

The Intersection of Vocabulary, Listening, & Speaking

TRIO

LISTENING AND SPEAKING 2

with **ONLINE PRACTICE**



Laurie Blass

OXFORD

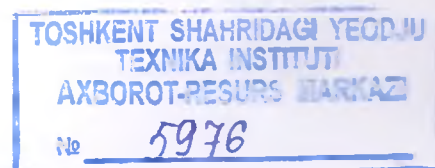
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Vocabulary, Listening, & Speaking

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—L.B.

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The Oxford 2000 🔑

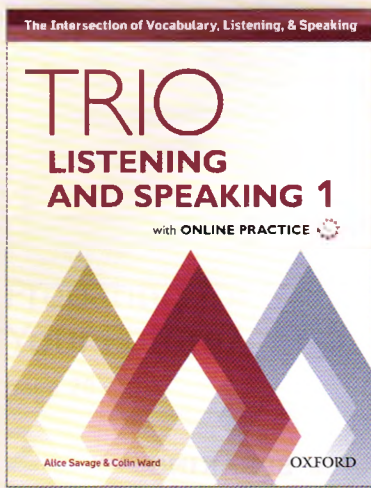
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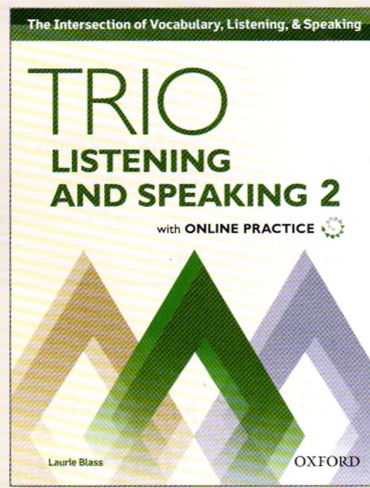
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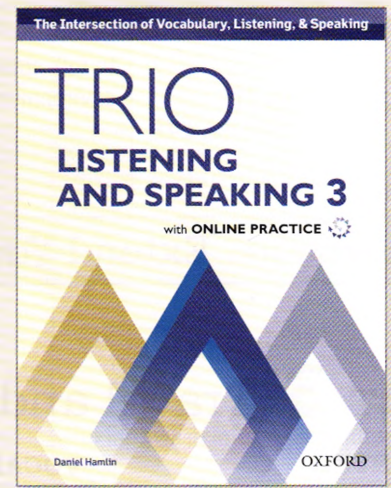
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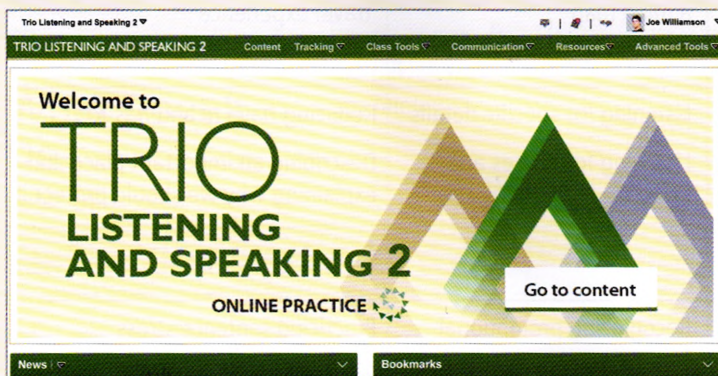
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Classroom Presentation Tool

Trio Listening and Speaking's contextualized vocabulary instruction, academic listening strategies, and focus on pronunciation provide students with the tools they need for successful academic listening and speaking at the earliest stages of language acquisition.

Vocabulary Based On the Oxford 2000 Keywords

Trio Listening and Speaking's vocabulary is based on the 2,000 most important and useful words to learn at the early stages of language learning, making content approachable for low-level learners.

Practical Listening and Speaking Instruction

Conversation and academic listening sections prepare learners for real situations, while a focus on pronunciation helps students communicate successfully.

Readiness Unit

For added flexibility, each level of *Trio Listening and Speaking* begins with an optional Readiness Unit to provide fundamental English tools for beginning students.

INSIDE EACH CHAPTER

VOCABULARY

Theme-based chapters set a context for learning.

Essential, explicit skills help beginning learners to gain confidence with listening and speaking.

The Grammar Note is matched closely to the listening and speaking tasks for supportive grammar instruction.

CHAPTER 4 How Are You Going to Get in Shape?

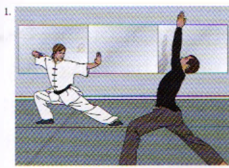
- Use **be + going to**
- Listen for degrees of certainty about plans
- Recognize the contraction of **be + going to**
- Distinguish facts from opinions
- Practice reductions with **going to**, **want to**, **have to**, and **need to**
- Describe a fitness plan

VOCABULARY ▶ Oxford 2000 Ⓐ words to talk about exercise and fitness

Learn Words

Ⓐ Label each picture with the correct words. Then listen and repeat the phrases.

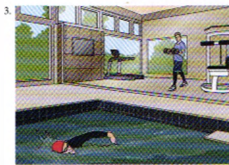
do go go on play practice ride watch work out



practice martial arts and
yoga



_____ soccer and
_____ a basketball game



_____ swimming and
_____ at the gym



_____ a hike and
_____ a bike

Unit 2 | Chapter 4

Grammar Note

be + going to

Ⓐ Speakers use **be + going to** to talk about future plans. The simple form of the verb follows **going to**. Speakers usually contract the subject and **be** in the affirmative. Listen to the example.

I'm going to walk to school tomorrow. **Marisol is going to** take the bus, and **Tim and Amy are going to** drive their car.

Ⓑ To ask questions, use **be** before the subject. Listen to the examples.

Is he going to buy a new car? **How is she going to** get to the station?

Are you going to study English next year? **Where are you going to** buy your new phone?

Ⓑ Listen and repeat.

- going to do
- going to go
- going to play
- going to ride
- going to watch
- going to work out

Ⓒ Listen to each conversation. Circle the answer you hear.

- Are you going to do yoga at the gym?
Yes, I am. There's a class at noon.
No, I'm not. I'm going practice martial arts.
- Are you going to play basketball this weekend?
Yes, I am. I'm going to play with Jen and Caitlin.
No, I'm not. I'm going to watch a soccer game on TV.
- Are we going to ride our bikes this weekend?
Yes, we are. We're going to ride to the beach.
No, we're not. We're going to work out at the gym.
- Is Rob going to go to school this summer?
Yes, he is. He's going to take an art class.
No, he isn't. He's going to visit friends in Mexico.
- Are you going to buy a car someday?
Yes, I am. I'm going to get a self-driving car.
No, I'm not. They're too expensive.
- Are you going to take a vacation this year?
Yes, I am. I'm going to visit my family.
No, I'm not. I'm going to stay home and work.

Ⓓ Work with a partner. Ask and answer the questions in Activity C.

Learn Phrases

Ⓐ Match each phrase to the correct picture. Then listen and repeat.

- doing martial arts helps you get in shape
- exercising gives you energy
- running helps you burn calories
- make an exercise plan that fits your schedule
- doing yoga gives you a positive attitude
- it's good for your heart



Ⓑ Listen to each conversation. Circle the correct answer.

- The woman thinks that exercising *burns calories.* *gives you energy.*
- The woman does martial arts to *stay in shape.* *give her a positive attitude.*
- The woman thinks that working out helps *burn calories.* *give you a positive attitude.*
- The man thinks that exercising *gives you energy.* *gives you a positive attitude.*
- The doctor thinks that exercising *burns calories.* *is good for the heart.*
- The man thinks the woman needs an exercise plan. *that fits her schedule.* *to give her a positive attitude.*

Ⓒ Work with a partner. Ask and answer the questions. Use the bold phrases in your questions and answers.

- What activity gives you a **positive attitude**?
- What is the best way to **burn calories**?
- What activity **gives you energy**?
- What are some ways to **get in shape**?

What activity gives you a positive attitude?

Running always gives me a positive attitude. What about you?

Ⓓ Work with a partner. Partner A completes the sentence about exercise plans. Partner B completes the sentence about exercise benefits. Then partners switch roles.

Partner A	Partner B
I'm going to do yoga. do martial arts. exercise at lunchtime. play basketball. work out at the gym.	Great! You're going to burn calories. get in shape. have a healthy heart. keep a positive attitude. make an exercise plan that fits your schedule.



GO ONLINE for more practice

Vocabulary is introduced in context and is built from the Oxford 2000 list of keywords.

Trio Listening and Speaking Online Practice extends learning beyond the classroom, providing students with additional practice and support for each chapter's vocabulary, grammar, and skills instruction.

LISTENING

Sounds of English boxes provide sound-symbol decoding practice, and link fluency with listening and speaking skills to improve students' understanding of how English is really spoken.

LISTENING

CONVERSATION

A. Listen to the conversation. Who is going to be more active this weekend? Circle the correct name.

Mariko Andy

B. Listen to the conversation again. What activities are Mariko and Andy going to do this weekend? Check (✓) the correct answers.

<input type="checkbox"/> watch TV	<input type="checkbox"/> get some sleep
<input type="checkbox"/> go swimming	<input type="checkbox"/> take a martial arts class
<input type="checkbox"/> take an exam	<input type="checkbox"/> go on a bike ride
<input type="checkbox"/> study for an exam	<input type="checkbox"/> go on a hike

Listening Strategy

Listening for degrees of certainty about plans

Speakers use words to show how certain they are about plans. Listen to the examples.

More certain → **Less certain**

absolutely definitely probably maybe

You're **absolutely** going to love this new phone! It has some great apps.
Lus is **definitely** going to apply for that job. He really wants to work with kids.
She's **probably** going to work this summer. She doesn't want to go to school.
Maybe I'll take Spanish next year. Or **maybe** I'll take Italian.

GO ONLINE for more practice

C. Listen to parts of the conversation again. Complete the sentences with the words in the box. Responses may be used more than once.

absolutely definitely maybe probably

- Andy: I'm _____ going to hang around my apartment.
- Andy: What about you? Are you going to relax?
Mariko: _____ not! I'm going to get some fresh air and exercise.

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Sounds of English

Contraction of be + going to

Speakers usually use contractions with be + going to. They contract the subject and be in the affirmative. They contract be with not in the negative. Listen to the examples.

I am going to ride my bike. → I'm going to ride my bike.
She is going to graduate next year. → She's going to graduate next year.
We are going to take the subway. → We're going to take the subway.

D. Listen and check (✓) the phrase you hear.

<input checked="" type="checkbox"/> they are going to go	<input type="checkbox"/> they're going to go
<input type="checkbox"/> he is going to come	<input type="checkbox"/> he's going to come
<input type="checkbox"/> she is going to get	<input type="checkbox"/> she's going to get
<input type="checkbox"/> I am going to see	<input type="checkbox"/> I'm going to see
<input type="checkbox"/> he is going to take	<input type="checkbox"/> he's going to take
<input type="checkbox"/> we are going to play	<input type="checkbox"/> we're going to play

E. Work with a partner. Partner A asks about next summer. Partner B answers. Focus on pronouncing contracted forms of be + going to. Then partners switch roles.

Partner A	Partner B
What are you going to do?	I'm _____ going to...
What is your family going to do?	They're _____ going to...
What is your sister going to do?	He's _____ going to...
What is your brother going to do?	She's _____ going to...

Chart

GO ONLINE for the Chapter 4 Vocabulary and Grammar Charts

63

Vocabulary and Grammar Charts found online help students internalize the target grammar structure and vocabulary for greater fluency when listening and speaking.

Conversation activities help students practice words, phrases, and grammar used in everyday situations.

Academic Listening prepares students for academic life.

Listening Strategies give students the techniques they need to listen effectively.

ACADEMIC LISTENING

A. Check (✓) the reasons people exercise. Add your own ideas. Share your ideas with a partner.

<input type="checkbox"/> for fun
<input type="checkbox"/> to lose weight
<input type="checkbox"/> to get strong
<input type="checkbox"/> to relax
<input type="checkbox"/> _____
<input type="checkbox"/> _____

B. Listen to the first section of the show. Circle the topic of the show.

the benefits of exercise different types of exercise exercise mistakes

C. Listen to the first and second sections of the show. Circle the correct answer to each question.

- Does exercise help you lose weight? *It helps you a little bit. It doesn't help you at all.*
- What happens when people exercise? *They burn calories at the end of the beginning of an exercise program.*
- How do we know this? *Researchers Luis Suarez-Villa study at City University of New York.*
- The research shows that you might lose weight when you start an exercise program.

Listening Strategy

Distinguishing facts from opinions

A fact is something that a person can prove, for example, with an experiment. An opinion is an idea. No one proved it, but someone might prove it in the future. Speakers use *prove, show, and find* to introduce a fact. They use *think and believe* to introduce an opinion. Listen to the examples.

Some people **think** exercise helps you lose weight. This is just an idea.
However, a study **showed** that exercise does not always burn calories. A study **proved** this.

GO ONLINE for more practice

D. Listen to the third section of the show. Complete each sentence with the word you hear.

believe show showed think

- Most experts _____ that exercise has a lot of emotional benefits.
- Some studies _____ that people felt happier and more relaxed when they exercised regularly.
- Many studies _____ that exercise is good for your heart.
- Some experts also _____ that people who exercise don't get sick as often as people who don't exercise.

E. Work with a partner. Are the underlined ideas in Activity D facts or opinions? Circle F for fact or O for opinion.

F. Listen to the show again. Ask and answer the questions with a partner.

Partner A	Partner B
1. Does exercising always help you lose weight?	2. Who did a study about exercising and weight loss?
3. When does exercising help you lose weight?	4. What is the best way to make an exercise plan?
5. What is one benefit of exercising?	6. What is another benefit of exercising?

Discuss the Ideas

G. What are some reasons people don't exercise? Check (✓) the problems and add your own idea.

<input type="checkbox"/> They don't have time.	<input type="checkbox"/> It hurts.
<input type="checkbox"/> It costs too much money.	<input type="checkbox"/> It's boring.
<input type="checkbox"/> It doesn't help them lose weight.	<input type="checkbox"/> _____

H. Work with a partner. Think of solutions for the problems in Activity G.

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Listening 65

The Pronunciation Skill helps students to speak clearly and intelligibly.

SPEAKING

Speaking Task Describing a fitness plan

Step 1 PREPARE

Pronunciation Skill

Reduction of going to, want to, have to, and need to

Speakers often combine and shorten verb phrases with *to* such as *going to*, *want to*, *have to*, and *need to*. Listen in the examples.

- I'm **going to** leave soon → I'm **gonna** leave soon.
 Do you **want to** go with us? → Do you **wanna** go with us?
 I **have to** see this → I **hafta** see this.
 What do you **need to** do? → What do you **needta** do?



A. Listen and check (✓) the sentence you hear.

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> We're going to get some sleep. | <input type="checkbox"/> We're gonna get some sleep. |
| 2. <input type="checkbox"/> I have to get some fresh air. | <input type="checkbox"/> I hafta get some fresh air. |
| 3. <input type="checkbox"/> When do you want to go swimming? | <input type="checkbox"/> When do you wanna go swimming? |
| 4. <input type="checkbox"/> They want to lose some weight. | <input type="checkbox"/> They wanna lose some weight. |
| 5. <input type="checkbox"/> He's going to fall asleep on the couch. | <input type="checkbox"/> He's gonna fall asleep on the couch. |
| 6. <input type="checkbox"/> Do you need to buy a new car? | <input type="checkbox"/> Do you needta buy a new car? |

B. Listen and repeat the questions and answers.

- | | |
|---|---|
| 1. What are you going to do this weekend? | I'm going to work out at the gym. |
| 2. When do you want to take a vacation? | We want to take a vacation next spring. |
| 3. Where do you want to go? | We want to go to San Diego. |
| 4. What do you have to do this evening? | I have to do chores around the house. |
| 5. Where do you have to go tomorrow? | I have to go downtown. |
| 6. What do you need to do before an exam? | I need to read the textbook. |

C. Work with a partner. Partner A asks a question from Activity B. Partner B gives the answer. Then partners switch roles.

D. Listen. Complete the conversation with the phrases you hear. Responses may be used more than once.

going to have to need to want to

- A: So, Miles, what are you _____ do this summer?
 B: I'm _____ get a job.
 A: A job?
 B: Yeah, I _____ make some money so I can buy a new car.
 A: So, what kind of job do you _____ get?
 B: I _____ find a job that pays well.
 A: That makes sense...
 B: And we worked out all year at the gym, so I _____ keep fit, too.
 A: Good idea. So, what kind of job do you think you'll find?
 B: My uncle owns a gym. I'm _____ ask him for a job.
 A: Fantastic! So you can work out and make money at the same time.
 B: That's the idea. So, what about you? What are you _____ this summer?
 A: Same here. I _____ keep fit, too, so I'm _____ get a job at the pool.
 B: Sounds like we'll both be in good shape next fall!



E. Work with a partner. Practice the conversation in Activity D.



Carefully staged speaking tasks build student confidence.

Speaking Skills boxes provide explanations of expressions frequently used in spoken English to improve students' natural-sounding speech.

Step 2 SPEAK

A. Some people want to get in shape outside of a gym. What are some interesting ways to do this? Write your ideas in the first column in the chart.

Ways to keep fit	Who will this work for?	Benefits (Why will this work?)

B. Who will your fitness ideas work for? Think about different groups of people such as students, workers, parents, and so on. Write your ideas in the middle column in the chart in Activity A.

C. Work with a partner. Think of three benefits for each way to get in shape in the chart in Activity A. Add your ideas to the third column.

Word Partners

- be fit
- get fit
- keep fit
- look fit
- stay fit



Signaling Skill

Describing benefits

When speakers describe a plan, they explain how the plan will benefit people. They show the good things about the plan. Speakers use examples and reasons to explain benefits. Listen in the examples.

- example*
 Our fitness plan has many benefits. For example, **it will work for busy people** because **it only takes 15 minutes a day. It's also inexpensive** because **people don't need any special equipment with our plan**.
- reason*

D. Work with a partner. Use the chart in Activity A and the examples in the Speaking Skill box. Partner A asks about the benefits of the ways to keep fit. Partner B describes one benefit. Then partners switch roles.

Partner A	Partner B
How will...benefit students? workers? parents?	It will benefit...because...

Speaking Task

Describing a fitness plan

1. Look at your notes in Step 2. Choose one way to keep fit. Explain how it will work and who it's for. Make a list of benefits. Organize your ideas in the chart.

My fitness plan	Who is this for?	Benefits

2. Close your book. Work in a group. Describe your plan to your group. Ask your group members questions about their plans.



Step 3 REPORT

A. Write sentences about your group members' plans. Then discuss what plan will work the best and why.

Name	Plan description	Benefits

B. Work with a new partner. Describe the plan you want to try. Why do you want to try it?

Step 4 REFLECT

Checklist

- Check (✓) the things you learned in Chapter 4.
- I learned language to describe a fitness plan.
 - I understood a conversation about exercise plans.
 - I described a fitness plan for a particular group of people.

Discussion Question

What are some other ways to stay healthy, especially for students?

Students discuss a question in small groups to develop critical thinking skills.



Trio Listening and Speaking Online Practice: Essential Digital Content

Trio Listening and Speaking Online Practice provides multiple opportunities for skills practice and acquisition—beyond the classroom and beyond the page.

Each unit of **Trio Listening and Speaking** is accompanied by a variety of automatically graded activities. Students' progress is recorded, tracked, and fed back to the instructor.


Vocabulary and Grammar Chants help students internalize the target grammar structure and vocabulary for greater accuracy and fluency when listening and speaking.

Online Activities provide essential practice of Vocabulary, Grammar, Listening, Speaking, and Pronunciation.

Vocabulary Oxford 2000 words to talk about exercise and fitness
Put the words in the correct order to make a sentence.

- practice to going martial I am arts to calories burn .
- . exercise you plan fits that your need an schedule
- attitude doing positive . yoga me gives a
- a good hike is for going on your heart .
- are ? to you going basketball weekend game watch a this
- in works to the shape he at out gym . get
- me think I gives . working that energy out
- this ? going you play are weekend to soccer

Try again Reset Submit



GO ONLINE icons lead students to essential digital content.

Listening Strategy

Listening for degrees of certainty about plans

Speakers use words to show how certain they are about plans. Listen to the examples.

More certain → **Less certain**

absolutely definitely probably maybe

You're **absolutely** going to love this new phone! It has some great apps.
Luis is **definitely** going to apply for that job. He really wants to work with kids.
She's **probably** going to work this summer. She doesn't want to go to school.
Maybe I'll take Spanish next year. Or **maybe** I'll take Italian.

GO ONLINE for more practice

E. Work with a partner. Partner A asks about next summer. Partner B answers. Focus on pronouncing contracted forms of be + going to. Then partners switch roles.

Partner A	Partner B
What are you going to get?	I'm
What is your family going to do?	They're
What is your sister going to do?	He's going to...
What is your brother going to see?	She's

Chant
GO ONLINE for the Chapter 4 Vocabulary and Grammar Chant

Vocabulary and Grammar Chants provide further accuracy and fluency practice for every chapter.

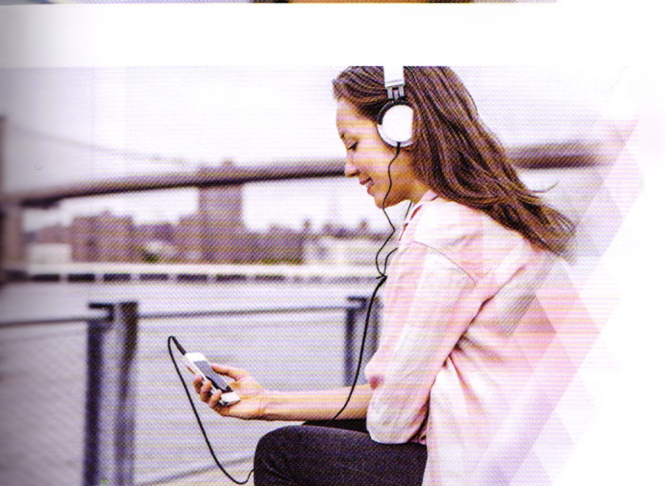
Use the access code on the inside front cover to log in at www.oxfordlearn.com/login.

Readiness Unit



Vocabulary

Words and sentences
Verbs
Nouns
Adjectives
Phrases



Listening

Syllable stress
Stress in phrases and sentences
Intonation
Wh- questions
Main ideas and details



Speaking

Syllable and sentence stress
Question intonation
Linking
Reductions
Classroom questions

UNIT WRAP UP

Extend Your Skills

VOCABULARY

Words and sentences

Words form sentences.

A. Listen to the words and sentences.

Words	Sentences
a, computer, I, need, new	I need a new computer.
a, it's, not, quiet, restaurant	It's not a quiet restaurant.
chair, comfortable, is, the	Is the chair comfortable?
her, is, name, what	What is her name?

Complete sentences have subjects and verbs.

The computer is new. Ana teaches Spanish.
subject verb subject verb

B. Circle the subject and underline the verb in each sentence.

- Cedar Avenue is a busy street.
- Lisa is nice.
- We live downtown.
- She visits her family every summer.
- I like this book.
- Maria studies English.
- Ken works at the library.
- I have a new car.

Verbs

English has different parts of speech. Three parts of speech are verbs, nouns, and adjectives.

My family lives in a large apartment.
noun verb adjective noun

The new student rides a red bicycle.
adjective noun verb adjective noun

Verbs describe actions. They also describe people, things, and feelings. Look at the pictures. Listen to and repeat the sentences.

Actions



Marco **plays** soccer.

People, things, and feelings



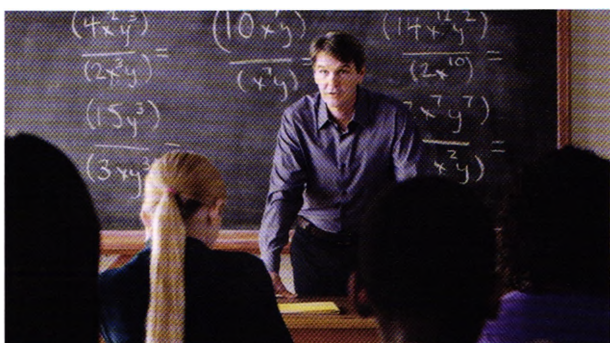
Luis **is** friendly.



Lara **speaks** Japanese.



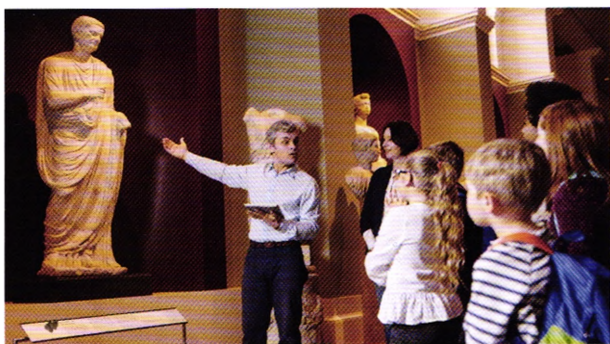
We **have** a lot of furniture.



We **study** math.



I **like** K-pop.



Lucas **works** at a museum.



She **feels** sad.

A. Circle the verb in each sentence.

1. I need some help.
2. Ana speaks Spanish.
3. Wei has a new bicycle.
4. Marta is busy today.
5. Jun plays basketball on Saturdays.
6. I live in a big apartment building.
7. The teacher is very helpful.
8. I like these shoes.

B. Circle the correct verb to complete each sentence. Then listen and check your answers.

1. I play am soccer.
2. My brother *lives speaks* Spanish.
3. We *live have* in Chicago.
4. Sophie *is has* a new bicycle.
5. Ron *feels speaks* happy today.
6. Dani *lives studies* music at Cedar College.
7. They *like live* their new apartment.
8. Tom *is has* sad today.

Nouns

Nouns describe people, places, and things.

A. Listen and repeat the nouns.

People	Places	Things
Ana	Cedar College	a basketball
Ms. Alvarez	Chicago	a bicycle
my brother	downtown	a book
my friend	San Diego	a class
our family	our street	a job
Sam	the school	art
the teacher	my neighborhood	music

B. Listen to the verbs and nouns. Circle each phrase you hear.

- | | |
|----------------------|----------------------|
| 1. speak Spanish | <u>speak English</u> |
| 2. work downtown | live downtown |
| 3. love my family | visit my family |
| 4. have a job | do a job |
| 5. like music | like sports |
| 6. is a student | is a teacher |
| 7. play soccer | watch soccer |
| 8. work in San Diego | live in San Diego |

C. Circle the noun that goes with each verb.

- | | | |
|------------|-------------------|-------------------------|
| 1. am | <i>art</i> | <u><i>a teacher</i></u> |
| 2. speak | <i>Spanish</i> | <i>my neighborhood</i> |
| 3. live on | <i>Oak Street</i> | <i>a book</i> |
| 4. visit | <i>a job</i> | <i>Chicago</i> |
| 5. have | <i>a car</i> | <i>Spanish</i> |
| 6. need | <i>downtown</i> | <i>help</i> |
| 7. play | <i>the city</i> | <i>basketball</i> |
| 8. work at | <i>pencil</i> | <i>the school</i> |

D. Listen and check your answers in Activity C.

E. Use a noun to complete each sentence about yourself. Share your sentences with a partner.

1. I am _____.
2. I speak _____.
3. I have _____.
4. I like _____.
5. I live _____.
6. I study _____.
7. I play _____.
8. I love _____.

Adjectives

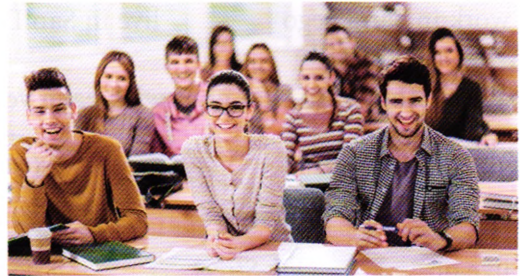
- 🔊 Adjectives describe nouns. Listen to the adjectives and nouns they describe.

People	Places	Things
a good teacher a friendly classmate	a busy street a big store	expensive phones old clothes

- 🔊 A. Look at the pictures. Then listen and repeat.



a friendly teacher



a fun class



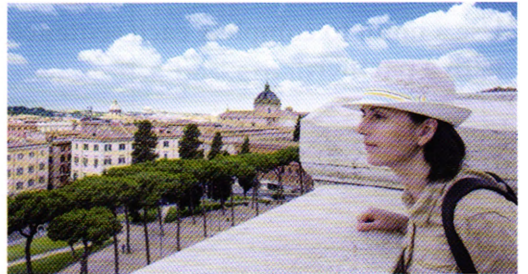
exciting movies



popular music



colorful houses



a pretty city



wild animals



a green forest

B. Circle the two adjectives that describe the person, place, or thing. Then listen and check your answers.

- | | | | |
|--------------------|----------|-------------|-----------|
| 1. <u>exciting</u> | tall | <u>nice</u> | music |
| 2. helpful | friendly | red | teacher |
| 3. short | noisy | busy | classroom |
| 4. cheap | happy | useful | phone |
| 5. big | pretty | intelligent | forest |
| 6. friendly | smart | blue | student |

C. Put the words in the correct order to form a sentence. Then listen and check your answers.

1. new / Jason / is / a / student

Jason is a new student.

2. is / Ms. Lee / a / teacher / friendly

3. live on / a / I / street / quiet

4. movies / my family / exciting / likes

5. a / phone / new / has / Mara

6. drives / Amir / a / car / small

Phrases

Phrases are groups of words that work together. Two common types of phrases are noun phrases and verb phrases. Listen to the examples.

Noun phrases	Verb phrases
a phone	speak Spanish
nice furniture	have a small car
an exciting movie	live on Oak Street
my teacher	work at the library

A. Listen and circle each noun phrase you hear.

- | | |
|---------------------------|-------------------|
| 1. a new computer | a good computer |
| 2. popular movies | popular music |
| 3. comfortable furniture | comfortable shoes |
| 4. an intelligent student | a busy student |
| 5. a big class | a quiet class |
| 6. a useful phone | a useful book |

B. Work with a partner. Partner A says a noun phrase in Activity A with *I have, I want, I like, or I am*. Partner B repeats the phrase with *You have, You want, You like, or You are*. Then partners switch roles.

C. Listen and circle each verb phrase you hear.

- | | |
|---------------------------|------------------------|
| 1. live on a quiet street | live in a big city |
| 2. work at the museum | visit the museum |
| 3. study art | like art |
| 4. have a small apartment | have a new phone |
| 5. like exciting movies | like exciting TV shows |
| 6. have a nice teacher | have a nice sister |

D. Work with a partner. Partner A says a verb phrase in Activity C with *I*. Partner B repeats the phrase with *You*. Then partners switch roles.

I live on a quiet street.

You live on a quiet street.

E. Put noun phrases and verb phrases together to make sentences. Say the sentences to your partner. Then switch roles.

Noun phrases	Verb phrases
my new friend	lives near a beautiful park
Alicia	studies art
the art student	has a small car
the tall girl	rides the bus
my brother	has a nice sister
Ron	likes popular music
the English teacher	plays basketball
Jared	has a big class

Syllable stress

Some words have one sound called a syllable. Other words have two, three, or more syllables. Usually one or more syllables are louder or stronger. Listen to the examples.

