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# Let's Talk<sub>1</sub>

Second Edition  
(第二版)



## 大学英语基础口语教程

教师用书 1

Leo Jones

# Teacher's Manual



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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# 出版前言

为了实践《大学英语课程教学要求》中提出的“培养学生英语综合应用能力,特别是听说能力”的教学目标,满足国内高校对培养大学生英语听力与口语能力适用资源的需求,上海外语教育出版社经过广泛的市场调研和精心筛选,从英国剑桥大学出版社引进并于2005年推出了《大学英语基础口语教程》(Let's Talk)。出版6年来,这套教材赢得了使用高校的一致好评,为学生英语听力与口语能力的提高做出了应有的贡献。

随着时代的发展,我国大学英语教学环境发生了变化。社会对人才的需求进一步提升,学生进校的英语水平较之前几年有了提高,这些都对大学英语教材的与时俱进提出了要求。鉴于此,外教社根据新的需要,对《大学英语基础口语教程》作了适时修订,推出第二版,相信升级后的新教材将在新时期继续发挥它的作用。

该套美式英语口语教材,以激发学生参与讨论、提高英语口语交际技能和表达流利度为目标。教材一共3级,含学生用书(附课堂CD、自学CD)、教师用书(附测验CD)。教材具有如下特色:

1. 单元主题与学生生活密切相关,容易激发学生学习兴趣,保证学生学习过程中充分的情感参与。
2. 每单元围绕主题分A、B两课,让学生从思考或讨论相关内容入手,逐渐过渡到听说活动,最后通过谈论生活中与主题相关话题,内化学习成果,逐步提高口语能力。
3. 每单元设计与单元主题相关的交际练习;多采用小组活动的形式,让每个学生充分参与,在同伴间自由表达,提高口语流利度。
4. 课后自学板块包括语法和语言运用范例,提供更多听力和词汇训练,帮助学生巩固课堂学习成果。
5. 听力素材含采访、对话、新闻报道等;提供真实的录音,各国口音丰富,让学

生熟悉真实的英语交际,发展听力技能,提高听力理解能力。

第二版比之第一版在以下几个方面有进一步的提升:

### ■ 学生用书

1. 提供更多语言范例,在语言呈现及结构和词汇的复现方面系统性更强。
2. 书中每4单元后增设一个拓展单元,提供更多互动交际练习。
3. 自学板块内容更丰富,包括语法、听力和词汇,给学生更多复习和自主学习的机会。

### ■ 教师用书

内容大幅扩充,除教学目标、教学步骤建议、词汇释义、练习答案、录音文字外,还包括拓展活动、对话范例、测验、可复印的活动材料等。

本套教材可用作大学基础阶段或同等水平的英语口语课教材,也可作为听说课或综合课的补充教材。教师可根据学生情况和需要灵活选择。相信《大学英语基础口语教程》(第二版)的推出,能在继承和发扬第一版优点的基础上,为我国英语学习者听力和口语能力的提高发挥更大的作用。

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2011 年

# Introduction

## About the Course

*Let's Talk, Second Edition*, is a fully revised edition of the successful speaking and listening course for adult and young adult students. Like the first edition, this three-level course in North American English is designed to develop oral communication skills and increase fluency. It can be used as the main text for speaking courses such as oral communication, or as a component in listening or integrated-skills classes. It can also be used as the basis for an intensive refresher course for students who need to develop their fluency in English.

Each level offers students 16 four-page units, focused on different topics and divided into two-page lessons. Engaging activities in each lesson are designed to stimulate students to share their ideas, opinions, and experiences. The topics are practical and interesting – the kinds of topics that students want to talk about in any language – and the activities are realistic, motivating, and challenging.

*Let's Talk 1* is intended for high-beginning to low-intermediate students, *Let's Talk 2* for intermediate-level students, and *Let's Talk 3* for high-intermediate students.

