_\_\_\_\_

A: You would need a good voice.

B: And you would need to have clear skin, healthy hair, and be thin.

8. \_\_\_\_\_

A: You can't sit down all day and you have to carry heavy things.

B: And you would need to remember what people want to eat and get it as quickly as you can.

9. \_\_\_\_\_

A: You need to travel a lot, but you get to sit in the front of a plane.

B: That's true, and you wouldn't need to have a car.

## Part 2

For which jobs in Part 1 do you think you need to have a license?

In class, compare answers with a partner.

## Part 1

When you choose a job, what is important to you? Rank these things from 1 (the most-important) to 6 (the least important).

- |                          |                           |
|--------------------------|---------------------------|
| _____ travels for free   | _____ stands all day      |
| _____ doesn't need a car | _____ makes good money    |
| _____ works on weekends  | _____ gets long vacations |

In class, compare answers with a partner. When you can, give reasons for your answers.

A: The most important thing is to not need a car.

B: Really? Why?

## Part 2

In each conversation, there is a mistake. Cross it out and write the correct word(s) on the line. In class, practice the correct conversations with your partner.

- |  |  |
|--|--|
| 1. A: A pilot has a good job.<br>B: Yeah. He <del>get</del> to travel for free.<br>_____ <u>gets</u> _____ | 4. A: Some taxi drivers has to work on weekends.<br>B: But they get to meet lots of interesting people.<br>_____ |
| 2. A: A server isn't a very good job.<br>B: Yeah. They get to stand all day.<br>_____                      | 5. A: Famous journalists make good money.<br>B: And they can used their language skills.<br>_____                |
| 3. A: Sometimes flight attendants have long hours.<br>B: Yeah, but they get to flying for free.<br>_____   | 6. A: I think a doctor get to long vacations.<br>B: Really? I don't. _____                                       |

## Part 3

Look at the conversations in Part 2. Do A and B have the same (S) or different (D) opinions?

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



# 16 Is the manager there?

## Part 1

Match the things on the left with their definitions on the right.

- |                           |  |
|---------------------------|--|
| 1. a company's reputation | A. the amount of money you get to do a job             |
| 2. size of the company    | B. the start and finish time for a job                 |
| 3. salary                 | C. the people you work with at a job                   |
| 4. hours                  | D. the things you have to do                           |
| 5. location               | E. the things you get (not money) because you do a job |
| 6. benefits               | F. how many people work in a company                   |
| 7. responsibilities       | G. what other people think about a company             |
| 8. colleagues             | H. where something is                                  |

## Part 2

The conversation is out of order. Number the lines from *a* through *m*. Then answer the questions.

1. \_\_\_\_\_ OK, thanks, Nancy. I will. Good-bye.
2. \_\_\_\_\_ Yes, it is. We haven't filled it yet.
3. \_\_\_\_\_ Is the manager there?
4. \_\_\_\_\_ Hi, Nancy. My name's Leah. I saw you are looking for a server.
5. \_\_\_\_\_ Let me ask first. Which location is the job at?
6. \_\_\_\_\_ That's right. We do need a server.
7. \_\_\_\_\_ Hello. This is Nancy.
8. \_\_\_\_\_ And what would my hours be?
9. \_\_\_\_\_ So the job is still available?
10. a \_\_\_\_\_ Hello. *Mexican Forever*.
11. \_\_\_\_\_ The downtown restaurant.
12. \_\_\_\_\_ Please hold. I'll transfer you.
13. \_\_\_\_\_ You'd work on Saturdays and Sundays, from 3:30 to 11:00. Come in and fill out an application, and then ask to see me.
14. Who is talking? \_\_\_\_\_ and \_\_\_\_\_
15. Where does Nancy work?  
\_\_\_\_\_

In class, practice the conversation with a partner.

# 17 That sounds fun!

Speak Now 2  
Vocabulary Worksheet 17

## Part 1

Write a verb to complete each activity. If a word is not needed, write an X. Then write three words or phrases about that activity. In class, talk about your ideas with a partner.

1. \_\_\_\_\_ shop shopping mall, Saturday afternoon, clothes
2. \_\_\_\_\_ video games \_\_\_\_\_
3. \_\_\_\_\_ to music \_\_\_\_\_
4. \_\_\_\_\_ sports \_\_\_\_\_
5. \_\_\_\_\_ sleep in \_\_\_\_\_
6. \_\_\_\_\_ read \_\_\_\_\_
7. \_\_\_\_\_ online \_\_\_\_\_
8. \_\_\_\_\_ TV \_\_\_\_\_

## Part 2

How often do you do the activities in Part 1? Write the six activities that you do most often. Put them in order from most often to least often. In class, talk about your ideas with a partner.

---

---

---

## Part 3

Use your ideas from Part 1 to complete the conversation. Partner 2 should show interest or ask a follow-up question each time. In class, get into groups of three and practice it.

Partner 1: What do you do in your free time?

You: 1. \_\_\_\_\_

Partner 2: 2. \_\_\_\_\_

Partner 1: And what do you like to do in the summer?

You: 3. \_\_\_\_\_

Partner 2: 4. \_\_\_\_\_

You: 5. \_\_\_\_\_ ?

Partner 1: 6. \_\_\_\_\_

Partner 2: 7. \_\_\_\_\_

## Part 1

Write the kind of movie that matches the definition.

1. \_\_\_\_\_ These movies are exciting. You want to know what is going to happen next.
2. \_\_\_\_\_ These movies are usually scary.
3. \_\_\_\_\_ These movies often have beings or things from outer space.
4. \_\_\_\_\_ These are stories about things that happened in the past.
5. \_\_\_\_\_ These movies are funny, and a man and woman fall in love.
6. \_\_\_\_\_ These movies don't have people in them, but real people talk for the characters.
7. \_\_\_\_\_ These movies often have a hero and people driving fast.
8. \_\_\_\_\_ These movies often make people laugh.

## Part 2

Which movies in Part 1 do you never watch? \_\_\_\_\_

In class, compare answers with a partner.

## Part 3

Look at the chart and complete the conversation. In class, practice the conversation with a partner.

Now Showing	
<i>Aliens from Beyond</i>	<i>Love Forever and Ever</i>
<i>Smile, Laugh, Have Fun</i>	<i>Americans Abroad</i>

A: Do you want to see a movie this Saturday?

You: 1. \_\_\_\_\_

A: What kind of movies do you like?

You: 2. \_\_\_\_\_

A: OK. Well how about 3. \_\_\_\_\_?

You: Actually, I really want to see 4. \_\_\_\_\_

A: 5. \_\_\_\_\_

You: Let's meet at 6. \_\_\_\_\_

A: 7. \_\_\_\_\_

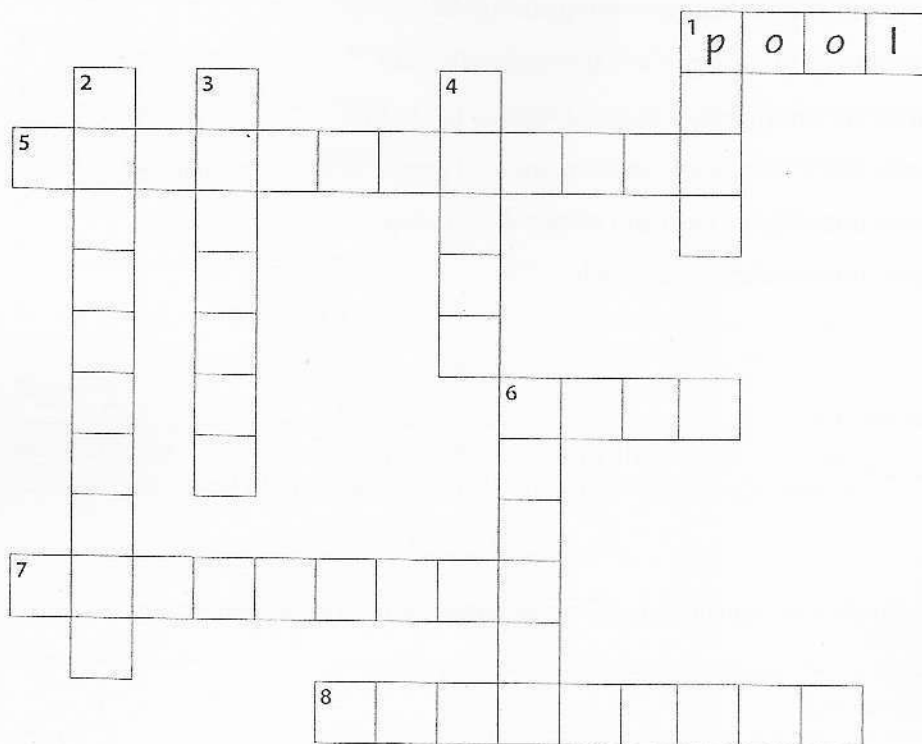
# 19 I'm sorry, but I can't.

