

ວິຊາຄູທົ່ວໄປ

ສາຍມັດທະຍົມ

# General English 2



# General English 2

## For

## Secondary school

ປຶ້ມຮຽບຮຽງ

ລະບົບ 12+4	ປີ 1	ພາກ II
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ຮຽບຮຽງ:

ນາງ ຫອມເພັດ ວໍລະສານ

ກວດແກ້:

ຊອ ປທ ຂັນໄຊ ໝິ່ນໂສພາ

ຊອ ປທ ນາງ ພິດສາຄອນ ຕານສະຫວັດ



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
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ສະພາວິທະຍາສາດ

ວິທະຍາໄລຄູສາລະວັນ  
ສະພາວິທະຍາສາດ

ໃບຮັບຮອງການກວດແກ້ບົດຮຽບຮຽງປຶ້ມ ວິຊາ ພາສາອັງກິດ2

ຊື່ຫົວຂໍ້: ວິຊາ ພາສາອັງກິດ2

ຫ້ອງການ: ວິທະຍາສາດສັງຄົມ

ຜູ້ຮຽບຮຽງປຶ້ມ

ທ່ານ ນາງ ຫອມເພັດ ວໍລະສານ

ຄະນະກຳມະການກວດແກ້ບົດ

ລາຍເຊັນ

ທ່ານ ຊອ ປທ ຂັນໄຊ ໜິ້ນໂສພາ

ທ່ານ ຊອ ນາງ ນວນຈັນ ດວງບຸດດາ

ທ່ານ ຊອ ນາງ ສິນນະຄອນ ສຸວັນນະໄລ

ທີ່, ສາລະວັນ, ວັນທີ .....

ຫ້ອງການວິທະຍາສາດສັງຄົມ

**ນ. ດາຊິງ ຈັນທະວົງສັກ**



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

ສະພາວິທະຍາສາດ

ວິທະຍາໄລຄຸສາລະວັນ

ສະພາວິທະຍາສາດ

ເລກທີ...17.....ສພ.ວສ

ໃບຮັບຮອງ

ອະນຸມັດຜ່ານການຮັບຮອງການຮຽບຮຽງປຶ້ມພາກວິຊາວິທະຍາສາດສັງຄົມ

- ອີງຕາມ: ຂໍ້ຕົກລົງວ່າດ້ວຍການຈັດຕັ້ງການເຄື່ອນໄຫວກິດຈະກຳສະພາວິທະຍາສາດຂອງວິທະຍາໄລຄຸສາລະວັນປະຈຳສົກຮຽນ 2022 – 2023

ຈາກຜົນການກວດສອບ, ກວດກາທາງດ້ານເນື້ອໃນ, ຫຼັກການຂອງບັນດາອະນຸກຳມະການເຫັນວ່າບົດຮຽບຮຽງປຶ້ມມີຄວາມຖືກຕ້ອງຕາມເນື້ອໃນຫຼັກສູດທີ່ໄດ້ກຳນົດ ແລະ ສະພາວິທະຍາສາດຈຶ່ງໄດ້ຮັບຮອງເອົາປຶ້ມເຫຼົ່ານີ້ເປັນສ່ວນໜຶ່ງໃນການສຶດສອນ ແລະ ຖືກນຳໃຊ້ເຂົ້າໃນກິດຈະກຳການຮຽນ - ການສອນໃນວິທະຍາໄລຄຸສາລະວັນ.

ຄະນະກຳມະການກວດສອບ

ລາຍເຊັນ

ທ່ານ ຊອ ປທ ຂັນໄຊ ໝິ່ນໂສພາ

ທ່ານ ຊອ ນາງ ນວນຈັນ ດວງບຸດດາ

ທ່ານ ຊອ ນາງ ສິນນະຄອນ ສຸວັນນະໄລ

ທີ່, ສາລະວັນ, ວັນທີ .....

ປະທານສະພາວິທະຍາສາດ

ອ.ຈນ. ສົມປອງ ແສນທະວິສາ

# **Introduction**

## **The new edition**

This book is a revision of Interchange one of the world's most successful and popular English courses. English 2 incorporates many improvements suggested by teacher and student from 12+4 system of secondary school. Some major changes include many new conversations, Snapshot, and Reading; more extensive, Grammar focus models and activities, a greater variety and amount of listening materials; extensive changes to the teacher's Edition, workbook and teacher quid.