The second edition differs from the first in a number of ways. To provide additional language support, the second edition includes more models and useful language in the Student's Books, as well as a more systematic presentation and recycling of structures and vocabulary. New review sections, called Expansions, appear every four units to provide additional interactive communication activities. An expanded Self-study section now includes grammar, listening, and vocabulary practice, offering students additional opportunities for review and independent learning. A Self-study audio CD in each Student's Book includes recordings of the grammar paradigms and listening texts. The Teacher's Manual has been greatly expanded and includes teaching tips, photocopiable activities, model conversations, and an assessment program of quizzes and tests. An audio CD in each Teacher's Manual includes recordings of the listening portions of the quizzes and tests.

## Course components

### Student's Book

The Student's Book consists of 16 units, each containing two thematically related lessons. The units cover a wide range of high-interest topics. Since the emphasis of the course is on generating discussion and promoting fluency, it is not absolutely necessary to teach the units in strict chronological order or to complete every activity in the book. This flexibility allows you to adapt the material to the needs and interests of your students. For example, if your program has a strong emphasis on listening, you may wish to spend more time on the listening exercises and do fewer speaking activities.

Two-page **Expansions** appear after every four units. These board games provide students with another vehicle for interactive communicative practice while allowing

them to review structures and vocabulary from previous units. (For more information about how to use the Expansions, see page 82 in this manual.)

Most units contain a **Communication task**. A collection of Communication tasks, found in a section immediately following the 16 units, offer students additional communicative practice related to the lesson topics. The tasks simulate real-life conversations, where there is an “information gap” between speakers.

Each unit also has two pages of **Self-study** material provided in an expanded Self-study section following the Communication tasks. The first page of each Self-study now includes grammar paradigms with exercises, followed by a second page that has a listening and a vocabulary activity. Recordings of the grammar paradigms and listening texts appear on the Self-study audio CD included in the Student’s Book. (For more information about how to use the Self-study section, see page 83 in this manual.)

### **Class audio CD**

Many new listening tasks have been added to *Let’s Talk, Second Edition*. The Class audio CD that accompanies the Student’s Book features interviews, conversations, news reports, and other interesting listening texts. The speakers have a variety of accents, and their speech contains the normal hesitations, pauses, and interruptions that occur naturally in spoken language.

### **Teacher’s Manual**

For each unit in the Student’s Book, the Teacher’s Manual contains:

- vocabulary glossaries listing important words that students will encounter in the activities
- detailed teaching notes with suggestions for how to use the material
- a teaching tip for making your use of the material even easier and more effective
- answers to many of the activities
- extension activities
- suggested writing topics
- audio scripts of the recorded material (see pages 84–111)
- a unit quiz (see pages 167–183)
- conversation starters to provide additional language support (see **Model conversations**, pages 112–145)
- additional photocopiable speaking activities (see **Talking points**, pages 146–166)

In addition, there are two tests to be used in the middle and at the end of each level (see pages 198–209 and pages 216–227).

The **Teaching notes** in this manual offer helpful suggestions for ways to teach each activity. Please don’t feel constrained by these procedures, however. You may think of better ways of doing some activities with your class, according to your students’ needs and interests.



The majority of the activities in *Let's Talk, Second Edition*, are most effective when learners work together in pairs or small groups of three to five students. The larger the class, the more these student-centered activities make sense because they:

- give every student opportunities to speak
- allow real conversations to develop, as opposed to isolated language practice
- free learners from the fear or discomfort of speaking in front of the whole class

## ***Making the most of the Let's Talk activities***

The Student's Books and Teacher's Manuals have been designed to ensure that both students and teachers enjoy and benefit from their experience with *Let's Talk*. Here are some insights about particular aspects of the course that may be helpful.

### **Listening activities**

Many new listening tasks have been added to *Let's Talk, Second Edition*. These tasks give students practice in listening to authentic English conversations and encourage them to develop skills that make them better listeners. **Listen** tasks in every unit are designed to help students understand the main points of the listening activities, which include conversations, interviews, and excerpts from radio or TV shows. New **Listen again** tasks allow students to listen to the same activity a second time for a different purpose, such as to identify specific information or to get new information. Students are discouraged from trying to listen to every single word and worrying about what they don't understand.

Complete audio scripts are on pages 84–111 of this manual. These scripts do not appear in the Student's Book because they might discourage students from concentrating on listening if they fall back on reading the words in their books. From time to time, however, you may want to photocopy an audio script for your students if a recording proves particularly difficult for them to understand.

