









- Identifying types of listening
- Identifying ways to improve listening skills

### Warm-up

1. Books closed. On the board write: Understanding? Yes / No.
2. T: *You are going to hear ten statements. Does the person speaking understand what he / she heard, yes or no?* Elicit answers as a class.
3. T: *Listen. 1. I didn't quite get that., 2. Could you say that one more time?, 3. That seems clear enough., 4. I got it., 5. You'll have to repeat that., 6. I'm not too sure what he said., 7. Okay, I see., 8. Could you say that last part again?, 9. That was too fast for me., 10. Yes, I'm sure of what was said.*
4. Elicit answers as a class. Answers: 1. no, 2. no, 3. yes, 4. yes, 5. no, 6. no, 7. yes, 8. no, 9. no, 10. yes.
5. Explain that in this unit students will be identifying types of listening and ways to improve listening skills.

### Task 1A

1. T: *Look at the twelve types of listening listed. Which are the most difficult? Which are less difficult?* Elicit answers as a class.
2. T: *You are going to hear five questions. Scan the list for answers.* Have students scan the list for the answers to questions you read. Elicit answers as a class.
3. T: *Listen. 1. Which types of listening are connected with the telephone?, 2. Which type of listening happens in a classroom?, 3. Which types of listening might you hear in an airport?, 4. Which types of listening might you hear in a theater or on a television?, 5. Which kinds of listening might require a reply?*
4. Suggested answers: 1. voice mail messages, telephone conversations, 2. academic lectures, 3. public announcements, tour guide commentaries, 4. radio and TV programs, English-language movies, 5. casual conversations, formal conversations, interviews, medical consultations, telephone conversations, and conversations in stores.
5. T: *Which type of listening is the most difficult for you? Rank them. Number one is the most difficult.* Have students rank the types of listening.
6. T: *Check with a partner. Do you have the same answers?* Elicit answers as a class.

**S Support:** Have students identify where these types of listening might take place.

### Task 1B

1. T: *Look at the listening types again. Where in this book can you find a listing of these types of listening?* Elicit answers as a class. Answer: the Scope and Sequence on pages six to seven.
  2. T: *Look at the Scope and Sequence and find places where you can practice these types of listening. Write the page number next to each one.* Have students write the page numbers next to each type of listening.
  3. T: *Check with a partner. Do you have the same answers?* Elicit answers as a class.
- C Challenge:** Ask scanning questions about the Scope and Sequence. For example, T: 1. *In which unit is the topic job preferences?*, 2. *In which unit will you hear a travel ad?*, 3. *In which unit will you identify stress-related problems?* Elicit answers as a class. Answers: 1. Unit 8, 2. Unit 5, 3. Unit 12.

### Task 1C

1. On the board write: Details: 1. Situation, 2. Type of Listening, 3. Why Difficult, 4. Other Details.
  2. Provide an example for the class of a situation when understanding spoken English is difficult, e.g., 1. On the train, 2. Public announcement, 3. Too fast / too many times (arrival times and departure times) and numbers (track numbers and train numbers), 4. Not enough time to think.
  3. T: *Work with a partner. Think of situations when you had difficulty understanding spoken English. Describe those situations.*
  4. Elicit answers or have students add their information to the board.
- C Challenge:** Have students think of short exchanges (with *sorry*). Have pairs say their exchanges for the class.

#### Extension Activity

1. In pairs, have students brainstorm types of listening that are easier for them.
2. Have them identify the situation, the type of listening, why it's easy, and any other details.
3. Have them write their information on the board.

## Task 2A

1. On the board write: Listening type?
2. T: *You are going to hear three different types of listening. Circle your answer on page 10.*
3. T: *Listen. 1. The weather for tomorrow is expected to be very much like today. Wet and rainy conditions will continue., 2. This next group of paintings on the right is the heart of the museum's nineteenth century collection., 3. All remaining passengers for flight LI2 to Singapore, please proceed directly to the boarding gate.* Have students circle their answers.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class. Answers: 1. News reports, 2. Tour guide commentaries, 3. Public announcements.

**C Challenge:** Read the sentences again and ask questions. T: *What is the weather forecast for tomorrow?, Where are the speakers in number two?, What is the flight number in sentence three?*

5. T: *You are going to hear four kinds of listening. Number the pictures one through four.*
6. Play the tape and have students number the pictures.
7. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

## Task 2B

1. T: *Do you remember the main ideas from the listening?* Elicit answers as a class.
2. T: *Listen again. Circle the main idea.*
3. Play the tape and have students circle the main ideas.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

**C Challenge:** Have students identify key words that helped them with their answers.

## Task 3A

1. On the board write: Good, OK, or Poor.
2. T: *I am going to read parts of three movie reviews. Was the movie good, okay, or poor?* Elicit answers as a class.
3. T: *Listen. 1. This drama is not to be missed. It's perfect., 2. Avoid this new horror movie. It was just horrible., 3. This picture was better than her last, but not good enough for any awards.* Answers: 1. good, 2. poor, 3. OK.
4. Have students listen. T: *Listen to three people talking about movies. Circle good, okay, or poor.*
5. Play the tape. Have students circle the faces that go with each movie description.

6. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

**C Challenge:** T: *What kinds of movies were reviewed?* Elicit answers as a class. Answers: 1. action, 2. science fiction, 3. comedy.

## Task 3B

1. T: *Do you remember any of the key words that helped you?* Elicit answers as a class.
2. T: *Listen again.*
3. Play the tape again. Have students write the key words that helped them decide.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

## Task 4A

1. On the board write: Sorry ↗, Sorry ↘.
2. Read sorry two times. Once with rising intonation (asking for clarification or repetition) and once with falling intonation (apologizing). T: *Can you hear the difference? The first sorry is when you don't understand something. The second is when you are apologizing for something.*
3. T: *Listen to six short exchanges. Is each person asking for clarification or apologizing?* Have students circle their answers.
4. Play the tape.

## Task 4B

1. T: *Check with a partner. Do you have the same answers?* Check as a class.
2. Play the tape again. Have students practice.

## Task 4C

1. T: *Work with a partner. What other ways can you ask for clarification? What other ways can you ask someone to repeat something?*
2. Elicit answers as a class. Write them on the board.

### Extension Activity

1. Have pairs create four airport announcements (two announcements per student) using the vocabulary from page 14.
2. Have pairs make their announcements in class.
3. As pairs are making their announcements, have the rest of the class listen and put a check mark next to the vocabulary items they hear.



Please turn to p. TE-102 for tapescripts

## Task 5A 1A

1. T: *You are going to hear a type of listening again. What type of listening is it?*
2. T: *Listen. I want you to take this medicine after every meal for three days and then visit me again next week.* Elicit answers as a class. Answer: Medical consultation.
3. T: *What specific information did the doctor give about the medicine? About another visit?* Elicit answers as a class.
4. Look at the pictures. T: *What are the people doing?* Elicit answers as a class. Answers: Listening to something / speaking with someone (or to something), watching television, talking with another person, listening to something.
5. T: *You will hear four people talking. Number the pictures.*
6. Play the tape.
7. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

**S** Support: Note some of the expressions from the listening on the board before students listen, e.g., as often as I want, I can't afford it, download something, my English is improving. Elicit the meaning of each.

## Task 5B

1. T: *What specific information do you remember about how they improve their listening?* Elicit answers as a class.
2. T: *Listen again. Check your answers.*
3. Play the tape again.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
5. T: *Which methods might work best for you?* Elicit answers.

## Task 6 1A

1. T: *Look at the responses in Task 6. Work with a partner. Can you predict the types of questions for these answers?* Elicit questions related to the topic of this unit.
2. T: *Listen to the questions. Were your predictions correct? Circle the correct answer.*
3. Play the tape.
4. T: *Check with a partner. Do you have the same answers?* Check as a class.


**C** Challenge: Ask students to justify their responses: T: *Why is that type of listening so difficult?, Why is that useful for you?, Why would you want to communicate with English speakers?*

### Extension Activity


1. In pairs, have students share information about listening outside of the classroom.
2. If students do not have a specific approach to listening, have them think of specific things they can do to increase their listening practice.
3. Have them write their ideas on the board.

# Your Turn!


## Dialog / Expressions


1. T: *Who are the people in the conversation? What are they talking about?* Elicit answers as a class.
2. Play the tape and have students read the sample dialog. Answer: It is a conversation between English-language students. They are talking about reasons for studying English.
-  **Challenge:** Play the tape with student books closed.
3. Play the tape again. Have students repeat each of the expressions in the sample dialog.
4. Elicit words and phrases that could be substituted in the highlighted parts of the useful expressions.
5. Have students role-play the sample dialog in pairs. Have them practice again, substituting their own information.

## Try this . . .

1. Provide a model for the students. Rank some of the reasons for studying English on the board. Add another reason to the list. Invite several students to ask you questions about studying English. T: *I'm studying English so that I can understand lectures better. I'm planning to study in Canada one day.*
2. Have students rank their reasons for studying English. T: *Now rank the reasons why you study English. Think of other reasons you might have that are not listed.*
3. Have students work with a partner. T: *Work with a partner and talk about reasons for studying English.*
-  **Challenge:** Have the pairs perform their role-plays.

## In Focus

1. T: *What are the four skill areas in learning a language?*
2. T: *Check with other students. Do you have the same answers?* Elicit statements as a class.
3. T: *The reading is about learning to listen.* Play the tape while the students read the passage and the three sample responses.
-  **Challenge:** Play the tape with student books closed, and ask students to describe what they have heard.
4. In pairs or groups, have students discuss the questions from the passage. Have them use the bubbles as a model for their answers. Elicit responses from the class and note on the board.

