

# Nice Talking with You 2



**Teacher's Manual**

**Tom Kenny**



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# Plan of the Student's Book

| <b>Welcome to <i>Nice Talking with You</i></b> |                               |   |  | pages 4–6     |
|--|-------------------------------|---|--|---------------|
| Unit   | Topic                         | Conversation strategies   |  |               |
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| 4  | <b>Going out</b>              | Introducing a suggestion<br>Making a specific invitation          | Accepting a specific invitation<br>Declining a specific invitation | pages 31–38   |
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| 9  | <b>Personalities</b>          | Introducing a personal question                                   | Softening your response<br>Getting time to think                   | pages 75–82   |
| 10   | <b>Careers</b>                | Asking a favor<br>Describing the favor                            | Agreeing to help   | pages 83–90   |
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# Introduction

## Why we wrote this textbook

Conversation strategies are powerful tools, yet simple for students to understand. I tell my students:

Use these words/phrases/strategies when you need them. They'll help you keep the conversation going, fix communication problems, and react in English. Use them and you'll be able to speak English in short conversations on simple topics.

Using *Nice Talking with You 1*, my students get their first training in English fluency practice. The next step is to encourage them to extend their discourse, and there are of course many ways to do that. *Nice Talking with You 2* achieves this by focusing on two key goals, both within the reach of students who have completed basic fluency training:

- Learning to *say more*
- Learning to *do more* in a conversation than just talk about a topic

To push students toward these goals, students need practice extending the length of their turns and performing simple interpersonal or transactional functions. Let's look at how this text does this.

### ***Learning to say more***

To encourage learners to say more, students will learn discourse markers like *Speaking of*, *You know what?*, *By the way*, *Can I ask you something?*, *Hey*, and *I have an idea*. These phrases serve to introduce a new segment of discourse within a conversation. For example, *Can I ask you something?* can be used to signal a shift from chatting generally about a topic to asking a personal question related to the topic. It's especially helpful for students to have a small repertoire of such phrases and expressions to replace the over-used (and widely misused) phrase *By the way*.

Students will also acquire phrases that are open-ended and demand clause- or sentence-length utterances to complete, such as *I guess*, *I think*, *I mean*, *It sounds like*, and *So, in other words*. In this way, students who learned in level 1 of *Nice Talking with You* to respond with the formulaic phrase *That sounds good* are now challenged to take it to the next level by saying something like *It sounds like that's a good way to stay healthy*.

### ***Learning to do more in a conversation than just talk about a topic***

Students who have experienced their first taste of fluency by mastering basic conversation strategies, such as those presented in *Nice Talking with You 1*, are ready to internalize the conversation strategies they need to perform the short role plays introduced in *Nice Talking with You 2*. Unlike dialogues, the language to be used for role plays is not dictated. Role plays add a new dimension to the students' conversations by providing them with tangible tasks but the freedom to use their imagination to perform them.

In my experience with teaching English-speaking skills to university students, I've found that learners are familiar with role-play dialogues from their earlier study of English. They quickly pick up the idea that there are different kinds of role plays: some are transactional; some are interpersonal. Transactional role plays include ordering food in a restaurant and booking a hotel room; interpersonal role plays include asking for help, permission, advice, and invitations. There is little discourse before and after transactional role plays because the speakers have only a temporary business relationship. Interpersonal role plays, on the other hand, are suited for people who know each other, and constitute a small scene to be performed within a larger discourse picture. These are the role plays that *Nice Talking with You 2* focuses on.

My goal with *Nice Talking with You 2* is therefore to give teachers a text that will help their students both say more and do more than before. It builds on language students know but have not yet used in spoken form. Most of all, it follows the style of level 1, with conversation strategies clearly at the forefront of instruction, so that all the students in the classroom know that these strategies are the tools that help them achieve the goal of speaking English naturally and with confidence.

## Conversation strategies

Conversation strategies form the focal point of *Nice Talking with You*. On each double-page Conversation strategies section, several strategies and related expressions are presented. In level 1, they function by guiding the flow of conversation around a specific topic. In level 2, the first strategy serves to introduce a new topic or change the focus of a conversation in some way, while subsequent strategies usually guide a role play related to the unit topic. For example, the topic of **Unit 2, My place**, is about students' homes and neighborhoods. The first strategy shows how to introduce a new idea, in this case an invitation to visit a student's home. The subsequent strategies focus on how to make and accept such general invitations.

The first strategy does not always have to be taught first. In my experience, it is often easier to have students practice this after they have practiced the conversation strategies that guide the role plays, which students perform as part of the timed conversations of the **Do it!** section. In most units, you will have the option of introducing the first strategy after the others, in which case I recommend this be done just before students begin the timed conversations.

## Why “Noticing”?

In each of the units, I have included noticing activities. I believe that training students to notice is an important role of a language-learning class. The following is a very basic and simplified explanation of why I train my students to notice features in language. I have kept the terms and concepts intentionally simple. Please refer to the bibliography if you would like to learn more about this essential issue in second-language acquisition.

Krashen's Input Hypothesis was for many years the predominant framework within which explanations for how learners learn a language were made. The basic premise of the hypothesis is that learners acquire language unconsciously by listening to language just beyond their ability. If they receive enough language at the right level and in the right environment, then they are on the route to becoming successful speakers. Language learning researchers, however, are finding evidence contrary to Krashen's theory. They feel, as does the author, that consciousness plays a much larger role in learning a language than was previously thought. In order to learn a language, we must notice features in the language. What we don't notice, we cannot learn. This is true for pronunciation, vocabulary, grammar, and cultural aspects of the language.

Although higher-frequency occurrence of a language item can increase our chances of noticing it, frequency doesn't always dictate what we come to be able to say. What we are able to notice has more significance. Here are two findings that have contributed to the conclusion that learning is a conscious process and thus that training in noticing is an important skill that students need in order to be successful speakers:

- In a comprehensive study of a beginner learner of conversational Portuguese, researchers found that the learner, an adult male, used what he was taught if he heard it and noticed it. It wasn't enough for the form to be taught and drilled in class. Unless the form was consciously noticed in the input, the learner was unable to use it in his output.
- Native English speakers in French immersion schools start taking their classes in French from as early as kindergarten. The students are able to understand their teachers, gain knowledge in individual subjects in French, but they do not reach native-like production competency despite 12 years in an ideal acquisition environment. Researchers have pointed out that one reason for their failure to do so is because the learners are not conscious of language to the point of noticing forms in the language. Getting the gist of what someone says will allow learners to retrieve meaning but not many other important features of the language, such as pronunciation, vocabulary, and grammar. They can understand something by putting vocabulary together and guessing, but this level of understanding is not enough to be able to speak.

Until quite recently, the concept of noticing had been confined to research dealing with native input. Although it is very important to provide students with a large amount of native-speaker “correct” input, research now shows that noticing one's own output also has benefits. When students produce language, it can help them notice what they can say and what they can't say. They notice the gaps in their language, and this leads them to work on removing these gaps by learning new words and testing their hypotheses

about forms that are beyond their present level of ability. An additional benefit that comes from focusing on production is that structures become more automatic and easily produced.

As we learn more about the active role speaking has in learning a language, I have become convinced that students have much to benefit from even when they speak with their non-native-speaking classmates. These findings have resulted in the introduction of many activities in *Nice Talking with You 2*.

### ***Do it! Timed conversations***

We must provide students with opportunities to produce language. In this way, they can test their hypotheses about language. With no opportunities to produce, students will not know what they can say and what they cannot say.

### ***Do it! Noticing my partner's English***

We need to design activities that encourage students to notice their own language and the language of their partners. This noticing provides immediate benefits for their interactions with partners in the classroom. Students can learn many things about language from their classmates. Also, since their classmates are near-peer role models, their language often provides the optimal level of input.

### ***Conversation listening: Noticing the conversation strategies***

After we present a conversation strategy, students engage in a listening activity that has them notice the use of the strategy. They then practice conversations with the goal of using the strategy in their conversation. This leads to noticing practice, where they use the conversation strategies and notice the use of the strategy in their partners' language or their own.

The most important point of all these activities is to provide students with consciousness-raising activities. I believe that explaining the importance of noticing and training students to perform this skill will allow them to heighten their learning in the classroom and learn more from any input.

Tom Kenny

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# Long time no see

## NOTE

To limit the amount of repetition, complete guidance is provided for Unit 1 only. When teaching subsequent units, please refer to Unit 1 as necessary.

## Conversation strategies

Getting someone's attention / Starting a "catch-up" conversation / Pre-closing a conversation / Closing a conversation

### Likes and dislikes

Page 7

This warm-up section is designed to personalize the topic for the student. You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson. Either way, it is recommended that you encourage your students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 7

This section serves to introduce the target vocabulary items for the unit. There are typically 30 items, arranged alphabetically. You can do this in class or assign it for homework. You may want to have students group the lexical items into nouns, adjectives, verbs, etc.

### Match it / Fill it in / Put it together

Page 8



These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework. If assigned for homework, direct students to check their homework with each other. (This is a good opportunity to check who has done the homework.)

- Have the students write the question number on the line.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students. We recommend that answers be given by reading the entire sentence in which the word is found.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 9

- Chorus the sentences. Listen for correct pronunciation. Students often benefit from seeing a phonetic example written on the board. For example, you can write "Whadday you been doing?"
- Make sure students understand the meaning of each sentence. Remind them to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books. The time for this section will vary. Two minutes for each set of partners in their group should be enough. Students can use conversation strategies from previous units as appropriate.
- If class time allows, ask students to find a partner from outside their group to practice with. Encourage students to get up from their seats to find a partner as quickly as possible and to sit down as soon as they are finished.

### Watch out!

Page 9

This section is designed to raise students' awareness of common mistakes.

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners and then chorus the correct version.



**Option**

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have the students check.

**Language point****Page 9**

This section provides a one-point focus on form. As I believe in teaching by doing, not by explaining, I do not attempt to provide grammatical explanations here nor recommend you do so. Tell the students they will come to understand as they read the example and do the exercises.

- Read the examples aloud. If necessary, write the key words on the board.

**PRACTICE**

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.

**Conversation strategies****Pages 10 and 11**

The presentation and practice of conversation strategies are the most important parts of *Nice Talking with You's* integrated design. The primary goal of the text is to guide students through progressive mastery of these. The number of strategies and related expressions has been limited in a deliberate attempt to get learners to “do more with less,” and by keeping the number down, students are more likely to internalize them. The strategies on these pages are introduced and practiced on these pages and subsequently used to perform the role play which students perform during the timed conversations of the **Do it!** section.

**Teaching tip****Internalization**

To encourage students to internalize what they are practicing, tell them to turn their books over as quickly as they can. For example, let students use their books during practice with their first and second partners; on their third partner practice, tell the student who must respond with a conversation strategy to turn over their book.

**Getting someone's attention**

- Explain that the phrase *Excuse me* is commonly used to attract someone's attention, and that it's used to make a soft beginning to a “long time no see” conversation.
- Chorus the phrase with your students.
- Model the example dialogue with a student. Switch roles if you feel further practice is necessary.

**PRACTICE**

- Tell students to read the questions and responses.
- Model the questions and responses with a student. Switch roles.
- Direct the students to practice as in the model. Ask Student A to read the questions and Student B to respond from memory. Then have them switch roles.
- Ask students to change partners and encourage them to form both questions and responses from memory, rather than looking at the book.

**Starting a “catch-up” conversation**

This conversation is a great semester opener, whether classmates know each other or not. To maximize the fun, it is recommended that students pretend to be 10 years or so older than they are.

- Chorus the expressions.
- Model the example dialogue with a student. Switch roles if necessary.

**PRACTICE**

- Tell students to read the topics and match them to the sentences on the right. Have students compare their answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or pairs of students.
- Use the first two sentences to model the conversation with a student:  
Teacher:  
*Wow, long time, no see! It's been a while. How have you been?*  
Student:  
*Great! I'm living in Tokyo now. I'm married now and we have two kids!*
- Then switch roles and use the third and fourth sentences:

Student:

*Wow, long time, no see! It's been ages. How are things?*

Teacher:

*Pretty good. These days I'm working for Google. You haven't changed a bit! You look great!*

- Have the students practice with a partner. Encourage them to use their own ideas.

## Pre-closing a conversation

- Explain that these phrases are used by speakers to signal that they soon want to end a conversation, and that these phrases are used to avoid sounding too abrupt. Mention that they can be used for many conversations, not only the “long time no see” type in this unit.
- Chorus the expressions.
- Model the example dialogue with a student.

### PRACTICE

- Tell students that when speakers pre-close a conversation, they often add a short explanation and that this sounds more polite. Have students use their own ideas to write short sentences on the lines.
- Direct students to practice using their ideas with a partner, as in the example dialogue.

## Closing a conversation

- Chorus the expressions.
- Model the example dialogue with a student.

### PRACTICE

- Ask students to find a new partner. Explain that they will now use all the strategies on pages 10 and 11 to create a complete conversation.
- Move around the room, helping students as necessary. Encourage them to use the expressions from memory, rather than looking at them in the book.
- After the students have finished, you might want to congratulate them on finishing their first role play in their new class. (You may prefer to call this a scene.) This will help you to set the stage for the role plays or scenes they'll perform throughout the course.

NOTE: The role play in Unit 1 forms the entire conversation, but in most subsequent units the role play takes place within the context of a larger conversation.

## Teaching tip

### Modeling

Students often enjoy this activity: it's not often that they get a chance to be deliberately unclear! Picking a very outgoing student to help you to model the activity will help a lot to make the activity fun.

## Conversation listening (A, B, and C)

Page 12  Track 3

These dialogues are scripted conversations performed mostly by native-English-speaking voice actors. See pages 53–63 for the scripts.

- Have students read along silently while you read the instructions. Check that students understand the directions.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner.
- Review the answers by either giving them to the class or eliciting them from individual students or groups of students.

## Get ready!

Page 13

This section allows students to plan their conversations and focus on the words and expressions they will use. While the speaking activities of the unit focus on developing fluency, the **Get ready!** section gives students time to focus on form. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able. It is recommended that you assign the **Get ready!** work for homework.