One syllable:	book	chair	room
Two syllables:	class•room	stu•dy	teach•er
Three syllables:	com•pu•ter	di•rec•tions	ex•pen•sive
Four syllables:	con•ver•sa•tion	in•for•ma•tion	in•tel•i•gent

A. Listen to each word. Underline the stressed syllable.

- | | |
|-----------------|-----------------|
| 1. friendly | 2. basketball |
| 3. beautiful | 4. comfortable |
| 5. apartment | 6. exciting |
| 7. busy | 8. neighborhood |
| 9. presentation | 10. furniture |

B. Listen to the words in Activity A again. Practice saying the words.

Stress in phrases and sentences

Speakers give more stress to certain words in phrases and in sentences. These words are usually verbs, nouns, and adjectives. Speakers don't usually stress small words such as *a*, *an*, *the*, *my*, *some*, *to*, *with*, *in*, *and*, and *at*. Listen to the examples.

a partner	work with a partner	Work with a new partner.
your books	close your books	Close your English books.

A. Listen and repeat the phrases and sentences.

- | | | |
|-------------------------|----------------------------|---|
| 1. your books | open your books | Open your books to page 3. |
| 2. the words | repeat the words | Repeat the words and phrases. |
| 3. groups | get into groups | Get into small groups. |
| 4. the sentences | write the sentences | Write the sentences on the board. |
| 5. the pictures | match the pictures | Match the pictures and the words. |
| 6. your hand | raise your hand | Raise your hand to ask a question. |
| 7. a partner | find a partner | Find a new partner. |
| 8. the library | go to the library | Go to the school library. |

B. Listen. Check (✓) the sentence you hear.

- | | |
|---|--|
| 1. <input type="checkbox"/> Mr. Lee is a fun teacher. | <input checked="" type="checkbox"/> Mr. Lee is a friendly teacher. |
| 2. <input type="checkbox"/> Please work with a new partner. | <input type="checkbox"/> Please find a new partner. |
| 3. <input type="checkbox"/> We need to go to the library. | <input type="checkbox"/> We need to work at the library. |
| 4. <input type="checkbox"/> Open your books and read page 10. | <input type="checkbox"/> Open your books to page 10. |
| 5. <input type="checkbox"/> Work with the same group. | <input type="checkbox"/> Work with a new group. |
| 6. <input type="checkbox"/> Match the pictures and the words. | <input type="checkbox"/> Look at the pictures and the words. |

Intonation

Yes/no questions have rising intonation. The voice goes up (↗). Statements have falling intonation. The voice goes down (↘). Listen to the examples.

Question ↗

Are you a new student?

Do you play basketball?

Does your family live in Cedar City?

Statement ↘

I'm a new student.

I play basketball.

My family lives in Cedar City.

A. Listen. Check (✓) the question or statement you hear.

Yes/no questions	Statements
1. <input checked="" type="checkbox"/> Are you in Mr. Lee's class?	<input type="checkbox"/> You are in Mr. Lee's class.
2. <input type="checkbox"/> Are you busy today?	<input type="checkbox"/> You are busy today.
3. <input type="checkbox"/> Do they have a new car?	<input type="checkbox"/> They have a new car.
4. <input type="checkbox"/> Do they live in a big apartment?	<input type="checkbox"/> They live in a big apartment.
5. <input type="checkbox"/> Is your brother a student?	<input type="checkbox"/> Your brother is a student.
6. <input type="checkbox"/> Is the classroom noisy?	<input type="checkbox"/> The classroom is noisy.
7. <input type="checkbox"/> Does your friend like popular music?	<input type="checkbox"/> Your friend likes popular music.
8. <input type="checkbox"/> Does the teacher answer your questions?	<input type="checkbox"/> The teacher answers your questions.

B. Work with a partner. Partner A says a question or sentence from Activity A. Partner B points to the correct question or statement. Then partners switch roles.

Wh- questions

A. Information questions begin with *wh-* words. Complete the rules about information questions. Then match the examples with the rules.

We use:

- | | |
|---|-------------------------------------|
| 1. <u>Who</u> to ask questions about people. <u>c</u> | a. Where is your book? |
| 2. _____ to ask questions about things and ideas. _____ | b. When does class start? |
| 3. _____ to ask questions about places. _____ | c. Who do you live with? |
| 4. _____ to ask questions about time. _____ | d. What is on your desk? |

B. Choose the correct word to complete each sentence. Then listen and check your answers.

- | | | | |
|----------|-------------|-------|------------------------------------|
| 1. Who | <u>What</u> | Where | is your name? |
| 2. Where | When | What | does your family live? |
| 3. Who | When | What | time is it? |
| 4. When | What | Who | is your English class? |
| 5. When | What | Who | is your English teacher this year? |
| 6. Who | When | What | do you go home? |
| 7. Where | Who | When | do you study with? |
| 8. When | Who | What | is your vacation? |
| 9. When | What | Who | is your favorite color? |
| 10. Who | What | Where | does your best friend live? |

Information questions and sentences usually have falling intonation (↘). Listen to the examples.

- | | |
|------------------------|------------------------------|
| ↘ What do you study? | ↘ I study English. |
| ↘ Where do you live? | ↘ I live downtown. |
| ↘ Who is your teacher? | ↘ My teacher is Ms. Sanchez. |
| ↘ When is your class? | ↘ My class is at 9 AM. |

C. Work with a partner. Partner A asks a question from Activity B. Partner B says a response. Then partners switch roles.

What is your name?

My name is Keiko.

D. Listen to each question. Circle the letter of the correct answer.

1. a. My English teacher is in the classroom.
b. My English teacher is David Valdez.
2. a. I live with my brother.
b. I live on Oak Street.
3. a. My next class is at 3 PM.
b. My next class is in the science building.
4. a. That's my phone.
b. That's my sister.
5. a. I do my homework.
b. I go to the beach.
6. a. I do my homework at night.
b. I do my homework at home.

E. Work with a partner to talk about yourself. Partner A asks a question for each answer from Activity D. Partner B answers the question. Then partners switch roles.

Who is your English teacher?

My teacher is Jenn.

Where is your English teacher?

She's in the classroom.

Main ideas and details

Presentations usually have a main idea. The main idea is the topic of the presentation. Speakers explain the main idea by giving details. Details are examples, explanations, and facts. They help you understand the main idea.

A. Listen to the presentation. Check (✓) the main idea.

- things students will learn in their English class
- lessons Jim is going to teach the students
- activities that help students learn English

B. Listen to the presentation again. What are the students going to do? Check (✓) the details you hear.

- watch movies
- eat at restaurants
- eat at people's homes
- play sports at the park
- visit places in the area

Syllable and sentence stress

Speakers stress certain syllables in words. They also stress certain words—such as verbs, nouns, and adjectives—in sentences.

A. Listen and repeat the words.

- | | |
|--------------------|---------------|
| 1. ac•tiv•i•ty | 2. En•glish |
| 3. pres•en•ta•tion | 4. les•son |
| 5. part•ner | 6. teach•er |
| 7. in•for•ma•tion | 8. an•swer |
| 9. nois•y | 10. li•brar•y |
| 11. stu•dent | 12. friend•ly |

B. Listen and repeat the phrases and sentences.

- | | |
|------------------------|------------------------------|
| 1. studies English | Sam studies English. |
| 2. have a presentation | We have a presentation. |
| 3. a new partner | I have a new partner. |
| 4. my English homework | This is my English homework. |
| 5. the library | Sam studies at the library. |
| 6. a noisy classroom | It's a noisy classroom. |
| 7. the answer | I know the answer. |
| 8. a nice teacher | Mr. Lee is a nice teacher. |
| 9. a friendly student | She's a friendly student. |
| 10. a blue bicycle | I have a blue bicycle. |


C. Work with a partner. Partner A says a sentence from Activity B. Partner B points to the correct sentence. Then partners switch roles.

Question intonation


Yes/no questions have rising intonation. Statements and *wh*- questions have falling intonation.

 **A. Listen and repeat the questions and answers.**

Questions	Answers
1. Are you from San Diego? Where is Sue from?	No, I'm not. I'm from LA. She's from Toronto.
2. Is this the English class? When does class start?	Yes, it is. It's English 101. It starts at 9 AM.
3. Is the teacher helpful? What does he do?	Yes, he is. He's a helpful teacher. He answers our questions.
4. Is Ana your friend? What does she like?	Yes, Ana is my friend. She likes exciting movies.
5. Are you good at sports? What is your favorite sport?	Yes, I'm good at sports. My favorite sport is basketball.
6. Do you know Jake and Amy? Where do they live?	Yes, I know them. They live in my neighborhood.


 **B. Work with a partner. Practice the questions and answers in Activity A.**

Linking

 Linking is connecting sounds in words. Speakers often connect the last sound in a word with the first sound in the next word. For example, speakers often link consonants with vowels. Listen to the example.

I live in a big apartment. We have a lot of furniture.

Note: *t* sometimes sounds like *d* before a vowel.

 **A. Listen and repeat.**

- | | |
|---------------------------|-------------------------------|
| 1. work at the museum | I work at the museum. |
| 2. has a new bicycle | Wei has a new bicycle. |
| 3. is a student | Ana is a student. |
| 4. live in San Diego | I live in San Diego. |
| 5. have a job | You have a job. |
| 6. an intelligent student | Is he an intelligent student? |
| 7. kind of music | I like this kind of music. |
| 8. an exciting movie | We saw an exciting movie. |

B. Listen and repeat the questions and answers. Pay attention to the linked sounds.

- | | |
|-------------------------|-----------------------------------|
| 1. Where do you live? | I live on Cedar Street. |
| 2. Where does she work? | She works at the library. |
| 3. What does he have? | He has a new bicycle. |
| 4. What is it like? | It's an expensive car. |
| 5. What do you do? | I study English at Cedar College. |

C. Work with a partner. Ask and answer the questions in Activity B. Pay attention to the linked sounds.

Reductions

People sometimes speak quickly and reduce sounds. For example, speakers often reduce *of*. It sounds like “a.” Listen to the examples.

kind of → *kinda* *some of* → *soma* *most of* → *mosta* *a lot of* → *a lotta*

A. Listen and repeat.

- | | |
|-------------------------------------|--|
| 1. What do you read? | I read a lot of books. |
| 2. What kind of movies do you like? | I like exciting movies. |
| 3. What's the problem? | Some of the words are hard. |
| 4. Do you like English? | Yes. It's kind of easy. |
| 5. How's your class? | Great! Most of the students are really nice. |
| 6. Are some of the students here? | They're all here. |

B. Work with a partner. Ask and answer the questions in Activity A. Pay attention to the reduced sounds.

What do you read?

I read a lot of books.


Classroom questions

Students often ask questions in class. Sometimes they want to hear something again. Sometimes they need an explanation of something. Sometimes they want other help. Speakers make these questions polite by adding *Excuse me* and *please*. Listen to the examples.

Excuse me.

Can you repeat that please?

What does...mean?

 **A. Listen and repeat.**

Requests for repetition and clarification	Other requests
What did you say? Did you say...? Can you repeat that please? Can you say that again please? What do you mean by...? What does that mean?	What is that? Can you help me please? How do you spell...? How do you pronounce...? Where's the stress in...? How do you stress...?

 **B. Circle the best answer for each question. Then listen and check your answers.**

- A: Can you help me please? B: I said, "Open you books to page 8."
B: Sure. What do you need?
- A: What does that mean? B: M - E - A - N.
 B: It means "very smart."
- A: Excuse me. What does *huge* mean? B: Sure. Open your books to page 8.
 B: It means "very big."
- A: Excuse me. How do you spell *huge*? B: H - U - G - E.
 B: You stress the first syllable.
- A: Excuse me. Where's the stress in *activity*? B: You stress the second syllable.
 B: A - C - T - I - V - I - T - Y.
- A: Excuse me. What is that word? B: Sure. Work with a new partner.
 B: It's a noun.
- A: What does *difficult* mean? B: It means "not easy."
 B: You stress the first syllable.
- A: What is that? B: Sure. I said, "See you tomorrow."
 B: It's a notebook.

 **C. Work with a partner. Ask and answer the questions in Activity A.**

Can you help me please?

Sure. What do you need?

D. Complete the conversations with the words from the box. Then listen and check your answers.

again excuse mean repeat spell stress

1. A: So, is everyone ready? OK. Please open your books to page 14. Yes, Jun?
B: Excuse me. Did you say page 40?
A: No, I said page 14.
B: OK. Thanks.
2. A: Ms. Lee?
B: Yes, Ana?
A: Can you help me please?
B: Sure.
A: How do you _____ *intelligent*?
B: It's I - N - T - E - L - L - I - G - E - N - T.
A: Thank you!
3. A: Now, please find a new partner. Practice the words with your partner. Yes, Yoshi?
B: Umm, excuse me. Where is the _____ in this word?
A: Oh, presentation. It's on the third syllable.
B: Thanks.
4. A: Is it *pre-sen-ta-tion*?
B: No. _____ the word: *pre-sen-ta-tion*.
A: *Pre-sen-ta-tion*.
B: Good!
A: Thank you.
5. A: Excuse me.
B: Yes, Marco.
A: What does *repetition* _____?
B: It means saying something again.
A: Oh, thank you.
6. A: Next, match the pictures and the words.
B: I'm sorry. Can you say that _____?
A: Sure. I said, "Match the pictures and the words."
B: Thanks.

E. Practice the conversations in Activity D with a partner.

Look at the word bank for the Readiness Unit. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗					
Adjectives		Nouns		Verbs	
beautiful	happy	activity	information	answer	open
big	hard	apartment	job	do	play
blue	helpful	art	library	eat	repeat
busy	intelligent	board	movie	feel	say
cheap	nice	book	museum	find	see
easy	noisy	bus	music	get	speak
exciting	old	car	night	go	spell
expensive	popular	chair	park	have	stress
favorite	pretty	class	partner	help	study
friendly	red	clothes	phone	know	visit
fun	short	college	phrase	live	watch
good	tall	computer	picture	match	work
green	wild	conversation	question	mean	write
		family	sentence	need	
		furniture	show		
		group	street		
		hand			

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

- beautiful clothes
- _____
- _____
- _____
- _____
- _____

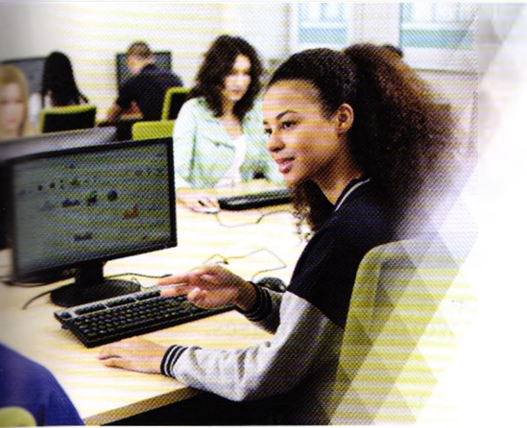
B. Use the chart. Match verbs with nouns.

- repeat the word
- _____
- _____
- _____
- _____
- _____

C. Use the chart. Match verbs with adjective noun partners.

- find a cheap apartment
- _____
- _____
- _____
- _____
- _____

1 Science and Technology



CHAPTER 1 How Are You Preparing for Your Future?

▲ VOCABULARY

- Oxford 2000 words to talk about plans for the future

▲▲ LISTENING

- Listening for reasons
- Listening for examples

▲▲▲ SPEAKING

- Linking *wh-* question words with *is/are*
- Reporting on plans for the future



CHAPTER 2 How Will You Get Around?

▲ VOCABULARY

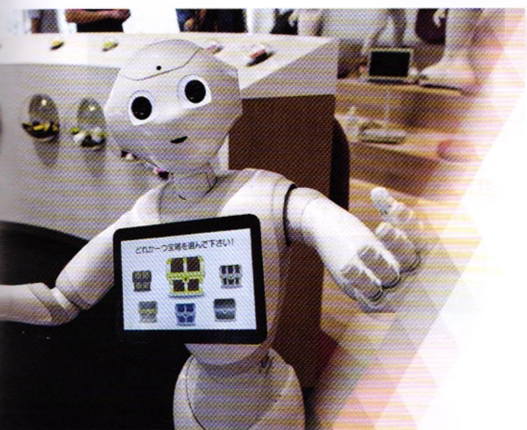
- Oxford 2000 words to talk about transportation of the future

▲▲ LISTENING

- Listening for disagreement
- Listening for numerical information

▲▲▲ SPEAKING

- Linking *will* in information questions
- Predicting the future of transportation



CHAPTER 3 What Does It Do?

▲ VOCABULARY

- Oxford 2000 words to talk about new technologies

▲▲ LISTENING

- Listening for similarities and differences
- Listening for topic shift

▲▲▲ SPEAKING

- Linking third person *-s* endings with articles and nouns
- Describing a favorite new technology

UNIT WRAP UP

Extend Your Skills

CHAPTER 1 How Are You Preparing for Your Future?

- Use the present progressive
- Listen for reasons
- Recognize *-ing* in the present progressive
- Listen for examples
- Link *wh-* question words with *is/are*
- Report on plans for the future

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about plans for the future

Learn Words

🔊 A. Label each picture with the correct word(s). Then listen and repeat the words and phrases.

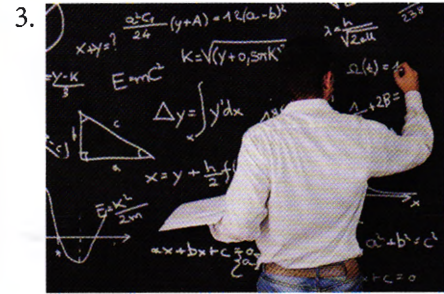
business a career college computer science design job experience music problems



major in music



study design



solve problems



take computer science



graduate from college



plan a career



go into business



get job experience

Grammar Note

The present progressive

- 🔊 Speakers use the present progressive to describe actions that are happening right now. Speakers usually use contractions in the present progressive. Listen to the examples.

I am majoring in art. → I'm majoring in art.

She is studying engineering. → She's studying engineering.

They are not taking math classes. → They aren't taking math classes.

- 🔊 To ask questions, speakers use *am/is/are* before the subject. Listen to the examples.

A: **Are** you **majoring** in math?

B: No, I'm not.

A: What **is** she **studying**?

B: She's studying music.

B. Listen and repeat.

- | | |
|-----------------------------------|---------------------------------------|
| 1. Are you learning Japanese? | No, I'm learning Spanish. |
| 2. Is he studying business? | No, he's studying law. |
| 3. Are they teaching music? | No, they're teaching design. |
| 4. Are you going to City College? | No, I'm going to Cedar College. |
| 5. What is she taking? | She's taking a design course. |
| 6. Who are you working with? | I'm working with Alicia. |
| 7. What are they majoring in? | They're majoring in computer science. |
| 8. Who are you talking to? | I'm talking to you. |

C. Work with a partner. Ask and answer the questions in Activity B.

D. Listen and check (✓) the sentence you hear.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> She's studying English. | <input type="checkbox"/> She studies English. |
| 2. <input type="checkbox"/> He's working at the library. | <input type="checkbox"/> He works at the library. |
| 3. <input type="checkbox"/> They aren't listening to music. | <input type="checkbox"/> They don't listen to music. |
| 4. <input type="checkbox"/> We're going to Cedar College. | <input type="checkbox"/> We go to Cedar College. |
| 5. <input type="checkbox"/> Is she teaching computer science here? | <input type="checkbox"/> Does she teach computer science here? |
| 6. <input type="checkbox"/> Who are you talking to? | <input type="checkbox"/> Who do you talk to? |

E. Work with a partner. Partner A says a sentence from Activity D. Partner B points to the correct sentence. Then partners switch roles.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

a job that pays well

be comfortable with technology

do something creative

good at solving problems

have a job I love

have good people skills

prepare for a career in medicine

interested in the music business



B. Listen to each conversation. Check (✓) the phrase you hear.

- | | |
|--|---|
| 1. <input type="checkbox"/> a job that pays well | <input checked="" type="checkbox"/> comfortable with technology |
| 2. <input type="checkbox"/> do something creative | <input type="checkbox"/> good at solving problems |
| 3. <input type="checkbox"/> have good people skills | <input type="checkbox"/> have a job I love |
| 4. <input type="checkbox"/> a job that pays well | <input type="checkbox"/> have a job I like |
| 5. <input type="checkbox"/> preparing for a career in medicine | <input type="checkbox"/> a job that pays well |
| 6. <input type="checkbox"/> interested in the music business | <input type="checkbox"/> do something creative |

C. Add job words to complete the sentences.

A lawyer	has a job that pays well.
A(n) <u>banker</u>	
A painter	has a job that is creative.
A(n) _____	
A teacher	has good people skills.
A(n) _____	
A nurse	has a career in medicine.
A(n) _____	
A musician	has a job in the music business.
A(n) _____	

D. Work with a partner. Ask and answer the questions.

Partner A	Partner B
1. What are you good at?	2. What do you enjoy doing?
3. Do you enjoy helping people?	4. What are you studying in school?
5. Is making a lot of money important to you?	6. What are you planning to do in the future?

What are you good at?

I'm really good at math.



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for more
practice

CONVERSATION

- 🔊 A. Listen to the conversation. What are Ana, Samir, and Rob talking about? Check (✓) the topics you hear.

<input type="checkbox"/> classes	<input type="checkbox"/> jobs	<input type="checkbox"/> majors
<input type="checkbox"/> teachers	<input type="checkbox"/> vacations	

- 🔊 B. Listen to the conversation again. Match the classes from the box with the students.

art computer science math music science

- Ana's taking _____ and _____ classes.
- Samir's taking _____ classes.
- Rob's taking _____ and _____ classes.

Listening Strategy

Listening for reasons

- 🔊 Speakers use certain words to connect activities with reasons. Listen to the examples.

activity

reason

*Why am I studying fashion? **Because** I love clothes.*

reason

activity

*Tomás wants to design buildings, **so** he's majoring in architecture.*

reason

activity

*I'm good with kids. **That's why** I want to be a teacher.*



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for more
practice

- 🔊 C. Listen to part of Ana, Samir, and Rob's conversation again. Match each activity with the reason.

Activity

Reason

- | | |
|--|--|
| 1. Ana is majoring in computer science.
_____ | a. He or she wants a career in medicine. |
| 2. Samir is majoring in biology. _____ | b. He or she thinks it's fun. |
| 3. Rob wants to do something
with art. _____ | c. He or she is comfortable with technology. |

Sounds of English

Reduction of *-ing* with the present progressive

- Ⓧ When speakers use the present progressive, the *-ing* verb ending sometimes sounds like *n*. Listen to the examples.

I'm taking art classes. → *I'm takin art classes.*

What are you studying? → *What are you studyin?*

D. Listen to the speakers. Check (✓) the sentence you hear.

- They're taking a lot of music classes. They're takin a lot of music classes.
- She's planning a career in medicine. She's plannin a career in medicine.
- We're studying at Cedar College this year. We're studyin at Cedar College this year.
- Is he playing soccer or basketball this year? Is he playin soccer or basketball this year?
- What are you working on right now? What are you workin on right now?
- Where are you going after class? Where are you goin after class?

E. Work with a partner. Partner A says a sentence from Activity D. Partner B points to the correct sentence. Then partners switch roles.

F. Listen to the questions. Complete each question with the word you hear.

1. What are you watching on TV these days?
2. What are you _____ today?
3. How are you _____ right now?
4. What books are you _____ this semester?
5. What are you _____ about right now?

G. Work with a partner. Ask and answer the questions in Activity F. Practice making the present progressive verb end in *n*.

What are you watching on TV these days?

I'm watching a lot of sports. What about you?

Chant


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for the
Chapter 1
Vocabulary and
Grammar Chant


ACADEMIC LISTENING

A. Look at the list of subjects. Think about jobs you can have if you like these subjects. Write your ideas in the chart.

Subjects	Jobs
computer science	
math	
music	
art/design	
business	

 B. Work in a group of three. Compare your answers in Activity A and answer the questions.

1. Were your job ideas the same or different?
2. Did you learn about any new jobs for each subject? What are they?

 C. Listen to the first part of the presentation. What is the speaker talking about? Circle the correct answer.

types of jobs things you can buy good places to work

 D. Listen to the entire presentation. Answer the questions.

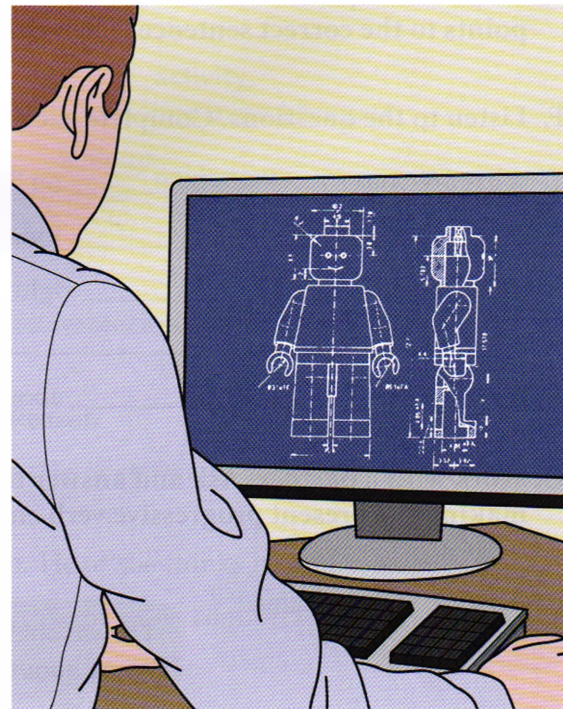
1. What was Tom's major?

2. What does Tom design today?

3. What does Claudia build?

4. What did Yoshi major in?

5. What kind of people does Yoshi help?



Listening Strategy

Listening for examples

- Speakers give examples to help listeners understand their main ideas. Phrases such as *for example* and *for instance* introduce examples. Listen to the examples.

Good communication skills are important in most jobs.

For example, it's important to have good speaking skills in business.

For instance, scientists write a lot.



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for more
practice

- E. Listen to part of the presentation again. The speaker uses students as examples. Match the students with the ideas.

Claudia Tom Yoshi

- _____ You can work as web developer or in the information technology department of a big company. But you can also work in design.
- _____ You can build bridges and highways. But you can also work in space exploration.
- _____ There are also STEM careers in music.

- F. Work with a partner. Ask and answer the questions.

Partner A	Partner B
1. What are STEM careers?	2. What are two good things about STEM jobs?
3. What kinds of majors prepare people for STEM careers?	4. What does the speaker think about STEM careers?
5. What is an example of a STEM job that isn't boring?	6. What are some more examples about STEM?

Discuss the Ideas

- G. Work in a group. Discuss your answers to the questions.

- Were you surprised by the information about STEM careers? Why or why not?
- Do you know anyone who has a STEM career? What does the person do? Where does he or she work?
- Do you want to have a STEM career? Why or why not?

Speaking Task Reporting on plans for the future

Step 1 PREPARE

Pronunciation Skill

Linking *wh-* question words with *is/are*

🔊 When speakers ask *wh-* questions in the present progressive, they often link the final consonant sound in the *wh-* word with the vowel sound at the beginning of *is* and *are*. Listen to the examples.

Notice that *t* sounds like *d* before a vowel sound.

What is he studying? → **Whadiz** he studying?

When are you leaving? → **Whener** you leaving?

Where are they going? → **Wherer** they going?

How is she doing? → **Howiz** she doing?

Why are you taking math? → **Whyer** you taking math?



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for more
practice

🔊 A. Listen and repeat.

- | | | |
|----------|-----------|----------------------------|
| 1. What | What are | What are you listening to? |
| 2. When | When is | When is he coming? |
| 3. Where | Where are | Where are you working? |
| 4. What | What is | What is she doing? |
| 5. How | How are | How are you getting there? |
| 6. Where | Where is | Where is she studying? |
| 7. What | What are | What are you wearing? |
| 8. Who | Who are | Who are you talking to? |

🗨️ B. Work with a partner. Partner A asks a question from Activity A. Partner B points to the question. Then partners switch roles.

C. Listen. Complete each conversation with the words you hear.

are you going are you majoring are you planning are you preparing are you studying are you taking

- A: What are you planning to do after you graduate?
B: I'm going to travel.
- A: What _____?
B: French and music.
- A: Where _____ right now?
B: Home.
- A: Why _____ in computer science?
B: Because I'm good at solving problems.
- A: Why _____ music classes?
B: I want to be a music teacher.
- A: Why _____ for a STEM career?
B: Because there are a lot of interesting STEM jobs, and they pay well, too.



GO ONLINE
to practice the
conversations

D. Work with a partner. Practice the conversations in Activity C.

E. Work with a partner. Partner A asks a question. Partner B answers correctly. Then partners switch roles.

- | A | B |
|---|---------------------------------|
| 1. a. What are you listening to these days? | A lot of K-pop. |
| b. Where are you listening to music these days? | In my car. |
| 2. a. How are you learning Portuguese? | I want to visit Brazil. |
| b. Why are you learning Portuguese? | I'm taking an online course. |
| 3. a. What is Kim doing today? | She's playing soccer. |
| b. How is Kim doing today? | She's doing great. |
| 4. a. When are you going downtown? | Ali. |
| b. Who are you going downtown with? | This afternoon. |
| 5. a. How is your brother getting to school? | At 8 AM. |
| b. When is your brother getting to school? | He's driving. |
| 6. a. Why is Keith studying engineering? | At the University of San Diego. |
| b. Where is Keith studying engineering? | He wants to build robots. |

Step 2 SPEAK

A. Think about yourself. What are you good at? What do you enjoy doing? What are you thinking of doing in the future? Complete the chart.

I'm good at...	I like...	In the future, I might...

B. Work with a partner. Talk about the things you're good at, what you like to do, and what you might do in the future. Use your notes in Activity A.

Speaking Skill

Giving reasons

Speakers use *because* and *so* to give reasons for their ideas, feelings, activities, and plans. Listen to the examples.

Because introduces a reason:

plan reason
*I want to do something with art **because** it's fun for me.*

So and *that's why* follow a reason:

reason activity
*I'm good with kids, **so** I'm planning a career in education.*

reason plan
*I love to travel. **That's why** I'm going to take a trip right after graduation.*

Word Partners

- a successful career
- a long career
- a professional career
- career goals
- career planning
- career opportunities

GO ONLINE

to practice
word partners



C. Complete the sentences about you. Use the ideas in the chart in Activity A or new ideas.

1. I'm good at _____. That's why _____.
2. I enjoy _____, so _____.
3. I want/don't want to have my own business because _____.
4. I like/don't like solving problems. That's why _____.
5. I am/am not good with people, so I probably _____.
6. Making a lot of money is/isn't important to me, so _____.
7. I'm studying _____ because I want to _____.
8. I'm thinking about a career in _____ because _____.

D. Compare your ideas in Activity C with a partner.

Speaking Task

Reporting on plans for the future

1. Work with a partner. Find out about your partner's plans for the future, the reasons for these plans, and what your partner is doing to prepare for these plans. Use the questions in the chart or your own questions.