 **Support:** Note some of the expressions from the reading on the board before students read, e.g., to pay attention, People who argue in favor of something, authentic, comprehensible. Elicit the meaning of each.

### Culture Note

Studies have shown that hearing and listening can occur in the womb as early as twenty-four weeks before birth. It is reported that intonation patterns of pitch, stress, and rhythm, as well as music, can reach the fetus. A mother's voice is said to be particularly powerful because it is transmitted through her own body reaching the fetus in a stronger form than outside sounds.

### Extension Activity

1. In pairs have students make a list of ways to get authentic, comprehensible examples of English in all skill areas (speaking, reading, writing, and listening).
2. Have them include specific suggestions to make the things on their list a part of the classroom.



# Can I ask you some questions?

## Goals

- Understanding personal information questions
- Understanding airport announcements

### Warm-up

1. Books closed. On the board write: Airlines? Yes / No.
  2. T: *You are going to hear ten statements. Are the statements related to airlines / air travel, yes or no?* Elicit answers as a class.
  3. T: *Listen. 1. The aircraft is still taxiing on the runway., 2. Please pay the fare on the meter., 3. Please have your boarding passes ready., 4. There is going to be a short flight delay., 5. We'll be making a short rest stop very soon., 6. Please prepare for landing., 7. You'll be departing from track fifteen., 8. Because of air traffic, take-off is delayed., 9. You are allowed two pieces of carry-on baggage on this flight., 10. I'll ask the conductor when we'll be arriving.*
  4. Elicit answers as a class. Answers: 1. yes, 2. no, 3. yes, 4. yes, 5. no, 6. yes, 7. no, 8. yes, 9. yes, 10. no.
  5. Explain that in this unit students will be listening to people asking about and giving personal information at airports, and airport announcements.
- S Support:** Identify the key word / words in each of the sentences. Write them on the board. Answers: 1. taxiing, runway, 2. fare, meter, 3. boarding passes, 4. flight delay, 5. rest stop, 6. landing, 7. track fifteen, 8. air traffic, take-off, 9. carry-on baggage, flight, 10. conductor. Answer any questions students may have.

### Task 1A

1. T: *Look at the pictures on page 14. What things do you see?* Elicit answers as a class. Write them on the board. Possible answers: luggage, a counter, passengers, a personal computer, an airplane, pieces of luggage, clothes.
2. T: *Look at the six phrases above the pictures. Listen as I read them.* Answer any questions students may have.
3. T: *Write one phrase under each picture. Two of the phrases in the box are extra.* Have students match the pictures with the words in the box.
4. T: *Check with a partner. Do you have the same answers?* Elicit answers as a class.

### Task 1B

1. T: *Look at the pictures again. What things do you bring to a check-in counter? What things do you get*

*at a check-in counter?* Elicit answers as a class. Write them on the board. Possible answers: luggage, ticket, passport, boarding pass.

2. T: *Look at the eight items below the pictures. Listen as I read them.* Answer any questions students may have.
3. T: *Write each item under the picture it matches. You can write each item under more than one picture if you wish.* Have students match the pictures with the words in the box.
4. T: *Check with a partner. Do you have the same answers?* Elicit answers as a class.

### Task 1C

1. T: *What kind of questions might you be asked at the check-in counter? The security checkpoint? The baggage claim area?* Elicit answers and write them on the board.
2. T: *With a partner, now think of some questions you might be asked at U.S. Immigration.* Elicit answers as a class.
3. Elicit questions connected to the following, which are also in this unit: name, address, nationality, passport number, coming from, length of stay, flight number.
4. Elicit answers and write them on the board. Review as a class.

#### Extension Activity

1. On the board write: Baggage Claim, Check-in, Security, Immigration.
2. T: *Listen. At the airport, where do you hear this question? 'How long are you planning to stay in the United States?'* Elicit answers as a class. Answer: Immigration.
3. T: *What other questions might you hear at Immigration? With your group think of questions that might be asked at Immigration.*
4. Elicit questions from groups. Have pairs practice asking each other those questions.
5. Have students continue until everyone has had one or two chances to ask a question.