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# Unit 1

## Please call me Chuck.

### 1. CONVERSATION      Introducing yourself

**Listen and practice.**

Elizabeth: Hello, I'm Elizabeth Mandel.

Chuck: Hi! My name is Charles Chang.

But please call me Chuck.

Elizabeth: Nice to meet you, Chuck.

You can call me Liz.

Chuck: OK. And what's your last name again?

Elizabeth: Mandel.



### 2. CHECKING INFORMATION

A      Match the question in column A with a responses in column B.

Listen and check. Then practice with a partner. Give your own information.

A

b

- |  |                            |
|--|----------------------------|
| 1. How do you pronounce your last name? .....    | a. C-CH-A-N-G.             |
| 2. Excuse me, What's your first name again?..... | b. It's Mandel, with the   |
| accent on333                                     | accent on 'del'.           |
| 3. How do you spell your last name?.....         | c. Well, everyone calls me |
| 2  | Chuck.                     |
| 4. What do people call me?.....                  | d. Oh, it's Amy.           |

B      **Group work** Make a list of names and nicknames for your group.

Introduce yourself with your full name. Use the expression above.

A: Hi! I'm Joseph Block. Please call me Joe.

B: OK, Joe. And what's your last name again?

A: It's Block.

### 3. Name and titles

A      Use a titles with a last name to address someone family.



	Titles	Single	Married
males:	Mr.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
females:	Ms.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Miss.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Mrs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Use a first name or nickname without a title to address someone informally.



B Listen to people talk to Chuck Chang, Elizabeth Mandel, and Amy Kim. Do they address them formally (F) or informally (I)?

1. .... 2. .... 3. ....
4. .... 5. .... 6. ....

#### 4. COVOESATION Introducing someone

A Listen and practice.

Tom: Paulo, who is that over there?

Paulo: oh, that my father! And that's my mother with him.

Tom: I'd like to meet them.

Paulo: Mom and dad, this is Tom Hayes.

Tom, these are my parents.

Tom: Please to meet you, Mr. and Mrs. Tavares.

Mrs. Tavares: Nice to meet you, Tom.

Paulo: my parents are here from Brazil.

They're on vacation.

Tom: oh, where are you from in Brazil?

Mr. Tavares: We're from Rio.



B **Group work** Take turn introducing a partner to others.

A: Juan, this is Maria. She's from Argentina.

B: Hi, Maria.



## 5. GRAMMAR FOCUS

### Wh-questions and statements with be

<b>What's</b> your name?	My name <b>is</b> Chuck.
<b>Where are</b> you from?	I'm from Taiwan.
<b>Who is</b> that?	His name <b>is</b> Tom.
<b>What's</b> her name	Her name <b>is</b> Amy.
<b>Where is</b> She from?	She's from Korea.
<b>Where are</b> you from?	We're from United States.
<b>Who are</b> they?	They're Amy parents.
<b>What are</b> their names?	Their names are Mr. and Mrs. Kim.
<b>Where are</b> they from?	They're from Korea.

#### Contractions

I am	= I'm
You are	= you're
He is	= He's
She is	= She's
It is	= It's
We are	= We're
They are	= They're
What is	= What's

#### Subject

#### pronouns

I  
you  
he  
she  
it  
we  
you  
they

#### Possessive

#### adjectives

my  
your  
his  
her  
its  
our  
your  
their

For a list of countries and Nationalities, see the appendix at the back of the book.

### A Compete this conversation. Then compare with a partner.

Yoko: Rick, Who are the two women  
Over there?

Rick: Oh, ..... name are Lisa  
And Kate.

Rick: Hi, Kate this ..... Yoko.  
..... from Japan.

Yoko: Hello. Nice to meet you.

Kate: Good to meet you, Yoko.

Lisa: And ..... name ..... Lisa.

Yoko: Hi, Lisa.

Rick: Lisa and Kate ..... from Canada?

Kate: ..... from Toronto.



**B      Compete these questions.**

Then practice with a partner.

1. A: Who ..... is ..... that?

B: That's Rich.

2. A: ..... He from?

B: He's from Los Angeles.

4. A: .....the two students over there.

B: Their names are Lisa and Kate.

3. A: .....his last name? 5. A: .....they from?

B: It's Brown.

B: They're from Canada.

C. **Group work** Write five questions about your classmates.

Then take turn asking and answering your questions.

Who is that?.....

Where is Su Hee from?.....