Speak Now 2  
Vocabulary Worksheet 19

## Part 1

Put the words into the correct place in the puzzle.

coffee shop   mall   beach   movie theater   library   museum   theme park   park   pool   bookstore



## Part 2

Write a clue for each word. In class, compare answers with a partner.

Across

1. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Down

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
7. \_\_\_\_\_



# 20 Sorry I'm late.

## Part 1

Write one word to complete each activity. If a word is not needed, write an X. Then match each activity with its definition.

- |                        |   |
|------------------------|---|
| 1. broke _____         | A. be unable to                           |
| 2. stuck _____         | B. suddenly met or hit                    |
| 3. ran _____           | C. stopped working                        |
| 4. lost track _____    | D. had to                                 |
| 5. needed _____        | E. looked for something but didn't see it |
| 6. couldn't find _____ | F. didn't pay attention to                |

## Part 2

1. Which excuses in Part 1 have you used?

\_\_\_\_\_

2. When did you use the excuses? \_\_\_\_\_

3. Who did you use the excuses with? \_\_\_\_\_

In class, compare answers with a partner.

## Part 3

Use the ideas from Part 1 to complete the apology in each conversation. Then write the response for the second person. Use a different response for each. In class, practice the conversations with a partner.

1.

Yumi: I'm really sorry. \_\_\_\_\_

Ray: \_\_\_\_\_

2.

Jun: I'm so sorry. \_\_\_\_\_

Casey: \_\_\_\_\_

3.

Lisa-rose: I'm sorry I'm late. \_\_\_\_\_

Heidi: \_\_\_\_\_

# 21 Did you go alone?

Speak Now 2  
Vocabulary Worksheet 21

## Part 1

Rank these activities you can do in new places from 1 (the most interesting) to 9 (the least interesting). In class, talk about your ideas with a partner.

- |                             |                           |
|-----------------------------|---------------------------|
| _____ go shopping           | _____ visit markets       |
| _____ take tours            | _____ try local food      |
| _____ go to the theater     | _____ see sporting events |
| _____ go to museums         | _____ take photos         |
| _____ see historical sights |                           |

## Part 2

When you are in your own town, do you do the activities in Part 1? Choose four that you do (or want to do) and write them in order from the most often to the least often. In class, talk about your ideas with a partner.

---

---

---

---

## Part 3

Use your ideas from Part 1 and other ideas to complete the conversation. In class, practice the conversations with a partner.

A: Where did you go for vacation?

B: 1. \_\_\_\_\_

A: Really? When did you get back?

B: 2. \_\_\_\_\_

A: Who did you go with?

B: 3. \_\_\_\_\_

A: Cool! And 4. \_\_\_\_\_?

B: 5. \_\_\_\_\_

A: Sounds great. 6. \_\_\_\_\_?

B: 7. \_\_\_\_\_

# 22 Which do you prefer?

## Part 1

Complete each vacation option by writing one or two words at the end of each phrase. If a word is not needed, write an X. On the second line, write two or three words or phrases about that kind of vacation. In class, compare your ideas with a partner.

1. a camping trip outdoors, tent, campfire
2. an adventure \_\_\_\_\_
3. a spa \_\_\_\_\_
4. a backpacking \_\_\_\_\_
5. a cruise \_\_\_\_\_
6. a bus \_\_\_\_\_

## Part 2

Rank the vacation options in Part 1 from 1 (most expensive) to 6 (least expensive). In class, compare your ideas with a partner.

---

---

---

---

---

---

## Part 3

Read the conversations. What kind of vacation are they talking about? Write your answer on the line.

In class, practice the conversations with a partner.

1. \_\_\_\_\_

A: I like going into the mountains. I can take everything I need in my backpack.

B: How long do you go?

2. \_\_\_\_\_

A: I like sitting in a chair and watching the water go by.

B: It sounds kind of boring to me.

3. A: \_\_\_\_\_ B: \_\_\_\_\_

A: I'd like to go on a trip where I can bungee jump, surf, and scuba dive.

B: That kind of trip isn't for me. It sounds too dangerous. I prefer to see lots of sights, but I don't want to drive or worry about how to get from one place to another.

# 23 You must get a visa.

Speak Now 2  
Vocabulary Worksheet 23

## Part 1

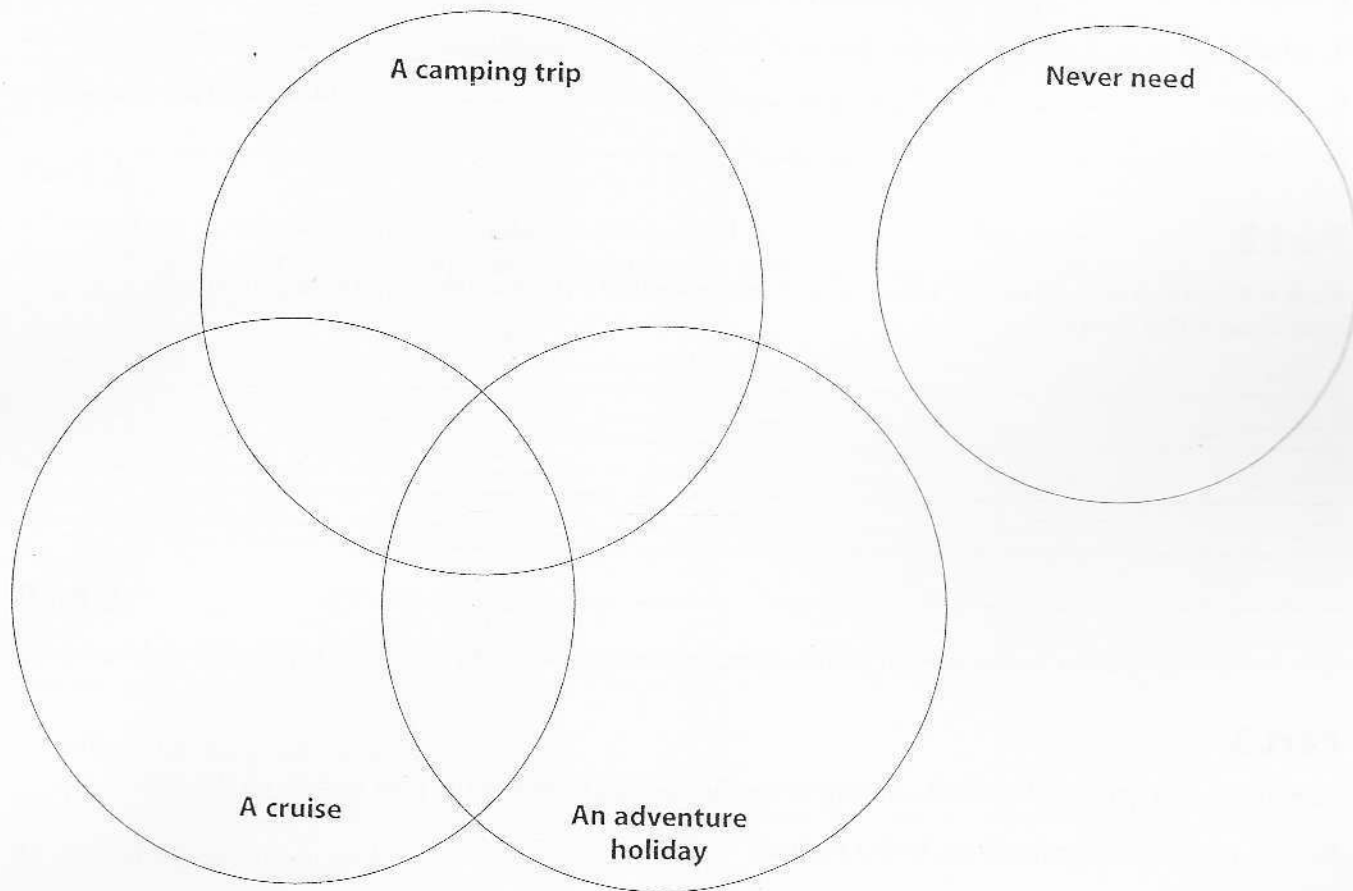
When do you need these things? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