### Assigning the Get ready! work

- Tell students to imagine a conversation and write down some of the things they would like to say under the **Things to say** heading. When they come across words or expressions they don't know in English, they should write these down in their own language and look them up after they have finished, instead of disrupting their train of thought.
- Tell students to look up any words they don't know and write them in English under the **Words to use** heading. Encourage them to look back at the **Words and phrases** section

## Teaching tip

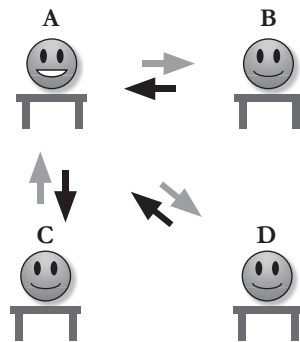
### Classroom Management

#### Timed conversations and Four Friends Practice

To become fluent in any language you need a lot of practice. Timed conversations help students practice speaking efficiently, and this technique is used throughout *Nice Talking with You*.

I recommend emphasizing the value of doing timed conversations with your students. Giving students plenty of opportunity to have real conversations will help provide the practice necessary to build fluency skills; talking about the same topic, but with new partners, will increase their confidence.

To make timed conversations as successful as possible, you should organize the class into groups, so that changing partners is quick and easy. It is important to set up this up carefully, so each student understands what to do. One method I recommend is called Four Friends Practice. Students form groups of four. Each student practices with their three partners – firstly with the person next to them, then the person behind or in front of them, and finally with the person diagonally to them. You may want to draw the picture below, which illustrates Student A practicing with Students B, C, and D.



at the beginning of the unit and write down any vocabulary items they want to try to use.

- Then tell them to think of questions they could ask their partners about the topic in order to have them ready for use during conversation practice to expand upon the topic. (Students should be reminded not to rewrite any questions from the **Conversation listening** section.)

#### In the class

- If you assigned the **Get ready!** work for homework, direct students to compare what they have written with their partners.
- Walk around the classroom to answer questions on how to say things or to help individuals say certain things more naturally. Make certain that all students have looked up at least a few new vocabulary words.

The **Get ready!** section in the textbook is just one version of how students can prepare for their conversations. Giving preparation time

is very important, especially at lower levels.

Encourage the lower-level students to write complete sentences at first; higher-level students can focus on expressions and new vocabulary.

### Do it!

#### Page 13

This is the part of the lesson where students put it all together (questions, vocabulary, language points, and conversation strategies) and have conversations and perform role plays within a timed conversation framework.

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal (e.g., “Ready? Go!”) and start the stopwatch.
- Move around the room, listening for conversation strategies and other language

items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.

- Signal the end of the conversation (e.g., beeper sound from timer, ringing a bell, turning off classroom lights) and let students say *Nice talking with you*.
- Encourage students to reflect on the language used (noticing) during the conversation and to make a note of it in the text. (e.g., “She said *Oh yeah?* I never say that.”) Elicit answers from one or two students. (e.g., “Kaori, you talked to Irene. What did you notice in the conversation?”)
- Get students to find a new partner in their group and begin the cycle again.

### Noticing my partner’s English

Initially, students need training to focus on the language they hear from their partners. When students can do that comfortably, they should begin training to notice features of their own output. How quickly the change in noticing focus (from input from the partner to one’s own output) should occur in the classroom is a decision that must be left up to each individual teacher, since every classroom situation varies.

In the first few units of the text, as students are training in the art of noticing, the teacher should decide what students should focus on. After students become comfortable with noticing, their teacher should allow them a freer hand. At this point, students will rise to their own challenges: extremely able speakers, who might have less to gain from focusing on input from others, will focus instead on their own output; less able students who labor to output will benefit more from input from others. Regardless of whether it’s input from a partner or one’s own output, regardless of what the language feature is, the point is to get students to take something away from their practice that they can remember.

#### Features to notice

It is recommended that students begin by noticing the conversation strategies that they’re practicing, then vocabulary, then larger chunks of language, such as grammar or lexical-phrase structures. Included in the list of language features that learners can notice about their output should be gaps in their language knowledge, such as “I want to say ‘XX.’” “How can I say that in English?” or “I said ‘Almost boys like baseball.’ Is that OK to say?”

## Real conversations (A and B)

Page 14  Track 4

Real conversations are a collection of short, unscripted dialogues between native speakers (British, Australian, and North American) and selected non-native English speakers. These dialogues are based on the unit topic and recycle the conversation strategies presented in the unit. See teaching suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 14

This section wraps up the unit with a tightly controlled activity that invites students to think critically about the topic. Task activities are carefully scaffolded to ensure that even low-level students succeed. Although students may lack the fluency to discuss the points presented in detail, in my experience students enjoy the opportunity to consider the deeper aspects of a topic.

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

### PRACTICE

- Get them to compare their answers with a partner or other classmates, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded. (e.g., “Raise your hand if you agree with statement 1.”)



### Global Voices

Remind students to go to the Global Voices part of the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com) to see how people around the world feel about the topic and to challenge themselves to listen to Global Voices, which features short clips of monologues on the unit topic from native and non-native English speakers.

## Unit 1 Answers

**Match it**

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

**Fill it in**

- living
- remember, proposed
- promotion
- graduate, full-time job
- traveling
- looking great, haircut
- new baby
- at home, surgery

**Put it together**

- Tell me, are you seeing anyone special?
- I don't really like change. I've lived in the same city since birth.
- I want to teach at a college level, so I am applying to grad school.
- When you have some time, why don't you come over to my house?
- I haven't spoken with Britney at all since graduation.

**Language point**

- are            4. have been
- is             5. were
- was

**Conversation listening****A. First listening**

- married      2 children
- divorced     1 child
- single        0 children
- married      0 children

**B. Second listening**

- a) T          b) F
- a) F          b) F
- a) T          b) F
- a) F          b) F

**C. Listening for conversation strategies**

- |          |                         |
|----------|-------------------------|
| Not used | meeting someone         |
| 3        | not being late for work |
| 2        | going home for dinner   |
| 1        | going to the gym        |
| 4        | catching a train        |

**Real conversations****A. Listening**

- |    | Married? | Children? |
|----|----------|-----------|
| 1. | Y        | ?         |
| 2. | Y        | 1         |
| 3. | Y        | 3         |

**B. Vocabulary**

## Conversation

- 3
- 1
- 2
- 1
- 3
- 2

# My place

## Conversation strategies

Introducing a new idea / Making a general invitation /  
Accepting a general invitation

### Likes and dislikes

Page 15

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 15

You can do this in class or assign it for homework. Students can work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 16  Track 5

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have the students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 17

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 17

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 17

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.



## Conversation strategies

Pages 18 and 19

### Introducing a new idea

The first strategy of this unit and most subsequent units serves to introduce a new idea or change the focus of the conversation in some way, paving the way for the role play. In such units, you have the option to introduce the strategies for the role play before this first strategy. If you exercise this option, I suggest the first strategy be focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Making a general invitation

- Explain that during the timed conversations about the students' homes, they will invite their partner to visit their home or neighborhood. Explain that the purpose of the general invitation is to be polite and build rapport with a partner: it is not a specific invitation (covered in Unit 4).
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Ask students to read the five examples and to add one or two of their own ideas.
- Model the conversation with a student:  
Teacher:  
*You should come over sometime. There's a nice park near my house.*  
Student:  
*That sounds nice.*  
Teacher:  
*Yeah, we can have a picnic.*
- If further modeling is necessary, switch roles and use another example. Then direct students to practice with a partner.

### Accepting a general invitation

- Introduce the expressions as alternatives to *That sounds nice.*
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Explain that students will now combine all

the strategies they have practiced to make a complete role play.

- Focus on the steps of the role play and review the extra information. (Step 1 is optional at this stage.) Ask students to write three or four sentences using their own ideas.
- Model the conversation with a student. Switch roles if further modeling is necessary.
- Have students find a new partner and practice the complete role play. Move around the room, helping students as necessary. Encourage them to speak from memory, rather than referring to the book.

### Conversation listening (A, B, and C)

Page 20  Track 6

- Have students read along silently while you read the instructions. Check that students understand.
- Play the recording and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answer.

### Get ready!

Page 21

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 21

- Put students in appropriate groups or direct students to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal. Start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (e.g., beeper sound, ringing a bell) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used (noticing) during the conversation and to make a note of it in the text.



- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 22  Track 7

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 22

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or other classmates, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 2 Answers

### Match it

- |       |       |
|-------|-------|
| 1. e) | 4. f) |
| 2. c) | 5. d) |
| 3. a) | 6. b) |

### Fill it in

- apartment, doorman
- gym, elevator
- ground floor
- campus, multicultural
- studio, cramped
- swimming pools
- old fashioned
- bright

### Put it together

- I think country life is peaceful, but it would be hard to live without convenient shopping.
- I don't want a big house; I'd rather have just a few cozy rooms.
- I used to live with a girl who was really messy and never did her dishes.
- Having a dog makes me feel more secure than having an electronic security system.
- I live close to a lot of tech companies, so a lot of my neighbors are yuppies.

### Language point

- on
- in
- with
- at
- in

### Conversation listening

#### A. First listening

(pictures numbered from left to right, top to bottom)

- |           |                |
|-----------|----------------|
| Picture 1 | Conversation 4 |
| Picture 2 | Conversation 1 |
| Picture 3 | Not used       |
| Picture 4 | Conversation 3 |
| Picture 5 | Conversation 2 |

#### B. Second listening

- A
- B
- B
- A

#### C. Noticing the conversation strategies

- B
- B
- A
- A

### Real conversations

#### A. Listening

(pictures numbered from left to right, top to bottom)

- |    | lives alone | lives with family |
|----|-------------|-------------------|
| 1. |             | ✓                 |
| 2. |             | ✓                 |
| 3. | ✓           |                   |
| 4. |             | ✓                 |

#### B. Vocabulary

- T
- F
- T
- F

# Money

## Conversation strategies

Introducing a new topic / Giving a present / Accepting a present

### Likes and dislikes

Page 23

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 23

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 24  Track 8

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 25

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 25

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 25

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.

## Conversation strategies

Pages 26 and 27

### Introducing a new topic

This strategy with the expression *Oh, before I forget*, serves to introduce a new topic or idea and paves the way for the role play. You may wish to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Giving a present

- Explain that during the timed conversations about money, students will role-play giving and receiving a present.
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Ask students to read the four examples and to add one or two of their own ideas.
- Model the conversation with a student:  
Teacher:  
*I want to give you something.*  
Student:  
*Oh my gosh! What's this?*  
Teacher:  
*It's a piggy bank. It's for your savings.*
- If further modeling is necessary, switch roles and use another example. Then direct students to practice with a partner using their ideas.

### Accepting a present

- Introduce the phrases as different ways to say *thank you*.
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Explain that students will now combine all the strategies they have practiced to make a complete role play.
- Direct students to use their own ideas to complete the chart with a partner.
- Focus on the steps of the role play and the information shown in the tip. (Step 1 is optional at this stage.)
- Model the conversation with a student. Switch roles if further modeling is necessary.

- Have students find a new partner and practice the complete role play. Move around the room, helping students as necessary. Encourage them to speak from memory, rather than referring to the book.

## Conversation listening (A, B, and C)

Page 28  Track 9

- Have students read along silently while you read the instructions. Check that students understand.
- Play the recording and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answer.

### Get ready!

Page 29

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 29

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you*.
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Teaching tip

The purpose of **Do it!** is to provide free practice for students to use the vocabulary, questions, language points, and, especially, conversation strategies to talk about the topic and perform the role plays. To keep students motivated as they progress through the units, it's a good idea to give them specific goals to achieve during their practice. For example, remind them to use previously studied conversation strategies, such as asking them to keep the conversation going, by using the expressions *Like what? What do you mean?* etc.

For more tips, see the teacher's section of the companion Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com)

## Real conversations (A and B)

Page 30  Track 10

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 30

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

### PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 3 Answers

### Match it

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

### Fill it in

- |                       |                     |
|-----------------------|---------------------|
| 1. make payments      | 5. credit cards     |
| 2. bank account       | 6. discount stores, |
| 3. shopping spree     | stingy              |
| 4. limited resources, | 7. generous         |
| budget                | 8. gambling         |

### Put it together

1. Paying with a check is really slow and not very reliable.
2. I like stores that do gift wrapping, because I'm not good at that.
3. I give part of my salary to a hospital charity. I think it's an investment for my health.
4. I love online billing, because it's convenient and saves paper.
5. When you are buying electronics, it's a good idea to shop around for the best price.

### Language point

1. Which      4. What  
2. How      5. Which  
3. What

### Conversation listening

#### A. First listening

1. A      2. B      3. A      4. B

#### B. Second listening

- |          |                               |
|----------|-------------------------------|
| 4        | wants to save money           |
| 1        | is short of money             |
| Not used | has a high salary             |
| 3        | spends money in a bookstore   |
| 2        | saves money by living at home |

#### C. Noticing the conversation strategies

1. c)      3. a)  
2. d)      4. b)

### Real conversations

#### A. Listening

- |               |                |
|---------------|----------------|
| Entertainment | Conversation 2 |
| Makeup        | Conversation 3 |
| Clothes       | Conversation 1 |
| Shoes         | Conversation 1 |
| Food          | Conversation 2 |

#### B. Vocabulary

1. T  
2. F  
3. T

# Going out

## Conversation strategies

Introducing a suggestion / Making a specific invitation / Accepting a specific invitation / Declining a specific invitation

### Likes and dislikes

Page 31

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 31

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 32  Track 11

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 33

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 33

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 33

- Read the examples aloud. If necessary, write the key words on the board.

### PRACTICE

- Have students read the sentences, decide the correct response to each, and put checks in the appropriate boxes.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 34 and 35

### Introducing a suggestion

This strategy with the expression *Hey, I have an idea* serves to introduce a new suggestion and paves the way for the role play. You may wish to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Making a specific invitation

- Remind students that in Unit 2 they learned how to make a general invitation. Explain that during the timed conversations about going out, they will role-play making invitations that refer to a specific day or time and accepting or declining them.
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Ask students to read the six examples and complete them with their own ideas.
- Model the conversation with a student:  
Teacher:  
*If you have time today, let's go out to eat and try that new pizza restaurant.*  
Student:  
*Oh, cool! I want to check that out.*
- If further modeling is necessary, switch roles and use another example. Then direct students to practice with a partner, using the examples and their ideas.