Please turn to p. 11-102-103 for tapescripts

## Task 2A

1. On the board write: Information or request?
2. T: *You are going to hear five announcements. Do the announcements request that someone do something or do they only give information? Write R for request or I for information. Be sure that students understand that they only write R or I, and not the sentence.*
3. T: *Listen. 1. Smoking is allowed only in designated smoking areas., 2. Would TAM Airline passenger, Mary Grady, please come to the check-in counter?, 3. Your completed arrival documents and passport are required at the immigration counter., 4. All passengers, this is your final call for United Airlines flight 202 to Bangkok. Please proceed to gate A34., 5. Ms. Alice Fields, there is a call for you on the courtesy telephone, please pick up the courtesy telephone.*
4. T: *Check with other students. Do you have the same answers? Elicit answers as a class. Answers: 1. I, 2. R, 3. I, 4. R, 5. R.*
5. T: *You are going to hear four announcements. Number the pictures one through four.*
6. Play the tape and have students number the pictures.
7. T: *Check with other students. Do you have the same answers? Elicit answers as a class.*

## Task 2B

1. T: *Look at the titles below the pictures. Elicit the titles from the students. Answer any questions students may have.*
2. T: *Listen again. Circle the titles you hear in the announcements.*
3. Play the tape and have students circle the titles.
4. T: *Check with other students. Do you have the same answers? Elicit answers as a class. Answers: Dr., Prof., Ms., Mr.*

## Task 3A

1. Refer students to the arrival card on page 15. T: *What is this form called? (Arrival Card)*
2. T: *Where would you see this card? (At Immigration, or on the plane) What information does it ask for? Elicit answers from class. Answer any questions they might have.*
3. Have students listen. T: *Listen to the conversation. Fill in the information on the card.*
4. Play the tape.
5. T: *Check with other students. Do you have the same answers?*

**S** Support: A speaker uses "I'm afraid I . . ." when he or she wants to give unpleasant news in a polite way. "I don't have any money" becomes "I'm afraid I don't have any money." Have students listen for "I'm afraid I . . ." in the recording.

**C** Challenge: T: *How does the speaker finish the sentence with 'I'm afraid'?* Answer: I'm afraid I left my glasses at home.

## Task 3B

1. T: *Listen again. Check your answers.*
2. Play the tape again.
3. T: *Check with other students. Do you have the same answers? Elicit answers as a class.*

### Listen for it

1. T: *A speaker uses 'There you go' when he or she gives something to someone.*
2. Play the tape. Have students listen for *There you go* in the recording (the man's second-to-last line). T: *What is the man handing the woman?* Answer: He's handing her the completed arrival card to sign.

## Task 4A

1. Have students look at the answers to questions in Task 4. T: *Look at these answers to questions at U.S. Immigration. Work with a partner. What do you think the question is for these answers? Elicit questions related to the topic of this unit.*
2. T: *Check with other partners. Do you have the same questions? Elicit questions as a class.*
3. T: *Listen to the questions. Now, circle the best answer.*
4. Play the tape.

## Task 4B

1. T: *Check with a partner. Do you have the same answers? Check as a class.*
2. Play the tape again.
- C** Challenge: Write the six questions on the board. Have students take turns asking the questions and answering the questions with books closed.



## Task 5A

1. Have students look at the answers and predict the question they might hear in 5A. T: *Can you predict the kinds of questions you expect to hear?* Elicit answers as a class. Write them on the board. Typical answers: What's your name?, Where do you live?, Where are you from?, etc.
  2. T: *Listen. You're going to hear Oliver answering some questions for a survey. Check those things he is asked.* Have students check their answers.
  3. Play the tape.
  4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
- C Challenge:** T: *How did the person making the survey ask the questions? Do they match the questions on the board?* Elicit answers as a class. T: *How did the official ask the questions?* Play the tape again. Answers: Name—Could I have your name, please?, First Name—First name?, Where from—Where did you just fly in from?, Nationality—And you're British?

## Task 5B

1. Have students look at the form. Ask students to predict the kinds of language they expect to hear. Elicit answers as a class. Write them on the board.
2. T: *Listen. You are going to hear the rest of Oliver's interview. Is he satisfied with these things? Check your answers and write his comments.*
3. Play the tape again.
4. T: *Check with other students. Do you have the same answers?*

### Listen for it

1. T: A speaker uses 'You're telling me' when he or she wants to agree strongly with what another person has just said.
2. Play the tape. Have students listen for *You're telling me* in the recording (the man's second-to-last line). T: *What is Oliver agreeing with?* Answer: He's agreeing with what the woman said. She said, "You must be really tired. It's a long way."

## Task 6A

1. On the board write: *Can you tell me the time?*
2. Read the sentence twice. Once with no reduction, and a second time reducing the *can* and *you* into *c'n y'*. T: *Can you hear the difference in these two*

*questions? The second one is something you often hear in natural conversation.*

3. Practice until students can hear the difference. Answer any questions students may have.
4. Have students listen to the example in the book. T: *Listen to the example in the book. Can you hear the difference?*
5. T: *You will hear six sentences. Circle Reduced if the sentence is reduced. Circle Not reduced if the sentence is not reduced.*
6. Play the tape.

## Task 6B

1. T: *Check with other students. Do you have the same answers?*
2. Have students practice the sentences. T: *Listen again to the sentences and check your answers.*
3. Check answers as a class. Have students practice.