### **Communication tasks**

There is a Communication task in nearly every unit. The purpose of these tasks is to simulate real-life conversations. When we talk to another person in typical everyday situations, we don't usually know exactly what information the other person has or what he or she is going to say. This gap in knowledge is known as an "information gap." The Communication tasks in *Let's Talk, Second Edition*, create information gaps like those that exist in real-life conversations. To do these tasks, students are directed to a separate section in the back of the Student's Book. For every task, each student is given a different set of information and can't see his or her partner's information. Students need to find out what their partners know and tell their partners what they know. You will find that students are motivated by the desire to exchange information in the realistic situations presented. By sharing information in this way, information gaps will be bridged – and meaningful communication will take place.

There are brief instructions in the teaching notes for how to do each Communication task. To get the most benefit from these tasks, allow students plenty of time to complete

them. Moreover, before they begin, tell students how much time they should spend on them. These tasks should be seen as an important and integral part of the units – and not “optional extras.”

## **Self-study**

The two-page Self-study material for each unit appears in a separate section on pages 94–125 of the Student’s Book. These exercises and activities provide valuable additional practice in grammar, listening, and vocabulary. The first page contains a grammar paradigm, followed by a controlled exercise and an open-ended, personalized activity. The second page contains a listening task, where students listen for missing words in order to complete a conversation or set of instructions, and a vocabulary puzzle (crossword, word search, or scrambled word). Using key language that students have encountered in the units, these activities are intended to encourage independent learning and can be assigned as homework. During the next lesson, you may want to ask students to discuss any difficulties they experienced with this material. The answers to these exercises are included in the Student’s Book so that students can check their own work and correct it as necessary. Recordings of the grammar paradigms and listening texts appear on the Self-study audio CD included in the Student’s Book. For more information about how to use the Self-study section, see page 83 in this manual.

## ***Using Let’s Talk, Second Edition: Frequently asked questions***

### **About how long should a lesson take to complete?**

Generally speaking, one lesson should take approximately 60 to 90 minutes to complete, depending on variables such as:

- how much preparation students may need
- how challenging students find the activities
- how much interest is generated by the activities
- how many of the activities you choose to teach
- how many questions students ask
- how much follow-up work you may need to do

### **What is the purpose of the *Getting started* unit?**

If your students have had little or no experience with pair work and group work, this unit introduces them gently to the kinds of tasks and exercises they will be doing during the course. If your students have had prior experience with pair and group work, this unit will serve to remind them why this student-centered approach to language learning can be so valuable.

### **Why is it necessary to give students a time limit for completing a task?**

It is important that students know how long their pair or group work is supposed to take. This allows them to pace themselves better and deal with questions in more depth.

Without a time limit, some groups may finish quickly and have nothing to do, while others may take longer and feel frustrated if they are interrupted before they have finished. If everyone has the same time limit, the discussions will be more interesting and satisfying, because students will feel encouraged to stay on task and share their ideas and opinions in a more relaxed way.

Accordingly, the **Teaching notes** in this manual include suggested time limits for all activities. These are meant to serve as general guidelines, however. With a talkative class, for example, you may discover that the suggested three-minute limit will shortchange your students, who will need at least four minutes; on the other hand, a less talkative class may need only two minutes. Your own judgment and knowledge of your students will help you determine when to shorten or lengthen the time for an activity.

### **What is the teacher's role during pair or group work?**

While students are working in pairs or groups, move around the class and listen to each pair or group for a few moments. When helpful, you may wish to join in occasionally and offer encouragement, advice, or suggestions. Make notes on any important mistakes you hear while walking around – but don't spend time correcting students' mistakes while they're trying to express themselves.

The teacher has three main responsibilities in doing pair or group work:

- getting things started (making sure every student knows what to do and has the necessary vocabulary to do it – and explaining how long the activity should take)
- monitoring the pairs or groups as they work and deciding when to stop the activity
- leading a short follow-up discussion after each activity (answering questions, pointing out significant mistakes, and giving additional practice)

If your class does not have an even number of students, you will need to place some students in groups of three with two members of the group doing the same task. Rearrange pairs and groups frequently so that students are exposed to different conversation styles and ideas. For some activities, you may want to place more outgoing learners together so they don't intimidate others. In other situations, you may want to pair the shy or less proficient students with more outgoing or proficient partners so they can be exposed to more language input.