lock  
medicine

travel pillow  
passport

first-aid kit  
hair dryer

electricity adaptor  
portable stove



## Part 2

Use the things in Part 1 or your own ideas to complete the sentences. In class, take turns reading your sentences with a partner.

1. I can't travel without \_\_\_\_\_.
2. You must take \_\_\_\_\_ to a spa resort.
3. You have to \_\_\_\_\_ on an adventure holiday.
4. You don't have to \_\_\_\_\_ on a bus tour.
5. You need to have \_\_\_\_\_ on a backpacking trip.
6. You don't have to \_\_\_\_\_ on a backpacking trip.
7. You're not permitted to take \_\_\_\_\_ on a cruise.



## 24 When is the next train?

Read the conversations. What place or thing are they talking about? Circle your answer. In class, practice the conversations with a partner.

1. (fare / flight)

Ticket agent: The train from London to the airport will be four pounds twenty.

A: Here you are.

2. (platform / subway)

A: Where can I get on the train to Cambridge?

B: Over there. Number 2.

3. (train / gate)

Announcement: Thai Airways 431 will be departing from number 13.

B: Did she say 13 or 30?

4. (first-class ticket / airport)

A: Excuse me. How much is it from Boston to Orlando?

B: \$495.

A: That's kind of expensive. How much is a cheaper ticket?

5. (ticket / price)

A: Would you like a one way or a round trip?

B: A round trip, please.

6. (gate / station)

A: What time does this train get to Matsue?

B: At 7:11.

7. (airport / luggage)

Mom: That's kind of big. What do you have in there?

Son: Clothes, books, snacks, my sports shoes. I'm going to be gone two weeks!

8. (train / boarding pass)

A: Here you are. You need this to get on.

B: Thanks.

9. (depart / one way)

Announcement: Because of rain, Flight 324 will leave an hour late.

B: Let's go get a snack.

10. (round trip / subway)

Announcement: Next stop, Causeway Bay. Get off here for Victoria Park.

11. (arrive / ticket)

A: What time is our flight?

B: At 2:55. Don't worry. We have plenty of time now that we are here.

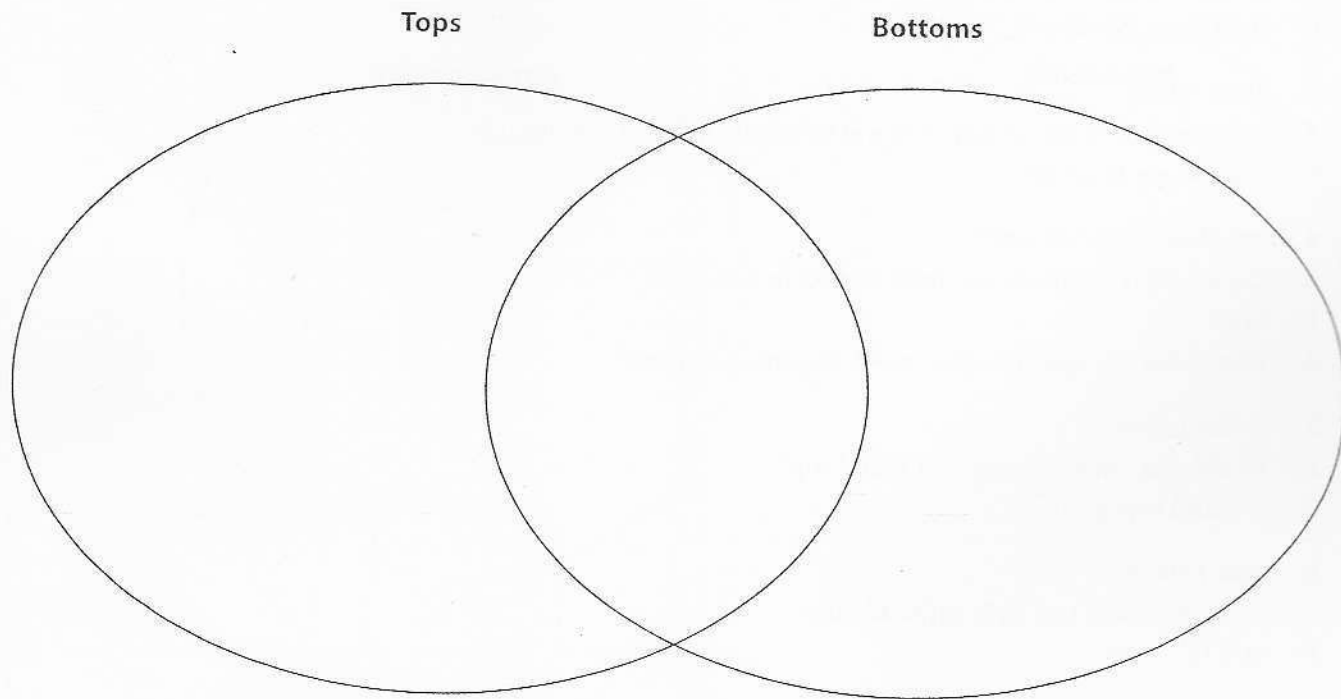
# 25 I usually wear jeans.

Speak Now 2  
Vocabulary Worksheet 25

## Part 1

Are these clothes tops (things you wear on the top part of your body), bottoms, or both?  
Write them in the correct place in the diagram.

suits	uniforms	dress shirt	T-shirts	shorts	skirts
scarves	dresses	jeans	running shoes	sandals	



## Part 2

Add three more kinds of clothes to the diagram in Part 1. In class, compare your ideas with a partner.

## Part 3

Complete the sentences with words from Part 1. In class, talk about your ideas with a partner.

1. I almost never wear \_\_\_\_\_.
2. People wear \_\_\_\_\_ and \_\_\_\_\_ when it's hot.
3. People in my country generally wear \_\_\_\_\_ and \_\_\_\_\_ to weddings.
4. People in my country generally don't wear \_\_\_\_\_ and \_\_\_\_\_ to weddings.
5. Students in my country normally wear \_\_\_\_\_.
6. I generally wear \_\_\_\_\_ and \_\_\_\_\_ on weekends.
7. I normally don't wear \_\_\_\_\_ to school.
8. I tend to wear \_\_\_\_\_ or \_\_\_\_\_ to \_\_\_\_\_.