### Accepting a specific invitation

- Introduce the phrases as different ways to say *Oh cool*, which was used in the previous role play.
- Chorus the expressions.
- Model the example dialogue with a student.
- Have students find a new partner and practice making and accepting specific invitations, using the examples on page 34 or their own ideas.

## Declining a specific invitation

- Explain that it's important to be polite when declining an invitation, and that it's normal and polite to give a reason. Introduce the phrases as polite ways to say no.
- Chorus the expressions.
- Model the example dialogue with a student.

#### PRACTICE

- Ask students to read the four excuses and add their own ideas.
- Explain that students will now combine all the strategies they have practiced to make a complete role play.
- Focus on the information shown in the tip and then model the conversation with a student. Switch roles if further modeling is necessary.
- Have students practice inviting and accepting or declining the invitations with a partner. Tell them they can use the examples on page 34 or their own ideas. Move around the room, helping students as necessary. Encourage them to speak from memory, rather than referring to the book.

## Conversation listening (A, B, and C)

Page 36  Track 12

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Get ready!

Page 37

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

## Do it!

Page 37

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.



- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

### Real conversations (A and B)

Page 38  Track 13

See suggestions for **Conversation listening**, above.

### Thinking about . . .

Page 38

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

### Teaching tip

If one or more students find *A Listening* challenging, the vocabulary activity *B* can be done first. This will give students a chance to listen for specific phrases and gain familiarity with the conversations. This increased exposure will help them succeed in activity *A*.

### PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



### Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 4 Answers

### Match it

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

### Fill it in

1. local music scene      5. feed the animals  
2. costume party      6. bring snacks  
3. arcade games      7. dance club  
4. new movie, bowling      8. getting dressed up

### Put it together

1. My friend works for a concert house and he got us backstage passes!
2. I love going to street festivals and playing carnival games.
3. On a rainy day I like just sitting in a café and drinking coffee.
4. Tammy doesn't like amusement parks because she hates thrill rides.
5. The weather is beautiful, so let's go to the park and have a picnic.

### Language point

1. to go      4. to go/going  
2. eating      5. to try/trying  
3. hanging

### Conversation listening

#### A. First listening

1. A      3. A  
2. B      4. B

#### B. Second listening

1. A      3. B  
2. B      4. A

#### C. Listening for conversation strategies

1. No      3. Yes  
2. Yes      4. No

### Real conversations

#### A. Listening

1. F      3. T  
2. F      4. F

#### B. Second listening

- a) 3      e) 1  
b) 4      f) 2  
c) 5      g) 6  
d) 7



# Fashion

## Conversation strategies

Changing the focus of a topic / Giving a compliment /  
Asking for an explanation / Beginning an explanation

### Likes and dislikes

Page 39

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 39

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 40  Track 14

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 41

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 41

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 41

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Have students complete the chart on their own.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 42 and 43

### Teaching tip

The expressions linked to the strategies introduced in Unit 5 are open-ended, and some students may find that additional controlled practice helps them internalize these expressions. Supplemental controlled activities are available in the teacher's section of the companion Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com)

### Changing the focus of a topic

This strategy with the expression *By the way* serves to change the focus of a topic and paves the way for the conversation. You may wish to introduce the strategies for the conversation before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the conversation about fashion.

### Giving a compliment

- Introduce students to the idea of giving a compliment. Explain that *nice*, *cool*, and *cute* are commonly used adjectives in spoken conversation, and that *cute* is primarily used to describe clothes or accessories worn by females. You may also want to explain that it's common for native English speakers to begin a compliment with an adjective (e.g., "Nice jacket."); starting with *That's* or *Those are* (e.g., "That's a nice jacket.") is more formal.

### Teaching tip

#### Give extra information

It's common when receiving a compliment to add information about the object in question. I recommend encouraging your students to do this, providing examples as necessary. For example:

*Nice jacket!*

*Thanks. It's new / a present from / borrowed . . . etc.*

- Model the example dialogue with a student.

### PRACTICE

- Ask students to read the items in the list and add at least two more.
- Model the conversation with a student:  
Teacher:  
*(By the way) Cute top!*  
Student:  
*Thanks!*
- Direct students to practice with a partner using the examples and their ideas.

### Asking for and giving an explanation

In Unit 5, we take a break from regular role plays and instead introduce strategies for asking for and providing clarification of a speaker's meaning.

- Explain the importance of asking for and giving explanations in conversation and introduce the expressions *What do you mean?* *I mean*, and *What I mean is* as common ways to do this.
- Chorus the expressions.
- Model both the example dialogues with a student.

### PRACTICE

- Tell students they will write three short and general comments about fashion. Explain that the goal is to make their partner say "What do you mean?"
- Focus students' attention on the information shown in the tip. You may want to use this question when you model the dialogue. Then model the example dialogue with a student:  
Teacher:  
*I don't understand tattoos.*  
Student:  
*What do you mean?*  
Teacher:  
*I mean, why do people change their bodies like that? I just couldn't do it. Do you know what I mean?*  
Student:  
*Yes, I see.*
- Ask students to write their comments and a sentence next to each that explains it.
- Direct the students to practice with a partner using the expressions and their examples. Move around the room, helping students as necessary.

## Conversation listening (A, B, and C)

Page 44  Track 15

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Get ready!

Page 45

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

## Do it!

Page 45

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 46  Track 16

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 46

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 5 Answers

### Match it

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

### Fill it in

1. fashion blogger
2. bohemian, eccentric
3. fashion victim
4. modestly, frumpy
5. gothic
6. hairdresser
7. label
8. girly, lace

### Put it together

1. Ben is a metrosexual. He gets a manicure once a month.
2. Jennifer is really into punk rock, so she owns a lot of black and plaid clothes.
3. Maria is really good at accessorizing, and she wants to be a stylist.
4. Kat really likes hip-hop music, but she doesn't wear the clothes.
5. Naomi likes guys who wear glasses, so she says her type is geek chic.

### Language point

1. usually      4. casually
2. tacky      5. preppy
3. eccentric

### Conversation listening

#### A. First listening

(pictures numbered from left to right, top to bottom)

- Picture 1.      Conversation 4  
Picture 2.      Not used  
Picture 3.      Conversation 2  
Picture 4.      Conversation 3  
Picture 5.      Conversation 1

#### B. Second listening

1. A. F      B. F
2. A. T      B. F
3. A. F      B. T
4. A. F      B. T

#### C. Noticing the conversation strategies

- a) 4      c) 1  
b) 3      d) 2

### Real conversations

#### A. Listening

- a) 4      d) 2  
b) 5      e) 3  
c) 1

#### B. Vocabulary

1. d      3. a
2. c      4. b

# Learning

## Conversation strategies

Preparing the listener / Asking permission / Making a promise / Giving permission

### Likes and dislikes

Page 47

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 47

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in/ Put it together

Page 48  Track 17

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 49

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 49

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 49

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 50 and 51

### Preparing the listener

This strategy with the expression (*Um*) *You know what?* serves to prepare the listener for what the speaker is going to say next and is a common way of softening a request. It paves the way for the role play. You may wish to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Asking permission

- Explain that during the timed conversations about learning, students will role-play asking for and giving permission to borrow something related to learning.
- Chorus the expressions.
- Model the example dialogue with a student.

### PRACTICE

- Explain that students will now practice asking to borrow something. Have them look at the list of items and add two of their own. Ask them to write a reason for borrowing each item on the lines.
- Model the conversations with a student:  
Teacher:  
*(You know what?) I would love to try your phone. I want to buy a new one. Can I borrow it for a minute?*  
Student:  
*Yeab, OK.*
- Direct students to practice with different partners using the examples and their ideas. Encourage them to speak from memory when they can.

### Making a promise and giving permission

1. Introduce the idea that when asking to borrow something, it's common to promise the item will be returned safely, and that students will now extend the previous practice by doing this and giving permission to borrow the item.
2. Chorus the expressions used for making a promise and giving permission.

## PRACTICE

- Focus on the steps of the role play and the information shown in the tip. (Step 1 is optional at this stage.)
- Use the examples on page 50 and the expressions on pages 50 and 51 to model the conversation with a student. Switch roles if further modeling is necessary.
- Have students practice the complete role play with a partner. Move around the room, helping students as necessary. Encourage them to speak from memory, rather than referring to the book.

## Conversation listening (A, B, and C)

Page 52  Track 18

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Get ready!

Page 53

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

## Do it!

Page 53

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a



note of it in the text. Elicit answers from one or two students.

- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 54  Track 19

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 54

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 6 Answers

### Match it

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

### Fill it in

1. ballroom dance
2. culinary arts school
3. enrichment course
4. first aid
5. gardening, knits
6. home improvement
7. obedience training
8. painting

### Put it together

1. Nicole is doing an acting workshop, so she's busy this weekend.
2. He won't do ballet because he thinks it's girly.
3. Brad is living on his own, so he's taking a cooking class.
4. David loves to go surfing, so he's gotten really tanned this summer.
5. Her neighbor plays the guitar really loud, so she wants to move out.

### Practice

1. lend              4. lend
2. borrow          5. borrow
3. borrow

### Conversation listening

#### A. First listening

1. A      3. B
2. B      4. A

#### B. Second listening

1. The woman wants to learn . . . how to use iTunes.
2. The man wants to learn to play . . . some music he borrowed.
3. The man wants to . . . understand more about money.
4. The woman wants to . . . learn how to relax.

#### C. Listening for conversation strategies

- a) 4                      d) 1
- b) 3                      e) 2
- c) Not used

### Real conversations

#### A. Listening

- a) 4              e) 2
- b) 7              f) 1
- c) 5              g) 3
- d) 6

#### B. Vocabulary

1. d)      3. b)
2. a)      4. c)



# Review 1

## Conversation strategies

Page 55

Review the expressions covered in Units 1 to 6. Ask students to put a star next to the ones they use often or sometimes and to circle any expressions they haven't used or aren't sure about. Encourage them to focus on using the expressions in the **Review unit Speaking Practices** that follow.

## Speaking Practice 1

Page 56

The purpose of this exercise is to give students a chance to gain greater familiarity with the expressions presented in the first six units by having them perform again four role plays from these units. These are:

Situation 1

Inviting someone to their home (Unit 2)

Situation 2

Giving a present (Unit 3)

Situation 3

Giving a compliment (Unit 5)

Situation 4

Asking to borrow something and promising to give it back (Unit 6)

**A.**

- Read the directions to the class. Direct students to choose appropriate expressions from page 55, where possible using expressions they circled. Have them write them on the lines.
- Ask students to use their ideas to make notes about each situation.

**B**

- Read the directions for B to the class. Direct students to work with different partners, taking turns being A and B as they practice their role plays. Encourage them to rely less on the book and more on their memory over the course of their practice.
- Move around the room, helping students as necessary.

## Listening Practice 1

Page 57

 Track 20

**A.**

- Read the directions to the class. Then play the four conversations. Students will usually need a little more time than is provided on the recording, so pause when necessary or repeat one or more conversations. It may also be helpful to focus students' attention on the photos, eliciting descriptions of each from the class.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

**B.**

- Read the directions to the class. Play the conversations again, pausing as necessary.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

## Speaking Practice 2

Page 58

The purpose of this exercise is to review selected unit topics and role plays from the first six units. It is especially useful to raise students' awareness of the expressions used to segue into the different role plays.

- Have students look at the list of unit topics covered in the first half of this text and to check (✓) the boxes for the three topics they think they need to practice the most.
- Focus students' attention on the expressions, which serve to introduce a new idea or change the focus of the conversation (realizing the first strategy of each unit). Check students are familiar with them.
- Direct students to have conversations about their topics with different partners. Tell them that during each conversation, they should use the appropriate expressions to start their role plays. Encourage them to rely less on the book and more on their memory over the course of their practice.
- Move around the room, helping students as necessary.

## Listening Practice 2

Page 58  Track 21

### A.

- Read the directions to the class. Then play the three conversations. Students will usually need a little more time than is provided on the recording, so pause when necessary or repeat one or more conversations.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

### B.

- Read the directions to the class. Play the conversations again, pausing as necessary.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

## Review 1 Answers

### Listening practice 1

#### A.

(pictures numbered from left to right, top to bottom)

|            |          |
|------------|----------|
| Picture 1. | 4        |
| Picture 2. | Not used |
| Picture 3. | 3        |
| Picture 4. | 1        |
| Picture 5. | 2        |

#### B.

|                            |          |
|----------------------------|----------|
| Strategy                   |          |
| Conversation               |          |
| Asking for an explanation  | Not used |
| Asking to borrow something | 2        |
| Giving a compliment        | 4        |
| Giving a present           | 1        |
| Making an invitation       | 3        |

### Listening practice 2

#### A.

|              |                      |
|--------------|----------------------|
| Conversation | Invitation accepted? |
| 1            | No                   |
| 2            | Yes                  |
| 3            | Yes                  |

#### B.

|              |                            |
|--------------|----------------------------|
| Conversation | Expression                 |
| 3            | <i>Oh, before I forget</i> |
| 2            | <i>Well you know</i>       |
| Not used     | <i>By the way</i>          |
| 1            | <i>I have an idea!</i>     |

# Experience abroad

## Conversation strategies

Introducing a request / Asking for advice / Giving advice

### Likes and dislikes

Page 59

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 59

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 60  Track 22

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 61

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 61

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 61

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Have students choose the verbs from the box and write the correct form on the lines to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 62 and 63

### Introducing a request

In this unit, like Unit 1, all strategies form one complete role play.

- Explain that when planning to live abroad, it's common to ask for advice, and that during the timed conversations about experience abroad students will role-play asking for and giving advice.
- Tell students that the expression *Can I ask you something?* is a common way to prepare the listener for a request or a question.
- Chorus the expression and model the dialogue with a student.

### Asking for advice

- Chorus the expressions.

#### PRACTICE

- Ask students to look at the list of topics and think of some advice to ask about for each. Have them write on the lines.
- Model the dialogue with a student:  
Teacher:  
*Can I ask you something?*  
Student:  
*Sure, what is it?*  
Teacher:  
*I need some advice about food. What should I eat when I'm in the USA?*
- Point out that if students use *Can I get your advice on something?*, they do not need to precede this with *Can I ask you something?*
- Direct the students to practice with different partners using the expressions and their examples. Move around the room, helping students as necessary.