### Language Note

The reduction present in *can you* here is due to the use of the weak forms of *can* and *you*. Explain to students that a number of common words in English [including pronouns, articles, for, from, that, and modal auxiliaries (such as: *can*, *could*, *shall*, *should*, *must*, etc.)] have two forms, the strong (or dictionary form) and the weak (unstressed) form, in which the vowel sound is replaced by a schwa. The use of weak forms is normal in spoken English, and helps to direct attention to those parts of the sentence that carry the most meaning.


## Task 7

1. Have students look at the answers to questions in Task 7. T: *Look at these answers to questions. Work with a partner. Can you guess what questions are being asked to obtain these answers?* Encourage questions related to the topic of this unit.
2. T: *Check with other partners. Do you have the same questions?* Elicit questions as a class.
3. T: *Listen to the questions. Circle the best answer for you.*
4. Play the tape.
5. T: *Were the questions you thought of the same as the questions that were asked? What questions were asked?* Elicit the questions on the tape from the class.
6. T: *Check with a partner. Do you have the same answers?* Check as a class.


# Your Turn!

## Dialog / Expressions

1. Read the title of the red box to the class. Ask students to look at the sentences in the box.
2. T: *Who are the people in the conversation? Who's asking the questions? Who's answering them? Where are they?*
3. Play the tape and have students read the sample dialog. Answer: It is the kind of conversation that might happen at an airport immigration counter between a tourist and an immigration official.

 **Challenge:** Play the tape with student books closed.


4. Play the tape again. Have students repeat each of the expressions in the sample dialog.
5. Elicit words and phrases that could be substituted for the words in bold.
6. Have students role-play the sample dialog in pairs, then practice again, substituting their own information.


 **Support:** As a class, categorize the sentences in the dialog under two columns on the board: Asking personal information questions and Answering personal information questions. Elicit other expressions for each category and list on the board.

## Try this . . .


1. T: *Has anyone ever been to the United States? Did you have to fill in a card like the one on page 17?*
2. Draw students' attention to the arrival card on page 17.
3. Pair students and explain that one student has lost his / her glasses and needs help in completing the form. To make this more realistic, the student who has lost the glasses should give his / her textbook to his / her partner to write in, rather than allowing him / her to read along.

4. Role-play and change. Answer any questions students have.

 **Support:** Have students refer to the Language Summary for Unit 1 on page 102, before they do the pair-work activity.

 **Challenge:** Have the pairs perform their role plays for the class.

## In Focus

1. On the board write: Travel in the past.
  2. T: *How is travel now different from travel in the past?* In small groups, make some statements comparing travel today with travel 50 or 100 years ago.
  3. T: *Check with another group. Do you have the same answers?* Elicit some statements from the class.
  4. Draw students' attention to the In Focus section.
  5. T: *The reading is about travel in the future.* Play the tape while the students read the passage and the three sample responses.
-  **Challenge:** Play the tape with student books closed, and ask students to describe what they have heard.
6. In pairs or groups, have students discuss the questions from the passage. Have them use the bubbles as a model for their answers. Elicit responses from the class and write them on the board.

### Culture Note

The international space station has already seen a number of space tourists. They include Dennis Tito, an American businessman, and Mark Shuttleworth, a South African entrepreneur. These men reportedly paid between \$14 million and \$20 million for their visits into space. In 2002 Lance Bass, a singer with the pop band 'N Sync, had hoped to become the world's third space tourist. According to Bass, he had dreamed of being an astronaut since his childhood.

### Extension Activity

1. In groups, have students describe a travel destination without saying the place name. It can be a place they have always dreamed of traveling to (space), or a place they have already visited (Bali). It can be a place in the present or future.
2. Have students include some wh- information in their description (who, what, where, why, how).
3. Other students listen and ask questions to guess the place.



# 2

## He's handsome and intelligent.

### Goals

- Understanding personal descriptions
- Identifying personal preferences

### Warm-up

1. Books closed. Play a "Guess Who" game. Tell the class that you are going to describe a student in the room, and they have to guess who you're talking about. Play a few games. Get volunteers to take a turn describing people while other students guess.
2. On the board write: Physical Descriptions.
3. Stress that, at this point, we're not talking about personality, just physical appearance. Elicit words that can be used to talk about personality from the class and write them on the board. Try to come up with the words in Task 1A.
4. Give a physical description of someone and have students identify the specific characteristic that you are describing. T: *Listen to these five descriptions of people. Think of a word that best describes the person. Use one of the words on the board.* Be sure that students understand that they only write the characteristic being described.
5. T: *Listen.* 1. *It's all gone. He used to have a great head of hair. Now he has none—none at all.*, 2. *He lifts weights every day. You should see his body. He looks like Mr. Universe.*, 3. *Do you remember he had a really long beard and mustache? Well, it's all gone. You can see his whole face now. He looks much younger.*, 4. *How can I describe him? Mm, well he isn't handsome, but he certainly isn't ugly either. He looks like most men his age.*, 5. *She's very cute. She's not beautiful, but she's quite good-looking.*
6. T: *Check with a partner. Do you have the same answers?* Check answers as a class. Write them on the board. Answers: 1. balding / bald, 2. muscular, 3. clean-shaven, 4. average-looking, 5. pretty.
7. Open books and refer students to Goals. Explain that in this unit students will be listening to descriptions of people and identifying personal preferences.