# 26 What do you think?

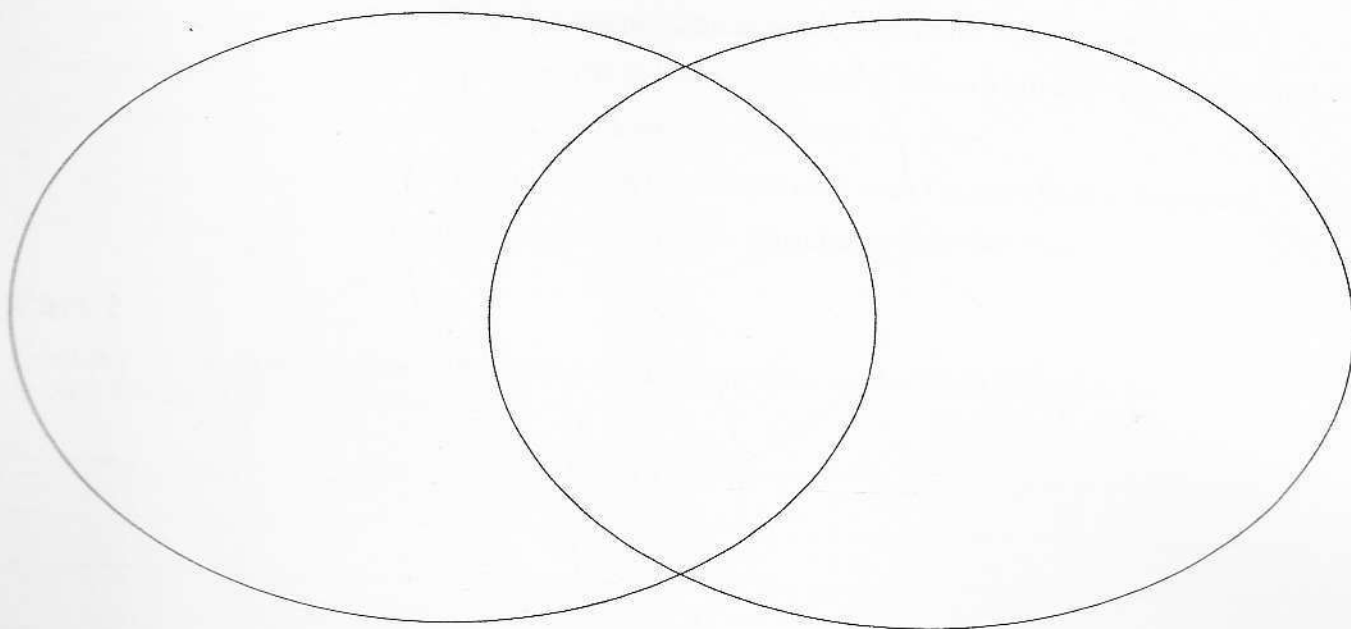
## Part 1

Do these things make clothes more expensive? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

brand      design      material      value      quality      color      comfort

Make more expensive

Doesn't make more expensive



## Part 2

Which of the things in Part 1 are most important to you? Write the three most important ones. Then write a reason for each. In class, talk about your ideas with your partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Part 3

Complete the sentences with information that is true for you. In class, compare answers with a partner.

1. My favorite brand is \_\_\_\_\_.
2. I care about \_\_\_\_\_ more than \_\_\_\_\_.
3. Many of my clothes are made out of \_\_\_\_\_.
4. I think comfort is \_\_\_\_\_ important than \_\_\_\_\_.
5. A popular design last year was \_\_\_\_\_.

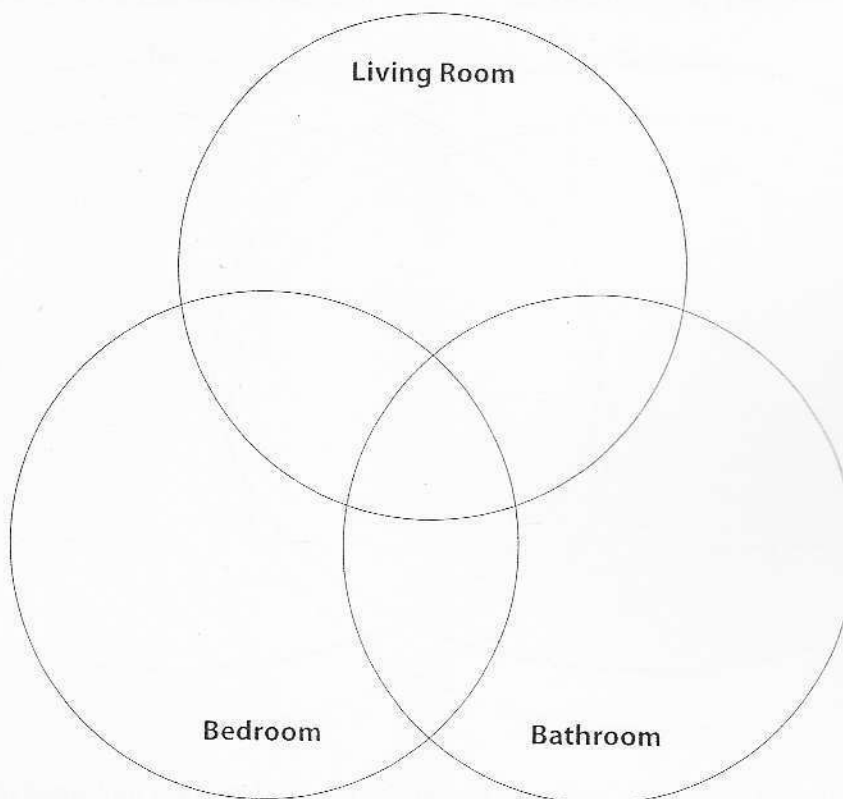
# 27 Can you do me a favor?

Speak Now 2  
Vocabulary Worksheet 27

## Part 1

What room are these things usually in? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

a rug   a mirror   curtains   a clock   a pillow   a vase   a candle   a lamp



## Part 2

Write a sentence to agree to each request. Agree in a different way each time. In class, practice the conversations with a partner.

1.

Ai: Can you do me a favor?

Randy: \_\_\_\_\_

2.

Jay: Would you hand me that pen, please?

CJ: \_\_\_\_\_

3.

Margaret: Do you mind picking up some chocolate when you are at the store?

Joseph: \_\_\_\_\_



# 28 What is it used for?

## Part 1

What does each person do with his/her smart phone? Write it on the line.

1. \_\_\_\_\_ Smart phones are great because books are so heavy.
2. \_\_\_\_\_ I like my phone because I can show my friends pictures any time.
3. \_\_\_\_\_ My phone is great when I have to wait for the train. Last week I watched *Avatar* again.
4. \_\_\_\_\_ My phone is great when I don't know whether to take an umbrella to school.
5. \_\_\_\_\_ I use my phone to talk to people, but since we see each other, it's more interesting!
6. \_\_\_\_\_ It's great when I don't know how to get to a new place.
7. \_\_\_\_\_ I can check and respond to messages even when I'm away from my computer.
8. \_\_\_\_\_ It's fun to play against my friends when I have some free time.

## Part 2

How often do you do the activities in Part 1? Put them in order from most often to least often (never).  
In class, talk about your ideas with a partner.

---

---

---

## Part 3

Complete conversations with your own ideas. In class, practice the conversations with a partner.

1.  
A: What can you use a widescreen TV for?  
B: \_\_\_\_\_
2.  
A: What is a printer used for?  
B: \_\_\_\_\_
3.  
A: What do you use your computer for?  
B: \_\_\_\_\_
4.  
A: What is the most interesting feature of editing software?  
B: \_\_\_\_\_

## Part 1

Choose the best word or phrase to complete each conversation. In class, practice the conversations with a partner.