Name: _____

Questions	Answers
1. What are you thinking about doing in the future?	
2. Why?	
3. What are you doing to prepare?	

2. Practice asking and answering the questions in the chart with a partner.
3. Work in a small group. Close your books. Tell your group about your partner's plans. Then listen to your group members' plans and ask questions.

Step 3 REPORT

- A. Think about the information you heard about your classmates. Write a detail you remember about three classmates.

Classmate	Detail

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 1.

- I learned language for talking about the future.
- I used language for giving reasons.
- I reported on a classmate's plans for the future.

Discussion Question

Do you think you will change your mind about your plans for the future? Why or why not?

CHAPTER 2 How Will You Get Around?

- Use *will/won't*
- Listen for disagreement
- Recognize contractions with *will* and *won't*
- Listen for numerical information
- Link *will* in information questions
- Predict the future of transportation

▲ VOCABULARY ▶ Oxford 2000 🔑 words to talk about transportation of the future

Learn Words

🔊 A. Label each picture with the correct word(s). Then listen and repeat the words and phrases.

accident car distances free-time public transportation road town traffic



have free time



pay attention to the _____



travel long _____



use _____



buy a self-driving _____



cause a(n) _____



avoid _____



get around _____

Grammar Note

will/won't

- Speakers use *will/won't* + verb to talk about facts in the future or to make predictions (say what they think will happen in the future). Listen to the examples.

Traffic **will get** worse in the future. prediction: I think this will happen.

I **won't drive** to school tomorrow. fact: I know this will happen.

- To make questions, put *will* before the subject. Listen to the examples.

Will you buy a new car? No, I **won't**.

How **will Sam get** to school? He'll **take** the subway.

B. Listen and repeat.

- I'll take the train.
- It'll be warm tomorrow.
- She'll like it.
- You won't be late.
- They won't avoid traffic.
- Will it be expensive?
- Where will he be next year?
- When will we get there?

C. Listen and repeat each question and answer.

- | | |
|---|---|
| 1. Will you buy a new car soon? | No, I won't. I don't have enough money. |
| 2. Will traffic in this city get worse or better? | It'll get worse. There are too many cars on the road. |
| 3. Will you study English next year? | Yes, I will. I'll take English 200. |
| 4. What will happen after you graduate? | I'll get a job and save some money. |
| 5. How will people travel long distances in the future? | They'll take high-speed trains. |
| 6. What will the weather be like tomorrow? | It'll rain. I heard the weather report. |

D. Work with a partner. Ask the questions in Activity C. Give answers that are true for you.

Learn Phrases

ⓑ A. Match each phrase to the correct picture. Then listen and repeat.

having your own car is **more private**

make it easier for **older people**

a lot of cars **on the road**

cars that drive themselves **have a lot of benefits**

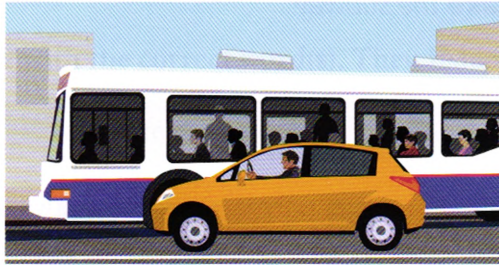
change the way we **travel long distances**

cars that **communicate with each other**

get around in the future

cars are **expensive to operate**

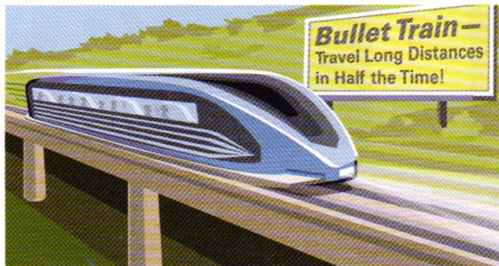
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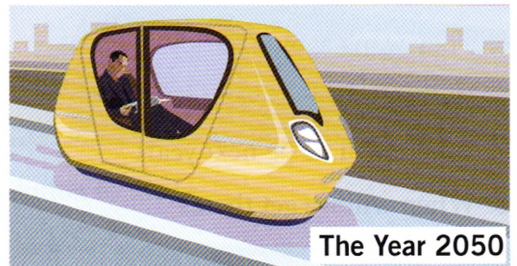
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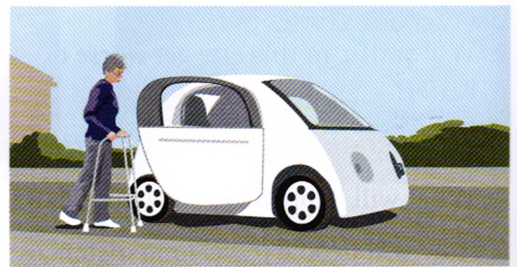
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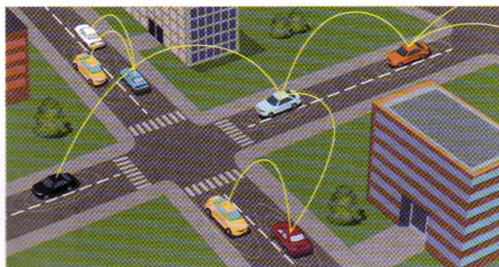
5.



6.



7.



8.



B. Listen to each conversation. Check (✓) the phrase you hear.

- | | |
|---|--|
| 1. <input type="checkbox"/> have a lot of benefits | <input checked="" type="checkbox"/> make it easier for older people |
| 2. <input type="checkbox"/> change the way we travel long distances | <input type="checkbox"/> a lot of cars on the road |
| 3. <input type="checkbox"/> change the way we travel long distances | <input type="checkbox"/> cars that drive themselves have a lot of benefits |
| 4. <input type="checkbox"/> cars are expensive to operate | <input type="checkbox"/> use technology to communicate with each other |
| 5. <input type="checkbox"/> have a lot of benefits | <input type="checkbox"/> having your own car is more private |
| 6. <input type="checkbox"/> make it easier for older people | <input type="checkbox"/> get around in the future |

C. Read each question. Circle your answer or give your own.

- How do you get around town?
I take public transportation. I drive my own car. I _____.
- Why do you do that?
It's more private. It isn't expensive. It _____.
- How will you get around in the future?
I'll have a car that drives itself. I'll take public transportation. I'll _____.
- Why will you do that?
It won't be expensive. It will be easier for an older person. It will _____.

D. Work with a partner. Take turns asking and answering the questions in Activity C.

How do you get around town?

I ride my bike.

Really? Why do you do that?

It's good exercise, and it isn't expensive like a car.



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for more
practice

CONVERSATION

- 🔊 A. Listen to the conversation. What is it about? Circle the correct answer.

avoiding traffic having accidents a type of car

- 🔊 B. Listen to the conversation again. Circle the correct word(s) to complete each sentence.

- Luis *doesn't want* *wants* to control the car.
- Self-driving cars will make the roads *more* *less* dangerous.
- Self-driving cars can *avoid* *cause* accidents.
- With self-driving cars, people *will* *won't* have to pay attention to the road.

Listening Strategy

Listening for disagreement

- 🔊 Speakers use certain expressions to show the other person that they disagree. They often soften their disagreement by saying *I don't know* or *I'm not sure*. Listen to the examples.

A: There are a lot of good things about living downtown.	B: I'm not sure I agree.
	B: I don't know about that.
	B: I'm not sure about that.
	B: I don't think so.



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practice

- 🔊 C. Listen to parts of the conversation again. Circle the expression you hear.

- Kaylee: Aren't cars that drive themselves great?
Luis: Oh, you mean self-driving cars? *No. I don't think so. I'm not sure I agree.*
- Kaylee: Computers control them, not people. Computers are smarter than people.
Luis: *I don't know about that. I'm not sure about that.*
- Kaylee: Right. That causes accidents. With self-driving cars, people won't have to pay attention, so there'll be fewer accidents.
Luis: Hmm... *I don't know about that. I'm not sure about that.*



- D. Work with a partner. Partner A says a statement. Partner B uses an expression from the Listening Strategy box to disagree. Then partners switch roles.

Cars that drive themselves are great.	Cars that drive themselves have a lot of benefits.
Cars that drive themselves are dangerous.	Cars are expensive to operate.

Sounds of English

Contractions with *will* and *won't*

- 🔊 Speakers usually use contractions with *will*. They contract the subject and *will* in the affirmative. They contract *will* and *not* in the negative. Listen to the examples.

I will see you tomorrow. → *I'll see you tomorrow.*

It will save you some money. → *It'll save you some money.*

He will be there next week. → *He'll be there next week.*

She will not come with us. → *She won't come with us.*

You will not like this. → *You won't like this.*

They will not graduate this year. → *They won't graduate this year.*

- 🔊 E. Listen and repeat the sentences in the Sounds of English box.

- 🔊 F. Listen and circle the sentence you hear.

- | | |
|--------------------------------------|--------------------------------|
| 1. It will rain tomorrow. | <u>It'll rain tomorrow.</u> |
| 2. They will have more free time. | They'll have more free time. |
| 3. He will take the subway. | He'll take the subway. |
| 4. We will not take the train to LA. | We won't take the train to LA. |
| 5. She will not have an accident. | She won't have an accident. |
| 6. You will not avoid traffic. | You won't avoid traffic. |

- 🔊 G. Listen to each conversation. Write the contraction you hear.

- | | |
|---|--|
| 1. A: Will he buy a new car?
B: No, he <u>won't</u> . | 2. A: How will you get to school?
B: _____ take the bus. |
| 3. A: Where will the new subway line go?
B: _____ go to the airport. | 4. A: Will they take a vacation this year?
B: No, they _____. |
| 5. A: When will she start driving?
B: _____ start when she's 16. | 6. A: When will he graduate?
B: _____ graduate next spring. |

- H. Work with a partner. Practice the conversations in Activity G.

Chant

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for the
Chapter 2
Vocabulary and
Grammar Chant

ACADEMIC LISTENING

A. Think about cars and other types of transportation such as buses and trains. Write your ideas in the chart.

	A car	Public transportation
Is it inexpensive or expensive to operate or use?		
Is it fast or slow?		
Is it private?		
Are you in control?		
What are some other good things about it?		
What are some other problems with it?		



B. Compare your ideas in Activity A with a partner.

C. Listen to the introduction. Complete the sentence.

The transportation experts are going to talk about transportation _____.

D. Listen to the entire panel discussion. Write the details in the box in the correct places in the chart.

give you more free time the Hyperloop inexpensive more freedom than the bus self-driving cars

Speaker	Form of transportation	Benefits
Sylvie Ng	_____	_____ fewer accidents on the road
David Martinez	_____	fast _____
Grant Rich	personal transportation pod	_____ more privacy than the bus

Listening Strategy

Listening for numerical information

- 🔊 Speakers often use facts in predictions. Facts include numbers such as times (years, dates) and amounts (time, money, people, things). Listen to the examples.

Times

*I will graduate from Cedar College **by next June**.*

***In 2050**, most people will take public transportation.*

***By 2050**, most people will not own a car.*

Amounts

*Cedar College will have **1,000** math majors next year.*

*In the future, you will fly to Japan in **three hours**.*

*A small car will cost more than **\$100,000**.*



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for more
practice

- 🔊 E. Listen to each prediction from the panel discussion. Write the numerical information you hear. Then listen again and check your answers.

- By _____, we'll start to see self-driving cars on the road.
- By _____, there will be _____ million self-driving cars on the road.
- By _____, almost all cars will be self-driving.
- Air pushes each compartment through the tube at _____ miles per hour.
- People will be able to go from San Francisco to Los Angeles in _____ minutes.
- And tickets may cost only \$_____ per passenger.

- 🔊 F. Listen to the panel discussion again. Then ask and answer the questions with a partner.

Partner A	Partner B
1. What are the experts talking about?	2. What does the Hyperloop look like?
3. What are some things people can do in self-driving cars?	4. When will we start seeing self-driving cars on the road?
5. How does the Hyperloop work?	6. Where are people using personal transportation pods right now?

Discuss the Ideas

- 🔊 G. Work with a partner. Practice asking and answering the questions.

- Which type of transportation in the panel discussion is the most certain?
- Which type of transportation in the panel discussion is the most useful in your opinion? Why?

Speaking Task Predicting the future of transportation

Step 1 PREPARE

Pronunciation Skill

Linking *will* in information questions

- 🔊 Speakers usually link question words such as *what*, *where*, and *when* with *will*. They link the final sound of the question word with the contracted form of *will*. Listen to the examples.

What will you do? → *What'll you do?*

Where will he go? → *Where'll he go?*

When will they get here? → *When'll they get here?*

Who will be there? → *Who'll be there?*



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for more
practice

- 🔊 A. Listen to the questions. Check (✓) *same* if you hear the same question. Check (✓) *different* if the questions are different.

- | | |
|---|------------------------------------|
| 1. <input checked="" type="checkbox"/> same | <input type="checkbox"/> different |
| 2. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 3. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 4. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 5. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 6. <input type="checkbox"/> same | <input type="checkbox"/> different |

- 🔊 B. Listen and repeat.

- | | | |
|----------|----------|-----------------------|
| 1. How | How'll | How'll you get there? |
| 2. When | When'll | When'll it start? |
| 3. Who | Who'll | Who'll be there? |
| 4. Where | Where'll | Where'll you buy it? |
| 5. What | What'll | What'll you study? |
| 6. When | When'll | When'll it be here? |

C. Listen. Complete the conversation with the contracted forms of the words in the box. Responses may be used more than once.

how will what will where will

Wei: I'm thinking about buying a car.

Mari: Wow! Cars are expensive. How'll you pay for everything?

Wei: Well, I actually have the money right now. I saved it working part time.

Mari: Fantastic! So, _____ you get?

Wei: I'm thinking about getting one of those small electric cars—a plug-in car.

Mari: Those are so cute! _____ you plug it in to charge it?

Wei: There's a charging station right next to my apartment building.

Mari: So, next question: _____ you buy this great-sounding car?

Wei: Well, that's the problem. There's no dealership around here. I have to go into the city.

Mari: _____ you get there?

Wei: Can you borrow your brother's car and drive me there?

Mari: Sure. I'd love to come with you.



GO ONLINE
to practice the
conversation

D. Work with a partner. Practice the conversation in Activity C.

E. Work with a partner. Partner A asks a question. Partner B answers correctly. Then partners switch roles.

- | | |
|---|--|
| 1. a. Where'll the Hyperloop go? | Like a tube. |
| b. What'll it look like? | It'll go from San Francisco to LA. |
| 2. a. What'll it cost to go from San Francisco to LA? | About \$20. |
| b. What'll people like about the Hyperloop? | It's fast. |
| 3. a. What'll people like about personal transportation pods? | They're private. |
| b. When'll they be available? | They're available in a few places right now. |
| 4. a. Who'll want a self-driving car? | Read, watch TV, or do work. |
| b. What'll people do in a self-driving car? | People who don't like driving. |
| 5. a. Who'll have a self-driving car in the future? | They'll communicate with each other. |
| b. How'll self-driving cars avoid accidents? | Almost everyone. |

Step 2 SPEAK

A. List at least three types of transportation in the chart. Then list two benefits for each one.

Types of transportation	Benefits
_____	1. _____ 2. _____
_____	1. _____ 2. _____
_____	1. _____ 2. _____

B. Work with a partner. Compare your charts from Activity A.

Word Partners

take public transportation, a train, a bus, a plane

go by public transportation, car, train, bus, plane

get on/off a train, a bus, a plane

ride a bicycle

GO ONLINE
to practice word partners



Speaking Skill

Using future time markers in predictions

🔊 Speakers use future time expressions in predictions to show the time they are talking about. Listen to the examples.

Someday, people will live in space.

In the future, everyone will speak the same language.

Sometime in the future, there will be fast trains between San Francisco and Los Angeles.

By 2050, I will have my own business.

C. Make predictions about the future. Use the ideas in the box or your own ideas. Tell your predictions to a partner. Then switch roles.

have self-driving cars have flying cars travel from New York to London in one hour travel in space live on Mars	Someday, ... In the future, ... Sometime in the future, ... By [year], ...
---	---

Speaking Task

Predicting the future of transportation

1. Prepare for your presentation. How will people get around in the future? Write predictions in the chart.

What type of transportation is it?	
What will it look like?	
How will it work?	
What benefits will it have?	
When will this happen?	



2. Practice making your predictions with a partner.
3. Work in a group. Close your books. Tell your group about your predictions. Give as much information as you can. Listen to your group members' predictions and ask questions.

Step 3 REPORT

- A. Review your group members' predictions. Write notes in the chart.

1. Which type of transportation has the most benefits?	
2. Which type of transportation will people like the most? Why?	

- B. Share your notes with the class. Which prediction do you think will happen? Why?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 2.

- I learned language for talking about the future.
- I recognized disagreement.
- I made a prediction about the future of transportation.

Discussion Question

Why do we need to think of new ways to get around?

CHAPTER 3 What Does It Do?

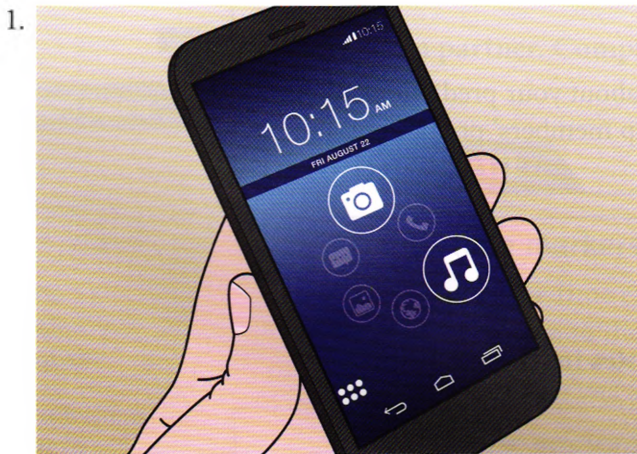
- Use the third person singular
- Listen for similarities and differences
- Recognize /s/, /z/, and /iz/ for third person singular
- Listen for topic shift
- Link third person singular -s endings with articles and nouns
- Describe a favorite new technology

▲ VOCABULARY ▶ Oxford 2000 🗨️ words to talk about new technologies

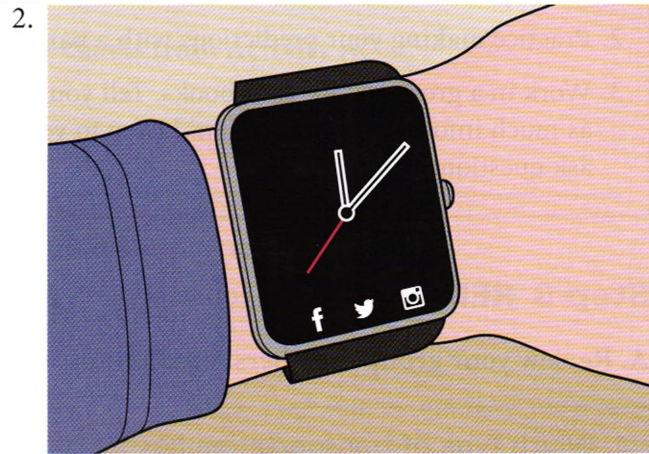
Learn Words

🔊 A. Label each picture with the correct words. Then listen and repeat the phrases.

comes in connects to keeps track of plays makes stores takes tells



_____ plays _____ music and
_____ pictures



_____ the time and
_____ social media



_____ steps and calories and
_____ information



_____ calls and
_____ different colors

Grammar Note

Third person singular

- 🔊 Speakers use the simple present tense to talk about facts and actions that occur regularly. The third person singular in the simple present tense ends with an *-s*. Use *does* with the base form of the verb to ask questions. Listen to the examples.

Does he study engineering? → *Yes, he does. He studies engineering at Cedar College.*

Where does she work? → *She works at the school.*

What does it do? → *It washes windows.*

🔊 B. Listen and check (✓) the form you hear.

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> I take pictures. | <input type="checkbox"/> It takes pictures. |
| 2. <input type="checkbox"/> I record my steps. | <input type="checkbox"/> It records my steps. |
| 3. <input type="checkbox"/> I talk to people. | <input type="checkbox"/> It talks to people. |
| 4. <input type="checkbox"/> They build robots. | <input type="checkbox"/> She builds robots. |
| 5. <input type="checkbox"/> They connect to apps. | <input type="checkbox"/> It connects to apps. |
| 6. <input type="checkbox"/> They avoid traffic. | <input type="checkbox"/> He avoids traffic. |

🗨️ C. Work with a partner. Partner A says a sentence from Activity B. Partner B points to the correct sentence. Then partners switch roles.

🔊 D. Complete each sentence with the simple present tense form of the verb in parentheses. Then listen and check your answers.

- | | |
|--------------------------------|----------------------------------|
| 1. What does that phone do? | (play) It <u>plays</u> music. |
| 2. What does that app do? | (record) It _____ my steps. |
| 3. What does that watch do? | (connect) It _____ to my laptop. |
| 4. What does that robot do? | (clean) It _____ the floor. |
| 5. What does that car do? | (avoid) It _____ traffic. |
| 6. What does that computer do? | (control) It _____ the car. |

🗨️ E. Work with a partner. Ask and answer the questions in Activity D.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

a camera that's fun and easy to use

a watch that comes with a fitness app

does jobs that are dangerous or boring

does jobs around the house

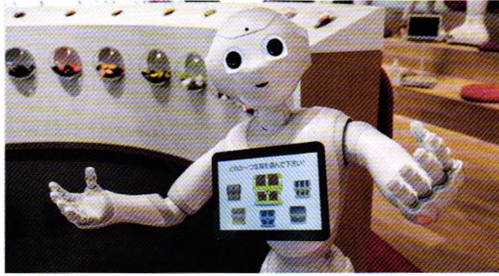
get the latest technological devices

robot that looks like a person

talks and recognizes faces

understands and shows emotions

1.



2.



3.



4.



5.



6.



7.



8.



B. Listen to the speakers. Circle the best answer for each question.

1. What is the woman talking about? a camera a robot
2. What is the speaker talking about? a person a robot
3. What kinds of things might the man see at the show? toys computers
4. Where will they be this afternoon? outdoors at home
5. Where does Baxter work? in a factory at home
6. What app does the woman like best? the fitness app the music app

C. Work with a partner. Ask and answer the questions.

1. What are some jobs that are dangerous or boring?
2. What are some jobs you do around the house?
3. What apps did your phone come with?
4. What are some technological devices that aren't fun and easy to use?
5. Do you usually get the latest technological devices, or do you wait to buy them?
6. What do you think about robots that look like people?

What are some jobs that are dangerous or boring?

Cleaning the house is boring.

D. Work with a partner. Partner A uses a phrase to describe a device. Partner B guesses the device. Then partners switch roles.

Partner A	Partner B
It keeps track of steps. does dangerous jobs. does jobs around the house. recognizes faces. takes pictures. tells the time.	It's an app. a camera. a phone. a robot. a watch.



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CONVERSATION

- 🔊 A. Listen to the conversation. What are the speakers talking about? Circle the correct answer.

phones

watches

computers

- 🔊 B. Listen to the conversation again. Check (✓) the facts and actions that the speakers talk about.

records steps _____

makes calls _____

keeps track of calories _____

connects to apps _____

plays music _____

tells the time _____

stores information _____

comes in different colors _____

Listening Strategy

Listening for similarities and differences

- 🔊 Speakers use expressions to describe similarities and differences. Listen to the examples.

Similarities

*It's **the same**.*

*It's **similar**.*

*My phone does that, **too**.*

Differences

*It's **not the same**.*

*It's **different**.*

*It **isn't like** that.*



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practice

- 🔊 C. Listen to parts of the conversation again. Complete the sentences with the words you hear.

1. Jun: This one comes in eight colors. What about yours?

Sara: My watch is _____.

2. Sara: It records my steps. What about yours?

Jun: Mine is _____.

3. Jun: It keeps track of how many calories I burn, too.

Sara: My watch _____.

- D. How is Jun's watch different from Sara's watch? Write *J* for *Jun* and *S* for *Sara* next to the facts and actions you checked in Activity B.

Sounds of English

/s/, /z/, and /iz/ for third person singular

- ▶ The third person singular -s ending in the simple present tense has three sounds. Listen to the examples.

Sounds like /s/	Sounds like /z/	Sounds like /iz/
<i>hits</i>	<i>avoids</i>	<i>fixes</i>
<i>laughs</i>	<i>goes</i>	<i>judges</i>
<i>stops</i>	<i>saves</i>	<i>washes</i>
<i>walks</i>	<i>sings</i>	<i>watches</i>

▶ E. Listen and repeat.

- | | | |
|----------|---------|-------------------------|
| 1. walk | walks | He walks to school. |
| 2. stop | stops | It stops at red lights. |
| 3. teach | teaches | She teaches music. |
| 4. send | sends | It sends messages. |
| 5. fix | fixes | He fixes dinner. |
| 6. save | saves | It saves money. |

F. Work with a partner. Use the words in the chart and your own ideas to ask and answer questions.

Question	Answer
What does that...do? watch tablet laptop phone app device	It stores information. plays music. keeps track of steps. makes calls. tells the time. connects to apps.
What does your...do? sister brother mother father aunt uncle friend	He She works at the school. teaches math. fixes cars. designs robots. studies engineering. takes art classes.

Chant

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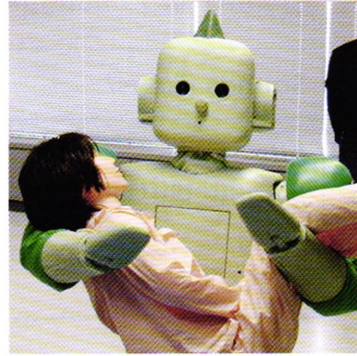
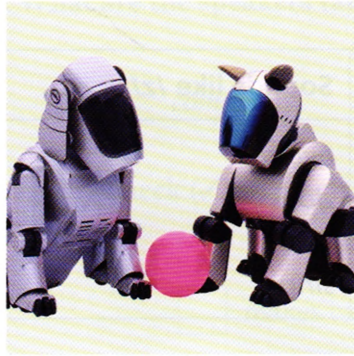
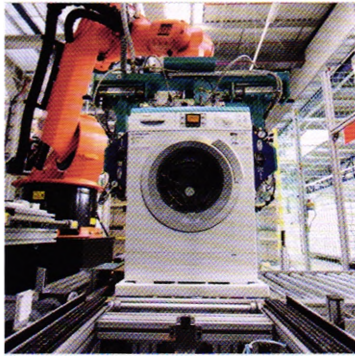
for the
Chapter 3
Vocabulary and
Grammar Chant




ACADEMIC LISTENING

 A. Work with a partner. Discuss your answers to the questions.

What do you see in each picture? What do you think each thing does?




 B. Listen to the first section of the talk. Check (✓) the best definition of a *service robot*.

- a machine that does jobs that are too dangerous or difficult for people to do
- a machine that does jobs around the house and takes care of people
- a machine that does work that people do not want to do

Listening Strategy

Listening for topic shift

-  Speakers use expressions to tell the audience that they are moving to the next topic. Listen to the examples.

Now, let's move on to...

The next thing I'm going to discuss is...

Let's take a look at...



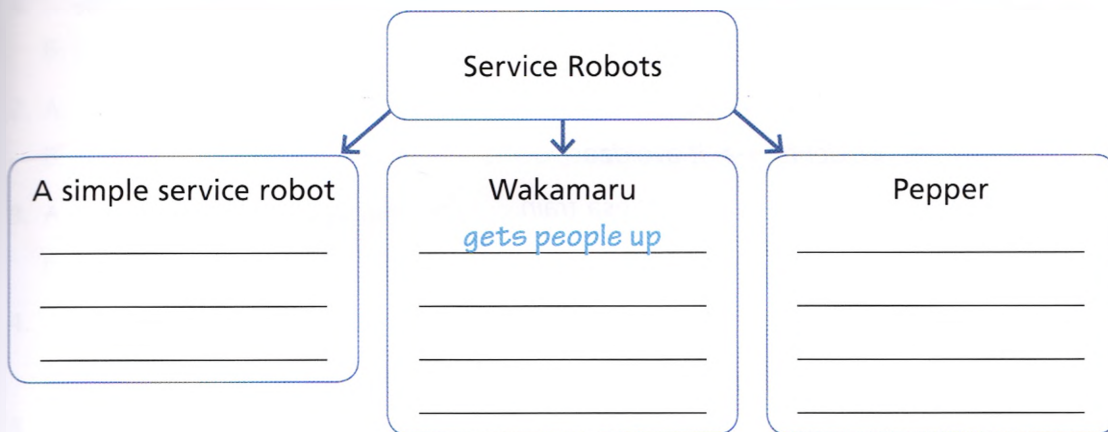
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practice

 C. Listen to the whole talk. Number the topics in the correct order.

- ___ a more advanced service robot
- ___ simple service robots
- ___ a human-like service robot

D. Listen to the talk again. Complete the mind map with the details from the box. You will use one detail twice.

cleans the floor	cuts grass
dances	expresses emotions
gets people up	gives weather reports
plays games	reminds people of appointments
talks	washes windows



E. Listen to the talk again. Then ask and answer the questions with a partner.

Partner A	Partner B
1. What is the definition of a <i>robot</i> ?	2. How is a service robot different from other types of robots?
3. What does the first type of service robot do?	4. What language does Wakamaru speak?
5. How is Pepper different from Wakamaru?	6. What does the company that made Pepper predict?

Discuss the Ideas

F. Work with a partner. Discuss your answers to the questions.

1. What are possible benefits of service robots? What are possible problems with service robots?
2. Some service robots take care of children or disabled people. Is this a good thing or a bad thing? Explain your answer.
3. Would you like a household robot? Why or why not?

Speaking Task Describing a favorite new technology

Step 1 PREPARE

Pronunciation Skill

Linking third person singular -s endings with articles and nouns

- 🔊 When using the simple present tense, speakers link the final -s sound with the beginning vowel sound of the word that follows it. Listen to the examples.

*He teaches a music class. → He teach**iza** music class.*

*It avoids accidents. → It avoid**za** accidents.*

*She takes a train. → She takes**sa** train.*



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for more
practice

🔊 A. Listen and repeat.

- | | | |
|----------------|---------------------|-------------------------------|
| 1. a career | has a career | She has a career in medicine. |
| 2. information | records information | It records information. |
| 3. apps | runs apps | It runs apps for exercising. |
| 4. a break | takes a break | He takes a break at noon. |
| 5. emotions | shows emotions | It shows emotions, too. |
| 6. appliances | fixes appliances | It fixes appliances. |

🔊 B. Listen and check (✓) the sentence you hear.

- | | |
|--|---|
| 1. <input type="checkbox"/> The robots run apps. | <input checked="" type="checkbox"/> She has a career in medicine. |
| 2. <input type="checkbox"/> My friends watch a movie on Saturdays. | <input type="checkbox"/> It records information. |
| 3. <input type="checkbox"/> The students take English online. | <input type="checkbox"/> It runs apps for exercising. |
| 4. <input type="checkbox"/> The website gives a weather report. | <input type="checkbox"/> He takes a break at noon. |
| 5. <input type="checkbox"/> The factory makes a new kind of car. | <input type="checkbox"/> It shows emotions, too. |
| 6. <input type="checkbox"/> The engineers design appliances. | <input type="checkbox"/> The engineer designs appliances. |

C. Work with a partner. Partner A says a sentence from Activity B. Partner B points to the correct sentence. Then partners switch roles.