### Task 1A

1. Read words in box. Ask students if they have any questions, or if they know any other words they could add.
2. Have students look at the people in the pictures.
3. As a class, elicit words which can be used to describe the man in Picture 1. T: *With a partner, describe these people. Use the words in the box. Write the words next to each picture.*

4. T: *Check with other pairs. Do you have the same answers?* Check as a class.

### Task 1B

1. T: *Look at the pictures again. What are the people like? Tell me about their personalities. Does someone look nice? Does someone look talkative?* Elicit answers as a class. Try to elicit the words that appear in the box. Write them on the board.
2. Insert *kind of*, *sort of*, and *probably* into some of the elicited answers. T: *Since we're not one hundred percent certain, we use this kind of language.* Note: *kind of* . . . and *sort of* . . . are also used before words with negative connotation to soften the statement. For example: "He's kind of shy," "She's kind of boring."
3. T: *With a partner, describe the people using the words in the box.* Have students use the words to describe what they think each person is like.
4. T: *Check with other pairs. Do you have the same answers?* Check as a class. Answers may vary.

### Task 1C

1. Think of someone who all of the students know (another teacher, a celebrity, a politician, an athlete), and describe that person with the class.
2. Write the person's name on the board. T: *How can we describe \_\_\_\_\_?* Elicit answers as a class. Write any new vocabulary on the board.
3. Have partners think of three people they both know. Have them describe those people.
4. T: *Check with other pairs.* Check as a class.



## Task 2A

1. Have students look at the pictures. T: *Who are the people? What is happening?* Elicit answers as a class. Answers: In every picture the same woman appears. In two pictures she is talking with friends. In the third she is talking with someone from a dating agency.
2. T: *What kinds of things might they be talking about?* Elicit answers as a class. Almost any answer is possible, but given the dating agency in one picture, possible answers include: talking about a date, talking about descriptions of dates and her preferences in a date.
3. T: *You are going to hear these people talking. Listen and number the pictures.*
4. Play the tape. Have students number the pictures.
5. T: *Check with a partner. Do you have the same answers?* Check as a class.

**S Support:** Note some of the expressions from the tape on the board, before students listen, e.g., What time is he supposed to be here?, He's not quite perfect, He just signed up with us last week, A bit like an older Antonio Banderas. Elicit the meaning of each. Play the tape again.

**C Challenge:** T: *What word or words helped you to match the pictures?* Elicit answers as a class.

## Task 2B

1. T: *How do the women describe the men? What words do you remember?* Elicit answers as a class.
2. T: *Circle the words that you hear in each conversation.*
3. Play the tape. Have students circle the words they hear.

### Listen for it

1. T: A speaker uses 'pretty + adjective' (for example, *pretty handsome*) when he or she can say *quite handsome*, or *kind of handsome*.
2. Play the tape. Have students listen for *pretty handsome* in the recording. (The dating agency consultant says it in her second-to-last line.) T: *What does the woman mean?* Answer: She's describing the appearance of a possible date. He's kind of handsome.
3. Practice. T: *Ask your partner, 'How was your date last week?' Have your partner say, 'pretty + adjective' in his or her response.*

**C Challenge:** Have students think of short exchanges (with *pretty + adjective*). Have pairs say their exchanges for the class.

## Task 3A



1. On the board write: He's handsome and intelligent.
2. Read the sentence three times changing the stress each time. Point out the stressed part of the sentence. T: *Listen. He's handsome and intelligent. He's handsome and intelligent. He's handsome and intelligent.*
3. Read the following sentences. Have students repeat the stressed word they hear. T: *Listen to the sentences. What is the stressed word in each sentence?* 1. *She told me she liked beards.*, 2. *She's much more talkative than we expected.*, 3. *I know a nice man in his early forties.*, 4. *He looked so serious during the interview.*, 5. *He's certainly fit, and definitely not heavyset.* Elicit answers as a class.
4. T: *You will hear five sentences. Listen and circle the words that are stressed.*
5. Play the tape. Have students circle the stressed words.

### Language Note

Word stress means: stressing the most important words in a sentence; saying them with more force and loudness than other words; and holding them longer and saying them on a higher pitch. Word stress gives meaning to the words you say. Information from: Orion, Gertrude (1997). *Pronouncing American English: Sound, Stress, and Intonation. Second Edition.* Boston: Heinle & Heinle.