## Unit 2

### Please call me Chuck (continue)

#### 1 SNAPSHOT

### Greetings from around the world



*A handshake*



*a bow*



*a kiss on the cheek*



*a hug*



*a pat on the back*

#### 2 COVOESATION Asking about someone

##### A Listen and practice.

Sarah: Hi, Tom. How everything?

Tom : Not bad. How are you?

Sarah: Petty good, thanks.

Tom : Sarah, this is Paulo. He's from Brazil.

Sarah: Hello, Paulo. Are you on vacation?

Paulo: No, I' not. I'm a student here.

Sarah: Oh, Are you studying English?

Paulo: Well, yes, I'm. And Engineering, too.

Sarah: Are you and Tom in the same class?

Paulo: No, we aren't. But we're on the same volleyball team.



##### B Listen to the rest of the conversation.

Where is Sarah from?

### 3 GRAMMAR FOCUS

#### Yes/No questions and Answers with be

<b>Are</b> you on vacation?	No, <b>I'm not</b> . <b>I'm</b> a student.
<b>Are</b> you a student?	Yes, I <b>am</b> .
<b>Is</b> Sarah from the United States?	No, she <b>isn't</b> . (No, she's <b>not</b> . ) She's from Australia.
<b>Is</b> Sarah from Australia?	Yes, she <b>is</b> .
<b>Are</b> you and Tom in the same class?	No, We <b>aren't</b> . (No, we're <b>not</b> . ) We're on the same volleyball team.
<b>Are</b> you and Tom on the same volleyball team?	Yes, we <b>are</b> .
<b>Are</b> Mr. and Mrs. Tavares American?	No, they <b>aren't</b> . (No. they're <b>not</b> . ) They're Brazilian?
<b>Are</b> Mr. and Mrs. Tavares Brazilian?	Yes, they <b>are</b> .

#### A Complete these conversations. Then practice with a partner.

1. A: .....you from the United States?

B: Yes, I ..... From Chicago.

2. A: ..... Rosa in English 101?

B: N, she ..... in English 102.

3. A: ..... you and Monique from France?

B: Yes, we .....from Paris.

#### B Pair work Read the conversation in Exercise 4 and 7 again. Then answer these questions. For question you answer 'no,' give the college information.

1. Are Tom and on the baseball team? .....
2. Are Mr. and Mrs. Tavares on vacation? .....
3. Are Mr. and Mrs. Tavares from Mexico? .....
4. Is Paulo from Brazilian? .....
5. Is Paulo on vacation? .....

#### C Group work Write five questions about your classmates. Then take turn asking and answering your questions.

Are Maria and Su Hee friends?

## 4 LISTENING

Listen to these conversations and complete the information about each person.

First name	Last name	Where from?	Studying?
1. Joe.....	.....	the United States	.....
2. ....	Vera....	.....	engineering.....
3. Min Ho...	Kim.....	.....	.....

## 5 READING

### Meeting and Greeting Customs

**How do you think the people in these countries greet each other?**

**There are many different greeting customs around the world. Here are some.**



Chile

People usually shake hands when they meet for the first time. When two women first meet, they sometimes give one kiss on the cheek. (They actually *kiss the air*) Women also greet both male and female friends with a kiss. Chilean men give their friends warm *abrazos* (hugs) or sometimes kiss women on the cheek.



Finland

Finns greet each other with a warm handshake. Hugs and kisses are only for close friends and family.



The Philippines

The everyday greeting for friends is a handshake and women. Men sometimes pat each other on the back.



Korea

Men bow slightly and shake hands to greet each other. Women do not usually shake hands. To address someone his or her full name, the family name comes first, then the first name.

A According to the article, in which country or countries are the following true? Check (✓) the correct boxes.

	Chile, Finland, the Philippines, Korea, the U.S				
1. People shake hands every time the meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Women do not shake hands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Women kiss at the first meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Men hug or pat each other on the back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Women kiss male friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The family name comes first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

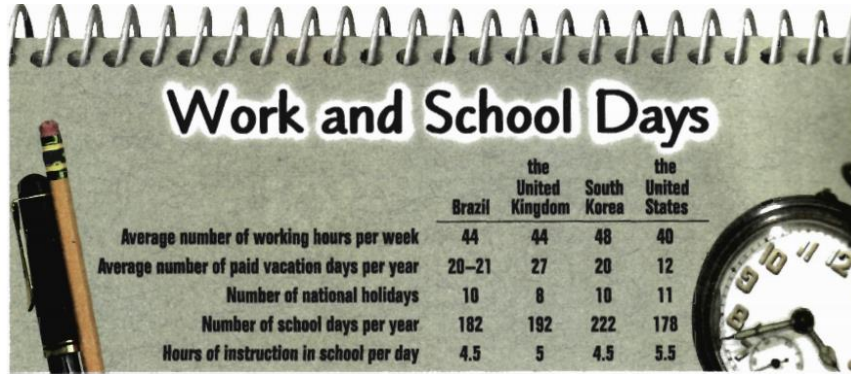
B **Pair work** How do these people greet each other in your country.