1.  
Yuko: Hi, Mao. How was your weekend?  
Mao: It was great. I saw that new movie.  
Yuko: What (did / were) you think of it?  
Mao: The acting (could / would) be better.  
Yuko: What about the story?  
Mao: It was kind of (confusing / confused).  
Yuko: That's too bad.
2.  
Anders: Oh! You're reading that new book. How do you (liking / like) it?  
Kim: The characters are (interested / interesting), and I'm really (excited / exciting) to see what is going to happen next.
3.  
Fran: Hi, Andy. How's your video editing class?  
Andy: It's alright, but it's kind of (frustrating / frustrated). I already knew everything.
4.  
Meg: How was the concert, Massimo?  
Massimo: (I / It) was boring. I almost fell asleep!

## Part 2

In each conversation, there is a mistake. Cross it out and write the correct word on the line. In class, practice the correct conversations with your partner.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. A: How is your new computer?<br/>B: I was kind of <del>confusing</del> at first.<br/>_____ <u>confused</u> _____</li> <li>2. A: What kinds of movies do you like?<br/>B: I are interested in science fiction ones.<br/>_____</li> <li>3. A: Tell me about a time when you were boring.<br/>B: Well, last Saturday I stayed home all day.<br/>_____</li> </ol> | <ol style="list-style-type: none"> <li>4. A: What frustrates you?<br/>B: Well, yesterday I am frustrated with a movie that didn't have a good story.<br/>_____</li> <li>5. A: What do interesting to you?<br/>B: Learning about different cultures.<br/>_____</li> <li>6. A: Do you ever go excited?<br/>B: Not really.<br/>_____</li> </ol> |
|---|--|

## Part 1

What action is described? Write it on the line.

1. \_\_\_\_\_ to not tell the truth
2. \_\_\_\_\_ to say "I'm sorry"
3. \_\_\_\_\_ to talk with other people
4. \_\_\_\_\_ to decide someone or something is good or bad, most often bad
5. \_\_\_\_\_ to continue to say different opinions during a conversation
6. \_\_\_\_\_ to say many bad things about someone who is not with you
7. \_\_\_\_\_ to say "It's OK" after someone says "I'm sorry"

## Part 2

In each conversation, there is one mistake. Cross it out and write the correct word or phrase on the line. In class, practice the correct conversations with your partner.

- |  |  |
|--|--|
| <p>1. A: Sometimes it's OK to <del>say</del> a lie.<br/>B: I'm not sure about that.<br/>_____ tell _____</p> | <p>4. A: Children should never argue to their parents.<br/>B: I agree.<br/>_____</p>                               |
| <p>2. A: You should never gossip for a friend.<br/>B: I completely agree with you.<br/>_____</p>             | <p>5. A: I don't think people should apologize.<br/>B: I'm not sure about it.<br/>_____</p>                        |
| <p>3. A: Judging people with their looks isn't good.<br/>B: I feel exactly the same way.<br/>_____</p>       | <p>6. A: In my opinion, it's sometimes OK to<br/>judged others.<br/>B: I don't feel that way at all.<br/>_____</p> |

## Part 3

Look at the conversations in Part 2. Do A and B have the same (S) or different (D) opinions?  
In class, talk with a partner about which opinions you agree with.

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

# 31 What would you do?

Speak Now 2  
Vocabulary Worksheet 31

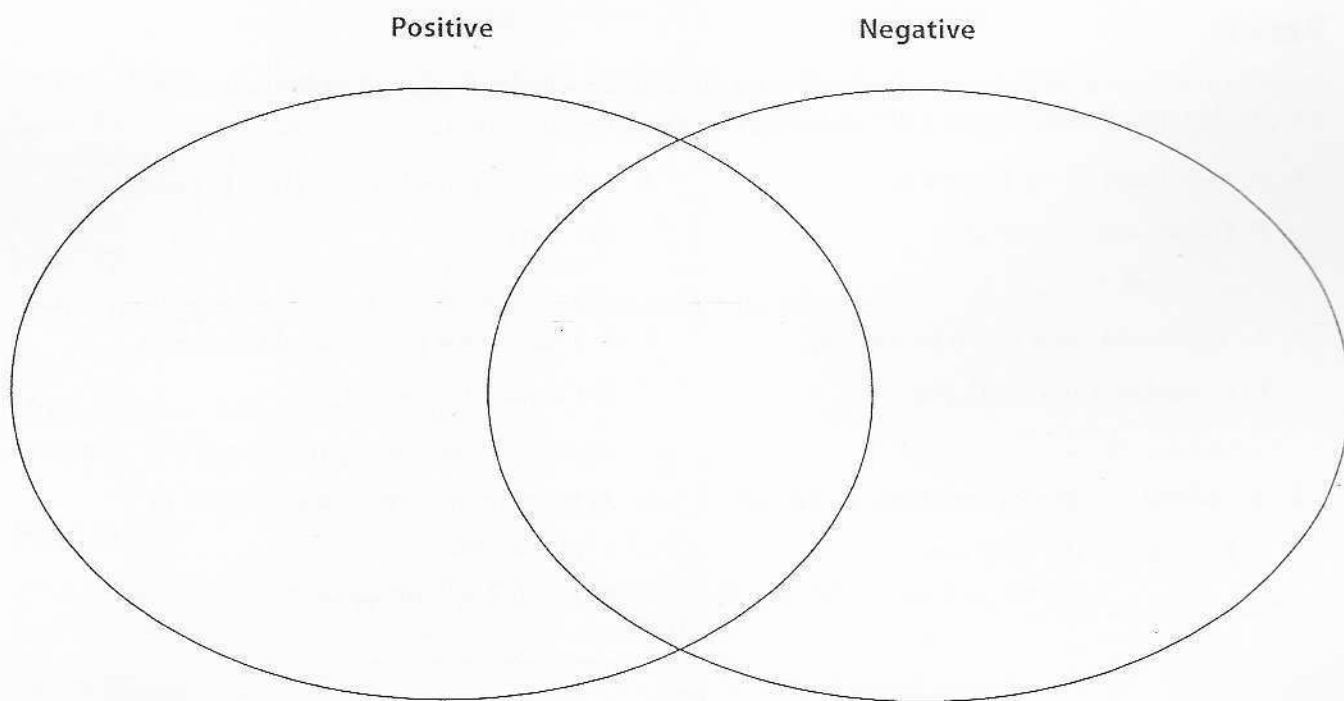
## Part 1

Unscramble each of the feelings.

- |                    |                      |
|--------------------|----------------------|
| 1. _____ deyaonn   | 5. _____ rasrabdmees |
| 2. _____ irwerdo   | 6. _____ zeldzup     |
| 3. _____ ptseu     | 7. _____ dhltlelri   |
| 4. _____ rceoenncd | 8. _____ srevuon     |

## Part 2

Are the feelings in Part 1 positive, negative, or both? Write them in the diagram. In class, talk about your ideas with a partner.



## Part 3

Answer the questions. In class, take turns asking and answering the questions with a partner.