### **What if an activity doesn't seem to be working?**

Some of the more open-ended activities in *Let's Talk, Second Edition*, are quite challenging. Students may not possess all the language they need to participate easily and fluently. There are several ways of preparing for this situation, not all of which will be necessary at the same time:

- Quickly go through a few vocabulary items students can use in the activity.
- Model or demonstrate the task so students understand what has to be done.
- Make sure students read the instructions or information carefully, and ask questions before they begin the activity (and as necessary during the activity).

- Sometimes it may be helpful to give students a few moments to think about what they are going to say, and perhaps make a few notes. Students should not write down full sentences, however.
- Photocopy and hand out the **Model conversations**. (See pages 112–145 of this manual.) Have students practice the conversation in pairs or groups, and then try the task again, using their own words.
- If an activity proves difficult, give students some helpful feedback and then have them try it again. This will help students feel they have made progress.
- Remind students that in real life, they may not have anyone to help them out and may have to cope by using their limited English resources in similar situations. The activities in this course will build their confidence in real-life situations.

### **How can students be encouraged to speak only in English?**

If students are tempted from time to time to use their native language, remind them that every member of the class has a common aim: to improve his or her English. Indeed, the activities in this course were created to foster a spirit of cooperation and friendship in the class and to give students the feeling that they are all members of a team with a common purpose and a role to play in the success of the course. Accordingly, ask students to agree on this rule: “Only English may be spoken in our class.”

These ideas may help students who find it difficult to follow the English-only rule:

- Remind students that your class may be their only opportunity to use English.
- Demonstrate what to do before students are split into pairs or groups, using one of your more confident students as your partner while the others listen. This modeling will help everyone get into the discussion or activity more quickly.
- If you overhear students using their native language, remind them of the rule.
- Separate students who persistently use their native language, and put them with students who do use only English in class.
- Make sure all students know basic transactional language that they can use to manage their conversations. Many of these useful statements and questions appear in the **Working together** pages of the Student’s Books 1 and 2 (see Student’s Book pages vi–vii). Go over these pages carefully to help students learn and remember this important language before you begin the units in the Student’s Book. You may also want to make a list of this language on the board (or create a poster for the classroom) and add further transactional language as the need arises.

### **What should the teacher do when students make mistakes?**

Although most students using *Let’s Talk, Second Edition*, probably already have a basic knowledge of English grammar, they will still make mistakes. Although accuracy is an important aspect of language learning and should never be ignored, it is more important for students to be able to communicate effectively. Many grammatical mistakes don’t seriously affect communication. For example, the meaning of what a student is trying to say – his or her message – may be clear to others in spite of an incorrect verb tense or article. Moreover, students should not be corrected every time they make a mistake. If that happened, most students would become inhibited and afraid to speak at all. Actually, mistakes play an important role because they are

an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require.

Students should certainly be corrected when they make serious errors. However, it's usually better not to interrupt students while they are doing an activity but to point out any mistakes *after* they have completed it. This allows students to focus on communicating with each other. While you are listening to students working in pairs or groups, you might make the occasional discreet correction without interrupting the flow of the conversation. It's usually better, however, to take notes on some of the important or frequent errors you overhear and point them out to the class later. Then individual students won't feel singled out for making mistakes, and all students can learn from one another.

In writing, where errors are more noticeable and may interfere more seriously with communication, accuracy is more important. When marking students' written work, you can't really overlook some of their mistakes as you might if they were talking. However, it's helpful to show students which of their mistakes in writing are more serious or less serious, and to distinguish among different kinds of mistakes.

When students submit written work, ask them to leave a wide margin so that there's sufficient room for you to add comments later. Give students a chance to correct their own mistakes by underlining the incorrect parts and showing in the margin whether there's a mistake in grammar (**G**), word order (**WO**), vocabulary (**V**), punctuation (**P**), or spelling (**Sp**). If there's a clearer way of saying something or a better word to use, you may want to write a comment to indicate that in the margin as a suggestion.