1. two male friends.
2. a male and female friends.
3. two strangers.
4. two female friends.

## Unit 3

### How do you spend your day?

#### 1 SNAPSHOT



	Brazil	the United Kingdom	South Korea	the United States
Average number of working hours per week	44	44	48	40
Average number of paid vacation days per year	20-21	27	20	12
Number of national holidays	10	8	10	11
Number of school days per year	182	192	222	178
Hours of instruction in school per day	4.5	5	4.5	5.5

*Information compiled from the New York Times, Digest of Educational Statistics, and interviews.*

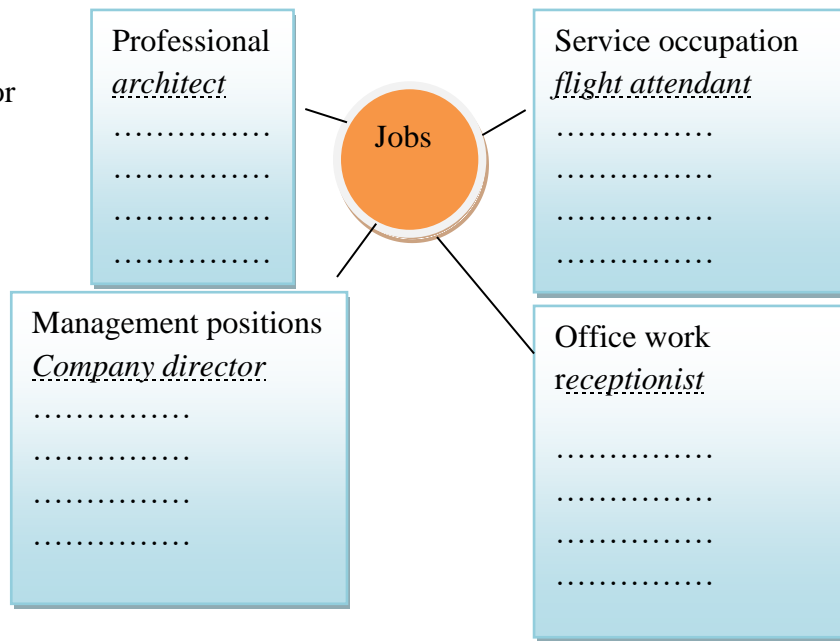
**Talk about these questions.**

Which country would you like to work in? Why?

#### 2 WORD POWER Jobs

A Complete the word map with jobs from the list.

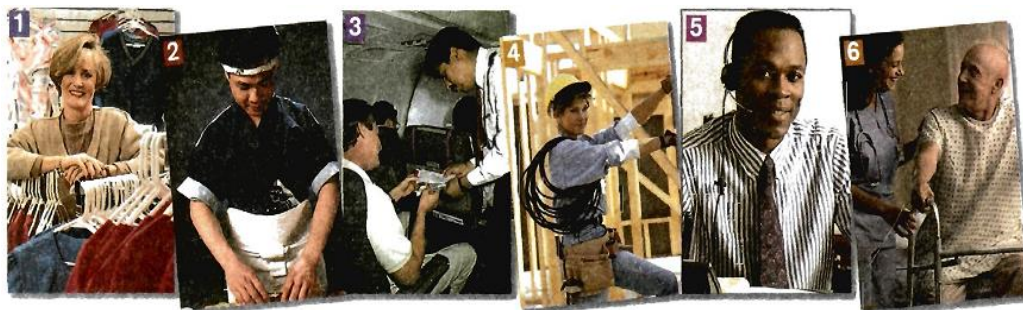
architect  
 receptionist  
 company director  
 flight attendant  
 supervisor  
 engineer  
 salesperson  
 secretary  
 professor  
 sales manager  
 security guard  
 world processor





### 3 WORK AND WORKPLACES

A: Look at the pictures. Match the information in columns A,B and C.