D. Listen. Complete each conversation with a phrase from the box.

comes in five colors

runs exercise apps

does a lot of things

takes a yoga

fixes electric cars

teaches an art

1. A: Why do you like that watch?

B: Because it runs exercise apps.

2. A: So, what is Randi doing these days?

B: She _____ class.

3. A: What does Wakamaru do?

B: It _____.

4. A: Which phone do you recommend?

B: I like this one because it _____.

5. A: What does Yulia do on Saturday?

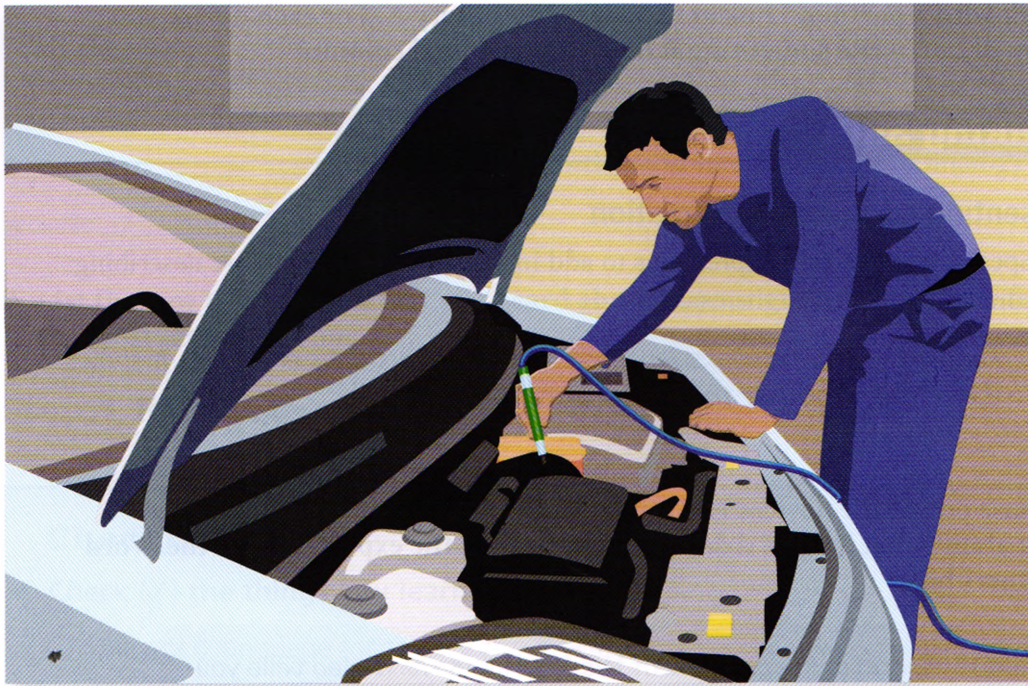
B: She _____ class.

6. A: What does your mechanic do?

B: He _____.



GO ONLINE
to practice the
conversation



E. Work with a partner. Practice the conversations in Activity D.

Step 2 SPEAK

A. Look at the list of technological devices and add your own ideas. Which do you know about? Which do you have? Which do you want to have? Check (✓) the ones you have. Write *W* for *want* and/or *K* for *know about* for the others.

Technological devices	What does it do?
<input type="checkbox"/> the latest smartphone _____	
<input type="checkbox"/> a tablet _____	
<input type="checkbox"/> the latest laptop _____	
<input type="checkbox"/> a smart watch _____	
<input type="checkbox"/> a self-driving car _____	
<input type="checkbox"/> a service robot _____	
<input type="checkbox"/> a human-like robot _____	
<input type="checkbox"/> the latest video camera _____	
<input type="checkbox"/> a smart refrigerator _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	

Word Partners

modern technology

advanced technology

current technology

new technology

the latest technology

GO ONLINE

to practice
word partners



B. Work with a partner. Look at the chart in Activity A. For each device you know about, write something it does in the second column.

Speaking Skill

Presenting additional information

- Speakers use certain expressions to add information when they are describing something. Listen to the examples.

*Pepper the Robot speaks Japanese. It **also** understands emotions. It shows them, **too**. **Another thing** Pepper can do is dance.*

C. Choose one of the devices in Activity A and describe it to your partner. Talk about what it does. Add information with the expressions in the Word Partners box.

A smart refrigerator keeps track of the food inside it. It also tells you when you need to buy more food. It controls the temperature, too.

Speaking Task

Describing a favorite new technology

1. What is your favorite new technology? Make notes about it in the chart.

Device	How does it work? What does it do?	Why do you like it?



2. Use your notes to describe your technology to a partner.
3. Work in a small group. Close your books. Tell your group about your favorite new technology. Then listen to your group members' descriptions and ask questions.

Step 3 REPORT

- A. Choose the most interesting technology that a group member described. Work with a new small group. Tell your group about the technology you chose. Complete the notes to describe what it does and give a reason to explain why it's interesting.**

My classmate's favorite new technology is the _____ . It _____ . It also _____ . It _____ , too. I think it's the most interesting new technology because _____ .

- B. List the new technologies that you heard about in your groups. Then vote for the most interesting one.**

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 3.

- I learned language for talking about facts and actions.
- I understood people comparing technology.
- I described a favorite technological device and reported on a classmate's favorite device.

Discussion Question

Why do technological devices such as phones change so often?

Look at the word bank for Unit 1. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000				
Adjectives	Nouns		Verbs	
boring	accident	house	come	pay
comfortable	benefit	job	communicate	play
dangerous	business	medicine	connect	recognize
easy	car	music	get	show
expensive	career	people	have	solve
fun	college	problem	keep	store
long	computer	road	look	take
old	design	science	love	tell
own	device	skill	make	travel
private	distance	town	operate	use
public	emotion	traffic		
	experience	transportation		
	face			

PRACTICE WITH THE OXFORD 2000

A. Use the chart. Match adjectives with nouns.

- 1. expensive devices
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

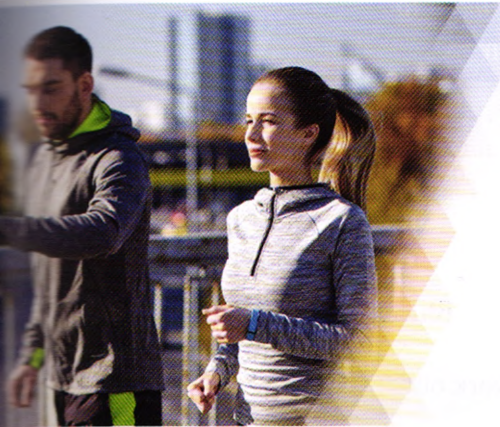
B. Use the chart. Match verbs with nouns.

- 1. get around town
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

C. Use the chart. Match verbs with adjective noun partners.

- 1. use public transportation
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

UNIT 2 Health and Wellness



CHAPTER 4 How Are You Going to Get in Shape?

▲ VOCABULARY

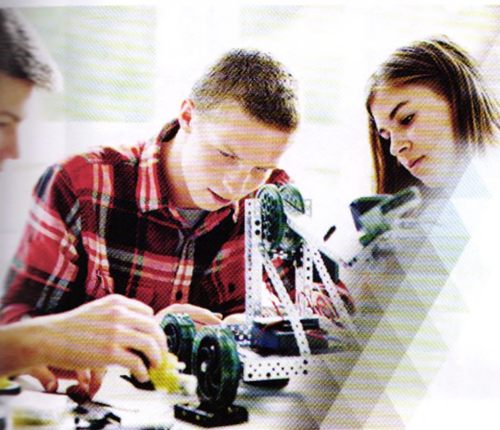
- Oxford 2000 🗝 words to talk about exercise and fitness

▲▲ LISTENING

- Listening for degrees of certainty about plans
- Distinguishing facts from opinions

▲▲▲ SPEAKING

- Practicing reductions with *going to*, *want to*, *have to*, and *need to*
- Describing a fitness plan



CHAPTER 5 Can We Work as a Team?

▲ VOCABULARY

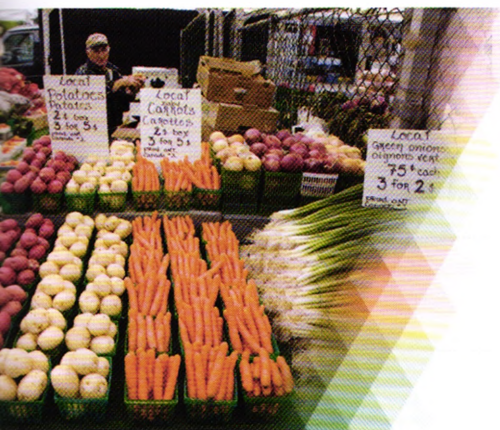
- Oxford 2000 🗝 words to talk about teamwork

▲▲ LISTENING

- Listening for past time markers in a story
- Listening for explanations

▲▲▲ SPEAKING

- Practicing verbs with *-ed* endings
- Describing a team experience



CHAPTER 6 What Was It Like?

▲ VOCABULARY

- Oxford 2000 🗝 words to talk about healthy environments

▲▲ LISTENING

- Listening for ways speakers show interest and understanding
- Listening for problems and solutions

▲▲▲ SPEAKING

- Linking *was/wasn't/were/weren't* with vowels
- Describing how a change made life better, safer, or healthier

UNIT WRAP UP

Extend Your Skills

CHAPTER 4 How Are You Going to Get in Shape?

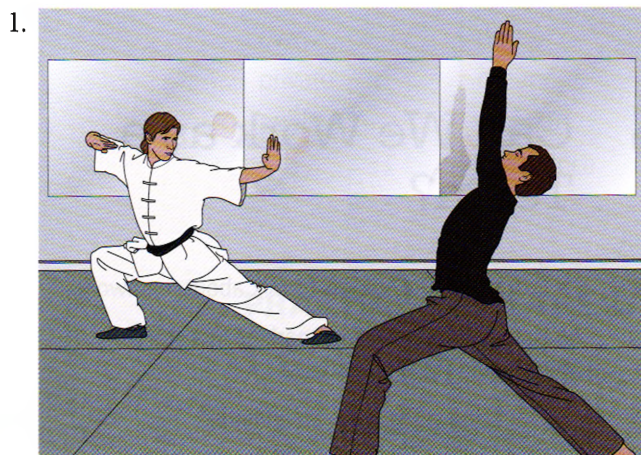
- Use *be + going to*
- Listen for degrees of certainty about plans
- Recognize the contraction of *be + going to*
- Distinguish facts from opinions
- Practice reductions with *going to*, *want to*, *have to*, and *need to*
- Describe a fitness plan

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about exercise and fitness

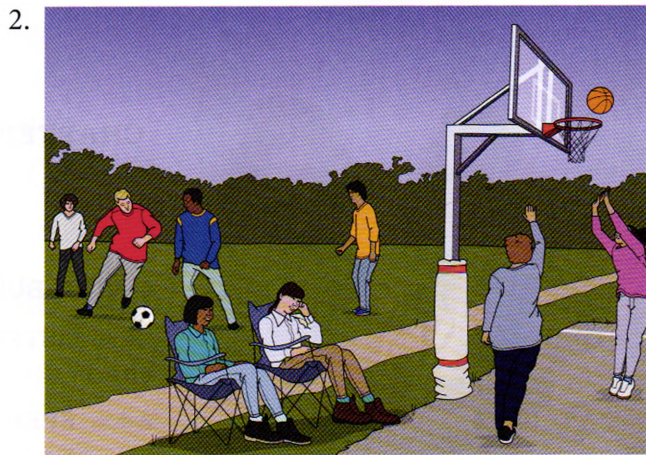
Learn Words

🔊 A. Label each picture with the correct words. Then listen and repeat the phrases.

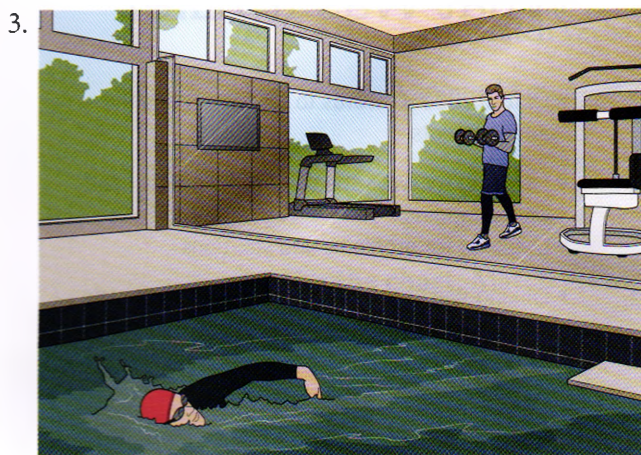
do go go on play practice ride watch work out



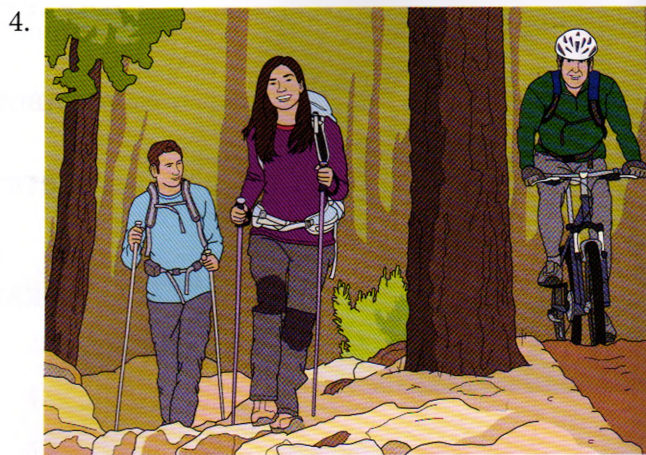
_____ practice _____ martial arts and
 _____ _____ yoga



_____ _____ soccer and
 _____ _____ a basketball game



_____ _____ swimming and
 _____ _____ at the gym



_____ _____ a hike and
 _____ _____ a bike

Grammar Note

be + going to

- Speakers use *be + going to* to talk about future plans. The simple form of the verb follows *going to*. Speakers usually contract the subject and *be* in the affirmative. Listen to the example.

I'm going to walk to school tomorrow, Marisol is going to take the bus, and Tim and Amir are going to drive their car.

- To ask questions, use *be* before the subject. Listen to the examples.

Is he going to buy a new car this year?

How is she going to get to the station?

Are you going to study English next year?

Where are you going to buy your new phone?

B. Listen and repeat.

- going to do
- going to go
- going to play
- going to ride
- going to watch
- going to work out

C. Listen to each conversation. Circle the answer you hear.

- | | |
|---|--|
| 1. Are you going to do yoga at the gym? | <u>Yes, I am. There's a class at noon.</u>
No, I'm not. I'm going practice martial arts. |
| 2. Are you going to play basketball this weekend? | Yes, I am. I'm going to play with Jen and Caitlin.
No, I'm not. I'm going to watch a soccer game on TV. |
| 3. Are we going to ride our bikes this weekend? | Yes, we are. We're going to ride to the beach.
No, we're not. We're going to work out at the gym. |
| 4. Is Rob going to go to school this summer? | Yes, he is. He's going to take an art class.
No, he isn't. He's going to visit friends in Mexico. |
| 5. Are you going to buy a car someday? | Yes, I am. I'm going to get a self-driving car.
No, I'm not. They're too expensive. |
| 6. Are you going to take a vacation this year? | Yes, I am. I'm going to visit my family.
No, I'm not. I'm going to stay home and work. |

D. Work with a partner. Ask and answer the questions in Activity C.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

doing martial arts helps you **get in shape**
 running helps you **burn calories**
 doing yoga **gives you a positive attitude**

exercising **gives you energy**
 make an exercise plan that **fits your schedule**
 it's **good for your heart**

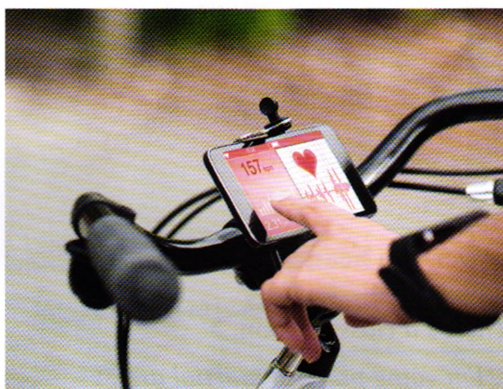
1.



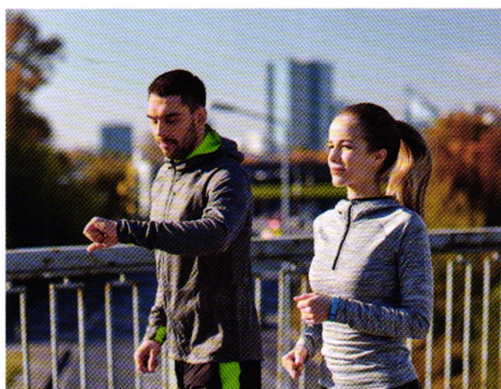
2.



3.



4.



5.



6.



B. Listen to each conversation. Circle the correct answer.

- | | | |
|--|--------------------------------|---|
| 1. The man thinks that exercising | <i>burns calories.</i> | <i>gives you energy.</i> |
| 2. The man does martial arts to | <i>stay in shape.</i> | <i>give him a positive attitude.</i> |
| 3. The woman thinks that working out helps | <i>burn calories.</i> | <i>give you a positive attitude.</i> |
| 4. The woman thinks that exercising | <i>gives you energy.</i> | <i>gives you a positive attitude.</i> |
| 5. The doctor thinks think that exercising | <i>burns calories.</i> | <i>is good for the heart.</i> |
| 6. The man thinks the woman needs an exercise plan | <i>that fits her schedule.</i> | <i>to give her a positive attitude.</i> |

C. Work with a partner. Ask and answer the questions. Use the bold phrases in your questions and answers.

1. What activity gives you a **positive attitude**?
2. What is the best way to **burn calories**?
3. What activity **gives you energy**?
4. What are some ways to **get in shape**?

What activity gives you a positive attitude?

Running always gives me a positive attitude. What about you?

D. Work with a partner. Partner A completes the sentence about exercise plans. Partner B completes the sentence about exercise benefits. Then partners switch roles.

Partner A	Partner B
I'm going to do yoga. do martial arts. exercise at lunchtime. play basketball. work out at the gym.	Great! You're going to burn calories. get in shape. have a healthy heart. keep a positive attitude. make an exercise plan that fits your schedule.



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for more
practice

CONVERSATION

- 🔊 A. Listen to the conversation. Who is going to be more active this weekend? Circle the correct name.

Mariko

Andy

- 🔊 B. Listen to the conversation again. What activities are Mariko and Andy going to do this weekend? Check (✓) the correct answers.

- | | |
|--|--|
| <input type="checkbox"/> watch TV | <input type="checkbox"/> get some sleep |
| <input type="checkbox"/> go swimming | <input type="checkbox"/> take a martial arts class |
| <input type="checkbox"/> take an exam | <input type="checkbox"/> go on a bike ride |
| <input type="checkbox"/> study for an exam | <input type="checkbox"/> go on a hike |

Listening Strategy

Listening for degrees of certainty about plans

- 🔊 Speakers use words to show how certain they are about plans. Listen to the examples.

More certain —————> **Less certain**
absolutely definitely probably maybe

You're **absolutely** going to love this new phone! It has some great apps.

Luis is **definitely** going to apply for that job. He really wants to work with kids.

She's **probably** going to work this summer. She doesn't want to go to school.

Maybe I'll take Spanish next year. Or **maybe** I'll take Italian.



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practice

- 🔊 C. Listen to parts of the conversation again. Complete the sentences with the words in the box. Responses may be used more than once.

absolutely definitely maybe probably

1. Andy: I'm probably going to hang around my apartment.

2. Andy: What about you? Are you going to relax?

Mariko: _____ not! I'm going to get some fresh air and exercise.

3 Mariko: Yep. I'm _____ going to take a martial arts class on Saturday, then I'm going to go on a long bike ride.

4 Mariko: And _____ I'll go swimming on Sunday.

5 Andy: Well, I don't know about you, but I'm _____ going to feel better by Monday morning. I'm staying right here on the couch.

Sounds of English

Contraction of *be* + *going to*

- 4 Speakers usually use contractions with *be* + *going to*. They contract the subject and *be* in the affirmative. They contract *be* with *not* in the negative. Listen to the examples.

I am going to ride my bike. → *I'm going to ride my bike.*

She is going to graduate next year. → *She's going to graduate next year.*

We are going to take the subway. → *We're going to take the subway.*

D. Listen and check (✓) the phrase you hear.

- | | |
|---|--|
| 1. <input checked="" type="checkbox"/> they are going to go | <input type="checkbox"/> they're going to go |
| 2. <input type="checkbox"/> he is going to come | <input type="checkbox"/> he's going to come |
| 3. <input type="checkbox"/> she is going to get | <input type="checkbox"/> she's going to get |
| 4. <input type="checkbox"/> I am going to see | <input type="checkbox"/> I'm going to see |
| 5. <input type="checkbox"/> he is going to take | <input type="checkbox"/> he's going to take |
| 6. <input type="checkbox"/> we are going to play | <input type="checkbox"/> we're going to play |


E. Work with a partner. Partner A asks about next summer. Partner B answers. Focus on pronouncing contracted forms of *be* + *going to*. Then partners switch roles.

Partner A	Partner B
What are you _____ going to get?	I'm _____
What is your family _____ going to do?	They're _____ going to...
What is your sister _____ going to see?	He's _____
What is your brother _____	She's _____

Chant

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for the
Chapter 4
Vocabulary and
Grammar Chant


ACADEMIC LISTENING

 A. Check (✓) the reasons people exercise. Add your own ideas. Share your ideas with a partner.

- for fun
- to lose weight
- to get strong
- to relax
- _____
- _____

 B. Listen to the first section of the show. Circle the topic of the show.


the benefits of exercise *different types of exercise* *exercise mistakes*

 C. Listen to the first and second sections of the show. Circle the correct answer to each question.

1. Does exercise help you lose weight? *It helps you a little bit.* *It doesn't help you at all.*
2. What happens when people exercise? They burn calories at *the end of* *the beginning of* an exercise program.
3. How do we know this? *Researchers Lucia Suarez* did a study at City University of New York.
4. The research shows that you might lose weight when you *start* *stop* an exercise program.

Listening Strategy

Distinguishing facts from opinions

 A fact is something that a person can prove, for example, with an experiment. An opinion is an idea. No one proved it, but someone might prove it in the future. Speakers use *prove*, *show*, and *find* to introduce a fact. They use *think* and *believe* to introduce an opinion. Listen to the examples.

Some people think exercise helps you lose weight.

This is just an idea.

However, a study showed that exercise does not always burn calories.

A study proved this.



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for more
practice

D. Listen to the third section of the show. Complete each sentence with the word you hear.

believe show showed think

1. Most experts _____ that exercise has a lot of emotional benefits.
F O
2. Some studies _____ that people felt happier and more relaxed when they exercised regularly.
F O
3. Many studies _____ that exercise is good for your heart.
F O
4. Some experts also _____ that people who exercise don't get sick as often as people who don't exercise.
F O

E. Work with a partner. Are the underlined ideas in Activity D facts or opinions? Circle F for fact or O for opinion.

F. Listen to the show again. Ask and answer the questions with a partner.

Partner A	Partner B
1. Does exercising always help you lose weight?	2. Who did a study about exercising and weight loss?
3. When does exercising help you lose weight?	4. What is the best way to make an exercise plan?
5. What is one benefit of exercising?	6. What is another benefit of exercising?

Discuss the Ideas

G. What are some reasons people don't exercise? Check (✓) the problems and add your own idea.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> They don't have time. | <input type="checkbox"/> It hurts. |
| <input type="checkbox"/> It costs too much money. | <input type="checkbox"/> It's boring. |
| <input type="checkbox"/> It doesn't help them lose weight. | <input type="checkbox"/> _____ |

H. Work with a partner. Think of solutions for the problems in Activity G.

Speaking Task Describing a fitness plan

Step 1 PREPARE

Pronunciation Skill

Reduction of *going to*, *want to*, *have to*, and *need to*

🔊 Speakers often combine and shorten verb phrases with *to* such as *going to*, *want to*, *have to*, and *need to*. Listen to the examples.

*I'm **going to** leave soon.* → *I'm **gonna** leave soon.*

*Do you **want to** go with us?* → *Do you **wanna** go with us?*

*I **have to** see this.* → *I **hafta** see this.*

*What do you **need to** do?* → *What do you **needta** do?*



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practice

🔊 A. Listen and check (✓) the sentence you hear.

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> We're going to get some sleep. | <input type="checkbox"/> We're gonna get some sleep. |
| 2. <input type="checkbox"/> I have to get some fresh air. | <input type="checkbox"/> I hafta get some fresh air. |
| 3. <input type="checkbox"/> When do you want to go swimming? | <input type="checkbox"/> When do you wanna go swimming? |
| 4. <input type="checkbox"/> They want to lose some weight. | <input type="checkbox"/> They wanna lose some weight. |
| 5. <input type="checkbox"/> He's going to fall asleep on the couch. | <input type="checkbox"/> He's gonna fall asleep on the couch. |
| 6. <input type="checkbox"/> Do you need to buy a new car? | <input type="checkbox"/> Do you needta buy a new car? |

🔊 B. Listen and repeat the questions and answers.

- | | |
|---|---|
| 1. What are you going to do this weekend? | I'm going to work out at the gym. |
| 2. When do you want to take a vacation? | We want to take a vacation next spring. |
| 3. Where do you want to go? | We want to go to San Diego. |
| 4. What do you have to do this evening? | I have to do chores around the house. |
| 5. Where do you have to go tomorrow? | I have to go downtown. |
| 6. What do you need to do before an exam? | I need to read the textbook. |



C. Work with a partner. Partner A asks a question from Activity B. Partner B gives the answer. Then partners switch roles.

D. Listen. Complete the conversation with the phrases you hear. Responses may be used more than once.

going to have to need to want to

A: So, Miles, what are you going to do this summer?

B: I'm _____ get a job.

A: A job?

B: Yeah, I _____ make some money so I can buy a new car.

A: So, what kind of job do you _____ get?

B: I _____ find a job that pays well.

A: That makes sense.

B: And we worked out all year at the gym, so I _____ keep fit, too.

A: Good idea. So, what kind of job do you think you'll find?

B: My uncle owns a gym. I'm _____ ask him for job.

A: Fantastic! So you can work out and make money at the same time.

B: That's the idea. So, what about you? What are you _____ do this summer?

A: Same here. I _____ keep fit, too, so I'm _____ get a job at the pool.

B: Sounds like we'll both be in good shape next fall.



GO ONLINE
to practice the
conversation




E. Work with a partner. Practice the conversation in Activity D.

Step 2 SPEAK

A. Some people want to get in shape outside of a gym. What are some interesting ways to do this? Write your ideas in the first column in the chart.

Ways to keep fit	Who will this work for?	Benefits (Why will this work?)

B. Who will your fitness ideas work for? Think about different groups of people such as students, workers, parents, and so on. Write your ideas in the middle column in the chart in Activity A.

 C. Work with a partner. Think of three benefits for each way to get in shape in the chart in Activity A. Add your ideas to the third column.

Word Partners


be fit
get fit
keep fit
look fit
stay fit

GO ONLINE
to practice
word partners



Speaking Skill


Describing benefits

 When speakers describe a plan, they explain how the plan will benefit people. They show the good things about the plan. Speakers use examples and reasons to explain benefits. Listen to the examples.

Our fitness plan has many benefits. For example, ^{example} it will work for busy

people ^{reason} because it only takes 15 minutes a day. ^{example} It's also inexpensive

because ^{reason} people don't need any special equipment with our plan.

 D. Work with a partner. Use the chart in Activity A and the examples in the Speaking Skill box. Partner A asks about the benefits of the ways to keep fit. Partner B describes one benefit. Then partners switch roles.

Partner A	Partner B
<p>How will...benefit</p> <p>students? workers? parents?</p>	<p>It will benefit...because...</p>

Speaking Task

Describing a fitness plan

1. Look at your notes in Step 2. Choose one way to keep fit. Explain how it will work and who it's for. Make a list of benefits. Organize your ideas in the chart.



My fitness plan	Who is this for?	Benefits

2. Close your book. Work in a group. Describe your plan to your group. Ask your group members questions about their plans.

Step 3 REPORT

- A. Write sentences about your group members' plans. Then discuss what plan will work the best and why.

Name	Plan description	Benefits

- B. Work with a new partner. Describe the plan you want to try. Why do you want to try it?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 4.

- I learned language to describe a fitness plan.
- I understood a conversation about exercise plans.
- I described a fitness plan for a particular group of people.

Discussion Question

What are some other ways to stay healthy, especially for students?

CHAPTER 5 Can We Work as a Team?

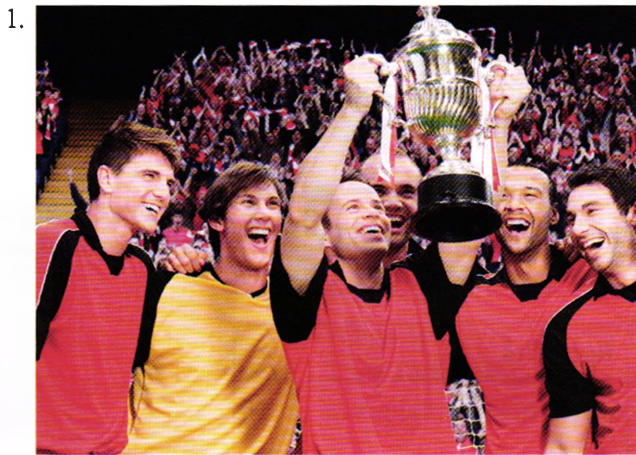
- Use simple past regular and irregular verbs
- Listen for past time markers in a story
- Recognize the contraction of *didn't*
- Listen for explanations
- Practice verbs with *-ed* endings
- Describe a team experience

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about teamwork

Learn Words

🔊 A. Label each picture with the correct words. Then listen and repeat the phrases.

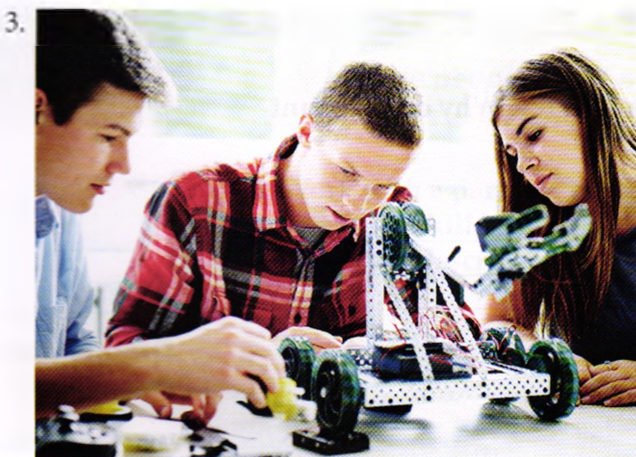
achieve have learn play support take on win work



_____ play _____ on a team and
_____ a game



_____ a challenge and
_____ a goal



_____ as a team and
_____ a lesson



_____ each other and
_____ success

Grammar Note

Simple past regular and irregular verbs

- 🔊 Speakers use the simple past to describe actions that were completed in the past. To form the simple past, add *-ed* to regular verbs. For irregular verbs, memorize the simple past forms. Listen to the examples.