And don't highlight only mistakes. A checkmark (✓) is a nice way of showing that an idea has been well expressed. Words of encouragement are even more appreciated – especially if a student seems to have put a lot of effort into his or her work.

### **How should the teacher handle new vocabulary?**

As students work through *Let's Talk, Second Edition*, they will be learning more and more vocabulary. Some items are presented in vocabulary boxes, while others occur in context in the recordings and the activities.

The teaching notes for most activities include a glossary that highlights the important new vocabulary students will encounter in that activity. It is important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity so that they don't panic when they see an unfamiliar word. By focusing on essential vocabulary, you can use class time more efficiently.

Before presenting the definition of a word, ask the class if anyone can explain the word. If no one can, give the meaning provided in the Teacher's Manual. Alternatively, ask students to look up the word in a good learner's dictionary such as the *Cambridge Dictionary of American English*. Whenever possible, encourage students to guess the meaning of a word from its context – an important reading and listening skill. Students



may need your guidance at first, but as their skill develops, they will be able to do this on their own. Explain that guessing the meaning of a word from its context involves:

- looking in the text or at the other words in the vocabulary box for clues
- thinking about what they know about similar words
- using their knowledge of the world

If students figure out meanings for themselves, they're more likely to remember the new words than if you define the words for them in English or translate them.

Students may ask about other words that are not listed in the glossary for a particular activity. It's a good idea to preview the activities and the audio scripts of the recorded material so you can answer questions about any potentially difficult or unfamiliar words.

### **How can the teacher help students build their vocabulary?**

Recommend that students circle or underline new and /or important words and expressions in their Student's Book. Highlighting is particularly effective because it makes the language students want to remember "jump off" the page, reminding them of the key vocabulary items and showing the words in contexts. Moreover, going over previous lessons will help students review vocabulary easily and effectively.

Students should be encouraged to record new vocabulary in other ways as well. Suggest that they keep a vocabulary notebook, organized in one of two ways: alphabetically (like a dictionary) or by topic or subject matter.

### **What is the role of writing in *Let's Talk, Second Edition*?**

Although this course focuses on speaking and listening skills, you may also want your students to do some writing. To facilitate this, there is a **Writing option** activity at the end of the teaching notes for each unit. You may want to give students some class time to prepare for this activity; however, the actual writing should be assigned as homework. When the assignment is due, have students work in groups to take turns reading and commenting on one another's work. Then collect the assignments and add your comments before handing them back. (See the suggestions above in *What should the teacher do when students make mistakes?* for ways to give corrections and comments.) Answer any questions students may have.

I hope you enjoy using *Let's Talk*!



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# Level 1 scope and sequence

**Working together** (pages vi–vii) **Getting started** (pages 2–3)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 1</b> (pages 4–7) <b>Communicating in English</b> <b>1A</b> Let's get to know each other! <b>1B</b> Personal information	Introducing yourself and others; asking for and giving personal information	Introductions; a radio interview; conversations about personal information	Phone numbers; addresses; e-mail addresses; ages; birthdays
<b>Unit 2</b> (pages 8–11) <b>All kinds of people</b> <b>2A</b> What do they look like? <b>2B</b> Your personality	Describing personal appearance; describing personality characteristics	Descriptions of physical appearance; descriptions of personality characteristics	Adjectives to describe appearance and personality
<b>Unit 3</b> (pages 12–15) <b>Free time</b> <b>3A</b> What are your interests? <b>3B</b> What sports do you like?	Talking about hobbies; describing sports characteristics; discussing extreme sports	Conversations about hobbies and interests; a description of an unusual sport	Hobbies and sports
<b>Unit 4</b> (pages 16–19) <b>People</b> <b>4A</b> Families <b>4B</b> Friends	Talking about families; discussing living arrangements; describing a good friend	A description of a family; conversations about best friends	Family members; characteristics of living arrangements and friends
<b>Units 1–4 Expansion</b> (pages 20–21)			
<b>Unit 5</b> (pages 22–25) <b>Money</b> <b>5A</b> Shopping and clothing <b>5B</b> Saving and spending	Talking about shopping habits and preferences; giving compliments; suggesting gifts; discussing spending habits and attitudes	Conversations about shopping; descriptions of recent purchases; interviews about spending habits	Places to shop; clothing; ways to save money; gifts
<b>Unit 6</b> (pages 26–29) <b>Travel and tourism</b> <b>6A</b> How was your trip? <b>6B</b> Travel near and far	Describing past trips; taking a vacation survey; discussing famous places; talking about things to take on a trip	Descriptions of trips; conversations about travel experiences	Adjectives to describe trips; vacation activities; famous places; things to take on vacation
<b>Unit 7</b> (pages 30–33) <b>Food and drink</b> <b>7A</b> Eating out <b>7B</b> Food around the world	Talking about food; describing eating habits; planning a meal; describing traditional meals and unusual foods	Mealtime conversations; descriptions of experiences with unusual foods	Foods and drinks; adjectives to describe food; places to eat
<b>Unit 8</b> (pages 34–37) <b>Entertainment</b> <b>8A</b> Let's see a movie! <b>8B</b> What's on TV tonight?	Discussing movies and TV shows; taking a TV survey; planning a TV schedule	Descriptions of movies; TV show segments	Types of movies and TV shows; adjectives to describe movies and TV shows
<b>Units 5–8 Expansion</b> (pages 38–39)			