1. What would you do if you forgot your homework? \_\_\_\_\_
2. How would you feel if your friend forgot your birthday? \_\_\_\_\_
3. How would you feel if your friend was gossiping? \_\_\_\_\_
4. How would you feel if you won a contest? \_\_\_\_\_
5. How would you feel if you couldn't find your cell phone? \_\_\_\_\_
6. How would you feel if your friend lied to you? \_\_\_\_\_



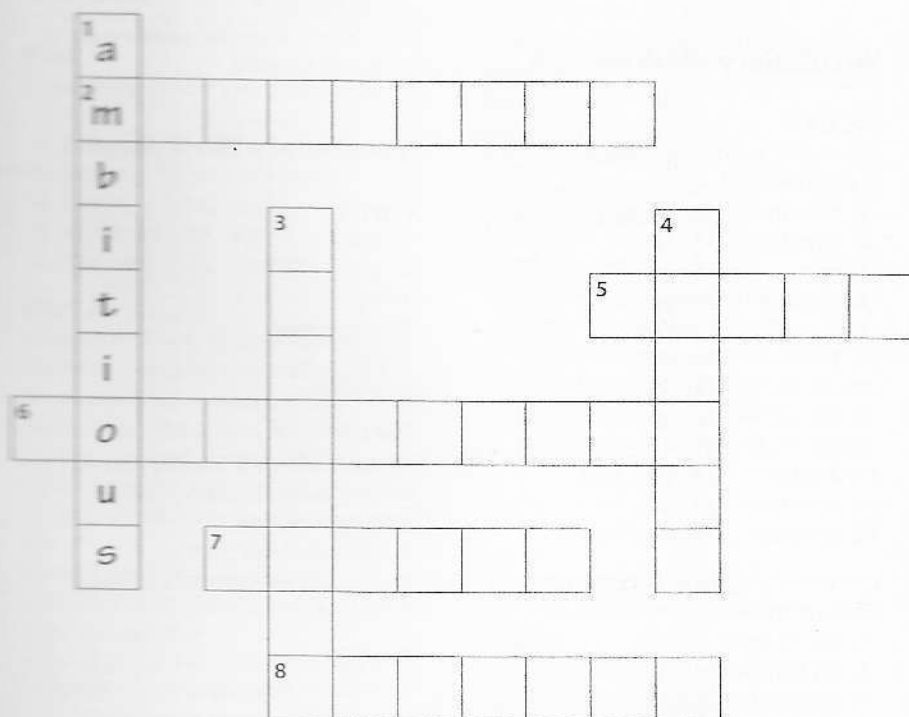
# 32 Then what happened?

Speak Now 2  
Vocabulary Worksheet 32

## Part 1

Put the qualities and values into the correct place in the puzzle.

generous honest loyal ambitious competitive sincere modest motivated



## Part 2

Write a clue for each word. In class, compare answers with a partner.

Across

2. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Down

1. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Vocabulary Worksheet Answer Keys

## Vocabulary Worksheet 1

Alternative answers provided in parentheses.

1. money (hobbies and interests, relationships)
2. marriage (relationships)
3. hobbies and interests
4. school grades
5. family life
6. home life
7. relationships (a personal problem)
8. a personal problem.

## Vocabulary Worksheet 2

### Part 1

Examples of students' additional ideas are bold.

Looks: pretty, good-looking, handsome, **cute, attractive, beautiful**

Build and Height: short, tall, thin, heavy,

**medium height, medium build, slim**

Age: elderly, young, middle-aged, **in her 20s, about 50, in his teens**

### Part 2

Answers will vary. Sample answer.

1. She's tall.
2. She's about 5 feet 10 inches / 175 centimeters tall.
3. No, she doesn't.

### Part 3

Subjects of questions may vary. Sample answer.

1. How old is your sister?
2. Is your friend heavy?

## Vocabulary Worksheet 3

### Part 1

1. confident
2. forgetful
3. creative
4. impatient
5. funny
6. outgoing

7. Answers will vary. Sample answer. People use confident, outgoing, funny, creative, forgetful, and impatient to describe me.

### Part 2

Answers will vary. Sample answer.

Positive: confident, creative, outgoing

Negative: forgetful, impatient

Both: funny

### Part 3

Answers will vary. Sample answer.

1. My friend is confident and very outgoing.
2. My mother is creative.
3. Yes, I do. Other people laugh at my jokes.

## Vocabulary Worksheet 4

### Part 1

Alternative answers provided in parentheses.

1. have (get)
2. have (get)
3. go
4. get (am)
5. have
6. X
7. go
8. do
9. go
10. X (use)
11. send (get)
12. do (get)
13. am (get)
14. play
15. play
16. get (am)
17. take
18. take
19. do
20. go
21. X
22. send (get)
23. have
24. keep (have)

### Part 2

Answers will vary. Sample answer.

1. send e-mails
2. my friends use social networks
3. my classmates drive
4. my classmates have a blog
5. students take a bus to school
6. my friends go dancing on Friday night
7. my classmates sing well
8. my teachers send texts to their students
9. my teachers have a pet
10. none of the students do yoga in P.E.

## Vocabulary Worksheet 5

### Part 1

1. Vietnamese
2. Thai
3. Turkish
4. Brazilian
5. Indian
6. Mexican
7. American
8. Chinese
9. Moroccan
10. Korean
11. Italian
12. Japanese

### Part 2

Africa: Moroccan

Asia: Vietnamese, Thai, Turkish, Indian, Chinese, Korean, Japanese

Europe: Italian

North America: Mexican, American

South America: Brazilian

### Part 3

Answers will vary. Sample answer.

1. I ate a worm!
2. I ate it in Australia.
3. Thai
4. No, I haven't.
5. mate
6. Yes, I have.
7. I drank it last year, when I went to South America.

## Vocabulary Worksheet 6

### Part 1

1. bake
2. grill
3. fry
4. microwave
5. boil
6. steam

### Part 2

Answers will vary. Sample answer.

1. I eat cake about once a week.
2. I love broccoli.
3. I like fried fish better.
4. I usually eat noodles for dinner.
5. No, I don't.

### Part 3

1. Answers will vary. Sample answer.

First, take the frozen dinner out of the box. Remember to take off the plastic wrap.

Then, put the dinner in the microwave.

Don't forget to close the door.

After that, set the time and temperature and press start.

Finally, take it out and eat.

2. Answers will vary. Sample answer.

Yes, we did./No, we didn't.

## Vocabulary Worksheet 7

### Part 1

Answers will vary. Sample answer.

- |                          |   |
|--------------------------|---|
| 2 café                   | b |
| 6 snack bar              | e |
| 5 food court             | d |
| 3 buffet restaurant      | h |
| 4 cafeteria              | g |
| 8 fast-food restaurant   | c |
| 7 food cart              | f |
| 1 fine dining restaurant | a |

### Part 2

Answers will vary. Sample answer.

1. *Back in Time*
2. *Never Hungry*
3. Steve's, fantastic

4. *Slow Cooking Forever*, too slow
5. *Animals Everywhere*
6. *Mexicali*

### Part 3

Answers may vary. Sample answer:

1. *Hard Rock Café's* prices are more reasonable.
2. You can eat American cuisine at both restaurants.
3. I want to eat at *The Four Seasons* because I want to see famous people.

## Vocabulary Worksheet 8

### Part 1

Some answers may vary. Sample answer:

- |                |              |
|----------------|--------------|
| 1. X           | 7. spinach   |
| 2. chocolate   | 8. fried     |
| 3. spring      | 9. vegetable |
| 4. French      | 10. apple    |
| 5. vanilla ice | 11. shrimp   |
| 6. steamed     | 12. mashed   |

### Part 2

Answers will vary. Sample answer:

Students' additional answers in bold.

Never eaten: spinach dip, shrimp cocktail  
Never eaten and don't want to eat: fried chicken, mashed potatoes, **fried insects**  
Never eaten but want to eat: vegetable lasagna, vanilla ice cream, **Boston cream pie**

Eaten: French fries, apple pie

Eaten but don't want to eat again: spring rolls, steamed rice

Eaten and want to eat again: steak, chocolate cake, **tiramisu**

### Part 3

Answers will vary. Sample answer:

1. No, I don't.
2. My favorite main dish is baked fish.
3. I usually eat vegetables and fruit with baked fish.
4. I eat desserts six times a week.

## Vocabulary Worksheet 9

### Part 1

Answers will vary. Sample answer:

Always go to the doctor: the flu

Never go to the doctor: a cold, a fever, a cough, a headache, a sore throat, dry skin

Sometimes go and sometimes not go: a sore back, a stomach ache

### Part 2

1. the flu  
go to the doctor
2. dry skin  
some lotion
3. a sore throat  
drink hot tea.