*I **study** art at Cedar College. → I **studied** art at Cedar College last year.*

*He **works** in the music business. → He **worked** in the music business in 2015.*

- 🔊 To ask questions, speakers use *did* before the subject. Listen to the examples.

A: **Did** she **design** robots? B: No, she **didn't**. She **designed** toys.

A: How **did** they **get** there? B: They **took** public transportation.

🔊 B. Listen and check (✓) the statement you hear.

- | | |
|--|---|
| 1. <input type="checkbox"/> We play soccer on Saturday. | <input checked="" type="checkbox"/> We played soccer on Saturday. |
| 2. <input type="checkbox"/> They study music at Cedar College. | <input type="checkbox"/> They studied music at Cedar College. |
| 3. <input type="checkbox"/> I don't work at the gym. | <input type="checkbox"/> I didn't work at the gym. |
| 4. <input type="checkbox"/> They stay home in the evening. | <input type="checkbox"/> They stayed home in the evening. |
| 5. <input type="checkbox"/> You like your math classes. | <input type="checkbox"/> You liked your math classes. |
| 6. <input type="checkbox"/> We don't watch the game on TV. | <input type="checkbox"/> We didn't watch the game on TV. |

🔊 C. Listen to each question. Circle the answer you hear.

- | | |
|--|---|
| 1. Did you play basketball in high school? | <u>Yes, I did. It was fun.</u>
No, I didn't. I played soccer. |
| 2. Did you win a lot of games? | Yes, we did. We won every game.
No, we didn't. We weren't very good. |
| 3. Did you buy an electric car? | Yes, I did. It wasn't too expensive.
No, I didn't. I bought a regular car. |
| 4. Where did you work last summer? | I worked at a gym.
I worked at the school. |
| 5. Why did your team succeed? | We supported each other.
We worked hard. |

🔊 D. Work with a partner. Ask and answer the questions in Activity C.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

a team can get the job done faster

each person sees things in a different way

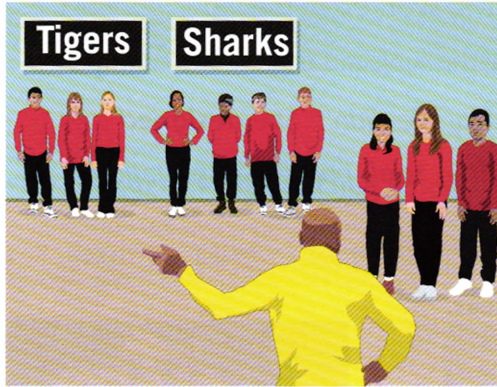
put people into teams

students on teams get better grades

teamwork is the key to success

work together to solve a problem

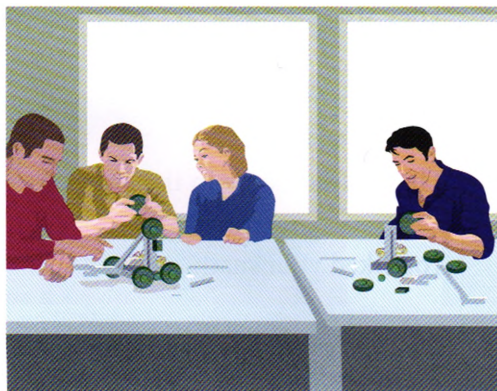
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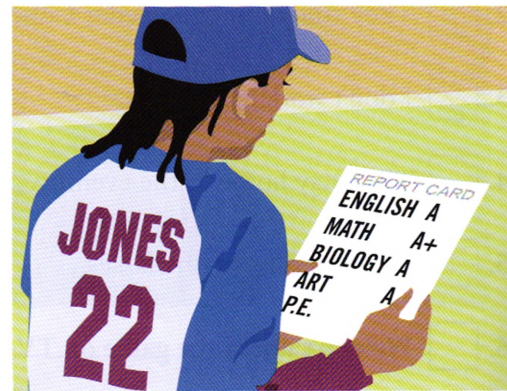
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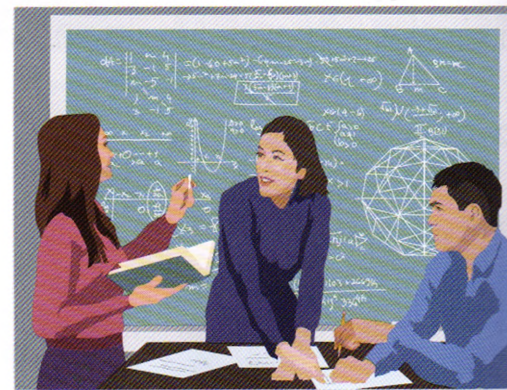
4.



5.



6.



B. Listen to the conversations. Match the phrases with the situations.

- a. a team can get the job done faster
- b. each person sees things in a different way
- c. put people into teams
- ~~d. team players have a positive image of themselves~~
- e. teamwork is the key to success
- f. work together to solve a problem

Situation 1: d

Situation 2: _____

Situation 3: _____

Situation 4: _____

Situation 5: _____

Situation 6: _____

C. Work with a partner. Ask and answer the questions. Use the bold phrases in your questions and answers.

1. What kind of jobs can you **get done faster** as a team?
2. Do you know someone who **has a positive image of himself or herself**? Describe this person.
3. What is **the key to success at school**, in your opinion?
4. What are some current issues that **people see in different ways**?

What kind of jobs can you get done faster as a team?

Cleaning the house.
What do you think?

Moving furniture.



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practice

CONVERSATION

- Ⓜ A. Listen to Emma's story. What is she talking about? Circle the correct answer.
- how to play basketball* *how to work as a team* *how to support classmates*

- Ⓜ B. Listen to the story again. What does *teamwork* mean? Check (✓) the correct answers.

- Team members support each other.
- Each team member is stronger than the team.
- Team members have a good attitude about themselves.
- Team members have their own goals.
- Team members work together.

Listening Strategy

Listening for past time markers in a story

- Ⓜ Speakers use expressions to refer to specific times in the past such as *last summer*, *during that year*, *the next year*, *when...*, and *in 2015*. Listen to the examples.

When *I was a child, my family and I lived in Spain for 12 months. I learned a lot **during that year**.*

In 2015, *we got a new volleyball coach. **The next year**, we started to win games.*



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for more
practice

- Ⓜ C. Listen and complete the sentences with the correct time expressions from the box.

at the beginning during that year in 2015 the next year that year when

- I was on the soccer team _____.
- I played baseball _____ of the year.
- We learned a lot about teamwork _____.
- _____ I was in college, I moved to the United States.
- _____, we got a new teacher.
- We traveled a lot _____.

Sounds of English

Contraction of *didn't*

🔊 Speakers usually use a contraction for *did + not*. Listen to the examples.

I **did not** play volleyball in school. → I **didn't** play volleyball in school.

She **did not** graduate last year. → She **didn't** graduate last year.

They **did not** watch the game last night. → They **didn't** watch the game last night.

🔊 D. Listen and check (✓) the statement you hear.

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> Ana did not major in computer science. | <input type="checkbox"/> Ana didn't major in computer science. |
| 2. <input type="checkbox"/> We did not see a lot of cars on the road. | <input type="checkbox"/> We didn't see a lot of cars on the road. |
| 3. <input type="checkbox"/> Luis did not get a STEM job. | <input type="checkbox"/> Luis didn't get a STEM job. |
| 4. <input type="checkbox"/> The robots did not communicate with each other. | <input type="checkbox"/> The robots didn't communicate with each other. |
| 5. <input type="checkbox"/> The team members did not achieve their goal. | <input type="checkbox"/> The team members didn't achieve their goal. |
| 6. <input type="checkbox"/> The phone did not come with a fitness app. | <input type="checkbox"/> The phone didn't come with a fitness app. |

🔊 E. Complete each conversation with the contracted form of *did + not* or *did + not + verb*. Then listen and check your answers.

- A: Did you watch the basketball game last night?
B: No, I _____. I missed it.
- A: Sophie played volleyball in high school, right?
B: No, she _____ volleyball. She played soccer.
- A: Did you like the lecture on robots?
B: Actually, I _____ it. It was too complicated.
- A: How was the new high-speed train?
B: Super fast. We got there in 30 minutes. I _____ time to read my book.
- A: Why _____ the project succeed?
B: Because they _____ as a team.

Chant

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for the
Chapter 5
Vocabulary and
Grammar Chant

ACADEMIC LISTENING


A. In what situations do you work cooperatively with other people? Check (✓) the situations and add your own ideas. Then think of examples of working cooperatively in these situations.

at home

in sports

at school

at work


 B. Work as a group to discuss your ideas in Activity A. Share your ideas with the class.

 C. Listen to the introduction. Where are the speakers? Circle the correct answer.

in a gym

in a class

in a business office

 D. Listen to the rest of the lecture. What are the benefits of teamwork according to the lecture? Check (✓) the ideas you hear.

People who work in teams...

have better attitudes.

are more creative.


have better physical health.

have better communication skills.

get more work done.

Listening Strategy

Listening for explanations

 Speakers often explain key ideas. They state a main idea and then give an explanation of it. This helps them give a more complete picture of their ideas. Listen to the examples.

idea

explanation

A lot of students are preparing for STEM careers. Science, technology, engineering, and math courses are very popular this year.

idea

explanation

Robots do jobs that are dangerous or boring. They do jobs that people don't want to do such as building things in factories.

idea

explanation

Personal transportation pods give people a lot of freedom. With pods, people can go where they want to go when they want.



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practice

E. Listen to parts of the lecture again. Match the explanations to the main ideas.

Main Ideas

Explanations

- | | |
|---|--|
| 1. _____ A team can get more work done than one person can. | a. People who work in teams often feel better about themselves. |
| 2. _____ People are more creative when they work together. | b. Different people can work on different parts of a project and get them done faster. |
| 3. _____ Teamwork has emotional benefits. | c. Each person on the team can see things in a different way. |

F. Listen to the main part of the lecture again. Circle the letter of the best phrase to complete each statement.

1. The architecture students showed that _____.
 - a. people are more creative when they work together
 - b. a team can get more work done than one person can
2. The phone company team showed that _____.
 - a. people are more creative when they work together
 - b. teamwork has emotional benefits
3. The study on high school students showed _____.
 - a. that teamwork has emotional benefits
 - b. people are more creative when they work together

G. Listen to the lecture again. Then ask and answer the questions with a partner.

Partner A	Partner B
1. What class are the students taking?	2. Besides sports, where is teamwork important?
3. What are the benefits of teamwork?	4. What did the architecture team do?
5. What did the phone company team do?	6. What did the study show about students who play on sports teams?

Discuss the Ideas

H. Work in small groups. Discuss your answers to the questions. Then report your ideas to the class.

1. Do you like to work on teams? Why or why not?
2. Think of a time when a team didn't work well. What was the situation? Why didn't it work?

Speaking Task Describing a team experience

Step 1 PREPARE

Pronunciation Skill

Verbs with -ed endings

🔊 Simple past tense endings with *-ed* have three sounds. Listen to the examples.

Sounds like /t/	Sounds like /d/	Sounds like /id/
<i>stopped</i>	<i>achieved</i>	<i>avoided</i>
<i>talked</i>	<i>designed</i>	<i>supported</i>
<i>watched</i>	<i>learned</i>	<i>texted</i>
<i>worked</i>	<i>played</i>	<i>waited</i>



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🔊 A. Listen and repeat.

- | | | |
|------------|----------|--------------------------|
| 1. walk | walked | We walked home. |
| 2. achieve | achieved | I achieved my goal. |
| 3. text | texted | He texted me. |
| 4. play | played | They played soccer. |
| 5. start | started | She started working out. |
| 6. improve | improved | It improved my attitude. |
| 7. work | worked | The plan worked. |

🔊 B. Listen. Check (✓) the sentence you hear.

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> I work on Saturday. | <input type="checkbox"/> I worked on Saturday. |
| 2. <input type="checkbox"/> They graduate this year. | <input type="checkbox"/> They graduated this year. |
| 3. <input type="checkbox"/> We save a lot of money. | <input type="checkbox"/> We saved a lot of money. |
| 4. <input type="checkbox"/> You stop the car here. | <input type="checkbox"/> You stopped the car here. |
| 5. <input type="checkbox"/> I play soccer at school. | <input type="checkbox"/> I played soccer at school. |
| 6. <input type="checkbox"/> We avoid accidents. | <input type="checkbox"/> We avoided accidents. |

C. Listen. Complete the conversation with the words from the box.

asked connected decided designed enjoyed improved
liked posted showed talked worked

Carla: Aren't you glad the semester is over? I'm going to relax and have fun this summer!

Jun: I actually enjoyed school this year.

Carla: Really? What did you like about it?

Jun: I really _____ a team project we did in Mr. Conner's class.

Carla: What did you do?

Jun: We _____ online with another English class. They were in Atlanta. We _____ an exercise plan together.

Carla: How did that work?

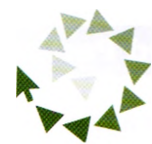
Jun: We _____ cooperatively. We _____ on Skype and _____ our ideas on Google Docs. Then we made a slide show.

Carla: That does sound kind of fun.

Jun: Yeah. And we _____ our slide shows to students in the PE department. Everyone _____ a lot of questions. My English really _____. In fact, I'm taking another English class this summer.

Carla: You're kidding!

Jun: No. Mr. Conner's teaching another class. I _____ to take as many of his classes as I can!



GO ONLINE
to practice the
conversation

D. Practice the conversation in Activity C with a partner.

E. Work with a partner. Partner A asks a question. Partner B answers correctly. Then partners switch roles.

- | | |
|---|---|
| 1. a. We post our stories online. | What social media site do you use? |
| b. We posted our stories online. | Did people write comments on them? |
| 2. a. I play for the Giants. | Are you on a team this year, too? |
| b. I played for the Giants. | That's a good way to keep fit! |
| 3. a. They want to come with us. | Yes, but they had a better time at home. |
| b. They wanted to come with us. | Sure. There's plenty of room in the car. |
| 4. a. We need to get some fresh air and exercise. | I know, but we need to study for the test more! |
| b. We needed to get some fresh air and exercise. | Yeah, let's go on a bike ride today! |

Step 2 SPEAK

A. Think about times when you worked with other people on a team. What was the situation? What did you do together? Were you successful? What did you learn? Write notes in the chart.

My team experience (Was it a sports team, a particular game, a school or work project?)	What was the goal?	What happened? (How well did you work together? Did you achieve your goal? Why or why not?)	What did you learn?

Word Partners

be on a team

be a member of a team

be part of a team

join a team

play on a team

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to practice
word partners



Speaking Skill

Using past time markers in stories

🔊 Speakers use past time markers in stories to show the time they are talking about. Listen to the examples.



Last summer, I worked in a big office downtown.

In 2002, I decided to leave home and study in Canada.

A long time ago, I played volleyball on a school team.

When I was in high school, I had a teacher I really liked.

Before I came here, I didn't speak any English.

-  B. Work with a partner. Tell your partner about your team experiences. Decide which one is the most interesting and which one is the easiest to explain.
-  C. Make a list of things you did in the past. Use the verbs in the box or your own ideas. Then tell your partner about your past. Use the past tense markers in the Speaking Skill box.

learned played saw studied traveled visited went

Speaking Task

Describing a team experience

1. Look at your notes in Step 2. Organize your ideas in the chart.

What was the experience?	
What was the goal?	
What happened?	
What did you learn?	



2. Close your book. Work in a group. Tell your group about your team experience. Give as much information as you can. Listen to your group members' team experiences and ask questions.

Step 3 REPORT

A. Think about your group members' experiences. Write notes in the chart.

1. Who had the most successful team experience? Why was it successful?	
2. Who learned the most useful lesson?	
3. What story was the most interesting? Why was it the most interesting?	

B. Share your notes. Which story was the most interesting?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 5.

- I learned language for talking about teams.
- I understood someone telling a story.
- I described a team experience.

Discussion Question

What are your personal tips on how to work in a team?

CHAPTER 6 What Was It Like?

- Use *was* and *were*
- Listen for ways speakers show interest and understanding
- Recognize contractions of *wasn't* and *weren't*
- Listen for problems and solutions
- Practice linking *was/wasn't/were/weren't* with vowels
- Describe how a change made life better, safer, or healthier

▲ VOCABULARY ▶ Oxford 2000 ⚡ words to talk about healthy environments

Learn Words

🔊 A. Label each picture with the correct words. Then listen and repeat the phrases.

beautiful clean convenient fresh healthy large local safe

1.



clean air and a
_____ environment

2.



_____ public transportation
to a _____ shopping mall

3.



_____ streets and a
_____ public park

4.



_____ fruits and vegetables
at a _____ farmers' market

Grammar Note

was and were

- 🔊 Speakers use the simple past form of *be* to describe people, things, locations, and conditions in the past. Listen to the examples.

What **was** the air like in the 1960s? → In the 1960s, the air **was** bad. It **wasn't** clean.

How **were** the public parks in the past? → The public parks **were** smaller. They **weren't** fun.

Was the downtown area nice? → No, the downtown area **wasn't** nice. It **was** crowded.

Were the shops busy a long time ago? → Yes, they **were**. People bought everything at small shops.

B. Listen and check (✓) the phrase you hear.

- The game is The game was on Saturday afternoon.
- The fruit at the store is The fruit at the store was fresh.
- The farmers' market isn't The farmers' market wasn't large.
- The parks aren't The parks weren't open at night.
- The streets are The streets were safe for children.
- The shopping mall isn't The shopping mall wasn't very convenient.

C. Listen and repeat each question and answer.

- Where was your school? It was far away. I took a bus to get there.
- Were you on a team? Yes, I was. I was on the soccer team.
- Was your town small? No, it wasn't. It was large.
- Was the air clean? Yes, it was. I lived near the beach.
- How were the public parks? They were nice. There were a lot of things to do at the parks.
- What was the food like? It was great! There was a lot of fresh food.

D. Work with a partner. Think about your childhood. Partner A asks a question from Activity C. Partner B answers. Then partners switch roles.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

downtown is a car-free area

add green space to the city

create a healthy environment for children

have better air quality

make improvements to public parks

make the roads less crowded

make the streets safe for pedestrians

put in bike paths

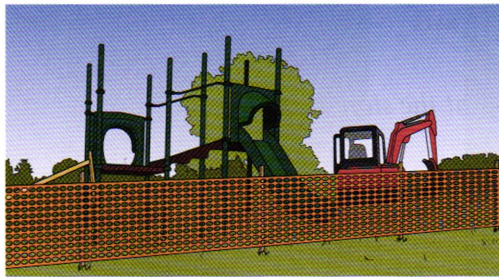
1.



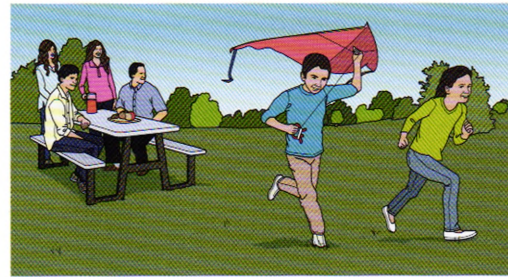
2.



3.



4.



5.



6.



7.



8.



B. Listen to the conversations. Match the phrases with the situations.

- a. make the roads less crowded and make the streets safe for pedestrians
- b. add green space to the city
- c. have better air quality
- d. downtown is a car-free area with bike paths
- e. create a healthy environment for children
- f. make improvements to a public park

Situation 1: c

Situation 2: _____

Situation 3: _____

Situation 4: _____

Situation 5: _____

Situation 6: _____

C. Work with a partner. Talk about your neighborhood, town, or city. Ask and answer the questions. Explain your answers.

1. Are the streets safe for pedestrians?
2. Does your neighborhood have a healthy environment for children?
3. Does your city have good air quality?
4. Does your city have bike paths?
5. Do you have a car-free area?
6. Are the roads crowded?

Are the streets safe for pedestrians?

Yes, they are.

Why are they safe?

There are a lot of places to cross the roads.



CONVERSATION

🔊 A. Listen to the conversation. Who are the speakers? Check (✓) the correct answer.

- two people about the same age from the same family
- a young person and an old person from the same family
- a young person and an old person from different families

🔊 B. Listen to the conversation again. Does the information describe Cedar City now or in the past? Circle *Now* or *Past*.

- | | | |
|----------------------------|------------|-------------|
| 1. no public parks | <i>Now</i> | <i>Past</i> |
| 2. a farmers' market | <i>Now</i> | <i>Past</i> |
| 3. place to get fresh food | <i>Now</i> | <i>Past</i> |
| 4. traffic | <i>Now</i> | <i>Past</i> |

Listening Strategy

Listening for ways speakers show interest and understanding

🔊 Speakers often ask questions in a conversation. They ask for more information about a topic, and they ask questions to make sure they understand information. These questions show that they are interested. Listen to the examples.

- | | |
|--|--|
| <i>A: There were a lot of small shops.</i> | <i>A: There was a lot more traffic then.</i> |
| <i>B: There wasn't a shopping mall?</i> | <i>B: What do you mean?</i> |
| <i>A: No, there wasn't.</i> | <i>A: There were more cars on the road.</i> |



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🔊 C. Listen to the conversation again. What ideas does Alan ask questions about? Check (✓) the correct answers.

- Cedar City is a much nicer place now.
- The houses were too expensive.
- Life in Cedar City is a lot healthier now.
- The air was bad, too.

Contractions of *wasn't* and *weren't*

- Speakers usually use contractions with *was + not* and *were + not*. Listen to the examples.

The weather **was not** warm. → The weather **wasn't** warm.

The buses **were not** comfortable. → The buses **weren't** comfortable.

Was the train late? → No, it **wasn't**. It was on time.

Were the vegetables fresh? → No, they **weren't**. They **weren't** very nice.

D. Listen and check (✓) the statement you hear.

- | | |
|---|---|
| 1. <input type="checkbox"/> The market wasn't open. | <input checked="" type="checkbox"/> The markets weren't open. |
| 2. <input type="checkbox"/> The street wasn't clean. | <input type="checkbox"/> The streets weren't clean. |
| 3. <input type="checkbox"/> The bus wasn't convenient. | <input type="checkbox"/> The buses weren't convenient. |
| 4. <input type="checkbox"/> The phone wasn't new. | <input type="checkbox"/> The phones weren't new. |
| 5. <input type="checkbox"/> The team wasn't successful. | <input type="checkbox"/> The teams weren't successful. |
| 6. <input type="checkbox"/> The park wasn't beautiful. | <input type="checkbox"/> The parks weren't beautiful. |

E. Complete each conversation with the contracted form of *was + not* or *were + not*. Then listen and check your answers.

- A: Was Marta at the meeting?
B: No, she _____. She was at the gym.
- A: The parks _____ safe a few years ago.
B: I know. We didn't have a good place for kids to play then.
- A: Was the city quiet when you were young?
B: No, it _____. It was very noisy.
- A: How was your bike ride?
B: It _____ very nice. The air was bad.
- A: How were the farmers' markets in New York?
B: They _____ bad. In fact, they were pretty good!
- A: There _____ bike paths in this city when I was a child.
B: I know. Bike riding was dangerous then!

Chant

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for the
Chapter 6
Vocabulary and
Grammar Chant



ACADEMIC LISTENING

A. What are some things that make towns and cities healthy places to live? Check (✓) the things and add your own ideas.

public parks

safe streets

clean air

farmers' markets



B. Work as a group to discuss your ideas in Activity A. Share your ideas with the class. Then discuss your answers to the question.

Which of the things in Activity A do you have in your town or city?

C. Listen to the introduction. What are the speakers talking about? Circle the correct answer.

results of a plan to improve a city

a plan for the future of a city

problems a city had in the past

Listening Strategy

Listening for problems and solutions

Speakers use certain words and expressions to introduce problems and solutions, answers to problems or ways to fix them. Listen to the examples.

There was a problem with bicycle accidents. **More bike paths solved this problem.**

One issue was bad public transportation. **We fixed this issue** with more bus lines.



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practice

D. Listen to the rest of the presentation. Circle the solutions for each problem. There is more than one correct solution for each problem.

1. There were accidents in the downtown area. The solution was to
plant trees. make the downtown area car-free. add bike paths.

2. The air was bad. The solution was to
make the park bigger. add bike paths. plant trees.

3. People weren't fit. The solution was to
plant trees. make the downtown area car-free. add bike paths.

E. Listen to the main part of the presentation again. Circle the correct answers.

1. Cars *can* *can't* go into a car-free area.
2. There *are* *aren't* a lot of cars on the road in Cedar City now.
3. The city *made the park bigger* *built a new park*.
4. The city planted more than *200* *100* trees.

F. Listen to the presentation again. Then ask and answer the questions with a partner.

Partner A	Partner B
1. What was the downtown area like in the past?	2. What is the downtown area like now?
3. What makes the downtown area safe for bicyclists?	4. What is one thing that made the air cleaner?
5. What is another thing that made the air cleaner?	6. Why are people in Cedar City healthier now?

Discuss the Ideas

H. Work with a partner. Use the phrases in the chart and your own ideas to discuss cities.

Partner A	Partner B	Partner A	Partner B
What's your favorite city?	My favorite city is...	Why is it your favorite?	It's... beautiful. The city is... clean. The food is... convenient. The parks are... fresh. The people are... friendly. The downtown area is... good. The air is... great. healthy. large. local. safe.

What's your favorite city?

My favorite city is Portland.

Why is it your favorite?

It's safe, and the food is great.

Speaking Task Describing how a change made life better, safer, or healthier

Step 1 PREPARE

Pronunciation Skill

Linking *was/wasn't/were/weren't* with vowels

🔊 Speakers link the final consonant sound in *was*, *wasn't*, *were*, and *weren't* with the first vowel sound in the word that follows. Listen to the examples.

- | | | |
|---|---|--|
| <i>Lucie was a student in 2016.</i> | → | <i>Lucie waza student in 2016.</i> |
| <i>There wasn't a gym here when I was a child.</i> | → | <i>There wasn'ta gym here when I was a child.</i> |
| <i>There were accidents in the downtown area.</i> | → | <i>There weraccidents in the downtown area.</i> |
| <i>There weren't a lot of cars here a long time ago.</i> | → | <i>There weren'ta lot of cars here a long time ago.</i> |



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for more
practice

🔊 A. Listen and repeat.

- | | | |
|-----------------------|----------------------------|--|
| 1. apps | were apps | They were apps for fitness. |
| 2. a market | was a market | There was a market every Sunday. |
| 3. a bike path | wasn't a bike path | There wasn't a bike path here last year. |
| 4. a lot of accidents | weren't a lot of accidents | There weren't a lot of accidents. |
| 5. an engineer | was an engineer | Shanika was an engineer. |
| 6. a break | wasn't a break | There wasn't a break after lunch. |

🔊 B. Listen. Check (✓) the sentence you hear.

- | | |
|---|--|
| 1. <input checked="" type="checkbox"/> There were a lot of people at the gym today. | <input type="checkbox"/> There weren't a lot of people at the gym today. |
| 2. <input type="checkbox"/> That wasn't a very good idea. | <input type="checkbox"/> That was a very good idea. |
| 3. <input type="checkbox"/> There was a plan to improve the downtown area. | <input type="checkbox"/> There wasn't a plan to improve the downtown area. |
| 4. <input type="checkbox"/> Public transportation was a problem. | <input type="checkbox"/> Public transportation wasn't a problem. |

C. Listen. Complete the conversation with the words from the box. Responses may be used more than once.

was wasn't were weren't

Kenji: So, what _____ the school like when you were here?

Amy: It _____ a great place to study, but it _____ attractive.

Kenji: What do you mean?

Amy: Well, there _____ tall buildings, and there _____ a big parking lot. That's about all. It _____ ugly actually!

Kenji: Wow. The campus is so nice now. There are lots of trees and plants and nice places to walk.

Amy: Well, back then, there _____ any trees. There _____ enough grass, either.

Kenji: What else?

Amy: It _____ actually very safe then, either.

Kenji: What do you mean?

Amy: There _____ a lot of bike accidents. People rode their bikes everywhere—in the streets, on the sidewalks. It was dangerous. So the college put in bike paths. Now it's safer for bicyclists and pedestrians.

Kenji: What else?

Amy: Umm, let me see... Oh, there _____ a place to run or play basketball. It's a much safer and healthier environment now.



GO ONLINE
to practice the
conversation

D. Work with a partner. Practice the conversation in Activity C.

E. Work with a partner. Partner A asks a question. Partner B answers correctly. Then partners switch roles.

- | | |
|--|--|
| 1. a. My neighborhood was attractive and safe. | Oh, that's too bad. |
| b. My neighborhood wasn't attractive. | Oh, how nice! |
| 2. a. There weren't a lot of trees then. | I know, but we have a very nice one now. |
| b. There wasn't a farmers' market then. | I know. The air quality wasn't very good. |
| 3. a. They were excited about the new park. | Yes. Now the kids have a nice place to play. |
| b. They weren't excited about the new buildings. | I know. That area isn't very attractive now. |

Step 2 SPEAK

A. Think about some places you know well (in your country, city, school, or other places). What were they like in the past? What are they like now? Are they better or worse? How? Use the chart to take notes.

Word Partners

- a big improvement
- a great improvement
- a real improvement
- an important improvement
- a useful improvement

GO ONLINE
to practice
word partners




Place	What was it like in the past?	What is it like now?	Is it better or worse now?

 B. Work with a group. Tell the group about your places. Which place is better because of the changes? How is it better?


Speaking Skill

Describing problems and solutions

-  Speakers use words and expressions to describe problems and their solutions. Listen to the examples.

There was a problem with the gym. It was too small. The school solved the problem. It made the gym bigger.

One issue was the traffic downtown. The city fixed the problem. Now the downtown area is car-free.

 C. Look at the problems and solutions in the chart. Add more problems and solutions. Then describe the problems and solutions to a partner. Use the expressions in the Speaking Skill box.

Problems	Solutions
traffic	improve public transportation
bad air	build parks
_____	_____
_____	_____

Speaking Task Describing how a change made life better, safer, or healthier

1. With your group, choose a place from your notes in Step 2. Explain how the place is better, safer, or healthier now because of improvements. Organize your ideas in the chart.



What is the place?	
What was it like before? What were the problems?	
What is it like now? What were the solutions?	
How is it better, safer, or healthier now?	

2. With your group members, practice explaining how your place improved.
3. Work with another group. Close your books. Tell the other group about your place. Give as much information as you can. Listen to the other group's explanation and ask questions.

Step 3 REPORT

A. Choose one group's explanation. Write notes about the place in the chart.

Place	Problems	Solutions

B. Discuss your notes in Activity A as a class. Which place changed the most?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 6.