### Giving advice

- Introduce the three expressions as common ways to offer advice.
- Chorus the expressions.
- Model the dialogue with a student.

#### PRACTICE

- Put students in pairs; assign one as Student A and the other as Student B. Explain they will ask for and give each other advice about studying or living overseas, using all the strategies on pages 62 and 63.
- Direct students to read their cards and to add one more point on the line.

- Model the role play with a student, following the example at the bottom of page 63.
- Have students take turns asking for and giving advice, using their cards. Move around the room, helping students as necessary.

## Conversation listening (A, B, and C)

Page 64  Track 23

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

### Get ready!

Page 65

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 65

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Teaching tip

The purpose of **Do it!** is to provide free practice for students to use the vocabulary, questions, language points, and, especially, conversation strategies to talk about the topic and perform the role plays. To keep students motivated as they progress through the units, it's a good idea to give them specific goals to achieve during their practice. For example, remind them to use previously studied conversation strategies – either from this text or elsewhere. You may find it helpful to write a list of strategic expressions on the board or on a wall poster for students to refer to.

For more tips, see the teacher's section of the companion Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com)

## Real conversations (A and B)

Page 66  Track 24

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 66

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

### PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 7 Answers

### Match it

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

### Fill it in

1. foreign language, immersed in
2. world religions, beliefs
3. exchange program, adventure
4. cultural values, offend
5. perspectives
6. communicate
7. view of the world
8. make friends, diverse

### Put it together

1. During her homestay, she learned a lot about the local traditions.
2. Noah studies Spanish so he can be a participant in global society.
3. Su-Wei is really good with languages and wants to be an interpreter.
4. She likes to dress in traditional clothes so that she can embrace her culture.
5. My brother loves to travel, and he never misses an opportunity to see a new place.

### Language point

1. for      5. since
2. Since    4. for
3. since

### Conversation listening

#### A. First listening

1. B      2. B
3. A      4. A

#### B. Second listening

- a) Not used      d) 3
- b) 4      e) 1
- c) 2

#### C. Noticing the conversation strategies

- a) 3      c) 1
- b) 2      d) 4

### Real conversations

#### A. Listening

- a) America      d) France
- b) England      e) England
- c) America

#### B. Vocabulary

1. A      4. D
2. D      5. A
3. D

# Health

## Conversation strategies

Introducing a related comment / Making an offer / Declining an offer

### Likes and dislikes

Page 67

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 67

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 68  Track 25

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 69

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 69

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 69

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Ask students to choose the correct verb and write it on the lines to complete the sentences.
- Have students compare their answers with a partner before giving them the correct answers.



## Conversation strategies

Pages 70 and 71

### Introducing a related comment

This strategy with the phrase *Speaking of* serves to connect a topic that has been talked about or mentioned previously with a related topic.

- Chorus the phrase.
- Model the conversation with a student. Point out to students that this phrase is used to refer to something that was previously said. It is helpful to write the example in the book on the board, draw circles around the words *gym* and *exercise* and connect the circles with a line to illustrate the connection visually. You may also want to provide an example in which *Speaking of* doesn't work, for instance:

A: *I know I should really go exercise at a gym.*

B: *Speaking of eating fruit, I have an apple.*

In this case, you can explain by drawing a circle around the words *eating fruit* and pointing out that A does not mention this.

### Making an offer

- Chorus the expressions.
- Model the dialogue with a student.

#### PRACTICE

- Ask students to look at the topics and connect each one to the offer that best matches it. Then direct students to add two more topics and offers to the list.
- Model the dialogue with a student:  
Teacher:  
*Speaking of energy drinks, I have a new vitamin drink you can try. Would you like it?*  
Student:  
*A vitamin drink? Hmm...*
- Have the students practice making offers with a partner.

### Declining an offer

- Explain to your students that when you decline an invitation, it's important to be polite and say more than no.
- Introduce and chorus the expressions as ways to politely say no.
- Model the dialogue with a student.

#### PRACTICE

- Ask students to look at the topics, use their own ideas to write offers for each, and to add

two more topic and offers to the list.

- Model the dialogue with a student:

Teacher:

*Speaking of energy drinks, I have a new vitamin drink you can try. Would you like it?*

Student:

*A vitamin drink? Hmm... Thanks very much, but that's OK.*

Teacher:

*Ah, all right. No problem.*

- Have the students practice declining offers with a partner.

## Conversation listening (A, B, and C)

Page 72  Track 26

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

### Get ready!

Page 73

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 73

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.



- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 74  Track 27

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 74

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



Remind students to go online to hear what people around the world have to say about the topic.

## Unit 8 Answers

### Match it

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

### Fill it in

- active
- added sugar
- balanced diet, laughter
- belly dancing
- jogging, health club
- in moderation
- time management
- sleep deprived

### Put it together

- Rachel wants to run a marathon, so she goes to the health club and works out every day.
- She loves kickboxing because it takes her mind off her problems.
- David started doing yoga, and he finds meditation really relaxing.
- My dad is too busy to work out, so he just takes the stairs whenever he can.
- Even though diabetes runs in Jessica's family, she eats a lot of sweets.

### Language point

- because      4. because
- because      5. so
- so

### Conversation listening

#### A. First listening

(pictures numbered from left to right, top to bottom)

- Picture 1.      3  
Picture 2.      4  
Picture 3.      Not used  
Picture 4.      1  
Picture 5.      2

#### B. Second listening

1. B      3. B  
2. A      4. A

#### C. Noticing the conversation strategies

- rejected
- accepted
- rejected
- rejected

### Real conversations

#### A. Listening

- |    | do exercise | eat healthily | have stress |
|----|-------------|---------------|-------------|
| 1. | Y           | ?             | Y           |
| 2. | N           | N             | N           |
| 3. | Y           | ?             | ?           |

#### B. Vocabulary

- a) T      c) T  
b) F      d) F

# Personalities

## Conversation strategies

Introducing a personal question / Softening your response / Getting time to think

### Likes and dislikes

Page 75

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 75

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 76  Track 28

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 77

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 77

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 77

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Ask students to choose appropriate adjectives from page 75 and to write them on the lines. They should then circle one of the phrases in italics to further describe the person.

- Have students compare their answers with a partner and then with the class.

## Conversation strategies

Pages 78 and 79

### Introducing a personal question

This strategy with the question *Do you mind if I ask you something?* is a common way of preparing the listener for a personal question. It paves the way for the role play. You may wish to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play and segue from talking about qualities of people they admire to qualities about themselves.

### Softening your response

- Chorus the expression.
- Model the dialogue with a student.
- Explain that this phrase helps the speaker to sound softer and less assertive and is often used when talking about oneself. You may want to point out that non-native speakers overuse *maybe* and encourage students to use *I guess* in this situation.
- Direct students to choose three positive adjectives and one negative one they might use to describe themselves. Have them write on the lines.
- Model the dialogue with a student:  
(Teacher:  
*Do you mind if I ask you something?*  
Student:  
*No, not at all.*)  
Teacher:  
*How would you describe yourself?*  
Student:  
*Wow! Well, I guess I'm kind of talkative.*
- Have the students practice with a partner. You may want to introduce *sort of* as an alternative to *kind of*.

### Getting time to think

- Chorus the expressions.
- Model the dialogue with a student.
- Explain that asking why (*Why do you say that?*) will help them extend their conversations. (See Unit 11: Exploring the opinion.)

## PRACTICE

- Tell students to write their four adjectives in the chart and write a sentence for each word to explain their choices.
- Model the dialogue with a student:  
(Teacher:  
*Do you mind if I ask you something?*  
Student:  
*No, not at all.*)  
Teacher:  
*How would you describe yourself?*  
Student:  
*Hmm. Well, I guess I'm kind of shy.*  
Teacher:  
*Why do you say that?*  
Student:  
*Well, it's difficult to explain. I guess it's because I don't know how to talk to people. I don't know what to say.*  
Teacher:  
*I see what you mean.*
- Model the example at the bottom on page 79 if needed. Have the students use their ideas to practice with a partner.

## Conversation listening (A, B, and C)

Page 80  Track 29

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Get ready!

Page 81

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

## Do it!

Page 81

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.

- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 82  Track 30

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 82

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

### PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices



Remind students to go online to hear what people around the world have to say about the topic.

## Unit 9 Answers

### Match it

- |       |       |       |
|-------|-------|-------|
| 1. c) | 3. e) | 5. f) |
| 2. d) | 4. a) | 6. b) |

### Fill it in

- |                       |                      |
|-----------------------|----------------------|
| 1. artistic           | 5. rebellious, goofy |
| 2. overachiever       | 6. perfectionist     |
| 3. cheerful, friendly | 7. skeptical         |
| 4. gossip             | 8. timid/reserved    |

### Put it together

- Lauren never gives herself enough credit because she's really humble.
- She's really confident about the test on Friday because she aced the practice.
- It's easy to teach Josh new things because he's really smart.
- My younger sister isn't very realistic, and she tends to dream big.
- My colleague can be difficult to work with because he's so stubborn.

### Language point

- patience
- rebel
- stubborn
- laziness
- realistic

### Conversation listening

#### A. First listening

(pictures numbered from left to right, top to bottom)

- |            |          |
|------------|----------|
| Picture 1. | 4        |
| Picture 2. | 3        |
| Picture 3. | Not used |
| Picture 4. | 1        |
| Picture 5. | 2        |

#### B. Second listening

- |      |      |      |      |
|------|------|------|------|
| 1. C | 2. A | 3. B | 4. A |
|------|------|------|------|

#### C. Noticing the conversation strategies

- |              |              |
|--------------|--------------|
| 1. Difficult | 3. Difficult |
| 2. Easy      | 4. Easy      |

### Real conversations

#### A. Listening

- |      |              |
|------|--------------|
| a) 2 | optimistic   |
| b) 8 | lazy         |
| c) 5 | approachable |
| d) 7 | hard worker  |
| e) 3 | impatient    |
| f) 4 | a leader     |
| g) 6 | trusting     |
| h) 1 | independent  |

#### B. Vocabulary

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. b) | 2. c) | 3. d) | 4. a) |
|-------|-------|-------|-------|

# Careers

## Conversation strategies

### Asking a favor / Describing the favor / Agreeing to help

#### Likes and dislikes

Page 83

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

#### Words and phrases

Page 83

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

#### Match it / Fill it in / Put it together

Page 84  Track 31

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

#### Conversation questions

Page 85

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

#### Watch out!

Page 85

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check with answers.

#### Language point

Page 85

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Ask students to circle the correct words in italics to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 86 and 87

### Asking a favor

The questions *Could I ask / Could you do me a favor?* are two very common ways to prepare the listener for a request. You may wish to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Describing the favor

- Chorus the expressions. You may want to point out the differences in register: *I need your help with* is more direct and therefore less polite than the indirect and polite *I wonder if it would be possible*.

#### PRACTICE

- Pair students off as A or B.
- Model the dialogue with a student:  
(Student: *Could I ask a favor?*  
Teacher: *Sure. What's up?*)  
Student:  
*I need your help with writing a résumé.*  
Teacher:  
*A résumé? Uh-huh.*
- Have the students practice with a partner.

### Agreeing to help

- Chorus the expressions.
- Model the dialogue with a student.

#### PRACTICE

- Direct students to read the list of favors and add two or three more to the list.
- Model the dialogue with a student:  
Student:  
*I need your help with writing a résumé.*  
Teacher:  
*A résumé? Uh-huh. Well, I'll see if I can help you.*  
Student:  
*Great, thanks!*
- Have the students practice with different partners using their ideas.

## Conversation listening (A, B, and C)

Page 88  Track 32

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

### Get ready!

Page 89

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 89

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you*.
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.



**Real conversations (A and B)**Page 90  Track 33See suggestions for **Conversation listening**, above.**Teaching tip**

If one or more students find *A Listening* challenging, the vocabulary activity *B* can be done first. This will give students a chance to listen for specific phrases and gain familiarity with the conversations. This increased exposure will help them succeed in activity *A*.

**Thinking about . . .**

Page 90

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

**PRACTICE**

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.

**Global Voices**

Remind students to go online to hear what people around the world have to say about the topic.

**Unit 10 Answers****Match it**

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

**Fill it in**

1. internship                      5. home office  
2. graphic artist                6. help people  
3. professor                      7. fashion designer  
4. rock star                        8. pilot

**Put it together**

1. James tried to be a construction worker, but he couldn't handle it.
2. Mai never studied geology, but she became a diamond jeweler.
3. He's interested in human rights, so he's studying to be a lawyer.
4. She got a job in a publishing house, but she really wants to be a novelist.
5. Her boyfriend wants to be a doctor, but he's afraid the costs might be higher than the benefits

**Language point**

1. will
2. would
3. wouldn't
4. would
5. will

**Conversation listening****A. First listening**

- a) Not used                      parent and teacher  
b) 1                                parent and child  
c) 3                                teacher and student  
d) 4                                friends  
e) 2                                manager and worker

**B. Second listening**

(pictures numbered from left to right, top to bottom)

- Picture 1.                      3  
Picture 2.                      1  
Picture 3.                      2  
Picture 4.                      4  
Picture 5.                      Not used

**C. Noticing the conversation strategies**

1. A                                3. B  
2. B                                4. A

**Real conversations****A. Listening**

1. A                                3. D  
2. A                                4. D

**B. Vocabulary**

- a) 3                                d) 5  
b) 6                                e) 1  
c) 4                                f) 2

# Personal entertainment

## Conversation strategies

Introducing a familiar topic / Asking for an opinion / Giving an opinion / Exploring the opinion

### Likes and dislikes

Page 91

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 91

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 92  Track 34

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 93

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 93

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 93

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Ask students to circle the correct words in italics to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 94 and 95

### Introducing a familiar topic

This strategy with the phrase *You know . . . , don't you?* serves to start a topic you think your partner already knows about. You may want to introduce the strategies for the role play before this first strategy. If you do, I suggest the first strategy is focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

### Asking for and giving an opinion

- Explain that English speakers often use the verb *think* to ask for and give opinions. Chorus the expressions and check that students understand the adjectives.
- Model the dialogues with a student.