A

a salesperson

a chef

a flight attendant

a carpenter

a receptionist

a nurse

B

for an airline

in a restaurant

for a construction company

in a hospital

in a department store

in an office

C

builds houses

cares for patients

answers the phone

cooks food

serves passenger

sells clothes

**B Pair work**

Take turn each person's job.

'She a salesperson. She works in a department store. She sells clothes.'

#### 4. COVOESATION Describing work

A Listen and practice.

Jason: Where do you work, Andrea?

Andrea: I work for Thomas Cook Travel.

Jason: Oh, really? What do you do there?

Andrea: I'm a guide. I take people on tours to countries in South America, like Peru.

Jason: That sound interesting!

Andrea: Yes, It's a great jobs. I love it. And what do you do?

Jason: I'm a student, and I have a past- time job, too.

Andrea: Oh? Where do you work?

Jason: In a fast-food restaurant.

Andrea: Which restaurant?

Jason: Hamburger Heaven.



B Listen to the rest of the conversation.

1. What does Jason do, exactly?
2. How does he like his job?

## 5 GRAMMAR FOCUS

### Simple present Wh-questions and statements

What do you do?	I'm a student and I have a part-time job.	I/you	He/She
		work	works
Where do you work?	I work at/in a restaurant.	take	takes
Where do you go to school?	I go to the University of Texas.	study	studies
How do you like your school?	I like it very much.	teach	teaches
		do	does
Where does Andrea work?	She works for Thomas Cook Travel.	go	goes
		have	has
What does she do?	She's a guide. She takes people on tours		
Where does Jason go to school?	He goes to New York University.		
How does he like it?	He loves it.		

A Compete these conversations. Then practice with a partner.

1. A: What.....you .....?  
B: I'm a student. I study business.  
A: And .....do you .....to school?  
B: I ..... To Jefferson college.  
A: ..... do you like your class?  
B: I ..... the a lot.
2. A What .....Kanya do?  
B: She's a teacher. She .....mathematics at a school in Bankok.  
A: And what about Somsak? Where .....he work?  
B: He ..... for an electronics company.  
A: ..... does he do, exactly?  
B: He's salesman. He ..... computer equipment.



B: **Pair work** What do you know about these jobs? Complete the chart. Then write sentences describing each job, use *he* or *she*.

A doctor	A travel agent	A police officer
• <i>Work in a hospital</i>	* .....	* .....
• <i>Has an office</i>	* .....	* .....
• <i>Work long hours</i>	* .....	* .....
• <i>Cares for patients</i>	* .....	* .....

*A doctor works in a restaurant. She has an office, too.*

.....

.....

C **Group work** Ask you classmate questions about work and school.

A: What do you do, Aki?

B: I’s a student.

C: Where do you go to school?

B: .....

## Unit 4

### How do you spend your day? (continue)

#### 1 WRITING

A Write a description of what you do. Don't write the name on the paper.

*I'm a student. I go to McGill University in Canada. I'm a freshman. I study computer science. I work part time at a radio station, too. I'm a disc jockey. I play music. I love my job!*



**B Group work** pass your descriptions around the group.

Can you guess who wrote each description?

#### 2 COVOESATION Daily schedules

A Listen and practice.

Daniel: How do you spell your day, Helen?

Helen: Well, on weekdays I get up around ten. Then I read the paper for an hour and have lunch at about noon.

Daniel: Really, What time do you go to work?

Helen: I start work at three.

Daniel: And when do you get home at night?

Helen: I get home pretty late, around midnight.

Daniel: So what do you do, exactly?

Helen: I'm a TV announcer. Don't you recognize. Me? I do the weather report on KNTV!

Daniel: Gee, I'm sorry. I don't watch TV.

B Listen to Daniel describes how he spends his day.

1. What time does he get up? Start work? Study until?

2. What does he do?



### 3 PRONUNCIATION *Unstressed words*

**A Listen and practice.** The preposition *I n* these sentences (*around, for* and *at*) are not stressed.

I get ***up*** around ***ten***.

I read the ***paper*** for an ***hour***.

I have ***lunch*** at about ***noon***.

**B Pair work** Practice the conversation in Exercise 7 again.

Be careful not to stress prepositions.

### 4 GRAMMAR FOCUS

<i>Time expressions</i>			
I get up weekdays.	at 7:00	in the morning	on
I go to bed weeknights.	around ten	in the evening	on
I leave work weekends.	early	in the afternoon	on
I get home Fridays.	late	at night	on
I stay up	until midnight	on Saturdays	
I wake up	before/afternoon	on Sundays.	