- I learned language for talking about healthy environments.
- I understood speakers describing problems and solutions.
- I described how a place got better.

Discussion Question

Where is the best place to live? What makes it the best place for you?

Look at the word bank for Unit 2. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗				
Adjectives	Nouns		Verbs	
beautiful	air	key	achieve	make
clean	attitude	schedule	add	play
convenient	energy	shape	burn	practice
different	environment	space	create	put
fast	heart	street	do	ride
fresh	image	success	fit	see
green	improvement	thing	get	take on
healthy	job	way	give	watch
large			go	win
local			have	work
positive			learn	
safe				

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

1. fresh air _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Use the chart. Match verbs with nouns.

1. achieve success _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Use the chart. Match verbs with adjective noun partners.

1. have safe streets _____
2. _____
3. _____
4. _____
5. _____
6. _____

UNIT 3 Travel and Tourism



CHAPTER 7

Where Were You Going?

▲ VOCABULARY

- Oxford 2000 🗝 words to talk about travel

▲▲ LISTENING

- Listening for tone and attitude
- Listening to take notes with a mind map

▲▲▲ SPEAKING

- Linking *wh-* questions words with *was/were*
- Describing an unusual or surprising travel experience



CHAPTER 8

Why Should You Go There?

▲ VOCABULARY

- Oxford 2000 🗝 words to talk about important places

▲▲ LISTENING

- Listening for specific details
- Listening for causes and effects

▲▲▲ SPEAKING

- Reducing *have to* and *has to*
- Describing an important place and explaining why we should protect it



CHAPTER 9

Are You Interested in Adventure?

▲ VOCABULARY

- Oxford 2000 🗝 words to talk about adventure

▲▲ LISTENING

- Recognizing promotional language
- Listening to take notes with a T-chart

▲▲▲ SPEAKING

- Practicing sentence stress
- Presenting a position in a debate

UNIT WRAP UP

Extend Your Skills

CHAPTER 7 Where Were You Going?

- Use the past progressive
- Listen for tone and attitude
- Recognize the reduction of *-ing* with the past progressive
- Listen to take notes with a mind map
- Link *wh-* question words with *was/were*
- Describe an unusual or surprising travel experience

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about travel

Learn Words

🔊 A. Label each picture with the correct words. Then listen and repeat the phrases.

exploring having learning about looking for shopping speaking staying visiting



visiting an ancient site and
_____ the culture



_____ for souvenirs and
_____ bargains



_____ the town and
_____ the language



_____ in a hotel and
_____ a great time

The past progressive

- Speakers use the past progressive to describe actions that were in progress in the past. Listen to the examples.

I'm studying Korean. → *Last year, I was studying Japanese.*

She's traveling in Canada. → *She was traveling in Australia last spring.*

They're playing volleyball. → *They were playing basketball earlier.*

- To ask questions, speakers use *was/were* before the subject. Listen to the examples.

A: **Were** you **teaching** art last year? B: No, I **wasn't**. I **was teaching** music.

A: What **was** she **buying**? B: She **was buying** souvenirs.

B. Listen and repeat.

- Was Samir visiting an ancient site? Yes, he was. He was taking pictures of a very old church.
- What were you doing last year? I was traveling in Canada.
- Was Rachel learning Japanese? No, she wasn't. She was studying Korean.
- Were you exploring the city? Yes, I was, but I got lost!
- Where were they playing soccer? They were playing soccer at Cedar College.
- Was Ali having a good time? Yes, he was. He was having a great time on his vacation.
- How was Ron feeling? He was happy. He wasn't feeling lonely or sad.
- Were they shopping for souvenirs? Yes, they were. They bought some T-shirts at a market.

C. Work with a partner. Ask and answer the questions in Activity B.

D. Listen and check (✓) the statement you hear.

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> He's learning about the culture. | <input type="checkbox"/> He was learning about the culture. |
| 2. <input type="checkbox"/> We're speaking Spanish. | <input type="checkbox"/> We were speaking Spanish. |
| 3. <input type="checkbox"/> They're playing basketball. | <input type="checkbox"/> They were playing basketball. |
| 4. <input type="checkbox"/> She's staying at a nice hotel. | <input type="checkbox"/> She was staying at a nice hotel. |
| 5. <input type="checkbox"/> I'm having a great time. | <input type="checkbox"/> I was having a great time. |
| 6. <input type="checkbox"/> He's looking for bargains. | <input type="checkbox"/> He was looking for bargains. |

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

ask directions in **the local language**

learn how to **make local dishes**

see **different types of animals and plants**

stay **in a forest**

taking pictures of a fountain

travel that **helps the local economy**

travel that is **good for the environment**

walking around **the old part of town**

1.



2.



3.



4.



5.



6.



7.



8.



B. Listen to each conversation. Circle the correct answer.

- | | | |
|---------------------------------|---|---|
| 1. The speaker is describing | <i>the old part of town.</i> | <i>different types of animals and plants.</i> |
| 2. The speaker is | <i>asking directions in the local language.</i> | <i>learning how to make local dishes.</i> |
| 3. The speaker is describing | <i>travel that is good for the environment.</i> | <i>travel that helps the local economy.</i> |
| 4. The speaker is talking about | <i>travel that helps the local economy.</i> | <i>travel that is good for the environment.</i> |
| 5. The speaker is talking about | <i>different types of animals and plants.</i> | <i>how to make a local dish.</i> |
| 6. The speakers are in | <i>a forest.</i> | <i>the old part of town.</i> |

C. Read each situation. Circle your answer. Then ask and answer the questions with a partner.

1. You are in a different country and you are lost. What do you do?

- | | | |
|--------------------------------------|---|---------------------------------|
| <i>ask directions in my language</i> | <i>ask directions in the local language</i> | <i>don't ask for directions</i> |
|--------------------------------------|---|---------------------------------|

2. You are walking around a new city. What do you want to do?

- | | | |
|--------------------------|----------------------|---|
| <i>see old buildings</i> | <i>visit museums</i> | <i>take pictures of statues and fountains</i> |
|--------------------------|----------------------|---|

3. A friend wants to have a vacation in a forest and see different types of animals and plants. You...

- | | | |
|---|--|--|
| <i>like vacations in natural places</i> | <i>only like vacations in big cities</i> | <i>like to stay in a comfortable hotel</i> |
|---|--|--|

4. You want a vacation that is...

- | | | |
|---------------------------------|--------------------|------------|
| <i>good for the environment</i> | <i>educational</i> | <i>fun</i> |
|---------------------------------|--------------------|------------|

5. On a vacation, you like to...

- | | | |
|-------------------------|---------------------------|----------------------------|
| <i>learn new things</i> | <i>try the local food</i> | <i>see important sites</i> |
|-------------------------|---------------------------|----------------------------|

D. Circle two words or phrases that pair with each verb.

- | | | | |
|----------|-----------------------|--------------------|---------------------|
| 1. ask | <i>for directions</i> | <i>for help</i> | <i>a local dish</i> |
| 2. learn | <i>pictures</i> | <i>a language</i> | <i>to cook</i> |
| 3. see | <i>sights</i> | <i>animals</i> | <i>the economy</i> |
| 4. stay | <i>home</i> | <i>pictures</i> | <i>in a forest</i> |
| 5. take | <i>sights</i> | <i>a trip</i> | <i>pictures</i> |
| 6. walk | <i>around</i> | <i>the economy</i> | <i>to the beach</i> |



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CONVERSATION

A. Listen to the conversation. What is the story about? Circle the correct answer.

a shopping experience a school experience a travel experience

B. Listen to the conversation again. Circle the correct answer to complete each statement.

1. Sam was taking pictures of *some people. a fountain.*
2. He met some people, and they stayed together for *a few five* days.
3. Sam and his friends were shopping for *food souvenirs* in the market.
4. Sam's *wallet key* was missing.

Listening Strategy

Listening for tone and attitude

Speakers use certain words and phrases to express emotions. Speakers use these words to express feelings such as surprise, sadness, happiness, and sympathy. (*Sympathy* is sharing another person's feelings.) Listen to the examples.

Expression	Meaning
<i>Oh! Gosh! Wow!</i>	I'm surprised!
<i>Uh-oh. Oh, no! Oh, dear!</i>	That's sounds bad. I feel sad for you.
<i>Nice! Cool! Great!</i>	That's sounds good. I'm happy for you!



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C. Listen to each conversation. Circle the expression you hear.

1. A: We were playing soccer with the Tigers last Saturday, and we won!
B: *Cool! Great!*
2. A: I was exploring the city, and I fell down!
B: *Oh, dear! Oh, no!*
3. A: We were hungry, and we found a really great restaurant.
B: *Cool! Nice!*

D. Work with a partner. In each conversation in Activity C, discuss how Speaker B is feeling. Use the meanings in the Listening Strategy box.

Reduction of *-ing* with the past progressive

- When speakers use the past progressive, the *-ing* verb ending sometimes sounds like *n*. Listen to the examples.

We were **visiting** a museum. → We were **visitin** a museum.

Where were you **going**? → Where were you **goin**?

E. Listen and check (✓) the sentence you hear.

- They were studying art last year.
 They were studyin art last year.
- We were using public transportation to get to school.
 We were usin public transportation to get to school.
- Sam was taking pictures of an old building.
 Sam was takin pictures of an old building.
- Ali was watching a basketball game on TV last Saturday.
 Ali was watchin a basketball game on TV last Saturday.
- The city was putting in bike paths last summer.
 The city was puttin in bike paths last summer.

F. Work with a partner. Partner A says a sentence from Activity E. Partner B points to the correct sentence. Then partners switch roles.

G. Listen and circle the words you hear.

- What were you *studying* *doing* last summer?
- What were you *watching* *studying* last year?
- How were you *getting* *going* to school last week?
- Where were you *living* *studying* five years ago?
- Who were you *listening* *talking* to last night?


H. Work with a partner. Ask and answer the questions in Activity G.

Chant


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Chapter 7
Vocabulary and
Grammar Chant




ACADEMIC LISTENING

 **A. Work with a partner. What are some reasons that people travel? Check (✓) the reasons and add your own idea.**

- | | |
|--|--|
| <input type="checkbox"/> to learn something about history or culture | <input type="checkbox"/> to play sports (like golf or surfing) |
| <input type="checkbox"/> to practice a new language | <input type="checkbox"/> to visit friends or family |
| <input type="checkbox"/> to relax | <input type="checkbox"/> _____ |

 **B. Work as a group to discuss your ideas in Activity A. Share your ideas with the class. Then discuss your answers to the question.**

Why do you travel?


 **C. Listen to the first part of the presentation. What is the topic? Circle the correct answer.**

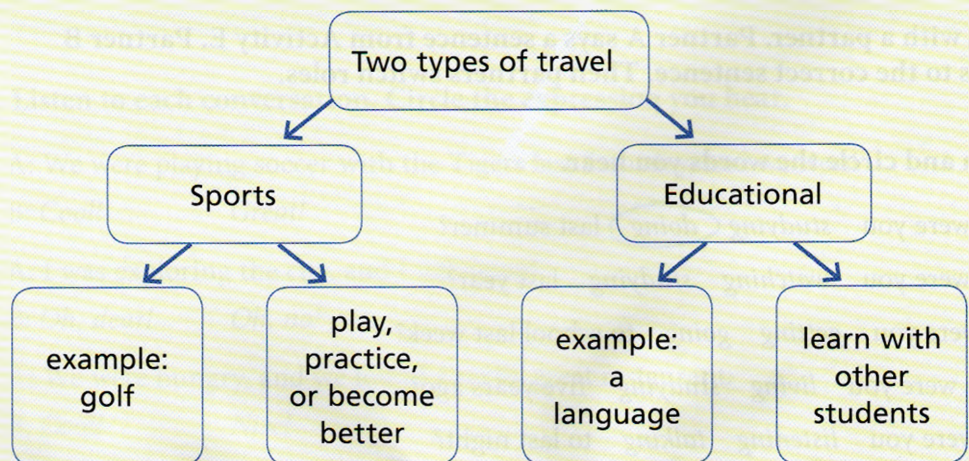
The presentation is about travel that...

is safe for travelers. *helps the place you visit.* *is fun and relaxing.*

Listening Strategy

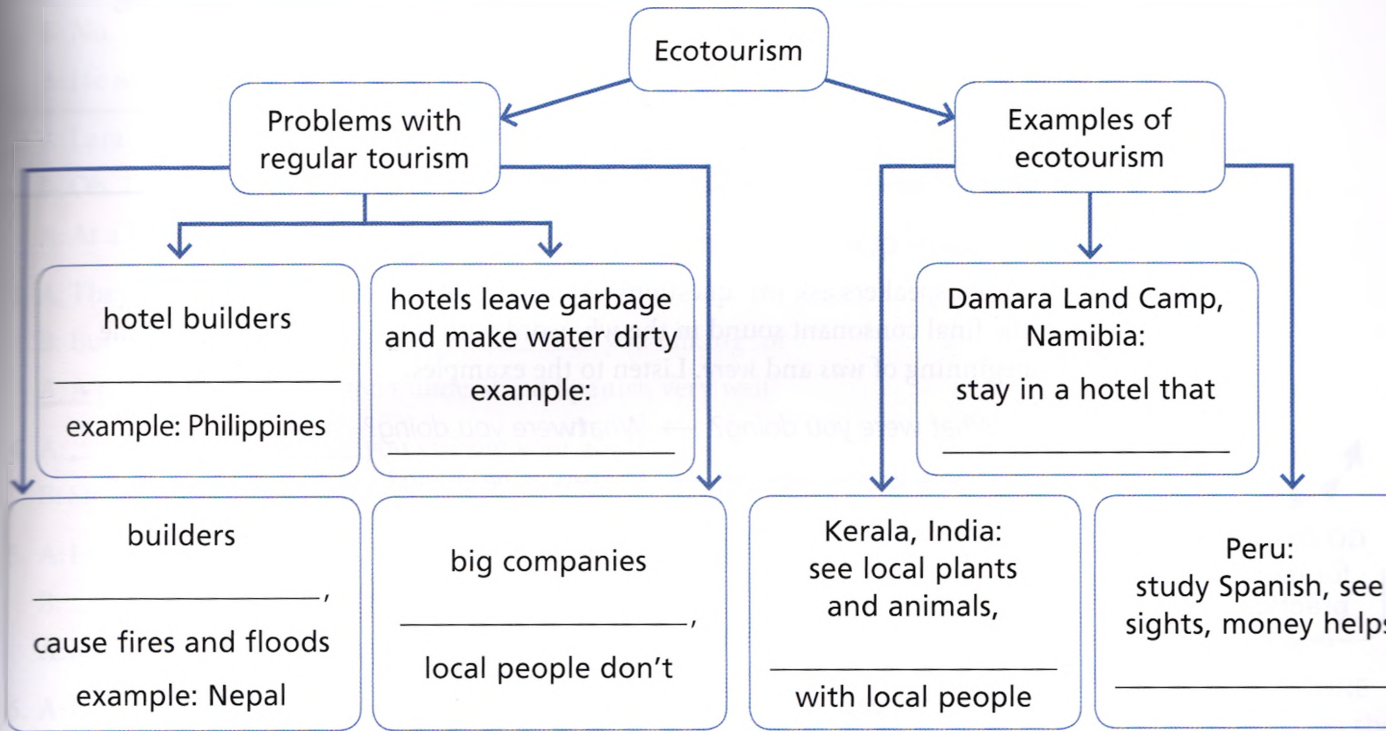
Listening to take notes with a mind map

 It's important to take notes when you are listening to an academic presentation. One way to take notes is with a mind map. Mind maps help you organize main ideas and details. Listen to the speaker and study the mind map.



3 D. Listen to the second part of the presentation. Complete the left side of the mind map with details from the box.

cut down trees Hawaii kill fish make money



4 E. Listen to the third part of the presentation. Complete the right side of the mind map in Activity D with details from the box.

fish and cook local people built a school

5 F. Listen to the entire presentation. Then ask and answer the questions with a partner.

Partner A	Partner B
1. What is ecotourism?	2. Why do we need ecotourism?
3. What are some examples of tourism that is bad for the environment?	4. How is regular tourism bad for local people?
5. What is one example of ecotourism?	6. What is another example of ecotourism?

Discuss the Ideas

G. Work with a group. What are some ways that you can make any trip an "ecotrip"? Discuss your ideas.

Speaking Task

Describing an unusual or surprising travel experience

Step 1 PREPARE

Pronunciation Skill

Linking *wh-* question words with *was/were*

- ▶ When speakers ask *wh-* questions in the past progressive, they often link the final consonant sound in the *wh-* word with the consonant sound at the beginning of *was* and *were*. Listen to the examples.

What were you doing? → *What**tw**ere you doing?*

Where was he going? → *Where**rew**as he going?*

Who were you visiting? → *Who**hw**ere you visiting?*

When was she leaving? → *When**wn**as she leaving?*



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practice

▶ A. Listen and repeat.

- | | | |
|----------|------------|------------------------------|
| 1. What | What were | What were they studying? |
| 2. When | When was | When was he visiting Japan? |
| 3. Where | Where were | Where were they playing? |
| 4. Who | Who was | Who was she calling? |
| 5. How | How were | How were they getting there? |
| 6. Where | Where was | Where was he driving? |
| 7. What | What were | What were you looking for? |
| 8. Who | Who were | Who were they working with? |

- ▶ B. Work with a partner. Partner A says a question from Activity A. Partner B points to the correct question. Then partners switch roles.

▶ C. Listen to each conversation. Check (✓) the phrase the speaker links.

- | | |
|---------------------------------------|--|
| 1. <input type="checkbox"/> what were | <input checked="" type="checkbox"/> where were |
| 2. <input type="checkbox"/> where was | <input type="checkbox"/> who was |
| 3. <input type="checkbox"/> how were | <input type="checkbox"/> when were |
| 4. <input type="checkbox"/> what was | <input type="checkbox"/> who was |

D. Listen. Use the phrases from the box to complete the conversations.

How was What was When were Where was Who were Why were

1. A: Did you know that Paolo was in Korea last week?

B: No. What was he doing there?

A: He was traveling there for business.

2. A: Lara had a great time in Hawaii.

B: Oh, I love Hawaii. _____ she staying?

A: At a hotel on Maui.

3. A: They told us that the market was this way.

B: But now we're lost! _____ you talking to?

A: A police officer, but I don't understand Spanish very well!

4. A: _____ you visiting your aunt?

B: She broke her arm, and I wanted to help her around the house.

5. A: I saw Luis last week.

B: _____ he feeling?

A: Much better! He feels great, in fact.

6. A: I taught English in Costa Rica for a while. I loved it there!

B: Nice! _____ you working there?

A: In 2015.



GO ONLINE
to practice the
conversations

E. Work with a partner. Practice the conversations in Activity D.

F. Work with a partner. Partner A asks a question. Partner B answers correctly. Then partners switch roles.

1. a. Where was he going?

To a museum.

b. What was he doing?

He was asking directions.

2. a. What were you studying?

Because we have a test tomorrow.

b. Why were you studying?

Computer science.

3. a. Who were you talking to?

Marta Gomez.

b. Where were you talking?

In the gym.

4. a. What were you looking for?

At the farmers' market.

b. Where were you shopping?

Some bargains.

5. a. When were you visiting your dad?

I really miss him!

b. Why were you visiting your dad?

Last summer.


6. a. What were you doing in the old part of town?

Souvenirs.

b. What were you buying in the old part of town?

I was taking pictures.


Step 2 SPEAK

-  A. Think about one or more travel experiences. Where did you go? What happened? Use the chart to take notes. Then discuss your chart with a partner.

Where did you go?	When did you go?	What did you see? What did you do?	Did anything unusual or surprising happen?

Speaking Skill

Making a story more exciting

-  Speakers use words and expressions to make events in a story sound exciting. Expressions such as *all of a sudden*, *suddenly*, and *unexpectedly* show surprise. Listen to the example.

*I was walking down the street, and I saw a small shop. The shop had wonderful souvenirs. I decided to buy some. I reached into my backpack to get my wallet. **Suddenly**, I felt something move in my backpack. I looked in, and I saw a mouse!*

-  B. Listen and complete each conversation with the words you hear.

- A: I was walking down the street in a small town in Mexico. _____
I saw my best friend from grade school!

B: That's amazing!
- A: Then what happened?

B: We were sitting down at a table in a nice restaurant. _____
I noticed that my credit card was missing.
- A: We were playing volleyball on the beach. We were having a lot of fun.
_____, I slipped and fell.

B: Oh, dear!
- A: I was walking around the old part of town. I was taking pictures.
_____, I realized that I was lost!

B: Oh, no!

Word Partners

a business trip

an overseas trip

a short trip

a nice trip

a sightseeing trip

a school trip

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to practice
word partners



Speaking Task Describing an unusual or surprising travel experience

1. Choose a travel experience from your notes in Step 2. Tell where you went, when you went there, and what you did. Also, describe anything unusual or surprising that happened. Organize your ideas in the chart.



Where did you go?	
When did you go?	
What did you see? What did you do?	
Did anything unusual or surprising happen?	

2. Practice describing your travel experience with two or three partners.
3. Work in a group. Close your books. Tell your group about your travel experience. Give as much information as you can. Listen to your partners' travel experiences and ask questions.

Step 3 REPORT

A. Think about your partners' stories. Write notes in the chart.

1. Who had the most unusual or surprising travel experience?	
2. Why was it unusual or surprising?	

B. Share your notes. Which story was the most interesting? Why?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 7.

- I learned language for talking about travel.
- I understood someone telling a story.
- I described an unusual or surprising travel experience.

Discussion Question

What are some things that you can learn from a travel experience?

CHAPTER 8 Why Should You Go There?

- Use modals of necessity and advice
- Listen for specific details
- Recognize the reduction of *have to*, *need to*, and *ought to*
- Listen for causes and effects
- Practice reducing *have to* and *has to*
- Describe an important place and explain why we should protect it

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about important places

Learn Words

🔊 A. Label each picture with the correct word. Then listen and repeat the words and phrases.

art building church city forest garden structures wonder



an important building



a famous _____



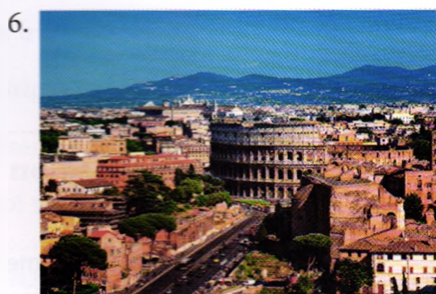
huge _____



an ancient _____



a natural _____



a historic _____



a damaged _____



a valuable work of _____

Grammar Note

Modals of necessity and advice

🔊 Speakers use certain modals + a verb to express necessity and advice. Listen to the examples.

Necessity

You **have to** get to class on time.

We **need to** leave at noon. We don't want to miss the bus.

Advice

You **should** take a nap. You look tired.

We **ought to** save some money. Travel is expensive.

🔊 To ask questions with *have to*, *need to*, and *ought to*, speakers use *do/does* before the subject. (Note: Speakers rarely ask questions with *ought to*.) To ask questions with *should*, speakers use *should* before the subject. Listen to the examples.

A: Do you **have to** leave now?

B: Yes, I do. I'm going to be late.

A: Why does he **need to** study computer science?

B: So he can get a good job.

A: **Should** I visit Japan in the fall?

B: Yes, you should. The weather is nice in the fall.

A: Where **should** I go on my vacation?

B: You ought to go to Hawaii. It's very relaxing.

🔊 B. Listen and repeat.

1. You should save money.
2. People have to be careful in crowded areas.
3. We ought to visit the forest.
4. Raul should take pictures for his blog.
5. I have to learn some Spanish.
6. You ought to see the huge structures.
7. Lara needs to see to the garden.
8. We need to go there soon.

🔊 C. Listen and repeat each question and answer.

Questions

1. Why should we visit Rome?
2. Do we need to bring our camera?
3. Do we have to take public transportation?
4. When do you need to go?
5. Does Jun have to bring a jacket?

Answers

- Because it's a beautiful city.
- No. My phone takes great pictures.
- Yes. It's good for the environment.
- I don't have to go yet. It's still early.
- No, but he ought to bring a sweater. It's cool at night.

🔊 D. Work with a partner. Partner A asks a question from Activity C. Partner B gives the answer. Then partners switch roles.

Learn Phrases

🔊 A. Match each phrase to the correct picture. Then listen and repeat.

a famous landmark **in my city**

a **natural disaster** such as climate change

a natural wonder **at risk**

ancient structures **tell us about the past**

protect a national treasure

tear down a historic building

1.



2.



3.



4.



5.



6.



B. Listen to each conversation. What is the speaker talking about? Circle the letter of the correct answer.

- a. a structure that tells us about the past
b. a natural wonder at risk
- a. a famous landmark
b. climate change
- a. an ancient site that told her about the past
b. tearing down a historic building
- a. an ancient structure
b. climate change
- a. tearing down a historic building
b. climate change
- a. protecting a national treasure
b. a natural wonder at risk

C. Complete the sentences about your town or city. Then tell your partner about your town or city. Ask your partner about his or her town or city.

- In my *town city*, people want to *tear down protect* an old building.
- We have a famous landmark in my *town city*. It's called _____.
- We *have do not have* an ancient structure in my *town city*.
- Climate change *is is not* a problem in my *town city*.
- We have a natural wonder in my *town city*. It's *a an* _____.

In my city, people want to protect an old building.

Really? What is it?

It's an old bank. It's a really beautiful building.

D. Work with a partner. Partner A describes a famous landmark. Partner B guesses the landmark. Then partners switch roles.

It's big and orange. You can drive or walk over it. You can see the Pacific Ocean from it.

Is it the Golden Gate Bridge?

That's right!



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CONVERSATION

- ▶ A. Listen to the conversation. Where are the speakers talking about something interesting to see? Circle the correct answer.

on an island

in a museum

in a city

- ▶ B. Listen to the conversation again. Circle the correct answer to complete each statement.

1. Mike is talking about a vacation that he *will have in the future.* *had in the past.*
2. The place has *famous structures.* *a huge forest.*
3. Layla should go there because the place is going to be *crowded* *expensive* soon.

Listening Strategy

Listening for specific details

- ▶ Speakers often ask for and give each other specific details when they are discussing an interesting topic. Details describe how something looks, sounds, tastes, smells, or feels. Listen to the examples.

Asking for details

What does it look like?

What is it like?

What are they like?

Giving details

It looks like a huge head.

It is soft and round.

They're green and smell really nice.



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practice

- ▶ C. Work with a partner. Practice asking for details. Partner A tells Partner B about an interesting building or landmark. Partner B asks for details. Then partners switch roles.

- ▶ D. Listen to part of the conversation again. Check (✓) details about the *moai*, the structures that Mike describes.

- | | |
|---|-----------------------------------|
| 1. How many heads are there? | 2. How tall are the heads? |
| a. 900 | a. 23 feet |
| b. 500 | b. 32 feet |
| 3. Where are the heads? | 4. How much does each head weigh? |
| a. They are all over the place. | a. 14 tons |
| b. They are all in one place. | b. 40 tons |
| 5. What do the heads look like? | |
| a. They all have the same expression on their faces, and they are all fat. | |
| b. They have different expressions on their faces. Some are fat, and some are thin. | |

Sounds of English

Reduction of *have to*, *need to*, and *ought to*

- ▶ When speakers use *have to*, *need to*, and *ought to*, the *to* sometimes sounds like *ta*. Listen to the examples.

The *v* in *have to* sounds like *f* when you reduce it.

You **have to** go now. → You **hafta** go now.

He **has to** come with us. → He **hasta** come with us.

She **needs to** see this. → She **needsta** see this.

We **need to** see it soon. → We **needta** see it soon.

She **ought to** come home. → She **oughta** come home.

E. Listen and check (✓) the sentence you hear.

- You have to see the old train station.
 You hafta see the old train station.
- Travelers need to be careful of the environment.
 Travelers needta be careful of the environment.
- He has to see the famous garden.
 He hasta see the famous garden.
- Visitors ought to help the local economy.
 Visitors oughta help the local economy.

F. Work with a partner. Partner A says a sentence from Activity E. Partner B points to the correct sentence. Then partners switch roles.

G. Listen. Complete the conversations with the words you hear.

- A: I'm tired. What should I do?
B: You _____ take a nap.
- A: The test is tomorrow.
B: Yes. We _____ study!
- A: I want to go to Easter Island.
B: You _____ go soon.
- A: Traveling is expensive.
B: You _____ save some money.

Chant

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Chapter 8
Vocabulary and
Grammar Chant

ACADEMIC LISTENING

-  A. Here are some important structures and places in the world. Think of more examples. Then work with a group to answer the question.

Why should we take care of these places?




Great Wall of China



pyramids of Egypt




Victoria Falls, Zambia

-  B. Listen to the first part of the lecture. What is the speaker going to talk about? Circle the correct answer.

important sites at risk

waterfalls and forests

the Great Wall of China

-  C. Listen to the second part of the lecture. Match the places and the problems.

1. _____ a church in Peru


a. global warming (higher temperatures)

2. _____ a forest in Uganda

b. earthquakes

Listening Strategy

Listening for causes and effects

-  Speakers use certain words and phrases to connect causes and effects. Listen to the examples.

cause

effect

*It's hot today, **so** we have to give more water to the plants.*

cause

effect

***Because of** the earthquake last year, there is a lot of damage in the old part of town.*

cause

effect

*A self-driving car **caused** an accident yesterday.*

cause

effect

*It rained this morning. **As a result**, the streets are wet.*



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- D. Listen to parts of the lecture again. Complete the sentences with the cause-effect expressions from the box. You will use one expression twice.**

as a result because caused so

- There were many earthquakes in the 1800s and the 1900s.
_____ *As a result* _____, the church was damaged.
- And an earthquake in 2001 _____ even more damage.
- Many sites are at risk right now _____ the earth is getting hotter.
- The plants are dying. _____, the gorillas have to move to new places to find food.
- We want to protect special places like these, _____ we must take care of them.

- E. Listen to the lecture again. Then ask and answer the questions with a partner.**

Partner A	Partner B
1. Why should we care about important sites?	2. What is one cause of problems at important sites?
3. What is another cause of problems at important sites?	4. What happened to a church in Peru?
5. What is happening to a forest in Uganda?	6. Who should we save these important sites for?

Discuss the Ideas

- F. Work with a group. Discuss the list of places in Activity A and your own ideas.**

Partner A	Partner B	Partner A	Partner B
Which place do you want to see?	I want to see the Great Wall of China the pyramids of Egypt Victoria Falls	Why do you want to see it?	Because...

Speaking Task Describing an important place and explaining why we should protect it

Step 1 PREPARE

Pronunciation Skill

Reduction of *have to* and *has to*

▶ When speakers use *have to* and *has to*, the *to* sometimes sounds like *ta*. Listen to the examples.

The *v* in *have to* sounds like *f* when you reduce it.

I **have to** see Easter Island. → I **hafta** see Easter Island.

They **have to** go now. → They **hafta** go now.

She **has to** buy a new car. → She **hasta** buy a new car.

He **has to** travel next week. → He **hasta** travel next week.