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 9</b> (pages 40–43) <b>Health</b> <b>9A</b> A healthy lifestyle <b>9B</b> Sleep and dreams	Discussing healthy lifestyles; taking health and sleep habit quizzes; discussing sleep and dreams	A radio show about health; a talk about sleep and dreams	Adjectives to describe a healthy lifestyle; healthy activities; phrases to describe sleep habits
<b>Unit 10</b> (pages 44–47) <b>Self-improvement</b> <b>10A</b> Improve your memory! <b>10B</b> Good advice	Talking about ways to remember things; discussing problems and giving advice	Conversations about how to remember things; a radio show about problems and advice	Ways to remember things; things people forget; problems and advice
<b>Unit 11</b> (pages 48–51) <b>In the city</b> <b>11A</b> How to get there <b>11B</b> Plenty to do	Asking for and giving directions; talking about cities; recommending places; planning a fun day out	Directions; descriptions of cities and their characteristics	Prepositions of place and directions; characteristics of cities; places to visit
<b>Unit 12</b> (pages 52–55) <b>Customs</b> <b>12A</b> Holidays <b>12B</b> Good manners	Talking about ways people celebrate holidays; discussing and giving advice about manners; comparing customs	Descriptions of holidays in three countries; a conversation comparing different customs	Holidays; ways to celebrate holidays; expressions about manners and customs
<b>Units 9–12 Expansion</b> (pages 56–57)			
<b>Unit 13</b> (pages 58–61) <b>Famous people</b> <b>13A</b> Celebrities <b>13B</b> Still famous	Talking about celebrities; taking a quiz about celebrities; discussing famous people from the past	A radio show about two famous writers; old radio interviews with three famous inventors	Types of famous people; words and expressions to describe celebrities and famous people
<b>Unit 14</b> (pages 62–65) <b>Home, sweet home</b> <b>14A</b> My dream home <b>14B</b> Unusual homes	Talking about typical and unusual homes; describing things in a home; taking a survey about home preferences	Descriptions of dream homes; interviews about unusual homes	Furniture and things in homes; types of homes; characteristics of homes
<b>Unit 15</b> (pages 66–69) <b>Then and now</b> <b>15A</b> Childhood memories <b>15B</b> Fads and fashions	Talking about games; sharing childhood memories; talking about fads; discussing what's in and out of style	Descriptions of three childhood memories; a conversation about fads	Games; types of fads; toys; hairstyles and fashions
<b>Unit 16</b> (pages 70–73) <b>The future</b> <b>16A</b> Hopes and dreams <b>16B</b> The world in the future	Talking about past achievements and regrets; talking about hopes and dreams; making predictions; discussing the perfect future city	A conversation about past achievements and regrets; a conversation about hopes for the future; a news report from the future	Expressions about achievements and regrets; expressions to describe predictions
<b>Units 13–16 Expansion</b> (pages 74–75)			

**Communication tasks** (pages 76–91) **Answers** (pages 92–93)  
**Self-study grammar, listening, vocabulary, and answer key** (pages 94–129)