Way to express clock time  
7:00  
Seven o'clock  
Seven

7:000 in the morning = 7:000 A.M.  
7:000 in the evening = 7:000 P.M.

A Complete these sentences with time expression.

1. I get up .....six .....the morning.  
..... weekdays.
2. I go to bed ..... midnight ..... weeknights.
3. I start work .....11:30 .....night.
4. I arrive at work ..... Mondays.  
.....7:00 A.M.
5. I have lunch..... three..... the afternoon.  
.....weekdays.
6. I stay up .....noon ..... Sundays.



B Rewrite the sentences above so that they are true for you. Then compare with a partner.

C **Pair work** Take turn asking and answering these questions.

1. What days do you get up early? late?
2. What are two things you do before 8:00 in the morning?
3. What are three things you do on Saturday mornings?
4. How late do you stay up on Saturday nights?
5. What is something you do only on Saturdays?

## 5 LISTENING

A Listen to Rodney, Tina, and Ellen talk about Their daily schedules. Complete the chart.

Job	Gets up at.....	Gets home at .....	Goes to bed at....
Rodney .....	.....	.....	.....
Tina .....	.....	.....	.....
Ellen .....	.....	.....	.....

B **Class activity** Who do you think has the best daily schedule? Why?



## 6 READING

# The Daily Grind

*Is it a good idea for a student you have a job? Why or why not?*

### Brandon Smith



*I'm a junior in high school and I have a part time job in a restaurant. I bus dishes on Saturdays and Sundays from 8:00 until 4:00 I earn \$5.50 an hour. It isn't much money, but I have almost every penny! I want to go to a good university, and the cost goes up every year. Of course. I spend some money when I go out on Saturday nights.*

### Lauren Russell



*I'm a senior in high school. I have a job as a cashier in a grocery store. The job pays*

*well- about \$6.75 an hour. I work every*

*weeknight after school from 4:00 until 8:00. I don't have time for homework, and my grades aren't very good this year. But I have to work, or I can't buy nice clothes and I can't go out on Saturday nights. Also, a car costs a lot of money.*

### Erica Davis



*I'm a freshman in college. College is very expensive, so I work in a law office for three hours*

*every weekday afternoon. I make photocopies, file papers, and sort mail for \$8.25 an hour. The job gives me good experience because I want to be a lawyer someday. But I don't want to work every semester. I need time to study.*



A Read the article. Why do these student work? Check ✓ the correct boxes.

	Bran	Lauren	Erica
1. To earn money to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To buy nice clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To go out on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To play for a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To get job experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B **Pair work** Talk about these questions.

1. Look at the reasons why each student works. Who has good reasons to work?  
Who doesn't, in your opinion?
2. How many hours a week does each student work?
3. How much money does each student earn per week?
4. What are the advantages and disadvantages of part-time work for students?

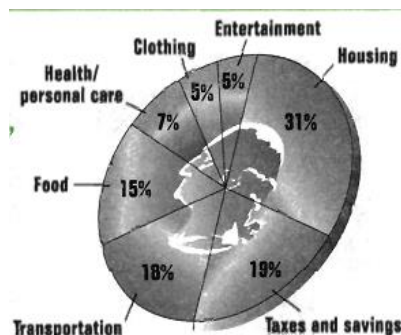
## Unit 5

### How much is it?

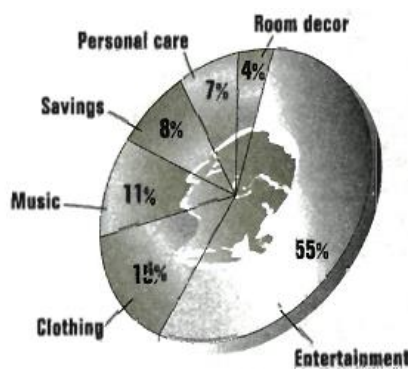
#### 1 SNAPSHOT

##### *Spending Habits of Adults and Teenagers in the United States*

*Yearly expenses  
For Michael Petty,  
35, with a salary  
Of \$31.105 a year.*



*Yearly expenses  
For Rebecca Burns,  
16, with wages  
And an allowance  
Of \$2.620 a year.*



*Talk about these questions*

*How does Michael Perry spend most of his money?*

*How does Rebecca Burns spend most of her money?*

*How do their spending habits compare?*

*How do you spend your money?? Make two lists: thing you have to buy and things you like to buy.*

## 2 COVOESATION

## Prices

A Listen and practice.