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practice

▶ **A. Listen to the sentences. Check (✓) *same* if you hear the same sentence. Check (✓) *different* if the sentences are different.**

- | | |
|---|------------------------------------|
| 1. <input checked="" type="checkbox"/> same | <input type="checkbox"/> different |
| 2. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 3. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 4. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 5. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 6. <input type="checkbox"/> same | <input type="checkbox"/> different |

▶ **B. Listen and repeat.**

1. We hafta go.
2. She hasta see this.
3. He hasta leave.
4. They hafta study.
5. I hafta wait.
6. She hasta come.

Step 2 SPEAK

A. Think of some famous sites and landmarks. Why is each one important? Why should people protect it? Take notes in the chart.

Famous site/landmark	We should protect it because...

B. Work with a partner. Describe each site or landmark you listed in Activity A. Explain why people should preserve it.

Word Partners

- a familiar landmark
- a famous landmark
- an historic landmark
- a local landmark
- a well-known landmark

GO ONLINE
to practice
word partners



Speaking Skill

Expressing opinions and agreeing and disagreeing

🗣️ Speakers use certain expressions to introduce opinions and to agree or disagree with opinions. Listen to the examples.

A: *In my opinion*, we have to protect the library.

B: *I agree.* / *I think so, too.*

C: *I disagree.* *I don't think* the library is as important as the train station.

A: *I think* travel should be educational.

B: *You're right.* We should always try to learn new things.

C: *I don't think so.* I think travel should be fun.

C. Work with a partner. Partner A completes a sentence with an opinion expression. Partner B agrees or disagrees. Then partners switch roles.

I agree I disagree You're right I don't think so I think so, too

1. _____ . Global warming is/is not a problem.
2. _____ . Learning a new language is/is not hard.
3. _____ . We have to/don't have protect the environment.
4. _____ . Exercise is/is not important.
5. _____ . We need/don't need more parks in this town.

Speaking Task Describing an important place and explaining why we should protect it

1. With your group, choose a site or landmark from your notes in Step 2. Find or take a picture of the site or landmark. Describe it and explain why we should protect it. Organize your ideas in the chart.



What is the site or landmark?	
What does it look like?	
Why should we protect it?	

2. In your group, practice describing the site or landmark and giving your opinions on why we should protect it.
3. Work with another group. Close your books. Tell the other group about your site. Give as much information as you can. Show your picture. Listen to the other group's presentations. Ask questions and give opinions.

Step 3 REPORT

- A. Choose one group's presentation. Write notes about it in the chart.

Site or landmark	Why we should protect it	My opinion

- B. Share your notes. Which site or landmark is the most important? Why is it the most important?

Step 4 REFLECT

Checklist

Check (✓) the things you learned in Chapter 8.

- I learned language for talking about important sites and landmarks.
- I understood speakers asking for and giving specific details.
- I described an important place and explained why we should protect it.

Discussion Question

Imagine your town or city does not protect an important site or landmark. What might happen?

CHAPTER 9 Are You Interested in Adventure?

- Use *be* + adjective + preposition
- Recognize promotional language
- Reduce prepositions after adjectives
- Listen to take notes with a T-chart
- Practice sentence stress
- Present a position in a debate

▲ VOCABULARY ▶ Oxford 2000 ↻ words to talk about adventure

Learn Words

🔊 A. Label each picture with the correct word. Then listen and repeat the words and phrases.

a challenge a risk an adventure danger exploring heights the dark the environment



ready for a challenge



afraid of _____



aware of _____



used to _____



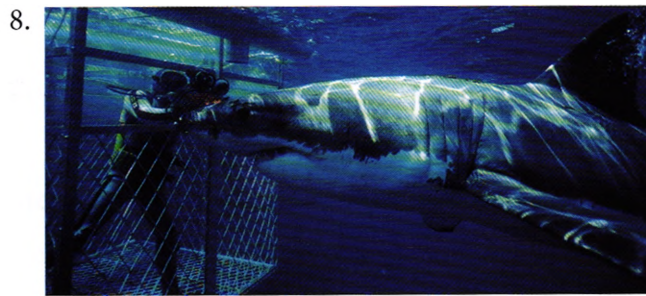
excited about _____



interested in _____



not careful about _____



not afraid of _____

Grammar Note

be + adjective + preposition

- 🔊 Speakers use *be* with adjectives and prepositions before nouns to describe attitudes and feelings about things. Listen to the examples.

I'm used to public transportation.

He's excited about the trip.

We're interested in a cave tour.

To form the negative, speakers use *not* before the adjective.

I'm not afraid of risk.

- 🔊 To ask questions, speakers use *am/is/are* before the subject. Listen to the examples.

A: **Are you afraid of the dark?**

B: No, I'm not.

A: **What is he interested in?**

B: He's interested in music.

🔊 B. Listen and repeat.

1. Raul is afraid of the dark.
2. Jun isn't aware of the environment.
3. I'm excited about adventure travel.
4. They're not interested in art.
5. She isn't afraid of high places.
6. We're ready for a challenge.
7. Paolo is used to heights.
8. Ana is interested in engineering.

🔊 C. Listen and repeat each question and answer.

Questions

1. What are you afraid of?
2. Are you ready for a challenge?
3. Is Raul used to heights?
4. Why is Wei interested in bungee jumping?
5. Are you afraid of the dark?
6. What are you interested in?

Answers

- I'm afraid of heights.
- Yes, I am. Let's go!
- Yes, he is. He's a mountain climber.
- He likes to jump from high places.
- No, I'm not. I'm comfortable in the dark.
- I'm interested in exploring Paris.

🗨️ D. Work with a partner. Partner A asks a question from Activity B. Partner B answers. Then partners switch roles.

Learn Phrases

Ⓜ A. Match each phrase to the correct picture. Then listen and repeat.

be aware of history and **other cultures**

explore tunnels under a city

go bungee jumping **off a bridge**

not be aware of the environment and **cause damage**

not be prepared for **physical challenges**

take a risk and succeed

1.



2.



3.



4.



5.



6.



B. Listen to the conversations. Match the phrases with the situations.

- a. be aware of history and other cultures
- b. explore tunnels under a city
- c. go bungee jumping off a bridge
- d. not be aware of the environment and cause damage
- e. not be prepared for physical challenges
- f. take a risk and succeed



Situation 1: d

Situation 2:

Situation 3:

Situation 4:

Situation 5:

Situation 6:

C. Work with a partner. Discuss your answers to the questions.

1. Do you want to go bungee jumping off a high bridge? Why or why not?
2. Do you want to explore tunnels under a city? Why or why not?
3. Do you like physical challenges? Why or why not?
4. Think of a time you took a risk and succeeded. What did you do? Why did you succeed?

Do you want to go bungee jumping off a high bridge?

No. I'm afraid of heights. How about you?

Sure. It sounds like fun.



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for more
practice

CONVERSATION

- ▶ A. Listen to the presentation. What is the purpose of the presentation? Circle the correct answer.

to describe a personal experience to teach a lesson to sell something

- ▶ B. Listen to the presentation again. Match the details with the tours. There are two details for each tour.

- | | |
|---|--|
| a. You can go to the top of a mountain in Tanzania. | b. You can see the largest waterfall in the world. |
| c. You can explore tunnels. | d. You can see a cemetery. |
| e. You can see the border between Chile and Peru. | f. You can do this in a rainforest in Costa Rica. |

1. Paris Underground: c _____
2. Bungee Jumping around the World: _____
3. Mountain Climbing Tour: _____

Listening Strategy

Recognize promotional language

- ▶ Speakers often use certain words to try to sell things. They use strong adjectives like *new*, *best*, and *exciting*. They use verbs that tell you to do something like *try*, *get*, and *buy*. Listen to the examples.

Get the *new* XPhone 538. It's *the best* XPhone ever! **Come to your local XPhone shop today and **try** it.**



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practice

- ▶ C. Listen to parts of the presentation again. Complete the promotional lines with the words from the box. You will use one word twice.

best exciting new take try

1. We have the _____ city exploration tour in the world, the Paris Underground Adventure.
2. For one of the most _____ vacations ever, _____ our _____ Mountain Climbing Tour.
3. So, _____ one of our adventure tours and be prepared for the _____ vacation you'll ever have!

Sounds of English

Reducing prepositions after adjectives

- ▶ When speakers use adjectives + *to* and *of*, they often reduce the preposition. Listen to the examples.

The *d* in *used to* sounds like *t* when you reduce it.

We're **used to** heights. → We're **useta** heights.

Are you **afraid of** the dark? → Are you **afraida** the dark?

I'm **aware of** the problem. → I'm **awarea** the problem.

- ▶ D. Listen to the sentences. Check (✓) *same* if you hear the same sentence. Check (✓) *different* if the sentences are different.

- | | |
|---|------------------------------------|
| 1. <input checked="" type="checkbox"/> same | <input type="checkbox"/> different |
| 2. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 3. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 4. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 5. <input type="checkbox"/> same | <input type="checkbox"/> different |
| 6. <input type="checkbox"/> same | <input type="checkbox"/> different |

- ▶ E. Listen. Complete the conversations with the words you hear.

- A: Why don't you want to go on the cave tour?
B: I'm afraid of the dark!
- A: Those adventure tours are expensive!
B: I know. I wasn't _____ the cost.
- A: Are you staying home for a while?
B: Yes. I'm _____ traveling.
- A: I'm still not _____ the food here.
B: I know, but you'll get used to it soon.
- A: Travelers are leaving garbage on the beach.
B: I know. They're not _____ the environment.

- F. Work with a partner. Practice the conversations in Activity E.

Chant

GO ONLINE

for the
Chapter 9
Vocabulary and
Grammar Chant

ACADEMIC LISTENING



- A. Look at the list of travel activities. Add two more travel activities to the list. Think about reasons people like to do these activities. Write your ideas in the chart. Then discuss your ideas with a partner.

Activities	People like to do this because...
bungee jumping exploring caves mountain climbing skydiving surfing _____ _____	

- B. Listen to the first part of the lecture. What is the speaker going to do? Circle the correct answer.

give an opinion about an issue show two sides of an issue explain the history of an issue

- C. Listen to the first part of the lecture again. Complete the definition of *extreme tourism*.

Extreme tourism is traveling to _____ places and doing _____ activities.

Listening Strategy

Listening to take notes with a T-chart

- It's a good idea to take notes when you are listening to an academic presentation. One way to take notes is with a T-chart. With a T-chart, you write ideas side by side. A T-chart helps you to see two sides of an issue. Listen to the speaker and study the T-chart.

Pro:	Con:
Tear down the old train station.	Don't tear down the old train station.
1. <i>We need a better, new one.</i>	1. <i>It's an important, historic building.</i>
2. <i>We need more office buildings downtown.</i>	2. <i>More office buildings downtown will increase traffic.</i>



GO ONLINE
for more
practice

- D. Listen to the second part of the lecture. Complete the ideas in the T-chart with the words from the box.**

accidents bad climbing and hiking educational emotional important sites

Pro: Extreme tourism	Con: Extreme tourism
1. _____ benefits Example: people feel good when they do something challenging	1. dangerous Example: _____ such as skydiving in New Zealand
2. physical benefits Example: _____ make you stronger	2. emotional problems Example: people feel _____ if they cannot do something challenging
3. _____ benefits Example: people can learn about history and culture	3. bad for the environment Example: damage to _____ such as underground grave in Paris

- E. Listen to the lecture again. Then ask and answer the questions with a partner.**

Partner A	Partner B
1. What is extreme tourism?	2. What is one good thing about extreme tourism?
3. What is another good thing about extreme tourism?	4. What is one problem with extreme tourism?
5. What is another problem with extreme tourism?	6. What should people do if they want to go on an extreme trip?

Discuss the Ideas

- F. Work with a group. Discuss your answers to the questions.**

Do you want to go on an extreme trip? Why or why not?

Speaking Task Presenting a position in a debate

Step 1 PREPARE

Pronunciation Skill

Sentence stress

- Speakers stress certain words in sentences. Usually, these words are nouns, main verbs, and adjectives. Listen to the examples.

*This is **Mia**.*

*She **works** here.*

*It's **beautiful**!*

*We **want** to visit the **old train** station.*

Note: With compound nouns, speakers usually stress only the first noun; for example, *train*, not *station*.



GO ONLINE
for more
practice

A. Listen to each sentence. Underline the stressed words.

- Surfing is dangerous.
- It's a good idea.
- He likes bungee jumping.
- It's bad for the environment.
- She's afraid of the dark.
- I'm not prepared for danger.

B. Listen and repeat the questions and answers. Pay attention to the stressed words.

Questions

- What are you interested in?
- What are you worried about?
- What are you afraid of?
- Where do you want to go?
- What are you used to?
- What are you excited about?

Answers

- I'm interested in adventure travel.
- I'm worried about the test.
- I'm afraid of flying.
- I want to go to Peru.
- I'm used to hard work.
- I'm excited about the underground tunnels.

C. Work with a partner. Ask and answer the questions in Activity B.

D. Listen. Complete the conversation with the stressed words from the box.

beach crazy dangerous extreme great heights
mountain Paris prepared relaxing vacation

A: What do you think of
_____ *extreme* _____ tourism?

B: I think it's _____.

A: What do you mean?

B: Skydiving, bungee jumping,
_____ climbing...

That's not my idea of a fun
_____!

A: Why not?

B: Well, first of all, I'm not in good shape.
And I'm afraid of _____!

A: I see what you mean.

B: Extreme tourism is _____.

A: Well, especially for someone like you!

B: Right. I'm just not _____ for risk. It's not fun.

A: I get it. So, what's your idea of a _____ vacation?

B: I'm mostly interested in _____. My idea of a great vacation is doing nothing.

A: Then I guess you aren't going on the _____ Underground tour with me.


B: No. I think I'll go to the _____ instead.



GO ONLINE
to practice the
conversation

E. Work with a partner. Practice the conversation in Activity D.

Step 2 SPEAK

 A. Work with a group. Think about the debate issue “Is extreme tourism a good idea?” Think of reasons for each side of the issue. Use the reasons from the lecture or your own ideas.

 B. Work with another group. Practice explaining both sides of the issue.


Extreme tourism is a good idea because it helps people get fit. For example, exploring tunnels under a city is a good way to get exercise.

Extreme tourism is not a good idea because it is bad for the environment. For example, exploring tunnels under a city can damage ancient structures.

Word Partners


avoid danger
be aware of danger
cause danger
lessen danger
recognize danger

GO ONLINE
to practice
word partners



Speaking Skill

Summarizing in a debate


 In a debate, speakers often summarize—give a short explanation of—the reasons on the other side. They summarize a reason from the other side, and then they give a reason for their side. They connect the summary and their reason with a transition word such as *however* or *but*. Listen to the example.

summary of other side

The other side believes that extreme tourism is bad because it's dangerous. However, people can prepare for extreme tourism. *That way,* they can avoid accidents.

speaker's side

transition word

 C. Work with a partner. Discuss the issues in the chart. Summarize a side, use a transition word, and give the other side.

Issue	Pro side	Con side
Should you always buy the latest tech device?	It's important to know how to use technology.	It's too expensive.
Is exercise important?	Exercise keeps you fit.	Exercise doesn't help you lose weight.
Should we tear down old buildings?	New buildings are better for the environment.	Old buildings tell us about the history of a place.

Speaking Task

Presenting a position in a debate

1. With your group, choose a side of the issue “Is extreme tourism a good idea?” To help you choose, think about these questions: Which side do you believe in the most? Which side has the strongest reasons and examples? Which side is the easiest to explain? Organize your ideas in the chart.



Your side: Extreme tourism is / is not a good idea.

Reason 1: _____

Examples: _____

Reason 2: _____

Examples: _____

Reason 3: _____

Examples: _____

2. In your group, practice presenting your side of the issue.
3. Work with a group on the other side. Debate the issue by taking turns presenting reasons and examples.

Step 3 REPORT

Practice presenting the *opposite* side of the issue, not the side you presented in the debate. Then answer the questions.

Which side did you believe in before? Which side do you believe in now? Did your opinion change? Why or why not?

Step 4 REFLECT

Checklist

✓ Check (✓) the things you learned in Chapter 9.

- I learned language for talking about about adventure travel.
- I understood speakers using promotional language.
- I presented a side in a debate on extreme tourism.

Discussion Question

Why do some people like to do dangerous things?

Look at the word bank for Unit 3. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗

Adjectives	Nouns	Verbs	
different	adventure	environment	cause
extreme	animal	forest	explore
good	art	garden	have
local	bridge	height	help
natural	building	language	learn
old	challenge	part	look
other	church	past	make
physical	city	picture	protect
	culture	plant	shop
	damage	risk	speak
	danger	structure	stay
	dark	town	take
	disaster	tunnel	tear
	dish	type	tell
	economy	wonder	visit

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

1. physical challenge
2. _____
3. _____
4. _____
5. _____
6. _____

B. Use the chart. Match verbs with nouns.

1. cause damage
2. _____
3. _____
4. _____
5. _____
6. _____

C. Use the chart. Match verbs with adjective noun partners.

1. protect old buildings
2. _____
3. _____
4. _____
5. _____
6. _____

THE OXFORD 2000 ✎ LIST OF KEYWORDS

This is a list of the 2000 most important and useful words to learn at this stage in your language learning. These words have been carefully chosen by a group of language experts and experienced teachers, who have judged the words to be important and useful for three reasons.

- Words that are used very **frequently** (= very often) in English are included in this list. Frequency information has been gathered from the American English section of the Oxford English Corpus, which is a collection of written and spoken texts containing over 2 billion words.
- The keywords are frequent across a **range** of different types of text. This means that the keywords are often used in a variety of contexts, not just in newspapers or in scientific articles for example.
- The list includes some important words which are very **familiar** to most users of English, even though they are not used very frequently. These include, for example, words which are useful for explaining what you mean when you do not know the exact word for something.

Names of people, places, etc. beginning with a capital letter are not included in the list of 2000 keywords. Keywords which are not included in the list are numbers, days of the week, and the months of the year.

A

a, an *indefinite article*
ability *n.*
able *adj.*
about *adv., prep.*
above *prep., adv.*
absolutely *adv.*
academic *adj.*
accept *v.*
acceptable *adj.*
accident *n.*
by accident
according to *prep.*
account *n.*
accurate *adj.*
accuse *v.*
achieve *v.*
achievement *n.*
acid *n.*
across *adv., prep.*
act *n., v.*
action *n.*
active *adj.*
activity *n.*
actor, actress *n.*
actual *adj.*
actually *adv.*
add *v.*
address *n.*
admire *v.*
admit *v.*
adult *n.*
advanced *adj.*
advantage *n.*
adventure *n.*
advertisement *n.*
advice *n.*

advise *v.*
affect *v.*
afford *v.*
afraid *adj.*
after *prep., conj., adv.*
afternoon *n.*
afterward *adv.*
again *adv.*
against *prep.*
age *n.*
aged *adj.*
ago *adv.*
agree *v.*
agreement *n.*
ahead *adv.*
aim *n., v.*
air *n.*
airplane *n.*
airport *n.*
alarm *n.*
alcohol *n.*
alcoholic *adj.*
alive *adj.*
all *adj., pron., adv.*
allow *v.*
all right *adj., adv., exclamation*
almost *adv.*
alone *adj., adv.*
along *prep., adv.*
alphabet *n.*
already *adv.*
also *adv.*
although *conj.*
always *adv.*
among *prep.*
amount *n.*

amuse *v.*
analyze *v.*
analysis *n.*
ancient *adj.*
and *conj.*
anger *n.*
angle *n.*
angry *adj.*
animal *n.*
announce *v.*
another *adj., pron.*
answer *n., v.*
any *adj., pron., adv.*
anymore (*also any more*)
adv.
anyone (*also anybody*)
pron.
anything *pron.*
anyway *adv.*
anywhere *adv.*
apart *adv.*
apartment *n.*
apparently *adv.*
appear *v.*
appearance *n.*
apple *n.*
apply *v.*
appointment *n.*
appreciate *v.*
appropriate *adj.*
approve *v.*
area *n.*
argue *v.*
argument *n.*
arm *n.*
army *n.*
around *adv., prep.*

arrange *v.*
arrangement *n.*
arrest *v.*
arrive *v.*
arrow *n.*
art *n.*
article *n.*
artificial *adj.*
artist *n.*
artistic *adj.*
as *prep., conj.*
ashamed *adj.*
ask *v.*
asleep *adj.*
at *prep.*
atmosphere *n.*
atom *n.*
attach *v.*
attack *n., v.*
attention *n.*
apart *adv.*
attitude *n.*
attract *v.*
attractive *adj.*
aunt *n.*
authority *n.*
available *adj.*
average *adj., n.*
avoid *v.*
awake *adj.*
aware *adj.*
away *adv.*

B

baby *n.*
back *n., adj., adv.*
backward *adv.*
bad *adj.*

The Oxford 2000 List of Keywords

- badly *adv.*
 bag *n.*
 bake *v.*
 balance *n.*
 ball *n.*
 band *n.*
 bank *n.*
 bar *n.*
 base *n., v.*
 baseball *n.*
 basic *adj.*
 basis *n.*
 bath *n.*
 bathroom *n.*
 be *v.*
 beach *n.*
 bear *v.*
 beard *n.*
 beat *v.*
 beautiful *adj.*
 beauty *n.*
 because *conj.*
 become *v.*
 bed *n.*
 bedroom *n.*
 beer *n.*
 before *prep., conj., adv.*
 begin *v.*
 beginning *n.*
 behave *v.*
 behavior *n.*
 behind *prep., adv.*
 belief *n.*
 believe *v.*
 bell *n.*
 belong *v.*
 below *prep., adv.*
 belt *n.*
 bend *v.*
 benefit *n.*
 beside *prep.*
 best *adj., adv., n.*
 better *adj., adv.*
 between *prep., adv.*
 beyond *prep., adv.*
 bicycle *n.*
 big *adj.*
 bill *n.*
 bird *n.*
 birth *n.*
 birthday *n.*
 bite *v.*
 bitter *adj.*
 black *adj.*
 blame *v.*
 block *n.*
 blood *n.*
 blow *v., n.*
 blue *adj., n.*
- board *n.*
 boat *n.*
 body *n.*
 boil *v.*
 bomb *n., v.*
 bone *n.*
 book *n.*
 boot *n.*
 border *n.*
 bored *adj.*
 boring *adj.*
 born: be born *v.*
 borrow *v.*
 boss *n.*
 both *adj., pron.*
 bother *v.*
 bottle *n.*
 bottom *n.*
 bowl *n.*
 box *n.*
 boy *n.*
 boyfriend *n.*
 brain *n.*
 branch *n.*
 brave *adj.*
 bread *n.*
 break *v.*
 breakfast *n.*
 breath *n.*
 breathe *v.*
 brick *n.*
 bridge *n.*
 brief *adj.*
 bright *adj.*
 bring *v.*
 broken *adj.*
 brother *n.*
 brown *adj., n.*
 brush *n., v.*
 bubble *n.*
 build *v.*
 building *n.*
 bullet *n.*
 burn *v.*
 burst *v.*
 bury *v.*
 bus *n.*
 bush *n.*
 business *n.*
 busy *adj.*
 but *conj.*
 butter *n.*
 button *n.*
 buy *v.*
 by *prep.*
 bye *exclamation*
- C**
 cabinet *n.*
 cake *n.*
 calculate *v.*
 call *v., n.*
 calm *adj.*
 camera *n.*
 camp *n., v.*
 can *modal v., n.*
 cancel *v.*
 candy *n.*
 capable *adj.*
 capital *n.*
 car *n.*
 card *n.*
 care *n., v.*
 take care of
 care for
 career *n.*
 careful *adj.*
 carefully *adv.*
 careless *adj.*
 carelessly *adv.*
 carry *v.*
 case *n.*
 in case (of)
 cash *n.*
 cat *n.*
 catch *v.*
 cause *n., v.*
 CD *n.*
 ceiling *n.*
 celebrate *v.*
 cell *n.*
 cell phone *n.*
 cent *n.*
 center *n.*
 centimeter *n.*
 central *adj.*
 century *n.*
 ceremony *n.*
 certain *adj.*
 certainly *adv.*
 chain *n., v.*
 chair *n.*
 challenge *n.*
 chance *n.*
 change *v., n.*
 character *n.*
 characteristic *n.*
 charge *n., v.*
 charity *n.*
 chase *v., n.*
 cheap *adj.*
 cheat *v.*
 check *v., n.*
 cheek *n.*
 cheese *n.*
 chemical *adj., n.*
 chemistry *n.*
 chest *n.*
- chicken *n.*
 chief *adj., n.*
 child *n.*
 childhood *n.*
 chin *n.*
 chocolate *n.*
 choice *n.*
 choose *v.*
 church *n.*
 cigarette *n.*
 circle *n.*
 citizen *n.*
 city *n.*
 class *n.*
 clean *adj., v.*
 clear *adj., v.*
 clearly *adv.*
 climate *n.*
 climb *v.*
 clock *n.*
 close /kloʊs/ *adj., adv.*
 close /kloʊz/ *v.*
 closed *adj.*
 cloth *n.*
 clothes *n.*
 clothing *n.*
 cloud *n.*
 club *n.*
 coast *n.*
 coat *n.*
 coffee *n.*
 coin *n.*
 cold *adj., n.*
 collect *v.*
 collection *n.*
 college *n.*
 color *n., v.*
 column *n.*
 combination *n.*
 combine *v.*
 come *v.*
 comfortable *adj.*
 command *n.*
 comment *n., v.*
 common *adj.*
 communicate *v.*
 communication *n.*
 community *n.*
 company *n.*
 compare *v.*
 comparison *n.*
 competition *n.*
 complain *v.*
 complaint *n.*
 complete *adj.*
 completely *adv.*
 complicated *adj.*
 computer *n.*
 concentrate *v.*

concert *n.*
conclusion *n.*
condition *n.*
confidence *n.*
confident *adj.*
confuse *v.*
confused *adj.*
connect *v.*
connection *n.*
conscious *adj.*
consider *v.*
consist *v.*
constant *adj.*
contact *n., v.*
contain *v.*
container *n.*
continent *n.*
continue *v.*
continuous *adj.*
contract *n.*
contrast *n.*
contribute *v.*
control *n., v.*
convenient *adj.*
conversation *n.*
convince *v.*
cook *v.*
cookie *n.*
cooking *n.*
cool *adj.*
copy *n., v.*
corner *n.*
correct *adj., v.*
correctly *adv.*
cost *n., v.*
cotton *n.*
cough *v.*
could *modal v.*
count *v.*
country *n.*
county *n.*
couple *n.*
course *n.*
 of course
court *n.*
cousin *n.*
cover *v., n.*
covering *n.*
cow *n.*
crack *v.*
crash *n., v.*
crazy *adj.*
cream *n., adj.*
create *v.*
credit card *n.*
crime *n.*
criminal *adj., n.*
crisis *n.*
criticism *n.*

criticize *v.*
cross *v.*
crowd *n.*
cruel *adj.*
crush *v.*
cry *v.*
culture *n.*
cup *n.*
curly *adj.*
curve *n.*
curved *adj.*
custom *n.*
customer *n.*
cut *v., n.*

D
dad *n.*
damage *n., v.*
dance *n., v.*
dancer *n.*
danger *n.*
dangerous *adj.*
dark *adj., n.*
date *n.*
daughter *n.*
day *n.*
dead *adj.*
deal *v.*
dear *adj.*
death *n.*
debt *n.*
decide *v.*
decision *n.*
decorate *v.*
deep *adj.*
deeply *adv.*
defeat *v.*
definite *adj.*
definitely *adv.*
definition *n.*
degree *n.*
deliberately *adv.*
deliver *v.*
demand *n., v.*
dentist *n.*
deny *v.*
department *n.*
depend *v.*
depression *n.*
describe *v.*
description *n.*
desert *n.*
deserve *v.*
design *n., v.*
desk *n.*
despite *prep.*
destroy *v.*
detail *n.*
 in detail

determination *n.*
determined *adj.*
develop *v.*
development *n.*
device *n.*
diagram *n.*
dictionary *n.*
die *v.*
difference *n.*
different *adj.*
difficult *adj.*
difficulty *n.*
dig *v.*
dinner *n.*
direct *adj., adv., v.*
direction *n.*
directly *adv.*
dirt *n.*
dirty *adj.*
disadvantage *n.*
disagree *v.*
disagreement *n.*
disappear *v.*
disappoint *v.*
disaster *n.*
discover *v.*
discuss *v.*
discussion *n.*
disease *n.*
disgusting *adj.*
dish *n.*
dishonest *adj.*
disk *n.*
distance *n.*
distant *adj.*
disturb *v.*
divide *v.*
division *n.*
divorce *n., v.*
do *v., auxiliary v.*
doctor *n. (abbr. Dr.)*
document *n.*
dog *n.*
dollar *n.*
door *n.*
dot *n.*
double *adj.*
doubt *n.*
down *adv., prep.*
downstairs *adv., adj.*
downward *adv.*
draw *v.*
drawer *n.*
drawing *n.*
dream *n., v.*
dress *n., v.*
drink *n., v.*
drive *v., n.*
driver *n.*

drop *v., n.*
drug *n.*
dry *adj., v.*
during *prep.*
dust *n.*
duty *n.*
DVD *n.*

E
each *adj., pron.*
each other *pron.*
ear *n.*
early *adj., adv.*
earn *v.*
earth *n.*
easily *adv.*
east *n., adj., adv.*
eastern *adj.*
easy *adj.*
eat *v.*
economic *adj.*
economy *n.*
economy *n.*
edge *n.*
educate *v.*
education *n.*
effect *n.*
effort *n.*
e.g. *abbr.*
egg *n.*
either *adj., pron., adv.*
election *n.*
electric *adj.*
electrical *adj.*
electricity *n.*
electronic *adj.*
else *adv.*
e-mail (*also* email) *n., v.*
embarrass *v.*
embarrassed *adj.*
emergency *n.*
emotion *n.*
employ *v.*
employment *n.*
empty *adj.*
encourage *v.*
end *n., v.*
 in the end
enemy *n.*
energy *n.*
engine *n.*
enjoy *v.*
enjoyable *adj.*
enjoyment *n.*
enough *adj., pron., adv.*
enter *v.*
entertain *v.*
entertainment *n.*
enthusiasm *n.*
enthusiastic *adj.*

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entrance *n.*
environment *n.*
equal *adj.*
equipment *n.*
error *n.*
escape *v.*
especially *adv.*
essential *adj.*
etc. *abbr.*
even *adv.*
evening *n.*
event *n.*
ever *adv.*
every *adj.*
everybody *pron.*
everyone *pron.*
everything *pron.*
everywhere *adv.*
evidence *n.*
evil *adj.*
exact *adj.*
exactly *adv.*
exaggerate *v.*
exam *n.*
examination *n.*
examine *v.*
example *n.*
excellent *adj.*
except *prep.*
exchange *v., n.*
excited *adj.*
excitement *n.*
exciting *adj.*
excuse *n., v.*
exercise *n.*
exist *v.*
exit *n.*
expect *v.*
expensive *adj.*
experience *n., v.*
experiment *n.*
expert *n.*
explain *v.*
explanation *n.*
explode *v.*
explore *v.*
explosion *n.*
expression *n.*
extra *adj., adv.*
extreme *adj.*
extremely *adv.*
eye *n.*