## Task 3B

1. T: *Check with a partner. Do you have the same answers?*
  2. Play the tape again. Check the answers with the class. Have students practice.
- C Challenge:** Have students in pairs create a short question-answer dialog. Ask them to determine which word(s) should be stressed in the dialog. Then, for each answer, ask them to come up with another question that would produce stress on another word in the answer. Listen for the correct stress usage.

### Extension Activity

1. Have students rank personal qualities into three categories—those that they find very important, not so important, and not at all important in a spouse or partner.
2. Have students use the words from Task 2 or their own.

## Task 4A

1. Have students look at the partially filled-in form in Task 4A. T: *What is the name of the company? What kind of company is it?* Elicit answers as a class. Answers: PerfectMatch Inc., a dating agency.
  2. T: *Listen. You're going to hear Megan answering some questions. Can you predict the kinds of questions you expect to hear?* Elicit answers as a class. Write them on the board. Typical answers: What's your name?, What are your interests?, etc. Listen and complete the form.
  3. Play the tape. Have students complete the form.
- C Challenge:** T: *How did the interviewer ask the questions? Do they match the questions you came up with?* Elicit answers as a class. Have students listen again. Answers: Interests—Your interests. And what are they?, Books—What kinds of things do you like to read?, Movies—What else?, What kinds?, Qualities—What else would you be looking for?, Appearance—How about looks?

## Task 4B

1. T: *Check with other students. Do you have the same answers?*
  2. Play the tape again.
  3. T: *Listen again and check your answers.* Elicit answers from the class.
- C Challenge:** T: *What is the last line that the interviewer says?* Elicit answers as a class. Answer: That makes it easier.

### Listen for it

1. T: A speaker uses 'Mm-hmm' when he or she agrees with someone or understands what they are saying.
2. T: *How many times does the man say 'Mm-hmm'?* (four times) Play the tape. Have students listen for "Mm-hmm" in the recording. T: *What is it that the man understands?* Answer: He understands the answers given by Megan. Specifically he understands that: Megan wants someone who shares her interests; she likes reading; she likes reading biographies and novels; she likes movies; and that she wants someone who's quiet and gentle and kind.
3. Practice. T: *Give your partner a list of important qualities in a date.* Have your partner say, "Mm-hmm" in his or her response.

## Task 5A

1. On the board write: He looks . . . , He seems . . . , He's probably . . .

2. T: *Look at the picture of the three possible dates for Megan. Can you describe them using this language?* Elicit answers as a class. Write them on the board.
3. T: *Listen to three men describing themselves and write what each person likes.*
4. Play the tape. Have students write only the likes.
5. T: *Compare your answers with a partner.*

## Task 5B

1. T: *Do you remember what they don't like? Talk with your partner.*
2. T: *Listen again to the men's descriptions and write what each man doesn't like.*
3. Play the tape again.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
5. T: *Look at all the information, who do you think is the best person for Megan? Discuss with your partner.* Elicit answers as a class.

## Task 6



1. T: *Look at the answers in Task 6. Work with a partner. Can you guess the questions for these answers? Encourage questions related to the topic of this unit.*
  2. T: *Listen to the questions. Circle the answer that's right for you.*
  3. Play the tape.
  4. T: *Check with a partner. Do you have the same answers?* Check as a class.
- C Challenge:** Ask students to justify their responses: T: *If you're not an energetic person, what kind of person are you? Why don't you think you're going bald? What do you like about talkative people? What don't you like?*

### Extension Activity


- A.
1. Have partners come up with the profile of someone who might prefer the men they didn't choose in Task 5.
  2. Have them make profile cards (similar to the one pictured in Task 4) for these people.
  3. Have pairs share their profile cards with another pair.
- B.
1. Have partners come up with profile cards for themselves, and then discuss their cards with their partner.

# Your Turn!

## Dialog / Expressions


1. T: *Who are the people in the conversation? What are they talking about?*
2. Play the tape and have students read the sample dialog. Answer: It may be a conversation between friends playing a game (if you look at the last two lines). It could also be a conversation between friends talking about a date or between the police and a witness to a crime. One is asking questions about people and the other is describing people.
-  **Challenge:** Play the tape with student books closed.
3. Play the tape again. Have students repeat each of the expressions in the sample dialog.
4. Elicit words and phrases that could be substituted for the parts of the dialog that are in bold.
5. Have students role-play the sample dialog in pairs. Have them practice again, substituting their own information.
-  **Support:** As a class, categorize the sentences in the dialog under two columns on the board: Asking about people and Describing people. Elicit other expressions for each category and list on the board.