## Vocabulary Worksheet 10

### Part 1

Answers will vary. Sample answer:

In my home: do chores, jump up and down, play an active video game, follow a workout video, rearrange the furniture  
Go somewhere: ride a bike, walk around the neighborhood

In my home and go somewhere: climb stairs, dance to music

### Part 2

Answers will vary. Sample answer:

climb stairs do chores  
walk around the neighborhood  
ride a bike  
jump up and down  
dance to music  
follow a workout video  
rearrange the furniture  
play an active video game

### Part 3

Answers will vary. Sample answer:

1. I like to ride a bike the most.
2. I think following a workout video uses the most energy./To follow a workout video uses the most energy.
3. Jumping up and down is the most boring./To jump up and down is the most boring.

## Vocabulary Worksheet 11

### Part 1

Answers will vary. Sample answer:

Inside: ballroom dancing, bowling, racquetball, taekwon do

Outside: skiing, walking

Both inside and outside: ice skating, running, swimming, tai chi

### Part 2

Answers will vary. Sample answer:

1. Bowling, skiing, running, and swimming are popular.
2. Taekwon do, tai chi, and ballroom dancing aren't popular.

### Part 3

Answers will vary. Sample answer:

1. tai chi
2. learn ballroom dancing, people do it at weddings
3. play racquetball
4. ice skating, I don't like the cold
5. bowl, it looks boring

## Vocabulary Worksheet 12

### Part 1

- |      |      |
|------|------|
| 1. D | 6. C |
| 2. I | 7. F |
| 3. A | 8. H |
| 4. G | 9. E |
| 5. B |      |

### Part 2

Answers will vary. Sample answer:

1. hockey, basketball  
baseball is even harder
2. boxing, hockey  
Boxing is
3. tennis, volleyball  
Tennis is much more interesting.
4. Bowling
5. baseball, basketball, basketball  
I like basketball more.

## Vocabulary Worksheet 13

### Part 1

Students should circle:

professor, nurse, journalist, fashion designer, psychologist, graphic designer, biologist, surgeon, health, arts, education, science

### Part 2

You would make great tutors.

## Vocabulary Worksheet 14

### Part 1

- |                     |               |
|---------------------|---------------|
| 1. doctor           | 6. cashier    |
| 2. fire fighter     | 7. pop singer |
| 3. police officer   | 8. server     |
| 4. chef             | 9. pilot      |
| 5. flight attendant |               |

### Part 2

Answers will vary. Jobs that require a license are doctor and pilot. Jobs that require an examination include fire fighter and police officer.

## Vocabulary Worksheet 15

### Part 1

Answers will vary. Sample answer:

3. travels for free
2. stands all day
6. doesn't need a car
5. makes good money
4. works on weekends
1. gets long vacations

### Part 2

- |               |                |
|---------------|----------------|
|               | 4. has-have    |
| 2. get have   | 5. used use    |
| 3. flying fly | 6. get-to gets |

### Part 3

- |      |      |
|------|------|
| 1. S | 4. D |
| 2. S | 5. S |
| 3. D | 6. D |

## Vocabulary Worksheet 16

### Part 1

- |      |      |
|------|------|
| 1. G | 5. H |
| 2. F | 6. E |
| 3. A | 7. D |
| 4. B | 8. C |

### Part 2

- |      |       |
|------|-------|
| 1. m | 8. k  |
| 2. h | 9. g  |
| 3. b | 10. a |
| 4. e | 11. j |
| 5. i | 12. c |
| 6. f | 13. l |
| 7. d |       |

14. Nancy and Leah are talking.  
15. Nancy works at *Mexican Forever*.

## Vocabulary Worksheet 17

### Part 1

Answers will vary for the words and phrases about each activity.  
Sample answer.

- X
- play Wii, tennis, aerobics
- listen musician, rap, loud
- play baseball, golf, volleyball
- X Saturday, Sunday, until 12:00
- X magazines, books, the Internet
- chat friends, family, make new friends
- watch TV show, popular actors, *Big Bang Theory*

### Part 2

Answers will vary. Sample answer.  
listen to music chat online  
watch TV shop  
sleep in play video games

### Part 3

- Answers will vary. Sample answer.
- I listen to rap music.
  - Oh yea? Cool!
  - I love to play golf.
  - Oh really? Sounds fun.
  - How about you? What do you do in the summer?
  - I like to play baseball.
  - Oh really? Where do you play?

## Vocabulary Worksheet 18

### Part 1

Alternative answers are provided in parentheses.

- |                    |                     |
|--------------------|---------------------|
| 1. thriller        | 2. horror           |
| 3. science fiction | 4. historical drama |
| 5. romantic comedy | 6. animated         |
| 7. action          | 8. comedy           |

### Part 2

Answers will vary. Sample answer.  
I never watch horror or animated movies.

### Part 3

Answers may vary. Sample answer.

- Sure.
- I love science fiction movies, and also movies with good stories.
- Aliens from Beyond*
- Love Forever and Ever*
- Sounds good. I heard the story is really great.
- 6:30
- Sounds great. See you then!

## Vocabulary Worksheet 19

### Part 1

Across

- |                  |               |
|------------------|---------------|
| 1. pool          | 7. bookstore  |
| 5. movie theater | 8. theme park |
| 6. mall          |               |

Down

- |                |           |
|----------------|-----------|
| 1. park        | 4. beach  |
| 2. coffee shop | 7. museum |
| 3. library     |           |

### Part 2

Answers will vary. Sample answer.

Across

- A place to swim.
- A place to go to watch a film.
- A large building or group of buildings with many different stores.
- A place where you can buy things to read.
- A place where people go on rides and play games.

Down

- A place in cities where you can play sports and have barbeques.
- A place to eat light meals and drink coffee.
- A place to read and borrow books.
- The place by the edge of the ocean.
- A place where you can see art or old things.

## Vocabulary Worksheet 20

### Part 1

- |           |           |
|-----------|-----------|
| 1. down C | 4. X/of F |
| 2. in A   | 5. to D   |
| 3. into B | 6. X E    |

### Part 2

Answers will vary. Sample answer.

- I've used stuck in (traffic) and lost track (of time).
- I used it when I was late.
- I used it when I had to meet my friend.

### Part 3

Answers will vary. Sample answer.

- I was stuck in traffic.  
No problem

- I ran into an old friend, and we talked for an hour.  
Don't worry about it.
- I lost track of the time.  
Oh, that's OK.

## Vocabulary Worksheet 21

### Part 1

Answers will vary. Sample answer.

- go shopping
- take tours
- go to the theater
- go to museums
- take photos
- see historical sights
- visit markets
- try local food
- see sporting events

### Part 2

Answers may vary. Sample answer.

- go shopping  
visit markets  
go to museums  
see sporting events

### Part 3

Answers will vary. Sample answer.

- (I went to) China. It was really cool.
- (I got back) last week.
- (I went with) my mom and sister.
- what did you do there
- I went to the Great Wall, and I ate a lot of delicious food.
- How was the weather? Was it sunny?
- Yes, (it was sunny) every day. We were so lucky.

## Vocabulary Worksheet 22

### Part 1

Answers for the words and phrases will vary. Sample answer.

- trip
- holiday hang gliding, scuba diving, rock climbing
- resort massage, delicious food, luxury
- trip outdoors, trees, nature
- X lots of food, entertainment, day trips
- tour many places, see the country, meet new people

### Part 2

Answers will vary. Sample answer.

- |                |                      |
|----------------|----------------------|
| a spa resort   | an adventure holiday |
| a cruise       | a bus tour           |
| a camping trip | a backpacking trip   |

### Part 3

- a backpacking trip
- a cruise
- A an adventure holiday  
B a bus tour

## Vocabulary Worksheet 23

### Part 1

Answers will vary. Sample answer.