F

face *n., v.*
fact *n.*
factory *n.*
fail *v.*
failure *n.*

fair *adj.*
fall *v., n.*
false *adj.*
familiar *adj.*
family *n.*
famous *adj.*
far *adv., adj.*
farm *n.*
farmer *n.*
fashion *n.*
fashionable *adj.*
fast *adj., adv.*
fasten *v.*
fat *adj., n.*
father *n.*
fault *n.*
favor *n.*
 in favor
favorite *adj., n.*
fear *n., v.*
feather *n.*
feature *n.*
feed *v.*
feel *v.*
feeling *n.*
female *adj.*
fence *n.*
festival *n.*
few *adj., pron.*
 a few
field *n.*
fight *v., n.*
figure *n.*
file *n.*
fill *v.*
film *n.*
final *adj.*
finally *adv.*
financial *adj.*
find *v.*
 find out sth
fine *adj.*
finger *n.*
finish *v.*
fire *n., v.*
firm *n., adj.*
firmly *adv.*
first *adj., adv., n.*
 at first
fish *n.*
fit *v., adj.*
fix *v.*
fixed *adj.*
flag *n.*
flame *n.*
flash *v.*
flat *adj.*
flavor *n.*
flight *n.*

float *v.*
flood *n.*
floor *n.*
flour *n.*
flow *v.*
flower *n.*
fly *v.*
fold *v.*
follow *v.*
food *n.*
foot *n.*
football *n.*
for *prep.*
force *n., v.*
foreign *adj.*
forest *n.*
forever *adv.*
forget *v.*
forgive *v.*
fork *n.*
form *n., v.*
formal *adj.*
forward *adv.*
frame *n.*
free *adj., v., adv.*
freedom *n.*
freeze *v.*
fresh *adj.*
friend *n.*
friendly *adj.*
friendship *n.*
frighten *v.*
from *prep.*
front *n., adj.*
 in front
frozen *adj.*
fruit *n.*
fry *v.*
fuel *n.*
full *adj.*
fully *adv.*
fun *n., adj.*
funny *adj.*
fur *n.*
furniture *n.*
further *adj., adv.*
future *n., adj.*

G

gain *v.*
gallon *n.*
game *n.*
garbage *n.*
garden *n.*
gas *n.*
gate *n.*
general *adj.*
 in general
generally *adv.*

generous *adj.*
gentle *adj.*
gently *adv.*
gentleman *n.*
get *v.*
gift *n.*
girl *n.*
girlfriend *n.*
give *v.*
glass *n.*
glasses *n.*
global *adj.*
glove *n.*
go *v.*
goal *n.*
god *n.*
gold *n., adj.*
good *adj., n.*
goodbye *exclamation*
goods *n.*
govern *v.*
government *n.*
grade *n., v.*
grain *n.*
gram *n.*
grammar *n.*
grandchild *n.*
grandfather *n.*
grandmother *n.*
grandparent *n.*
grass *n.*
grateful *adj.*
gray *adj., n.*
great *adj.*
green *adj., n.*
groceries *n.*
ground *n.*
group *n.*
grow *v.*
growth *n.*
guard *n., v.*
guess *v.*
guest *n.*
guide *n.*
guilty *adj.*
gun *n.*

H

habit *n.*
hair *n.*
half *n., adj., pron., adv.*
hall *n.*
hammer *n.*
hand *n.*
handle *v., n.*
hang *v.*
happen *v.*
happiness *n.*
happy *adj.*

hard *adj., adv.*
hardly *adv.*
harm *n., v.*
harmful *adj.*
hat *n.*
hate *v., n.*
have *v.*
 have to *modal v.*
he *pron.*
head *n.*
health *n.*
healthy *adj.*
hear *v.*
heart *n.*
heat *n., v.*
heavy *adj.*
height *n.*
hello *exclamation*
help *v., n.*
helpful *adj.*
her *pron., adj.*
here *adv.*
hers *pron.*
herself *pron.*
hide *v.*
high *adj., adv.*
highly *adv.*
high school *n.*
highway *n.*
hill *n.*
him *pron.*
himself *pron.*
hire *v.*
his *adj., pron.*
history *n.*
hit *v., n.*
hold *v., n.*
hole *n.*
holiday *n.*
home *n., adv.*
honest *adj.*
hook *n.*
hope *v., n.*
horn *n.*
horse *n.*
hospital *n.*
hot *adj.*
hotel *n.*
hour *n.*
house *n.*
how *adv.*
however *adv.*
huge *adj.*
human *adj., n.*
humor *n.*
hungry *adj.*
hunt *v.*
hurry *v., n.*
hurt *v.*

husband *n.*

I

I *pron.*
ice *n.*
idea *n.*
identify *v.*
if *conj.*
ignore *v.*
illegal *adj.*
illegally *adv.*
illness *n.*
image *n.*
imagination *n.*
imagine *v.*
immediate *adj.*
immediately *adv.*
impatient *adj.*
importance *n.*
important *adj.*
impossible *adj.*
impress *v.*
impression *n.*
improve *v.*
improvement *n.*
in *prep., adv.*
inch *n.*
include *v.*
including *prep.*
increase *v., n.*
indeed *adv.*
independent *adj.*
individual *adj.*
industry *n.*
infection *n.*
influence *n.*
inform *v.*
informal *adj.*
information *n.*
injure *v.*
injury *n.*
insect *n.*
inside *prep., adv., n., adj.*
instead *adv., prep.*
instruction *n.*
instrument *n.*
insult *v., n.*
intelligent *adj.*
intend *v.*
intention *n.*
interest *n., v.*
interested *adj.*
interesting *adj.*
international *adj.*
Internet *n.*
interrupt *v.*
interview *n.*
into *prep.*
introduce *v.*

introduction *n.*
invent *v.*
investigate *v.*
invitation *n.*
invite *v.*
involve *v.*
iron *n.*
island *n.*
issue *n.*
it *pron.*
item *n.*
its *adj.*
itself *pron.*

J

jacket *n.*
jeans *n.*
jewelry *n.*
job *n.*
join *v.*
joke *n., v.*
judge *n., v.*
judgment (*also* judgement) *n.*
juice *n.*
jump *v.*
just *adv.*

K

keep *v.*
key *n.*
kick *v., n.*
kid *n., v.*
kill *v.*
kilogram (*also* kilo) *n.*
kilometer *n.*
kind *n., adj.*
kindness *n.*
king *n.*
kiss *v., n.*
kitchen *n.*
knee *n.*
knife *n.*
knock *v., n.*
knot *n.*
know *v.*
knowledge *n.*

L

lack *n.*
lady *n.*
lake *n.*
lamp *n.*
land *n., v.*
language *n.*
large *adj.*
last *adj., adv., n., v.*
late *adj., adv.*
later *adv.*

laugh *v.*
laundry *n.*
law *n.*
lawyer *n.*
lay *v.*
layer *n.*
lazy *adj.*
lead /lɪd/ *v.*
leader *n.*
leaf *n.*
lean *v.*
learn *v.*
least *adj., pron., adv.*
 at least
leather *n.*
leave *v.*
left *adj., adv., n.*
leg *n.*
legal *adj.*
legally *adv.*
lemon *n.*
lend *v.*
length *n.*
less *adj., pron., adv.*
lesson *n.*
let *v.*
letter *n.*
level *n.*
library *n.*
lid *n.*
lie *v., n.*
life *n.*
lift *v.*
light *n., adj., v.*
lightly *adv.*
like *prep., v., conj.*
likely *adj.*
limit *n., v.*
line *n.*
lip *n.*
liquid *n., adj.*
list *n., v.*
listen *v.*
liter *n.*
literature *n.*
little *adj., pron., adv.*
a little
live /lɪv/ *v.*
living *adj.*
load *n., v.*
loan *n.*
local *adj.*
lock *v., n.*
lonely *adj.*
long *adj., adv.*
look *v., n.*
loose *adj.*
lose *v.*
loss *n.*

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lost *adj.*
lot *pron., adv.*
 a lot (of)
 lots (of)
loud *adj.*
loudly *adv.*
love *n., v.*
low *adj., adv.*
luck *n.*
lucky *adj.*
lump *n.*
lunch *n.*

M

machine *n.*
magazine *n.*
magic *n., adj.*
mail *n., v.*
main *adj.*
mainly *adv.*
make *v.*
male *adj., n.*
man *n.*
manage *v.*
manager *n.*
many *adj., pron.*
map *n.*
mark *n., v.*
market *n.*
marriage *n.*
married *adj.*
marry *v.*
match *n., v.*
material *n.*
math *n.*
mathematics *n.*
matter *n., v.*
may *modal v.*
maybe *adv.*
me *pron.*
meal *n.*
mean *v.*
meaning *n.*
measure *v., n.*
measurement *n.*
meat *n.*
medical *adj.*
medicine *n.*
medium *adj.*
meet *v.*
meeting *n.*
melt *v.*
member *n.*
memory *n.*
mental *adj.*
mention *v.*
mess *n.*
message *n.*
messy *adj.*

metal *n.*
method *n.*
meter *n.*
middle *n., adj.*
midnight *n.*
might *modal v.*
mile *n.*
milk *n.*
mind *n., v.*
mine *pron.*
minute *n.*
mirror *n.*
Miss *n.*
miss *v.*
missing *adj.*
mistake *n.*
mix *v.*
mixture *n.*
model *n.*
modern *adj.*
mom *n.*
moment *n.*
money *n.*
month *n.*
mood *n.*
moon *n.*
moral *adj.*
morally *adv.*
more *adj., pron., adv.*
morning *n.*
most *adj., pron., adv.*
mostly *adv.*
mother *n.*
motorcycle *n.*
mountain *n.*
mouse *n.*
mouth *n.*
move *v., n.*
movement *n.*
movie *n.*
Mr. *abbr.*
Mrs. *abbr.*
Ms. *abbr.*
much *adj., pron., adv.*
mud *n.*
multiply *v.*
murder *n., v.*
muscle *n.*
museum *n.*
music *n.*
musical *adj.*
musician *n.*
must *modal v.*
my *adj.*
myself *pron.*
mysterious *adj.*

N

nail *n.*

name *n., v.*
narrow *adj.*
nation *n.*
national *adj.*
natural *adj.*
nature *n.*
navy *n.*
near *adj., adv., prep.*
nearby *adj., adv.*
nearly *adv.*
neat *adj.*
neatly *adv.*
necessary *adj.*
neck *n.*
need *v., n.*
needle *n.*
negative *adj.*
neighbor *n.*
neither *adj., pron., adv.*
nerve *n.*
nervous *adj.*
net *n.*
never *adv.*
new *adj.*
news *n.*
newspaper *n.*
next *adj., adv., n.*
nice *adj.*
night *n.*
no *exclamation, adj.*
nobody *pron.*
noise *n.*
noisy *adj.*
noisily *adv.*
none *pron.*
nonsense *n.*
no one *pron.*
nor *conj.*
normal *adj.*
normally *adv.*
north *n., adj., adv.*
northern *adj.*
nose *n.*
not *adv.*
note *n.*
nothing *pron.*
notice *v.*
novel *n.*
now *adv.*
nowhere *adv.*
nuclear *adj.*
number (*abbr.* No., no.) *n.*
nurse *n.*
nut *n.*

O

object *n.*
obtain *v.*
obvious *adj.*

occasion *n.*
occur *v.*
ocean *n.*
o'clock *adv.*
odd *adj.*
of *prep.*
off *adv., prep.*
offense *n.*
offer *v., n.*
office *n.*
officer *n.*
official *adj., n.*
officially *adv.*
often *adv.*
oh *exclamation*
oil *n.*
OK (*also okay*)
 exclamation, adj., adv.
old *adj.*
old-fashioned *adj.*
on *prep., adv.*
once *adv., conj.*
one *number, adj., pron.*
onion *n.*
only *adj., adv.*
onto *prep.*
open *adj., v.*
operate *v.*
operation *n.*
opinion *n.*
opportunity *n.*
opposite *adj., adv., n., prep.*
or *conj.*
orange *n., adj.*
order *n., v.*
ordinary *adj.*
organization *n.*
organize *v.*
organized *adj.*
original *adj., n.*
other *adj., pron.*
otherwise *adv.*
ought to *modal v.*
ounce *n.*
our *adj.*
ours *pron.*
ourselves *pron.*
out *adj., adv.*
out of *prep.*
outside *n., adj., prep., adv.*
oven *n.*
over *adv., prep.*
owe *v.*
own *adj., pron., v.*
owner *n.*

P

pack *v., n.*
package *n.*

page *n.*
pain *n.*
painful *adj.*
paint *n., v.*
painter *n.*
painting *n.*
pair *n.*
pale *adj.*
pan *n.*
pants *n.*
paper *n.*
parent *n.*
park *n., v.*
part *n.*
 take part (in)
particular *adj.*
particularly *adv.*
partly *adv.*
partner *n.*
party *n.*
pass *v.*
passage *n.*
passenger *n.*
passport *n.*
past *adj., n., prep., adv.*
path *n.*
patient *n., adj.*
pattern *n.*
pause *v.*
pay *v., n.*
payment *n.*
peace *n.*
peaceful *adj.*
pen *n.*
pencil *n.*
people *n.*
perfect *adj.*
perform *v.*
performance *n.*
perhaps *adv.*
period *n.*
permanent *adj.*
permission *n.*
person *n.*
personal *adj.*
personality *n.*
persuade *v.*
pet *n.*
phone *n.*
photo *n.*
photograph *n.*
phrase *n.*
physical *adj.*
physically *adv.*
piano *n.*
pick *v.*
 pick sth up
picture *n.*
piece *n.*

pig *n.*
pile *n.*
pilot *n.*
pin *n.*
pink *adj., n.*
pint *n.*
pipe *n.*
place *n., v.*
 take place
plain *adj.*
plan *n., v.*
plane *n.*
planet *n.*
plant *n., v.*
plastic *n.*
plate *n.*
play *v., n.*
player *n.*
pleasant *adj.*
please *exclamation, v.*
pleased *adj.*
pleasure *n.*
plenty *pron.*
pocket *n.*
poem *n.*
poetry *n.*
point *n., v.*
pointed *adj.*
poison *n., v.*
poisonous *adj.*
police *n.*
polite *adj.*
politely *adv.*
political *adj.*
politician *n.*
politics *n.*
pollution *n.*
pool *n.*
poor *adj.*
popular *adj.*
port *n.*
position *n.*
positive *adj.*
possibility *n.*
possible *adj.*
possibly *adv.*
post *n.*
pot *n.*
potato *n.*
pound *n.*
pour *v.*
powder *n.*
power *n.*
powerful *adj.*
practical *adj.*
practice *n., v.*
prayer *n.*
prefer *v.*
pregnant *adj.*

preparation *n.*
prepare *v.*
present *adj., n., v.*
president *n.*
press *n., v.*
pressure *n.*
pretend *v.*
pretty *adv., adj.*
prevent *v.*
previous *adj.*
price *n.*
priest *n.*
principal *n.*
print *v.*
priority *n.*
prison *n.*
prisoner *n.*
private *adj.*
prize *n.*
probable *adj.*
probably *adv.*
problem *n.*
process *n.*
produce *v.*
product *n.*
production *n.*
professional *adj.*
profit *n.*
program *n.*
progress *n.*
project *n.*
promise *v., n.*
pronunciation *n.*
proof *n.*
proper *adj.*
property *n.*
protect *v.*
protection *n.*
protest *n.*
proud *adj.*
prove *v.*
provide *v.*
public *adj., n.*
 publicly *adv.*
publish *v.*
pull *v.*
punish *v.*
punishment *n.*
pure *adj.*
purple *adj., n.*
purpose *n.*
 on purpose
push *v., n.*
put *v.*

Q
quality *n.*
quantity *n.*
quarter *n.*

queen *n.*
question *n., v.*
quick *adj.*
quickly *adv.*
quiet *adj.*
quietly *adv.*
quite *adv.*

R
race *n., v.*
radio *n.*
railroad *n.*
rain *n., v.*
raise *v.*
rare *adj.*
rarely *adv.*
rate *n.*
rather *adv.*
reach *v.*
reaction *n.*
read *v.*
ready *adj.*
real *adj.*
reality *n.*
realize *v.*
really *adv.*
reason *n.*
reasonable *adj.*
receive *v.*
recent *adj.*
recently *adv.*
recognize *v.*
recommend *v.*
record *n., v.*
recover *v.*
red *adj., n.*
reduce *v.*
refer to *v.*
refuse *v.*
region *n.*
regular *adj.*
regularly *adv.*
relation *n.*
relationship *n.*
relax *v.*
relaxed *adj.*
release *v.*
relevant *adj.*
relief *n.*
religion *n.*
religious *adj.*
rely *v.*
remain *v.*
remark *n.*
remember *v.*
remind *v.*
remove *v.*
rent *n., v.*
repair *v., n.*

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repeat *v.*
replace *v.*
reply *n., v.*
report *v., n.*
reporter *n.*
represent *v.*
request *n., v.*
require *v.*
rescue *v.*
research *n., v.*
reservation *n.*
respect *n., v.*
responsibility *n.*
responsible *adj.*
rest *n., v.*
restaurant *n.*
result *n., v.*
return *v., n.*
rice *n.*
rich *adj.*
rid *v.:* get rid of
ride *v., n.*
right *adj., adv., n.*
ring *n., v.*
rise *n., v.*
risk *n., v.*
river *n.*
road *n.*
rob *v.*
rock *n.*
role *n.*
roll *n., v.*
romantic *adj.*
roof *n.*
room *n.*
root *n.*
rope *n.*
rough *adj.*
round *adj.*
route *n.*
row *n.*
royal *adj.*
rub *v.*
rubber *n.*
rude *adj.*
 rudely *adv.*
ruin *v.*
rule *n., v.*
run *v., n.*
rush *v.*

S

sad *adj.*
sadness *n.*
safe *adj.*
safely *adv.*
safety *n.*
sail *v.*
salad *n.*
sale *n.*
salt *n.*
same *adj., pron.*
sand *n.*
satisfaction *n.*
satisfied *adj.*
sauce *n.*
save *v.*
say *v.*
scale *n.*
scare *v.*
scared *adj.*
scary *adj.*
schedule *n.*
school *n.*
science *n.*
scientific *adj.*
scientist *n.*
scissors *n.*
score *n., v.*
scratch *v., n.*
screen *n.*
search *n., v.*
season *n.*
seat *n.*
second *adj., adv., n.*
secret *adj., n.*
secretary *n.*
secretly *adv.*
section *n.*
see *v.*
seed *n.*
seem *v.*
sell *v.*
send *v.*
senior *adj.*
sense *n.*
sensible *adj.*
sensitive *adj.*
sentence *n.*
separate *adj., v.*
separately *adv.*
series *n.*
serious *adj.*
serve *v.*
service *n.*
set *n., v.*
settle *v.*
several *adj., pron.*
sew *v.*
sex *n.*
sexual *adj.*
shade *n.*
shadow *n.*
shake *v.*
shame *n.*
shape *n., v.*
 shaped *adj.*
share *v., n.*

sharp *adj.*
she *pron.*
sheep *n.*
sheet *n.*
shelf *n.*
shell *n.*
shine *v.*
shiny *adj.*
ship *n.*
shirt *n.*
shock *n., v.*
shoe *n.*
shoot *v.*
shop *v.*
shopping *n.*
short *adj.*
shot *n.*
should *modal v.*
shoulder *n.*
shout *v., n.*
show *v., n.*
shower *n.*
shut *v.*
shy *adj.*
sick *adj.*
side *n.*
sight *n.*
sign *n., v.*
signal *n.*
silence *n.*
silly *adj.*
silver *n., adj.*
similar *adj.*
simple *adj.*
since *prep., conj., adv.*
sing *v.*
singer *n.*
single *adj.*
sink *v.*
sir *n.*
sister *n.*
sit *v.*
situation *n.*
size *n.*
skill *n.*
skin *n.*
skirt *n.*
sky *n.*
sleep *v., n.*
sleeve *n.*
slice *n.*
slide *v.*
slightly *adv.*
slip *v.*
slow *adj.*
slowly *adv.*
small *adj.*
smell *v., n.*
smile *v., n.*

smoke *n., v.*
smooth *adj.*
 smoothly *adv.*
snake *n.*
snow *n., v.* ✱
so *adv., conj.*
soap *n.*
social *adj.*
society *n.*
sock *n.*
soft *adj.*
soil *n.*
soldier *n.*
solid *adj., n.*
solution *n.*
solve *v.*
some *adj., pron.*
somebody *pron.*
somehow *adv.*
someone *pron.*
something *pron.*
sometimes *adv.*
somewhere *adv.*
son *n.*
song *n.*
soon *adv.*
 as soon as
sore *adj.*
sorry *adj.*
sort *n., v.*
sound *n., v.*
soup *n.*
south *n., adj., adv.*
southern *adj.*
space *n.*
speak *v.*
speaker *n.*
special *adj.*
speech *n.*
speed *n.*
spell *v.*
spend *v.*
spice *n.*
spider *n.*
spirit *n.*
spoil *v.*
spoon *n.*
sport *n.*
spot *n.*
spread *v.*
spring *n.*
square *adj., n.*
stage *n.*
stair *n.*
stamp *n.*
stand *v., n.*
standard *n., adj.*
star *n.*
stare *v.*

start *v., n.*
state *n., v.*
statement *n.*
station *n.*
stay *v.*
steady *adj.*
steal *v.*
steam *n.*
step *n., v.*
stick *v., n.*
sticky *adj.*
still *adv., adj.*
stomach *n.*
stone *n.*
stop *v., n.*
store *n., v.*
storm *n.*
story *n.*
stove *n.*
straight *adv., adj.*
strange *adj.*
street *n.*
strength *n.*
stress *n.*
stretch *v.*
strict *adj.*
string *n.*
strong *adj.*
strongly *adv.*
structure *n.*
struggle *v., n.*
student *n.*
study *n., v.*
stuff *n.*
stupid *adj.*
style *n.*
subject *n.*
substance *n.*
succeed *v.*
success *n.*
successful *adj.*
successfully *adv.*
such *adj.*
 such as
suck *v.*
sudden *adj.*
suddenly *adv.*
suffer *v.*
sugar *n.*
suggest *v.*
suggestion *n.*
suit *n.*
suitable *adj.*
sum *n.*
summer *n.*
sun *n.*
supply *n.*
support *n., v.*
suppose *v.*

sure *adj., adv.*
surface *n.*
surprise *n., v.*
surprised *adj.*
surround *v.*
survive *v.*
swallow *v.*
swear *v.*
sweat *n., v.*
sweet *adj.*
swim *v.*
switch *n., v.*
symbol *n.*
system *n.*

T
table *n.*
tail *n.*
take *v.*
talk *v., n.*
tall *adj.*
tape *n.*
task *n.*
taste *n., v.*
tax *n.*
tea *n.*
teach *v.*
teacher *n.*
team *n.*
tear /tɛr/ *v.*
tear /tɪr/ *n.*
technical *adj.*
technology *n.*
telephone *n.*
television *n.*
tell *v.*
temperature *n.*
temporary *adj.*
tend *v.*
terrible *adj.*
test *n., v.*
text *n.*
than *prep., conj.*
thank *v.*
thanks *n.*
thank you *n.*
that *adj., pron., conj.*
the *definite article*
theater *n.*
their *adj.*
theirs *pron.*
them *pron.*
themselves *pron.*
then *adv.*
there *adv.*
therefore *adv.*
they *pron.*
thick *adj.*
thin *adj.*

thing *n.*
think *v.*
thirsty *adj.*
this *adj., pron.*
though *conj., adv.*
thought *n.*
thread *n.*
threat *n.*
threaten *v.*
throat *n.*
through *prep., adv.*
throw *v.*
thumb *n.*
ticket *n.*
tie *v., n.*
tight *adj., adv.*
time *n.*
tire *n.*
tired *adj.*
title *n.*
to *prep., infinitive marker*
today *adv., n.*
toe *n.*
together *adv.*
toilet *n.*
tomato *n.*
tomorrow *adv., n.*
tongue *n.*
tonight *adv., n.*
too *adv.*
tool *n.*
tooth *n.*
top *n., adj.*
topic *n.*
total *adj., n.*
totally *adv.*
touch *v., n.*
tour *n.*
tourist *n.*
toward *prep.*
towel *n.*
town *n.*
toy *n.*
track *n.*
tradition *n.*
traffic *n.*
train *n., v.*
training *n.*
translate *v.*
transparent *adj.*
transportation *n.*
trash *n.*
travel *v., n.*
treat *v.*
treatment *n.*
tree *n.*
trial *n.*
trick *n.*
trip *n., v.*

trouble *n.*
truck *n.*
true *adj.*
trust *n., v.*
truth *n.*
try *v.*
tube *n.*
tune *n.*
tunnel *n.*
turn *v., n.*
TV *n.*
twice *adv.*
twist *v.*
type *n., v.*
typical *adj.*

U
ugly *adj.*
unable *adj.*
uncle *n.*
uncomfortable *adj.*
unconscious *adj.*
under *prep., adv.*
underground *adj., adv.*
understand *v.*
underwater *adj., adv.*
underwear *n.*
unemployment *n.*
unexpected *adj.*
unexpectedly *adv.*
unfair *adj.*
unfortunately *adv.*
unfriendly *adj.*
unhappy *adj.*
uniform *n.*
union *n.*
unit *n.*
universe *n.*
university *n.*
unkind *adj.*
unknown *adj.*
unless *conj.*
unlikely *adj.*
unlucky *adj.*
unpleasant *adj.*
until *conj., prep.*
unusual *adj.*
up *adv., prep.*
upper *adj.*
upset *v., adj.*
upstairs *adv., adj.*
upward *adv.*
urgent *adj.*
us *pron.*
use *v., n.*
used *adj.*
used to *modal v.*
useful *adj.*
user *n.*

The Oxford 2000 List of Keywords

usual *adj.*
usually *adv.*

V

vacation *n.*
valley *n.*
valuable *adj.*
value *n.*
variety *n.*
various *adj.*
vary *v.*
vegetable *n.*
vehicle *n.*
very *adv.*
video *n.*
view *n.*
violence *n.*
violent *adj.*
virtually *adv.*
visit *v., n.*
visitor *n.*
voice *n.*
volume *n.*
vote *n., v.*

W

wait *v.*
wake (up) *v.*
walk *v., n.*
wall *n.*
want *v.*
war *n.*
warm *adj., v.*
warn *v.*
wash *v.*
waste *v., n., adj.*
watch *v., n.*
water *n.*
wave *n., v.*
way *n.*
we *pron.*
weak *adj.*
weakness *n.*
weapon *n.*
wear *v.*
weather *n.*
website *n.*
wedding *n.*
week *n.*
weekend *n.*
weigh *v.*
weight *n.*
welcome *v.*
well *adv., adj., exclamation*
 as well (as)
west *n., adj., adv.*
western *adj.*
wet *adj.*
what *pron., adj.*

whatever *adj., pron., adv.*
wheel *n.*
when *adv., conj.*
whenever *conj.*
where *adv., conj.*
wherever *conj.*
whether *conj.*
which *pron., adj.*
while *conj., n.*
white *adj., n.*
who *pron.*
whoever *pron.*
whole *adj., n.*
whose *adj., pron.*
why *adv.*
wide *adj.*
wife *n.*
wild *adj.*
will *modal v., n.*
win *v.*
wind /wɪnd/ *n.*
window *n.*
wine *n.*
wing *n.*
winner *n.*
winter *n.*
wire *n.*
wish *v., n.*
with *prep.*
within *prep.*
without *prep.*
woman *n.*
wonder *v.*
wonderful *adj.*
wood *n.*
wooden *adj.*
wool *n.*
word *n.*
work *v., n.*
worker *n.*
world *n.*
worried *adj.*
worry *v.*
worse *adj., adv.*
worst *adj., adv., n.*
worth *adj.*
would *modal v.*
wrap *v.*
wrist *n.*
write *v.*
writer *n.*
writing *n.*
wrong *adj., adv.*

Y

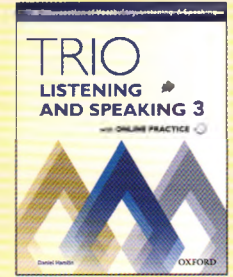
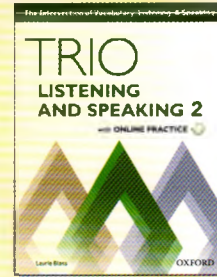
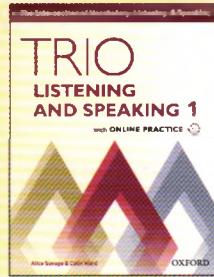
yard *n.*
year *n.*
yellow *adj., n.*
yes *exclamation*

yesterday *adv., n.*
yet *adv.*
you *pron.*
young *adj.*
your *adj.*
yours *pron.*
yourself *pron.*
youth *n.*

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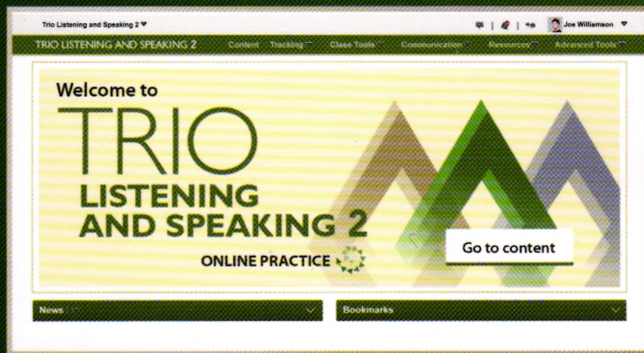


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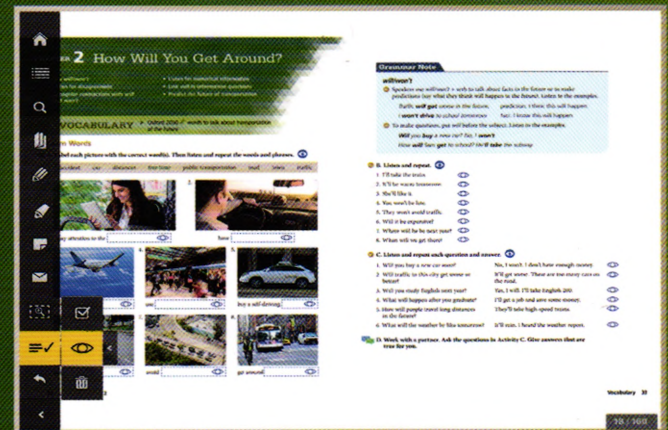
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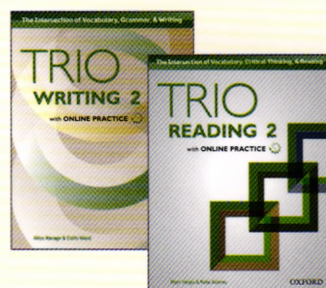
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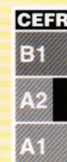
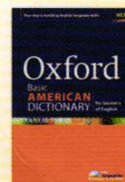
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