#### PRACTICE

- Direct students' attention on the types of entertainment shown in the table. Ask them to write an example of each type and to indicate whether they like it or not with a check (✓) or cross (✗).
- Model the dialogue with a student:

Teacher:

*You know the TV program Lie to Me, don't you?*

Student:

*Yes, of course. It's famous.*

Teacher:

*What do you think of it?*

Student:

*I think it's funny.*

Teacher:

*Yes, I like it too.*

- Have the students practice with a partner using their examples and the expressions on pages 94 and 95.

### Exploring the opinion

- Explain that students can extend the conversation and explore their partner's opinion by asking *Why?* Introduce these two questions as more advanced alternatives.
- Chorus the expressions.

#### PRACTICE

- Model the dialogue with a student:

Teacher:

*What do you think of the TV program Lie to Me?*

Student:

*I think it's funny. And it's useful.*

Teacher:

*Why do you think it's useful?*

Student:

*It's a good way to learn if people are lying or not!*

- Have the students work with a new partner and take turns giving opinions and asking for more information.

## Conversation listening (A, B, and C)

Page 96

Track 35

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

### Get ready!

Page 97

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

### Do it!

Page 97

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 98  Track 36

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 98

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 11 Answers

### Match it

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

### Fill it in

1. cartoons
2. fast-forward, commercials
3. medical dramas
4. role playing games
5. word/skill/racing/fantasy/war/card games
6. Facebook
7. paranormal
8. e-books

### Put it together

1. Mom watches the news every night, and she never misses the weather forecast.
2. Max doesn't have a lot of free time, but he spends it all playing war games.
3. Tammy says she only likes real card games because the computer ones are too easy.
4. She doesn't often watch cop shows because she doesn't like all the violence.
5. Most evenings, he likes to stay home and play fantasy games on his computer.

### Language point

1. during      4. during
2. while      5. While
3. while

### Conversation listening

#### A. First listening

1. A      3. B  
2. B      4. A

#### B. Second listening

1. T      3. F  
2. F      4. T

#### C. Noticing the conversation strategies

1. horrible
2. cool
3. difficult
4. amazing

### Real conversations

#### A. Listening

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

#### B. Vocabulary

- a) 7      e) 1  
b) 5      f) 4  
c) 2      g) 3  
d) 6

# Something special

## Conversation strategies

Starting an explanation / Summarizing your comments / Making an inference

### Likes and dislikes

Page 99

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com), where they can share opinions with people around the world.

### Words and phrases

Page 99

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

#### Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

### Match it / Fill it in / Put it together

Page 100  Track 37

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

### Conversation questions

Page 101

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch roles.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

### Watch out!

Page 101

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

#### Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

### Language point

Page 101

- Read the examples aloud. If necessary, write the key words on the board.

#### PRACTICE

- Ask students to write the correct words on the lines to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Conversation strategies

Pages 102 and 103

### Starting an explanation

The expressions *Hey, / If it's OK / all right, I want to show you / tell you about something*, are common ways to indicate to your partner that you want to explain something or show them something.

- Chorus the expressions.

### Summarizing your comments

- Chorus the expression and explain that it is used when you want to summarize your comments.
- Model the dialogue with a female student.

#### PRACTICE

- Have students choose two objects they can talk about and write about each on the lines. If class time is limited, this writing can be assigned for homework and written on an additional sheet of paper.
- Provide a model for how the students should practice. For example:

*Look. I want to tell you about this shell. I went to Mexico to study Spanish many years ago. It was my first time to go abroad. I found the shell on the first day I was there. I was walking along the beach, and I saw it on the sand. It was so bright and shiny it looked like magic! I thought finding it was a lucky sign for me. So, in other words, it's a good-luck symbol I keep to remind me of my first time traveling abroad.*

- Direct the students practice with a partner.

#### Teaching tip

Students may be tempted to take the easy way out by falling into cliché when practicing this conversation strategy, saying things like “So, in other words, it’s my treasure,” or by minimizing their summary, like “So, in other words, it’s important.” Remind students that the summary is the key point that their partners will remember, and encourage them to make it as impressive as possible.

## Making an inference

- Explain that it is very common in conversation to make guesses about what the speakers mean.
- Chorus the phrase and explain that this is commonly used in conversation to make an inference.
- Model the dialogue with a student.

#### PRACTICE

- Direct students to read the comments on their own or in pairs, and to match the best response for each comment. Have them write the letter on the lines.
- Elicit the answers from the class and make sure each student has the correct answers.
- Introduce the idea that the strategy of making an inference and that of summarizing your comments can be used together. Model the dialogue with a student.

Teacher: *Look. I want to tell you about this shell. I went to Mexico to study Spanish many years ago. It was my first time to go abroad. I found the shell on the first day I was there. I was walking along the beach, and I saw it on the sand. It was so bright and shiny it looked like magic! I thought finding it was a lucky sign for me. So, in other words, it's a good-luck symbol I keep to remind me of my first time traveling abroad.*

Student: *Wow. It sounds like it's really special. I mean, it's just a shell, but it means a lot to you.*

Teacher: *Yeah, yeah, exactly!*

#### Teaching tip

The expressions linked to the strategies introduced in Unit 12 are open-ended, and some students may find that additional controlled practice helps them internalize these expressions. Supplemental controlled activities are available in the teacher’s section of the companion Web site [www.nicetalkingwithyou.com](http://www.nicetalkingwithyou.com).



## Conversation listening (A, B, and C)

Page 104  Track 38

- Have students read along silently while you read the instructions. Check that students understand.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answers.

## Get ready!

Page 105

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

## Do it!

Page 105

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal and start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (beeper sound, bell, etc.) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used during the conversation and to make a note of it in the text. Elicit answers from one or two students.
- Get students to find a new partner in their group and begin the cycle again.

## Real conversations (A and B)

Page 106  Track 39

See suggestions for **Conversation listening**, above.

## Thinking about . . .

Page 106

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

## PRACTICE

- Have students compare their answers with a partner or others in their group, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



## Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

## Unit 12 Answers

### Match it

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

### Fill it in

- bone china
- brand new
- hand-me-down
- antique
- postcards
- special/boxed editions/sets
- family vacations
- childhood

### Put it together

- Dan loves the movie *Casablanca* so much he bought the special edition.
- Her pearls came from her grandparents, so they are very precious to her.
- Akio has always liked his uncle's pocket watches, and he wants to buy one.
- Anne has kept all of the love letters from her old boyfriends, but her husband doesn't like it.
- He has collected lots of the goods because he is a total *Star Wars* fanboy.

### Language point

- have                      4. used to
- used to                  5. has
- has

### Conversation listening

#### A. First listening

(pictures numbered from left to right, top to bottom)

- Picture 1.      Not used  
Picture 2.      4  
Picture 3.      3  
Picture 4.      1  
Picture 5.      2

#### B. Second listening

1. F              3. T  
2. F              4. T

#### C. Noticing the conversation strategies

- impact
- friendly
- pretty interesting
- special

### Real conversations

#### A. Listening

- d)
- a)
- b)

#### B. Vocabulary

- F
- T
- F

# Review 2

## Conversation strategies

Page 107

Review the expressions covered in Units 7-12. Ask students to put a star next to the ones they use often or sometimes and to circle any expressions they haven't used or aren't sure about. Encourage them to focus on using these expressions in the **Review unit Speaking Practices** that follow.

## Speaking Practice 1

Page 108

The purpose of this exercise is to give students a chance to gain greater familiarity with the expressions presented in Units 7-12 by having them perform again four role plays from these units. These are:

- Situation 1  
Asking for advice (Unit 7)
- Situation 2  
Making an offer (Unit 8)
- Situation 3  
Asking a favor (Unit 10)
- Situation 4  
Asking for an opinion (Unit 11)

### A.

- Read the directions to the class. Direct students to choose appropriate expressions from page 107, where possible using expressions they circled. Have them write them on the lines.
- Ask students to use their ideas to make notes about each situation.

### B.

- Read the directions to the class. Direct students to work with different partners, taking turns being A and B as they practice their role plays. Encourage them to rely less on the book and more on their memory over the course of their practice.
- Move around the room, helping students as necessary.

## Listening Practice 1

Page 109  Track 40

### A.

- Read the directions to the class. Then play the four conversations. Students will usually need a little more time than is provided on the recording, so pause when necessary or repeat one or more conversations. It may also be helpful to focus students' attention on the photos, eliciting descriptions of each from the class.
- Have students compare their answers with their partners
- Give the answers or elicit them from individual students.

### B.

- Read the directions to the class. Play the conversations again, pausing as necessary.
- Have students compare their answers with their partners.
- Move around the room, helping students as necessary.

## Speaking Practice 2

Page 109

The purpose of this exercise is to review selected unit topics and role plays from Units 7-12. It is especially useful to raise students' awareness of the expressions used to segue into the different role plays.

- Have students look at the list of unit topics covered in the second half of this text and to check (✓) the boxes for the three topics they think they need to practice the most.
- Focus students' attention on the expressions, which serve to introduce a new idea or change the focus of the conversation (realizing the first strategy of each unit). Check students are familiar with them.
- Direct students to have conversations about their topics with different partners. Tell them that during each conversation, they should use the appropriate expressions to start their role plays. Encourage them to rely less on the book and more on their memory over the course of their practice.
- Move around the room, helping students as necessary.

## Listening Practice 2

Page 110  Track 41

### A.

- Read the directions to the class. Then play the three conversations. Students will usually need a little more time than is provided on the recording, so pause when necessary or repeat one or more conversations.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

### B.

- Read the directions to the class. Play the conversations again, pausing as necessary.
- Have students compare their answers with their partners.
- Give the answers or elicit them from individual students.

## Review 2 Answers

### Listening practice 1

#### A.

(pictures numbered from left to right, top to bottom)

|            |          |
|------------|----------|
| Picture 1. | 4        |
| Picture 2. | 1        |
| Picture 3. | 3        |
| Picture 4. | Not used |
| Picture 5. | 2        |

#### B.

| Conversation | Speaker's response        |
|--------------|---------------------------|
| 1.           | gives advice              |
| 2.           | doesn't agree to do favor |
| 3.           | accepts offer             |
| 4.           | gives advice              |

### Listening practice 2

#### A.

1. B
2. A
3. B

#### B.

| Conversation | Expression                                     |
|--------------|--|
| 1            | c) <i>You know . . . , don't you?</i>          |
| 2            | a) <i>Do you mind if I ask you a question?</i> |
| 3            | d) <i>I want to show you something.</i>        |
| Not used     | b) <i>Could you do me a favor?</i>             |

# Conversation listening

## audio scripts

### Unit 1 Track 3

#### Conversation 1

- Woman 1:** Mary? I thought it was you!  
**Woman 2:** Katy! (*squeal of delight*) Yeah!  
**Woman 1:** It's been a while. How have you been?  
**Woman 2:** I've been good, but really busy. It has been a long time, nearly three years now, right?  
**Woman 1:** How's everything at the office? Has it changed much since I left? I heard from Brian that you got a promotion to VP. Congratulations.  
**Woman 2:** Oh, that's right, I haven't told you. I resigned from Paychecks just after the twins were born.  
**Woman 1:** Twins! No wonder you're so busy!  
**Woman 2:** Yeah, here's a photo of them: on the left is Kaleigh and that one's Kier.  
**Woman 1:** They're adorable.  
**Woman 2:** Thank you.  
**Woman 1:** Well, you look great. You changed your hair too.  
**Woman 2:** Yeah, being a mom is a lot of work, so I wanted something simpler and less fussy. Well, it was great seeing you, but I'm on my way to the gym. So let's catch up another time.  
**Woman 1:** Sure, call me and we'll have coffee.

#### Conversation 2

- Woman:** Excuse me, don't we know each other?  
**Man:** Oh yeah! Long time no see! Man, can you believe it's already our 10-year reunion?  
**Woman:** Yeah, it's amazing how much some people have changed since high school. Where's that girlfriend, or is it wife now?  
**Man:** Oh, actually she's my ex-wife now.  
**Woman:** Oh, really? You guys always seemed like such a perfect couple. Well, umm, what have you been up to lately?  
**Man:** Well, uh, I'm working at Auto Zone as a sales clerk. It's all right. It gives me the weekends free, so I can spend time with my daughter.  
**Woman:** Oh, you have a daughter! How old is she?  
**Man:** She'll be 10 in September.  
**Woman:** Oh, I see. Well I guess I should go. I have to get home for dinner. It was good catching up. Take care.  
**Matt:** Yeah, you too. Bye.

#### Conversation 3

- Man 1:** Excuse me. Aren't you from St. Jeanne?  
**Man 2:** Yes, I was just thinking that your face looks familiar.  
**Man 1:** Our parents are neighbors! You remember my parents had that huge old hickory tree? We used to have battles in my backyard.  
**Man 2:** Yeah, that's right. It's been a long time!  
**Man 1:** So I heard from my mom that you were planning a big wedding for this spring.  
**Man 2:** Ah, well, we broke up. I don't really want to talk about it right now.  
**Man 1:** Aww man, that's a shame.  
**Man 2:** Right. Anyway, I start my first day at a new job in about 30 minutes, so I'd better run.  
**Man 1:** Oh, a new job? I thought you were some rising star at Johnson's Mutual?  
**Man 2:** Not after I broke up with Mr. Johnson's daughter. Anyway, I'd better get going. I really don't want to be late for work. So, hey, see you around.  
**Man 1:** Yeah. See you.

#### Conversation 4

- Man:** Hey, long time no see! How've you been?  
**Woman:** Pretty good. It's been ages.  
**Man:** Yeah. How are things? Are you still working as a flight attendant?  
**Woman:** Yeah, I am. I'm hardly ever home.  
**Man:** Wow. What does your husband do while you're gone?  
**Woman:** Oh you know, working in the yard or playing with the dog.  
**Man:** No kids, then?  
**Woman:** No, we're enjoying our freedom!  
**Man:** Ah right. Well, you're looking great.  
**Woman:** Thanks. After school I got really serious about my fitness. Flight attendants need to be in good shape, you know.  
**Man:** Yeah, yeah, you're right. Well, I guess I should go. Time to catch my train. Tell your husband I said hello.  
**Woman:** Will do. Great seeing you again.