A camping trip: travel pillow,  
portable stove

A camping trip and a cruise: travel pillow

A cruise: passport

A cruise and an adventure holiday:

electricity adaptor

An adventure holiday: lock

An adventure holiday and a camping  
trip: first-aid kit

All: medicine

Never need: hair dryer

### Part 2

Answers will vary. Sample answer.

1. a passport
2. a lot of money
3. do dangerous things
4. drive
5. a backpack
6. take a computer
7. a portable stove

## Vocabulary Worksheet 24

- |                       |                  |
|-----------------------|------------------|
| 1. fare               | 7. luggage       |
| 2. platform           | 8. boarding pass |
| 3. gate               | 9. depart        |
| 4. first class ticket | 10. subway       |
| 5. ticket             | 11. arrive       |
| 6. station            |                  |

## Vocabulary Worksheet 25

### Part 1

Answers will vary. Sample answer.

Tops: dress shirts, T-shirts, scarves,  
sweaters, jackets, ties

Tops and Bottoms: suits, uniforms, dresses

Bottoms: shorts, skirts, jeans, running  
shoes, sandals

### Part 2

Answers will vary. Sample answer above  
in bold.

### Part 3

Answers will vary. Sample answer.

- |                             |                    |
|-----------------------------|--------------------|
| 1. suits                    | 5. jeans           |
| 2. T-shirts, sandals        | 6. T-shirts, jeans |
| 3. suits, dresses           | 7. dresses         |
| 4. uniforms, running shoes  |                    |
| 8. dresses, skirts, parties |                    |

## Vocabulary Worksheet 26

### Part 1

Make more expensive: material, quality

Doesn't make more expensive: color,  
comfort

Sometimes makes more expensive:  
brand, design, value

### Part 2

Answers will vary. Sample answer.

1. comfort because I hate wearing  
uncomfortable clothes

2. material because dry cleaning is  
expensive for casual clothes
3. quality because I want high quality  
clothes

### Part 3

Answers will vary. Sample answer.

- |                  |                    |
|------------------|--------------------|
| 1. Ralph Lauren  | 4. more, value     |
| 2. design, color | 5. a bright yellow |
| 3. cotton        | T-shirt            |

## Vocabulary Worksheet 27

### Part 1

Living room: a vase

Living room and Bedroom: a candle

Bedroom: a pillow

Bedroom and Bathroom: a mirror, a rug

Bathroom: a clock

Bathroom and Living room: a lamp

All three: curtains

### Part 2

Answers will vary. Sample answer.

1. Sure. No problem.
2. Of course. I'd be happy to.
3. No, I don't mind.

## Vocabulary Worksheet 28

### Part 1

- |                      |                   |
|----------------------|-------------------|
| 1. read books        | 6. get directions |
| 2. store photos      | 7. send e-mails   |
| 3. watch movies      | 8. play games     |
| 4. check the weather |                   |
| 5. video chat        |                   |

### Part 2

Answers will vary. Sample answer.

video chat	store photos
check the weather	get directions
watch movies	read books

### Part 3

Answers will vary. Sample answer.

1. I can use it to play active  
video games.
2. It's used to print things from  
your computer.
3. I use it to write my papers.
4. The most interesting feature of  
editing software is being able to add  
a person to a picture.

## Vocabulary Worksheet 29

### Part 1

1. did, could, confusing
2. like, interesting, excited
3. frustrating
4. It

### Part 2

- |                 |           |
|-----------------|-----------|
| 2. are am       | 4. am was |
| 3. boring/bored | 5. do is  |
| 6. go get       |           |

## Vocabulary Worksheet 30

### Part 1

- |                |            |
|----------------|------------|
| 1. lie         | 5. argue   |
| 2. apologize   | 6. gossip  |
| 3. communicate | 7. forgive |
| 4. judge       |            |

### Part 2

- |                 |            |
|-----------------|------------|
| 2. for about    | 4. to with |
| 3. with by      | 5. it that |
| 6. judged judge |            |

### Part 3

- |      |      |
|------|------|
| 1. D | 4. S |
| 2. S | 5. D |
| 3. S | 6. D |

## Vocabulary Worksheet 31

### Part 1

- |              |                |
|--------------|----------------|
| 1. annoyed   | 5. embarrassed |
| 2. worried   | 6. puzzled     |
| 3. upset     | 7. thrilled    |
| 4. concerned | 8. nervous     |

### Part 2

Answers will vary. Sample answer.

Positive: thrilled

Negative: annoyed, nervous, upset,  
puzzled, worried

Both: embarrassed, concerned

### Part 3

Answers will vary. Sample answer.

1. I'd tell my teacher the truth.
2. I'd probably be a little upset.
3. I would definitely feel embarrassed.
4. I'd be excited.
5. I'd be worried.
6. I'd be upset.

## Vocabulary Worksheet 32

### Part 1

Across

- |                |            |
|----------------|------------|
| 2. motivated   | 7. honest  |
| 5. loyal       | 8. sincere |
| 6. competitive |            |

Down

- |              |           |
|--------------|-----------|
| 1. ambitious | 4. modest |
| 3. generous  |           |

### Part 2

Answers will vary. Sample answer.

Across

2. To have a strong reason to do  
something.
5. To not gossip or say bad things  
about someone.
6. To try hard to be number one.
7. To not tell lies.
8. To have true feelings and not be fake.

Down

1. To really want to be successful  
or famous.
3. To give others money and things  
they need.
4. Not having too much pride.



# Confidence Booster Answer Keys

- Instead of having students always be A or B, have them switch for every other Confidence Booster. This will allow them to take turns starting the conversations in Part 2.
- If some pairs finish quickly, have them personalize the material while waiting. For example, for Confidence Booster 17-20, have them write down their own information and then take turns asking and answering questions about their own answers.
- To challenge students, have them create one or more conversations using some or all of the responses they didn't use in Part 2. For example, for Confidence Booster 29-32, students could use the response (underlined below) to make the following conversation.

A: What did you think of the movie?

B: I thought the movie was kind of boring.

## Answers

- Answers for Part 1 can be found by comparing Student A and Student B pages in the Student Book.

*Pages 82 and 90*

### 1-4 What does he look like?

2

2. a 3. b 4. a 5. a

*Pages 83 and 91*

### 5-8 How do you make sushi?

2

2. a 3. b 4. b 5. b

*Pages 84 and 92*

### 9-12 What do you suggest?

2

2. a 3. b 4. a 5. a

*Pages 85 and 93*

### 13-16 Can you do the job?

2

2. b 3. a 4. a 5. b

*Pages 86 and 94*

### 17-20 Why is Jon late?

2

2. a 3. a 4. b 5. a

*Pages 87 and 95*

### 21-24 What time is the flight?

2

2. a 3. a 4. a 5. b

*Pages 88 and 96*

### 25-28 It's normally used to fix things.

2

2. a 3. b 4. a 5. b

*Pages 89 and 97*

### 29-32 What do you think?

2

2. b 3. a 4. a 5. a

# 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**

## Teacher's Book includes:

- Level Guide
- Lesson plans
- Answer keys
- Vocabulary Worksheets

## Testing Program CD-ROM includes:

- Unit quizzes for every 4-lessons
- Midterm and Final Exams
- Audio and Video scripts
- Rubric for scoring oral assessment

Includes  
**Multi-Skill  
Bonus Pack!**

## COMPONENTS

- Student Book with Online Practice
- Audio Download through Oxford Learn
- Workbook
- Teacher's Book with Testing Program CD-ROM
- iTools Classroom Software with Video and PowerPoint™ presentations
- Class Audio CDs
- DVD

**OXFORD**  
UNIVERSITY PRESS

[www.oup.com](http://www.oup.com)



ISBN 978-0-19-403019-9