Steve: Oh, look at those earrings, Maria.

They are perfect for you.

Maria: These red ones? I'm not sure.

Steve: No, the yellow ones.

Maria: Oh, these? Hmm. Isn't a good color with me.

Steve: Well, that necklace isn't bad.

Maria: Which one?

Steve: That blue one right there.

How much is it?

Maria: It's \$42! Tat expensive!

Steve: Hey, let me get it for you.

It's your birthday present.

B Listen to the rest of the conversation.

1. What else do they buy?

2. Who play for it?



## 3 GRAMMAR FOCUS

Demonstratives; one, ones

How much is **this** necklace?

**this one?**

How much are **these** earrings?

**these?**

How much is **that** necklace?

**that one?**

How much are **those** earrings?

**those?**

Which one? The blue one. It's \$42.

Which ones? The yellow ones. They're \$18



Prices

\$42 = forty-two dollars

\$59.95 = fifty-nine ninety-five

or fifty-nine dollars and ninety-five cents

light blue

dark blue

green

yellow

orange

pink

red

purple

brown

black

gray

white

Look at the pictures and complete these conversations.

Then practice with a partner.

1. A: Excuse me How much?

.....jean?

B: Which .....? Do you mean .....?

A: No, the right blue .....

B: Oh, .....\$59.95.

A: Almost sixty dollars! Are you kidding? B: It's \$98.50. But .....green

.....is only \$45.

A: Ok. Let me look at it.

2. A: I like .....backpack over there.

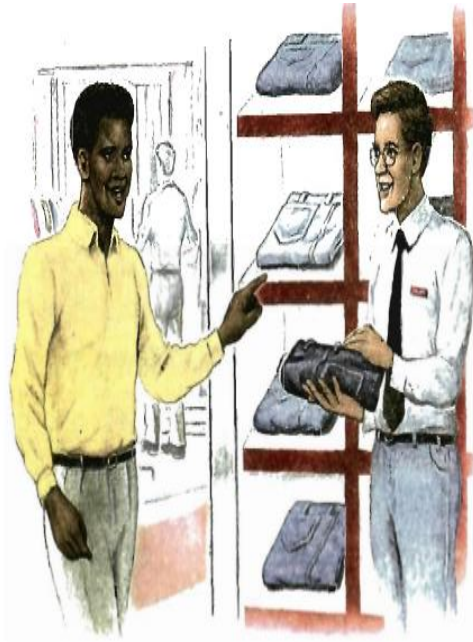
How much ..... it?

B: Which .....? Each backpack has a different price.

A: .....red .....

.....is only \$45.

A: Ok. Let me look at it.



#### 4 THAT'S EXPENSIVE!

##### Pair work

Ask and answer questions about these products.

For help with numbers, see the appendix at the back of the book.



A: How much is the computer?

B: Which one?

A: The small one./This one.

B: It's \$ 5,456.

A: That expensive!

Use full expressions

That's cheap.

That reasonable.

That's ok/not bad.

That's expensive

#### 6 PRONUNCIATION Like sounds

A Listen and practice. Final conversations are often linked to the vowels that follow them.

A: How much are these pants?

A: And how much is this sweater?

B: They're forty-eight dollars.

B: It's thirty-seven dollars

##### B Pair work

Ask and answer your questions about prices in this unit.

Pay attention to the linked sounds.

## Unit 6

### How much is it? (continue)

#### 1 WORD POWER Materials

A **Pair work** Identify these things. Use the words from the list.

What other materials these things sometimes made of? Make a list.

a **cotton** shirt

**leather** gloves

a **plastic** bracelet

a **silk** scarf

a **gold** ring

**polyester** pants

**rubber** boots

**silver** earrings



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....

B **Class activity** Which of the materials can you find in your classroom?

‘Juan has a leather bag.’



## 2 COVOESATION Shopping

### A Listen and practice.

Anne: Look! These jackets are nice.

Which one do you like better?

Sue: I like the wool one better.

Anne: Really? Why?

Sue: It looks warmer.

Anne: Well, I prefer the leather one.

It's more attractive than the wool one. way.

Sue: Hmm. There no price tag.

Anne: Excuse me. How much is this jacket? 1.

Clerk: It's \$499. Would you like to try it on?