**Unit 2**

## Track 6

**Conversation 1**

- Man:** Are you still living downtown, near the bus station?
- Woman:** No, no, no. It's near the train station.
- Man:** Train station.
- Woman:** My boyfriend Mike and I have been there forever now.
- Man:** You've been together, what, four years?
- Woman:** Five, now. It's a cool place, nice area.
- Man:** There are some good stores over there, right?
- Woman:** Right, right, yeah . . . Well you know, you should come over and see us.
- Man:** That would be great.
- Woman:** We could hit some of the stores nearby.
- Man:** Yeah, good idea.

**Conversation 2**

- Man 1:** Do you still have that place near the university? The one with the big backyard?
- Man 2:** Nope, I moved back in with my parents.
- Man 1:** Oh, sorry to hear that.
- Man 2:** Sorry? Why? It's the house I grew up in! I love it.
- Man 1:** I thought that you'd be, with your parents, you know, feeling . . . you know.
- Man 2:** The best thing about it is now I've got a huge kitchen (Uh-huh) with all my mom's best cookware. (Yeah) You know, you should come over some time. I'll cook you some gumbo.
- Man 1:** Oh, that sounds great! I didn't know you knew how to cook gumbo! Is it really difficult?

**Conversation 3**

- Woman:** . . . and so I moved out of the house with my mom and got my own place.
- Man:** And you don't feel lonely?
- Woman:** No, not at all. I've got Carmy to keep me company.
- Man:** I think I hear her in the background there.
- Woman:** He. He's crawling onto my shoulder now. Aren't you Carmy my baby?
- Man:** So you like your new place.
- Woman:** Hmm. Well, it's kind of small, and I don't like being on the first floor of the building.
- Man:** Uh uh.
- Woman:** Yeah, but it's all right. Well, you know, you should come over when you're not too busy . . . come play with my Carmy.
- Man:** Uh, well . . .
- Woman:** What's the matter? You don't like animals?

**Conversation 4**

- Woman 1:** I don't know why, but I thought you lived downtown.
- Woman 2:** Me? Oh no, not for ages. I got a house out in the suburbs
- Woman 1:** No way! In that new town outside the city?
- Woman 2:** Yeah, SugarLand. What a great name!
- Woman 1:** How is it?
- Woman 2:** Oh it's great. Quiet, lots of fresh air. We have a big backyard.
- Woman 1:** A swimming pool, too?
- Woman 2:** No, still planning that for later. (Uh huh) You should come out one weekend – when you're free.
- Woman 1:** Good idea!
- Woman 2:** I know Richard and the kids would love to see you. We could have a barbecue if the weather's good.

**Unit 3**

## Track 9

**Conversation 1**

- Man 1:** Hey man, I don't think I'm going to make it out tonight.
- Man 2:** What? Why?
- Man 1:** I'm a little short on cash this week. I just paid my rent and my utility bills, and I'm kind of out of spending money till payday.
- Man 2:** We're just going out for a few drinks for Shannon's birthday. I'll – oh, before I forget, let me give you this.
- Man 1:** Wha – What's that?
- Man 2:** My mother gave it to me to give to you for your birthday last month, and I totally forgot about it.
- Man 1:** Oh, OK, well, let me open the card. Hah, cute card . . . with cash inside! No way! Man, this comes at the perfect time. Tell your mom, I love her. Thanks so much!
- Man 2:** No problem. Now, listen. If you hurry you can catch the bus and meet up with us.
- Man 1:** Deal!

**Conversation 2**

- Woman:** I love shopping. It makes me feel shiny and new.
- Man:** You always seem to be wearing new stuff, so that makes sense. (Uh uh) How do you afford all of it?
- Woman:** Well, I make a lot of money at my part-time job (Right), and I live at home rent free.
- Man:** You still live with your parents?
- Woman:** Yeah! Why not? Free room and board, tons of closet space, I can use all the money I make for fun stuff.
- Man:** I guess you could look at it that way. (Yeah) So what are you shopping for today?
- Woman:** Probably – Oh, before I forget, this is for you.



**Man:** What is it?  
**Woman:** It's a gift card I picked up for you the last time I was here. (Ah) You're moving soon and this is your going-away present! I thought it would make our shopping adventure more fun.  
**Man:** Oh my gosh, you shouldn't have. I don't know.  
**Woman:** Forget about it. Now, come on. Time for some retail therapy!

**Conversation 3**

**Woman 1:** I'm going to buy this one. It's her latest and the reviews are great. I loved all her others.  
**Woman 2:** I thought you were a movie person, not a book person.  
**Woman 1:** Me? Pssh. I love reading. In fact too much of my paycheck goes on books! You're the movie person. You just got that new job at the theater, right?  
**Woman 2:** Yeah, I'm going to be assistant manager – mostly working on weekdays and week nights.  
**Woman 1:** Sounds good to me.  
**Woman 2:** You think so? I don't know. I think I'm going to be bored.  
**Woman 1:** I don't think so. Take a look at this. This is for you.  
**Woman 2:** A present! For me!  
**Woman 1:** A book, of course.  
**Woman 2:** A book about the movies! Ebert's *Reviews of Movies*. Oh, this is great. I appreciate it!  
**Woman 1:** You can take it to work and read it when you're bored.

**Conversation 4**

**Man:** Starting today I'm on the \$20 a week plan.  
**Woman:** What? You're going to try and live off of \$20 a week? Why?  
**Man:** Well, I want to go on a trip to Europe this summer, and I want to really live it up.  
**Woman:** Why not just backpack it? It'd be a lot cheaper. I mean, \$20 a week. That sounds impossible!  
**Man:** It's totally doable though. Saving money is all about self-control. I just have to picture myself strolling around Venice and relaxing over a fantastic dinner.  
**Woman:** Ah! Before I forget, I want to give you something. (Uh uh) This is from me and my friends. Here. (Ah) It's a little piggy bank to help you save for your trip. If you can't touch the money it'll be easier to save.  
**Man:** Really? For me? That's – Thanks so much. That's so kind of you.  
**Woman:** Not at all. What are friends for?

**Conversation 1**

**Woman:** (*bumping into someone*) Oops sorry.  
**Man:** No problem. This place is so crowded.  
**Woman:** Totally. But I love this DJ.  
**Man:** You should try Club Whisper. It's really cool. And a little bit quieter.  
**Woman:** Oh yeah?  
**Man:** Yeah, I was in there last week and you could actually have a conversation with someone.  
**Woman:** What?  
**Man:** Never mind. Me and my friends are going to check it out.  
**Woman:** Hmm . . . Um.  
**Man:** I have an idea! You can come if you want. If you're free.  
**Woman:** Well, thanks, but no thanks!

**Conversation 2**

**Woman 1:** It's really going well. I tried that new exercise gym up the road.  
**Woman 2:** Uh huh. You mean the one with all the expensive workout machines in front with the . . . the . . .  
**Woman 1:** The big glass . . .  
**Woman 2:** Thing. Yeah, yeah. So, how is it?  
**Woman 1:** I love it, it's great. All the windows make it really good for exercising in the sunshine.  
**Woman 2:** Are you still doing the stair-climbing thing?  
**Woman 1:** The stair-climber? Nah, I'm using the rowing machine now. Hey, here's an idea. If you have time, let's go together.  
**Woman 2:** Sure. I'd love to.  
**Woman 1:** Great. I can bring you next time and you can check it out for free.  
**Woman 2:** Say what?  
**Woman 1:** Yeah. They give you this week-long free pass.  
**Woman 2:** Sounds good. What day is good for you?

**Conversation 3**

**Man:** So anyway, I wanted to run that by you, to see what you think.  
**Woman:** Interesting. I'll get back to you on it.  
**Man:** OK, good, thanks. Oh, one more thing. You going to Niners tonight?  
**Woman:** The Niners game? Get out of here. That game's been sold out for . . .  
**Man:** Ah ah ah! I got an extra ticket. Do you want to go with me? If you're not busy.  
**Woman:** How can I say no? I'd love to! What time does it start?  
**Man:** Right at 7.  
**Woman:** OK! Where do you want to meet?  
**Man:** I'll meet you at the gate at a quarter to.  
**Woman:** Yeah! You got it!

### Conversation 4

- Man 1:** George, I didn't know you ate here!  
**Man 2:** I'm not the family restaurant type, right? Yeah, well, it's half off the all-you-can-eat salad bar.  
**Man 1:** I know! Can't miss out on a bargain like that.  
**Man 2:** You like a bargain? I have an idea! (Yeah?) You know that mini-putt-putt golf place that just opened up off the highway? (Mmm) I know the manager there. He gave me these tickets for a free round. If you have time, let's go together.  
**Man 1:** Um, when were you thinking about . . .  
**Man 2:** The tickets are good only through next weekend.  
**Man 1:** Next weekend huh? Gee, I don't know. I'd like to, but . . .  
**Man 2:** That's OK, no problem. We can do it some other time.  
**Man 1:** Sure. I'd like that.

## Unit 5 Track 15

### Conversation 1

- Woman 1:** Hey, what's up?  
**Woman 2:** Everything's good.  
**Woman 1:** By the way, awesome dress!  
**Woman 2:** Thanks. I borrowed it from my mom.  
**Woman 1:** Well, your mother has great taste. It's very bohemian chic.  
**Woman 2:** Yeah, it's funny how all these old hippy style clothes are back in fashion now. (Mm) I like all the cute, girly details on them.  
**Woman 1:** Yeah. They only look good on tall, skinny girls, but if you're not so thin, like me . . .  
**Woman 2:** No, I think they would look great on you too.  
**Woman 1:** Hmm. Models have the couture style, but that . . .  
**Woman 2:** What do you mean?  
**Woman 1:** I mean, you know, couture – the beautiful fashion model look on the runway. Nice, but not for regular girls.  
**Woman 2:** So true. How many girls are really 180 cm and 45 kilos?  
**Woman 1:** Exactly.

### Conversation 2

- Man:** Nice kicks by the way. Are those new shoes?  
**Woman:** These sneakers? Yeah, they were super cheap.  
**Man:** You're like me, you like the simple style, not all the fancy footwear.  
**Woman:** Thanks. You don't think they're too plain? I liked they were cheap, but I thought that . . .  
**Man:** Nah, they're great.

- Woman:** Yeah, my usual style is pretty casual. I can't stand that preppy look.  
**Man:** What do you mean?  
**Woman:** I mean like the polo shirts and the expensive, brand-name sneakers, all that logo stuff.  
**Man:** I know what you mean. Just not your style, huh?  
**Woman:** No, I'm too cool for that.  
**Man:** And cheap.  
**Woman:** Shut up!  
**Man:** I mean, like that top you got . . .

### Conversation 3

- Man 1:** Since you got your new girlfriend, you've changed your look.  
**Man 2:** Yeah, had too. Sheena didn't like my old style.  
**Man 1:** By the way, what's with the piercing?  
**Man 2:** You don't like it?  
**Man 1:** I didn't say that. Is it part of the new look?  
**Man 2:** Yeah, it's a gift from Sheena. She's into the whole punk rocker look. You should see her, with her spiky hair and all the piercings she's got everywhere. I got this photo on my phone.  
**Man 1:** Ooh, pink hair! Definitely hot. Keep your look. At least she's not into the Goth look.  
**Man 2:** Goth look? What do you mean?  
**Man 1:** I mean the girls who are all in black. You know, sometimes with the white makeup or the . . .  
**Man 2:** Really pale skin. I got you. (Yeah) That whole "black and black and black" look. Ugh.  
**Man 1:** Depressing.

### Conversation 4

- Woman:** Hey, what's up?  
**Man:** I just wanted to say that you looked sensational the other night.  
**Woman:** Oh, come on!  
**Man:** By the way, was that a new outfit?  
**Woman:** I . . . no, no, no, I got it last year. I only wear that when I don't care how I look.  
**Man:** Well, the heels, and the cut of that dress . . .  
**Woman:** When I was younger, my mother would never have let me leave the house dressed flashy like that.  
**Man:** What do you mean? Fla . . .  
**Woman:** I mean, the flashy look-at-me style – with short skirts and tight-fit clothing.  
**Man:** I see . . . the opposite of conservative?  
**Woman:** Right, right. Exactly. So, I like to look flashy sometimes.

**Conversation 1**

- Man:** (*door opens*) Hey come on in.  
**Woman:** I appreciate you letting me come over late like this.  
**Man:** What was it you said you wanted? You wanted to borrow an iPod?  
**Woman:** I know you have one, and I wanted to learn how to use iTunes from you.  
**Man:** Oh it's easy. Come here. I'll show you.  
**Woman:** Um, you know what? I'm kind of in a hurry. Could I just borrow that book you have on it?  
**Man:** Oh, yeah OK. Um Let's see . . . *iTunes for Normal Humans*. Be my guest.  
**Woman:** Thanks a million. You're such a doll.  
**Man:** Aw. Would you like to come in . . .  
**Woman:** I'll give it back to you soon, I promise.  
**Man:** Ah, OK then.

**Conversation 2**

- Man 1:** Brandon, I loved that music you told me about.  
**Man 2:** Which . . . oh, on that CD I lent you?  
**Man 1:** Yeah. Here it is. Thanks. Umm, you know what? Do you think I could borrow this?  
**Man 2:** My old guitar? Dude, my grandfather gave that to me.  
**Man 1:** Now that I've heard all the music, I want to learn how to play it myself. (Mm-mm) I promise I'll take good care of it! I promise!  
**Man 2:** Well, OK, go ahead. But, really – do be careful with it.  
**Man 1:** Yeah of course. Wish me luck!  
**Man 2:** Luck!  
**Man 1:** I'll call you when I'm famous!

**Conversation 3**

- Woman:** You're kidding. You haven't seen *In Cash We Trust?* I thought everyone had seen it.  
**Man:** Totally serious. I've seen all the other documentaries by that director, just not that one.  
**Woman:** Well, I have the DVD right there on my shelf.  
**Man:** Oh yeah. Uh, would it be OK if I borrowed it? (Uh uh). I'll give it back next week, I promise.  
**Woman:** Yeah, no problem. Be prepared though, it's a little long.  
**Man:** Well, I can watch it over a few days, right?  
**Woman:** Sure. That's what I'd recommend.  
**Man:** This is a great chance for me to finally learn something about money in society.  
**Woman:** It's a good place to start.

**Conversation 4**

- Woman 1:** Hello, hello!