## Try this . . .

1. Provide a model for the students. Have the class select a famous person. T: *As a class decide on a famous person. I will ask questions about that person. Don't tell me his / her name.* If necessary, leave the class for a designated amount of time (one or two minutes), to give students time to agree on a person.
2. Return to the room. Select students at random. Ask questions. T: *What does this person look like? Continue with questions.* Write answers on the board.
3. Have students work with other students. T: *Now work with a partner. Choose another famous person. Your partner will ask questions and try to guess who it is.*
4. Have students switch partners and work with someone else.
-  **Support:** Have students refer to the Language Summary for Unit 2 on page 102, before they do the pair-work activity.

## In Focus

1. Take a survey. T: *Can you imagine a balding Tiger Woods? Can you imagine Bill Gates with a beard? Can you imagine a heavyset Prince William?* Elicit answers as a class.
2. T: *Can you think of other interesting combinations?* Elicit answers as a class.

3. T: *The reading is about celebrity lookalikes and how familiar their faces have become in today's society.* Play the tape while the students read the passage and the three sample responses. Elicit the meaning of "scar" (a mark remaining on someone's body or face after a cut or wound). Elicit the meaning of "witness" (a person who sees or notices something by being present at an event, like a crime).
-  **Challenge:** Play the tape with student books closed, and ask students to describe what they have heard.
4. In pairs or groups, have students discuss the questions from the passage. Have them use the bubbles as a model for their answers. Elicit responses from the class and write them on the board.

### Culture Note

There are private companies around the world that specialize in providing celebrity lookalikes. Clients may need lookalikes for media events, conferences, videos, corporate functions, private parties, photo shoots, awards ceremonies, advertisements, films, or television. Some companies even specialize in certain types of lookalikes. Specialties include James Bond (Sean Connery or Pierce Brosnan), sports (David Beckham), royalty (Queen Elizabeth II, Prince William), politics (Bill Clinton), and music (Luciano Pavarotti). Lookalikes often survive the careers (and even the lives) of their more notable doubles. Lookalikes for Elvis Presley, Marilyn Monroe, Frank Sinatra, and James Dean are still very much in demand.

### Extension Activity

1. Have partners plan an event. The event must have a theme. The theme can be anything they want. It can be as broad as they want or as specific as they want. Examples: Beauty & Honesty, Intelligence, Hollywood 1999, the 1950s, or the Grammy Awards.
2. Give them a checklist of wh- words (what, who, when, where, how) that they have to answer about their event.
3. For who, have them identify the celebrity lookalikes they would invite.
4. In groups have partners describe their event, the event's theme, and the celebrities they would invite.



# 3

## That's the bride's mother.

### Goals

- Identifying people at an event
- Identifying family relationships

### Warm-up

1. Tell the class that someone you know (wife / husband / mother, etc.) is having a birthday, and you want to celebrate. Elicit suggestions—what to do, where to go, who to invite, etc. Elicit other kinds of celebrations, e.g., anniversaries, weddings.
2. Books closed. T: *Have you been to any celebrations recently?* Elicit answers as a class.
3. T: *For which of these events did you receive an invitation?* Elicit answers as a class. Write them on the board. Elicit the following words, which are also in this unit: anniversary party, birthday party, class reunion, wedding, office party.
4. Explain that in this unit students will be identifying people at events, and identifying family relationships.

### Task 1A

1. T: *Look at the invitations on page 22. Use the words in the box to complete them.*
  2. Have students complete the invitations.
  3. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
- Challenge:** T: *What made you answer that way? Was there a key word or image?*

#### Language Note

An RSVP on an invitation means “please reply” (whether you plan to attend the event or not). It is an abbreviation of the French *répondez s'il vous plait*.

### Task 1B

1. On the board write Parent, Mother, and Father.
2. T: *Which one is female? Which is male? Which can be either?* Elicit answers as a class.
3. T: *Look at the other relationship words in Task 1B. Decide if they are male, female, or both.* Have students write M, F, or B next to the relationship words.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

- Challenge:** Elicit from students the relationship words that provide the male, female, or both counterparts (if possible) to the words in Task 1B. Write them on the board. Answers: parent-in-law, father-in-law, mother-in-law; grandchild, grandson, granddaughter; niece, nephew; uncle, aunt; sibling, brother, sister; spouse, husband, wife; stepson, stepdaughter, stepchild.

### Task 1C

1. Take a survey of those in the class who have attended a wedding. T: *Who in the class has ever been to a wedding?*
2. T: *With a partner, think of words or phrases that you associate with weddings.*
3. Elicit answers from the class. Write them on the board. Elicit the following words, which are also in this unit: celebrate, invitation, bride, relatives, reception, traditional wedding, Western-style wedding.

#### Extension Activity

1. Have pairs brainstorm words associated with other kinds of celebrations. The event can come from this unit (anniversaries, birthdays, reunions), or their own ideas.
2. Have them say the list of words to other pairs, while the other pair guesses the celebration from the words.