- Woman 2:** Suzy, what's up? Come on in.  
**Woman 1:** I was just riding my bike in the area and I thought I'd pop by.  
**Woman 2:** Sit down! Just push that old yoga mat out of the way.  
**Woman 1:** You know what? I have always wanted to try yoga.  
**Woman 2:** You should. It's really great for you. Your body and your mind.  
**Woman 1:** I have got to learn some relaxation! Would it be OK if I borrowed this?  
**Woman 2:** This old thing? Be my guest! I've got another mat in my room.  
**Woman 1:** I promise I won't lose it.  
**Woman 2:** And don't sell it. Seriously, get it back to me whenever you can.

**Review 1 Units 1-6**

**LISTENING PRACTICE I** Track 20

**Conversation 1**

- Man:** You know, it's the anniversary of the first time we met.  
**Woman:** Oh my gosh, I can't believe you remembered that. You're so romantic.  
**Man:** I thought you'd say that. You know, do you remember that nice watch that you saw . . .  
**Woman:** In the department store window? On our first date?  
**Man:** Yeah.  
**Woman:** Oh, you didn't!  
**Man:** This is for you. From me. 'Cause I love you.  
**Woman:** Oh, baby, you shouldn't have. But I'm so glad you did.  
**Man:** Aw.  
**Woman:** Thanks so much.

**Conversation 2**

- Woman 1:** When we get to the concert hall . . .  
**Woman 2:** Oh you got the tickets for the Friday night show?  
**Woman 1:** Yes. As I was saying, when we get to the concert . . .  
**Woman 2:** The seats are close? Like up front, near the stage?  
**Woman 1:** Yes.  
**Woman 2:** Ah, good. Oh, before I forget – I have nothing, I mean *nothing* to wear for the concert.  
**Woman 1:** And?  
**Woman 2:** I just want to – um – would it be OK if I borrowed your zebra skirt?  
**Woman 1:** Sure.  
**Woman 2:** The one with the pink belt and the matching heels?  
**Woman 1:** Yes.  
**Woman 2:** I promise I'll give them back the next day.  
**Woman 1:** Fine.  
**Woman 2:** Great. So what were you going tell me?  
**Woman 1:** I . . . I forgot.

### Conversation 3

- Woman:** Why are you taking that class? And on a Saturday?
- Man:** Because her lectures are just so great! Fantastic.
- Woman:** What does she talk on?
- Man:** I don't know. Pretty much everything!
- Woman:** She must be amazing.
- Man:** Yeah, she is. Hey, I have an idea. Come hear her yourself . . . if you're not so busy.
- Woman:** OK. Sounds good. I'd love to.
- Man:** Great. And she's really smart. You should see the diplomas on her wall. Cambridge University, Harvard, Warsaw University . . .

### Conversation 4

- Man:** That's really great – good for you. A new place!
- Woman:** That's right I'm a home-owner!
- Man:** You have a photo of it?
- Woman:** Yeah, right here on my phone.
- Man:** Uh huh.
- Woman:** (*scrolling*) not that one, not that . . . Oh! Here it is.
- Man:** Not very big.
- Woman:** Well, I wanted a small place. Take a look inside.
- Man:** Oooh. Nice furniture. Did you design it yourself?
- Woman:** Thanks. No, I didn't do it myself, but I hired a really good designer to do it for me.
- Man:** I love the colors too.

## LISTENING PRACTICE 2 Track 21

### Conversation 1

- Man:** Are you any good at spending money? No, I mean . . .
- Woman:** Spending?
- Man:** Saving, saving, I mean, saving money. I know you're good at spending.
- Woman:** Yeah. Well, not bad I guess. Why?
- Man:** Because I have an idea: we could go to hear that guy who's in town, the guy who's a money expert. If you're not busy Sunday, we can go see him at the arena.
- Woman:** Sunday?
- Man:** Yeah. We could get some tips on how to improve our money management skills.
- Woman:** Well, that's a good idea, but Sunday doesn't work for me.

### Conversation 2

- Man 1:** So, you said you lived alone, not with your family?
- Man 2:** Yeah, that's right. I got a small apartment across from the park.
- Man 1:** You mean that park we all went to a few weeks ago?

- Man 2:** Yeah, right. Well you know, we should have a barbecue party there.
- Man 1:** Good idea! Hey, next Monday is a national holiday, isn't it?
- Man 2:** Yeah, yeah, yeah. Why don't you call some friends and let's have a cook out.
- Man 1:** Around noon?
- Man 2:** Perfect.
- Man 1:** I'll call Sam and Britney and Mike and Sophie . . .

### Conversation 3

- Woman 1:** So, a whole bunch of us from school went down to Wally World to ride the Super Double-Dip roller coaster ride on the weekend.
- Woman 2:** Cool. Oh, before I forget – that water park you like so much is reopening next week.
- Woman 1:** At last! You know we've never been there together.
- Woman 2:** I know, I know. I think we should go and check it out.
- Woman 1:** Yeah I'd love that. It'd be fun.
- Woman 2:** So, tell me more.
- Woman 1:** Let me tell you who I saw sitting in the same car on the ride.
- Woman 2:** Nuh-uh!
- Woman 1:** That's right!

## Unit 7 Track 23

### Conversation 1

- Teacher:** All right! And don't forget the homework on page 178!
- Student:** Excuse me, Chuck. Can I ask you something?
- Teacher:** Sure. What is it?
- Student:** Um. I need some advice about where to go this summer to study English.
- Teacher:** Planning to do a homestay? That's great.
- Student:** I can't decide which is better – going to New Zealand or to the UK.
- Teacher:** Well, hmm . . .
- Student:** The big point is the cost.
- Teacher:** Money is always the biggest point. Why don't you plan for New Zealand? I can't believe that it would be more expensive than England. (Mmm) The UK is really expensive to live in.
- Student:** Yeah, that makes sense. Good advice. Thanks very much.
- Teacher:** OK. Don't forget to do your homework.

### Conversation 2

- Woman:** Hmm.
- Man:** What's up? You look like you're thinking hard about something.
- Woman:** You have no idea. Hey, you've lived abroad. I could really use your advice.



- Man:** About what? Air ticket prices?  
**Woman:** Hah ha. My parents said I could go to the US, but I'm worried about how safe it is. Everyone says Canada is much safer.  
**Man:** That's probably true. But maybe you shouldn't worry about it too much. Any place can be safe if you're just careful about where you go – and when you go.  
**Woman:** Yeah?  
**Man:** My friend lived in New York for years and never had any trouble. She just took taxis late at night instead of the subway. (Ah) Just be smart, and you'll be safe.  
**Woman:** That makes sense. Well, then. I really want to go to the US, so I should start planning for it.

**Conversation 3**

- Woman 1:** Hey, can I ask you something?  
**Woman 2:** Depends. No, really, what?  
**Woman 1:** Your sister, when she went to Australia – do you know where she went?  
**Woman 2:** Sydney. I remember because it's all she could talk about for weeks after.  
**Woman 1:** I could use your help. I have to decide between going to Sydney and to the Coast – ah, Sunshine Coast.  
**Woman 1:** Have you thought about where you're going to live? A dorm or with a family?  
**Woman 1:** Yeah, that's a good point.  
**Woman 2:** Why don't you stay in a dorm in the Sunshine Coast. You'll have a lot more party time than if you homestay in Sydney.  
**Woman 1:** You know, you're right.

**Conversation 4**

- Son:** Mom, when you lived abroad, that was in Spain, wasn't it?  
**Mother:** Oh yeah. A great time in my life. Is that where you want to go, Spain?  
**Son:** Yes, but can I get your advice on something? (Mm mm) I'm having trouble deciding exactly where to go. The school has one program in Barcelona and another on the island of Ibiza.  
**Mother:** Ibiza? The party island? Let me ask you something. Are you going to study or play?  
**Son:** Come on, Mom.  
**Mother:** No, I'm saying that because if you go to Ibiza, where everyone goes for their vacations, you probably won't need to speak Spanish at all. Everyone will speak English.  
**Son:** Oh my gosh, you're right! Maybe I should go to Barcelona.  
**Mother:** Course I'm right. I'm your mother.

**Conversation 1**

- Man:** Well, I'd better go. Got to get to the uni.  
**Woman:** Speaking of the uni, check this out. This week only. Special lectures at the university.  
**Man:** Who's doing that?  
**Woman:** The Meditation Master is in town.  
**Man:** Ah, you mean the guy from India who taught meditation to all the rock stars?  
**Woman:** That's right. He's giving lessons every night this week. Here's a ticket good for a free class.  
**Man:** (reading) Now with 50% more quiet in every lesson.  
**Woman:** Would you like it? If you want it, it's yours.  
**Man:** That's OK. But I appreciate the offer. I can get quiet at home – when I turn the TV off.

**Conversation 2**

- Woman 1:** What did the doctor say – about your cold?  
**Woman 2:** Usual thing. Get rest. Drink plenty of liquids.  
**Woman 1:** Speaking of drinks, what's that one there? The fancy bottle.  
**Woman 2:** Some new water they're selling.  
**Woman 1:** What's it called?  
**Woman 2:** Brain water.  
**Woman 1:** Brain water! You're kidding!  
**Woman 2:** I got it from the health food store in the mall. It's supposed to make you smarter. Just 10 bucks.  
**Woman 1:** At 10 dollars a bottle, it better make you a genius. I can't believe you think . . .  
**Woman 2:** I got an extra bottle. Would you like it?  
**Woman 1:** Free? Yeah! I'd love to try some.

**Conversation 3**

- Man:** Look at you, always taking the stairs.  
**Woman:** You should too. I don't know why you always take the elevator.  
**Man:** I don't know how you have so much energy.  
**Woman:** Eight hours of sleep every night, up in the morning at 5.  
**Man:** How on earth can you go to bed that early?  
**Woman:** It's easy, really. I got one of those electronic happy sleep things by the bed.  
**Man:** The one that plays the whale songs and the waterfall in the moonlight? The one advertised on TV?  
**Woman:** Yeah, that's the one. It's great. Hey, would you like to borrow it?  
**Man:** Thanks, but that's OK. I'll wait for the phone app.

### Conversation 4

- Man 1:** What's going on?  
**Man 2:** To celebrate the opening of our new pool, we've got a special promotional campaign on. (Uh-huh) If you sign up for six months, you get one month free.  
**Man 1:** A month free?  
**Man 2:** Yes, and that's not all. Since you're already a member of Golden's Gym, Mr. Wright, you can get an additional 25% off your regular membership when you add pool membership.  
**Man 1:** Hmm. I see. Not bad.  
**Man 2:** Would you like to sign up?  
**Man 1:** Um . . . No thanks, I think I'll pass.  
**Man 2:** Oh, OK. Well, let us know if you change your mind. The special offer ends tomorrow.

## Unit 9 Track 29

### Conversation 1

- Woman 1:** Do you mind if I ask you a question?  
**Woman 2:** No, go ahead.  
**Woman 1:** Who's someone you admire?  
**Woman 2:** Someone I admire. Hmm, let me see . . .  
**Woman 1:** Someone famous.  
**Woman 2:** Right. Um, well these days, I like that new singer Kesha.  
**Woman 1:** Kesha, OK. Why do you admire her?  
**Woman 2:** Well, she's got a lot of energy, and she's kind of rebellious. Bad girl, but not so bad.  
**Woman 1:** Hmm. Is that similar to or different from you?  
**Woman 2:** Ah, different. Definitely different. I don't think I'm like that at all. I guess I'm kind of timid. It's difficult to explain, but . . . uh . . . I mostly, I just don't want to get in trouble you know.  
**Woman 1:** Mmm.

### Conversation 2

- Man:** One person who is famous that I admire . . .  
**Woman:** Someone in any field.  
**Man:** Hmm. Let me think. Uh . . . Oh, Noam Chomsky.  
**Woman:** The professor? Why him?  
**Man:** Have you ever heard him talk in an interview? The guy's super-intelligent. Most people can't say a single sentence, but Chomsky talks in whole paragraphs.  
**Woman:** So you admire that?  
**Man:** Yeah, and he's courageous too. He speaks out against the government, criticizes society.  
**Woman:** I see.  
**Man:** I want to be like that – have the courage to say what I believe.  
**Woman:** Yeah?

- Man:** I guess I'm kind of reserved with my opinions. I want to be braver!

### Conversation 3

- Man 1:** I'll tell you someone I look up to.  
**Man 2:** Who's that?  
**Man 1:** Oprah.  
**Man 2:** Oprah Winfrey?  
**Man 1:** She's great. She's a self-made woman. Did you know that she's a billionaire?  
**Man 2:** So, you admire her because she's rich?  
**Man 1:** No. I guess I admire her for her sincerity. You know, I think she really cares about people. You know, I'll bet that's helped her become the most powerful woman in the world of entertainment.  
**Man 2:** How are you like her, do you think?  
**Man 1:** Me? Well, it's difficult to explain. I'm sure not rich. But, like Oprah, I think I'm caring.

### Conversation 4

- Woman:** Speaking of famous people, do you mind if I ask you? Who is someone famous you really respect?  
**Man:** Hmm. Let me see. Um. Steve Jobs – Mr. Apple.  
**Woman:** Why him?  
**Man:** Well, you got to give it to him. Look at the beautiful products his company has developed.  
**Woman:** You're such a Mac fanboy.  
**Man:** That took vision and creativity. I mean he was a perfectionist. And he was aggressive enough in business to make these things become real.  
**Woman:** Would you say you're like him?  
**Man:** Oh, no, no, not at all. I could never be a tough businessman. I guess I'm just an average guy. But I thought up the iPad – in 1972.  
**Woman:** Uh-huh. He stole your idea?  
**Man:** Totally.

## Unit 10 Track 32

### Conversation 1

- Son:** Can I ask a favor?  
**Mother:** Sure. What's up?  
**Son:** I need your help with some writing.  
**Mother:** Is it a report for school? I told you that I . . .  
**Son:** Actually, it's for a résumé. You and Dad said I should get a part-time job.  
**Mother:** That's wonderful! Sure, I'll help you. Tomorrow OK?  
**Son:** But I have to give it to Mr. Gower tomorrow after school.  
**Mother:** Uh, OK let me sit down. Why do you always do this to me? OK, everything should be the same font (Uh-huh) and these three big sections, Personal information, Education, and



Experience should be in bold. (I see.)  
Ah here, you've misspelled this word.  
Make those changes, and I'll look at it  
again later.

**Son:** OK, great. Thanks mom.

**Mother:** Remember when you applied for that  
job before . . .

### Conversation 2

**Man 1:** Excuse me, do you have a minute?

**Man 2:** What is it, Smedley? Have you  
finished that report?

**Man 1:** Um, not yet, no. I was wondering,  
could I ask a favor?

**Man 2:** What kind of favor? If it's about  
money . . .

**Man 1:** No, no, no. Nothing like that. You  
know that Professor Dixon is going  
to talk at the company's annual  
meeting next week.

**Man 2:** Yes. He's our featured guest. And?

**Man 1:** Well, I've always wanted to talk to  
him. I wonder if it would be possible  
for me to meet him and get him to  
autograph my favorite book of his.

**Man 2:** Ah, I see. Well, I'll see if I can help  
you. Maybe Karen can arrange it.  
She's handling his schedule. I'll talk to  
her Thursday.

**Man 1:** Oh, thank you, thanks very much. I  
really appreciate your help.

**Man 2:** Mmm. Just get that report to me  
soon.

### Conversation 3

**Teacher:** Yes, come in! Oh Sachi. Yeah, what is  
it? More trouble with that paper for  
the seminar?

**Student:** No, I'd like to talk to you about  
something else.

**Teacher:** Oh yes? What's that?

**Student:** Um, could you do me a favor, sir?

**Teacher:** Sure, what is it?

**Student:** After I graduate, I really, really want  
go to graduate school. (Uh-huh)  
Can I ask you to write a letter of  
recommendation about me . . . um,  
for me?

**Teacher:** When do you need it by?

**Student:** It's not due till the end of the month.

**Teacher:** Oh, OK. Well, if you send me an  
e-mail by Monday with the link to  
the school and a short paragraph  
about why you want to enroll on that  
program . . .

**Student:** Yes, OK, sure.

**Teacher:** Then I'll do my best to get the letter  
done by Friday.

**Student:** Thank you very much. (Uh-huh)  
Really, thanks, I know you're very  
busy and I . . .

**Teacher:** That's OK. Just send me the email  
ASAP, OK?

### Conversation 4

**Woman 1:** You know Marty Wells, right? The  
record producer?

**Woman 2:** Yeah. Not very well though. Why?

**Woman 1:** Can I ask you a big favor? I've finally  
finished my demo album and want  
him to listen to it. I was  
wondering . . .

**Woman 2:** You want me to recommend it to  
him? I'm not sure you . . .

**Woman 1:** Shelly, please. I really need your  
help. You know I want to be a star  
someday.

**Woman 2:** I don't know . . . like I say, I don't  
know him very well. And he's  
super-busy.

**Woman 1:** But you'll try?

**Woman 2:** OK, yeah, I'll do my best. I have  
some time on Saturday. I'll see if I  
can get in touch with him.

**Woman 1:** Great. Thanks a million. I'll give you  
a signed copy of my first album, I  
promise!

## Unit 11 Track 35

### Conversation 1

**Man 1:** What are you watching, lying there on  
the sofa?

**Man 2:** You know *Dancing with Famous People*,  
don't you?

**Man 1:** Yeah. I think it's terrible. Isn't there  
anything else on?

**Man 2:** Well, there's the government channel  
on Channel 475.

**Man 1:** I'd rather watch that.

**Man 2:** It's not like I'm addicted to this show.  
I can turn it off any time.

**Man 1:** Great. Turn it off.

**Man 2:** Can't. The remote control's too far  
away.

**Man 1:** Uhh. You think it's good?

**Man 2:** No, I think it's really horrible. I've  
never missed a show yet.

**Man 1:** Huh? Then why do you watch it?

**Man 2:** It's so bad, it's good!

### Conversation 2

**Woman:** Come on, come on, come on . . .  
Aaaah! Blue shell.

**Man:** Look at you, racing around the track.

**Woman:** Shhh! You'll break my concentra . . .  
ahh.

**Man:** I thought you were into role-playing  
games.

**Woman:** I loved *Final Fantasy* and *Zelda*, but I  
finished them, so I had to move on to  
this.

**Man:** What do you think of it? Good?

**Woman:** Yeah. I think it's pretty cool.

**Man:** I bet you play a lot.

**Woman:** No, no, just every day.

**Man:** Every day!

**Woman:** And at night after everybody's gone  
to bed.

**Man:** You don't think that's a little too much?  
**Woman:** Well . . . it helps me relieve stress.  
**Man:** Except for the blue shells.  
**Woman:** Ugh. I hate those blue shells.

### Conversation 3

**Woman 1:** Go ahead, take a look around the train. See?  
**Woman 2:** You're right. Everyone's got their eyes on some electronic gadget.  
**Woman 1:** Reading messages, playing games, listening to music.  
**Woman 2:** Those two are watching a video together.  
**Woman 1:** Look, that guy is reading a real newspaper.  
**Woman 2:** What's a newspaper?  
**Woman 1:** Ha, ha.  
**Woman 2:** You play with your gadgets sometimes, right? Our stop is still 20 minutes away.  
**Woman 1:** I sure do! You know this flight-control game, don't you? The latest one? I just bought it.  
**Woman 2:** Oh yeah? What do you think of it?  
**Woman 1:** I think it's difficult.  
**Woman 2:** Why do you think it's difficult?  
**Woman 1:** Landing the planes is hard. But it's definitely fun. Do you want to play?  
**Woman 2:** That's OK. I'll just watch you.

### Conversation 4

**Man:** You just bought that tablet, right? What do you think of it?  
**Woman:** Brand-new model. I think it's amazing.  
**Man:** Why do you say that?  
**Woman:** It can do just about anything.  
**Man:** What do you use it for mostly?  
**Woman:** Taking notes in class? Reading news? Research?  
**Woman:** Look. You know this, don't you?  
**Man:** Yes, of course. That's UTube.  
**Woman:** You got it.  
**Man:** You just watch videos? You don't use it at school? With all the things it can do? You're hopeless!  
**Woman:** I can't help it. I just love it. But I don't watch them all the time.  
**Man:** Is that a music video? A singing dog?  
**Woman:** No, no, no. I'm checking out the most popular viral videos. Like I said, I don't watch them so much, but they make me laugh. That's healthy, right?

## Unit 12 Track 38

### Conversation 1

**Woman:** If it's OK, I want to show you something.  
**Man:** Yeah, sure.  
**Woman:** Take a look at this.  
**Man:** Wow, look at the size of that.

**Woman:** It's not a real jewel. It's just a piece of costume jewelry. When I was a little girl, my aunt used to wear this ring on her finger. When we were acting bad, she'd use it to thump us on the head.  
**Man:** That's pretty funny.  
**Woman:** All my cousins used to call this Aunt Teddy's thumping ring. So, in other words, it's a piece of my childhood and a reminder of the strong women in my family.  
**Man:** It sounds like it made a big impact on you when you were a kid.  
**Woman:** Yeah. Many times!

### Conversation 2

**Woman 1:** I've got something to show you, if it's all right.  
**Woman 2:** Yeah, OK.  
**Woman 1:** Take a look at the photo on my wall. Me and my friend.  
**Woman 2:** You're kidding, right? It must be photoshopped. That is not you and Julia Roberts.  
**Woman 1:** No, it really is. My mother had a small part working in the movie *Pretty Woman* (Uh-huh), and I was on the set with her that day. I was, like, six. Anyway, Julia Roberts spotted me and came over to talk to me. She said I had beautiful hair! Her assistant shot this photo of us together.  
**Woman 2:** No way!  
**Woman 1:** So, in other words, I keep this photo to show people to remind them that anything is possible.  
**Woman 2:** Wow, I guess so. It sounds like she was a really friendly person.  
**Woman 1:** Mm hmm.

### Conversation 3

**Man:** And speaking of history, can I show you something? It'll just take a minute.  
**Woman:** Oooh, what is it?  
**Man:** It's my grandfather's old compass, from back when he was in the army.  
**Woman:** Look at that! Oh! It's heavy.  
**Man:** I know! It's a family keepsake. My grandfather always said that he hated being in the army. And one day he said to me, "I'll show you the point of war!" And he opened up the compass for me. Like this.  
**Woman:** But there's no arrow. And the tip's broken.  
**Man:** Well that's exactly what I said. And he replied, "See? There's no point!" So, in other words, this is something I keep to remind me that war is pointless.  
**Woman:** Wow. It sounds like your grandfather was a pretty interesting guy.  
**Man:** Yeah, yeah. He was.

#### Conversation 4

**Man 1:** Hey, I want to show you something. Take a look. My brother and I used to collect them.

**Man 2:** In a shoebox? Ah, baseball cards!

**Man 1:** Yeah. My oldest brother, Daniel, loved baseball, and he used to take me into the city to see the Yankees play. (Cool) He had a baseball card collection that had all the members of all the teams he loved. Look. Almost perfect condition. (Mmm) Anyway, when he moved out to go to college in California, he gave the whole collection to me. I'm the youngest.

**Man 2:** So . . .

**Man 1:** So, in other words, these are a reminder of my brother and all the things we enjoyed together growing up.

**Man 2:** Wow, that's nice. It sounds like he was very special to you. You're so lucky.

**Man 1:** Yeah I guess so. And we still enjoy going to games together.

### Review 2 Units 7-12

#### LISTENING PRACTICE 1 Track 40

##### Conversation 1

**Woman 1:** Can I ask you something? I need some advice.

**Woman 2:** Sure. What can I do for you?

**Woman 1:** I have a chance to live and work abroad.

**Woman 2:** Good for you. So, what's the problem?

**Woman 1:** My parents keep making me feel like, um . . .

**Woman 2:** Go on, go on.

**Woman 1:** Like, it's difficult to explain. Like I don't love my country. I want to go, but I don't know when I'm coming back.

**Woman 2:** It sounds like they're scared of losing you. Maybe you should remind them that you're an adult and you can love your country and your family, *and* still live in another country too.

**Woman 1:** Mmm. You think so?

**Woman 2:** Yeah. People do it all the time.

##### Conversation 2

**Man:** Hi. Um, do you have a minute?

**Woman:** Yes.

**Man:** Could I ask a favor?

**Woman:** Sure. What's up?

**Man:** Well, I'm working on a research project about entertainment.

**Woman:** Uh huh.

**Man:** And it's about student attitudes toward the games they play. I was wondering if you could help me by letting me give questionnaires to all

of your students and interviewing them.

**Woman:** *All* of my students?

**Man:** I'm kind of in a hurry to get this done, so I need as many as I can get.

**Woman:** Hmm. Well, it sounds like this would take a lot of time and effort. You know I'm really very busy with other things right now, so I'm afraid I just can't help you out this time. Sorry.

##### Conversation 3

**Man 1:** I've been working out a lot lately.

**Man 2:** Yeah, I see you going to the new gym down the street.

**Man 1:** I'll tell you, that place has everything – a pool, a healthy fruit juice bar . . .

**Man 2:** I hate that carrot juice stuff . . . bleh.

**Man 1:** And there's even a massage corner, where you can get . . .

**Man 2:** A neck and shoulders massage?

**Man 1:** Exactly. And speaking of that, I got a ticket for a free massage. Would you like it? You don't need a membership or anything.

**Man 2:** Oooh, how can I say no to that?

**Man 1:** I thought you'd say that. Here you go.

**Man 2:** Wow, thanks. I appreciate that.

##### Conversation 4

**Woman:** Can I get your advice on something?

**Man:** You want my advice?

**Woman:** Well, I know you have a lot of business experience. (Uh-huh) I have a chance to do an internship at a TV news station this summer.

**Man:** I thought you had a part-time job at the Burger Deluxe lined up.

**Woman:** Well, that's the problem. I do and I need the money.

**Man:** But you want the experience working at the station?

**Woman:** Yeah. You know it's my dream to be a TV reporter.

**Man:** Well, I think you should go for it. Flipping burgers won't get you much more than some cash.

**Woman:** You think so?

**Man:** I always say, do what you love. It won't feel like work and the money will come.

**Woman:** Mmm.

#### LISTENING PRACTICE 2 Track 41

##### Conversation 1

**Woman:** You know about that study-abroad program, don't you?

**Man:** The one through our school? Yeah. What about it?

**Woman:** What did you think about your time abroad? Was it fun? Did it help you?

**Man:** That's a difficult question. I was in New Zealand, in a small city near Auckland for two years.

**Woman:** Me too. Same school.  
**Man:** That's right, that's right. Yeah, well, the place was fine, but, to tell the truth, I don't think it was such a great experience overall. (Mm-hmm) The work experience wasn't that good.  
**Woman:** I was working at the animal clinic there (Yeah!). I didn't love the job, but the experience of working with Kiwis really, really made me understand how people from different cultures think. That was great.

### Conversation 2

**Woman 1:** Do you mind if I ask you a question, Sarah? (Mm hmm) What's your strong point?  
**Woman 2:** Hmm. OK. My strong point is that I'm confident. I know what I want, and I work hard to get it.  
**Woman 1:** It sounds like you really believe in yourself.  
**Woman 2:** Well, I have to. No one else is going to believe in me if I don't.  
**Woman 1:** I wish I had that kind of feeling about myself. I guess I'm a little pessimistic. I know I can do a good job, but I'm always questioning myself, wondering how I'm doing. You know what I mean?

**Woman 2:** Yeah, yeah, sure. A lot of people do that. It's natural.  
**Woman 1:** Do you think so?  
**Woman 2:** Absolutely. Nothing wrong with that.  
**Woman 1:** Hmm.

### Conversation 3

**Man:** I want to show you something.  
**Woman:** A guitar pick? What makes that so special?  
**Man:** That's a cool story. I had a favorite band when I was in high school. (Mm hmm) You know, the Gomi Boyz.  
**Woman:** Yeah, they're great.  
**Man:** I was at their very last concert.  
**Woman:** Awesome.  
**Man:** Nobody knew it was their last concert! Anyway, Tiko, the lead guitarist, threw his guitar pick out into the audience, and I caught it!  
**Woman:** You're kidding!  
**Man:** Nope. And this is the pick. So, in other words, it's special, (Mmm) and I carry it with me here on my keychain to remind me of how lucky I am!