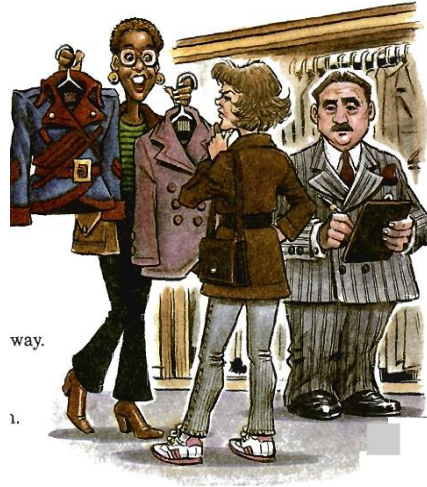
Anne: Oh, no. That' OK! But thank you anyway.

Clerk: You're well come.

### B Listen to the rest of the conversation.

1. What does Anne but?

2. What does Sue think of it?



## 3 GRAMMAR FOCUS

### Preferences; comparisons with adjectives

Which do you **prefer**?

That one is **nicer than** the wool one.

I **prefer** the leather one.

This one is **cheaper** than....

The leather jacket is **prettier than**....

Which one do you **like better/more** Its look **bigger than**.....

I **like** the leather one **better/more**. It's **more attractive than**.....

nice	→	nicer
cheap	→	cheaper
pretty	→	prettier
big	→	bigger
good	→	better

For more information on comparatives, see the appendix at the back of the book.



A Complete these conversations. Then practice with a partner.



polyester tie



silk tie



medium shirt



large shirt



leather boots



rubber boots

- |   |   |  |
|---|---|--|
| <p>1. A: Which tie is .....,<br/>the orange one or the<br/>Blue one?(pretty)<br/>B: well, the blue one is<br/>silk. And silk is<br/>.....<br/>Polyester. (nice)</p> | <p>2. A: Is this green shirt<br/>.....<br/>that yellow one? (large)<br/>B: No, the yellow one is<br/>..... It's a<br/>large. The green one is<br/>a medium. (big)</p> | <p>3. A: Which are ....<br/>the brown boots or the<br/>black ones? (cheap)<br/>B: The brown one are<br/>leather and leather is<br/>.....<br/>rubber. (expensive)</p> |
|---|---|--|

B **Pair work** Compare the items above with a partner.

Give your own opinions.

A: Which tie do you like better?

I like the orange one better. The design is nicer.

### Useful expressions

The color is pretties.

The design is nicer.

The style is more attractive.

The material is better.

## 4 WRITING

How much do these items cost in your country? Fill in the chart.

Then compare the prices in your country with the price in the U.S.

Cost in my country		Cost in the U.S	<i>Many things are more expensive in my country than in the United states. For example, a little of gas is about \$ 66. In the U.S. it's cheaper. It's about \$ 1.10 per gallon.....</i>
gasoline .....		\$ 1.10/gallon	
a compact disc .....		\$ 12.99	
a haircut .....		\$ 23.00	
a pair of jeans .....		\$ 34.00	

## 5 READING

### Shop Till You Drop

Look at the pictures of different kinds of shopping in the United States.

What kind of shopping can you do in your country.

## Shop Till You Drop

Look at the picture of different kinds of shopping in the United States.

What kind of shopping can you do in your country?



### *Catalog Shopping*

People in the United States

Often shop from catalogs. There are special catalogs for almost every need-including clothing, furniture, health and beauty, products, and thing for the kitchen. People also order about 40% of their music for music club catalogs. Customers say that music stores are too noisy.



### **Television Shopping**

Television Shopping began in 1986. About 5% to 8% of the America public now shops by television. Some popular

Shopping Net work and QVC. Customers say that television shopping channels is easier that shopping in a store. How do they buy things? They make a phone call and charge the item to their credit card. And TV shopping channels are and late at night, so people can *go shopping* any time.



## Computer Shopping

Is computer shopping the way of the future? About 37% of the American households now have personal computers. And shopping by computer (or *shopping on - line*) is interesting to more people every day. Already, shoppers can use their computer to order many different products such as computer products, flower, food, T-shirts, and posters. And new on-line shopping service appears every day. Soon people may be able to shop for any ting, anytime, anywhere in the world.

- A Read the article. Check ✓ True or False. For a false statements, give the correct information.

### True False

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. A bout 60% of music in the United states is sold through music stores    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Home Shopping Network is the name of the computer shopping service.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. About 37% of American households do their shopping through the computer. | <input type="checkbox"/> | <input type="checkbox"/> |

- B **Pair work** Talk about these questions.

- Do you like shopping? How often do you usually shop?
- What kind of shopping do you like? Check ✓ appropriate boxes.

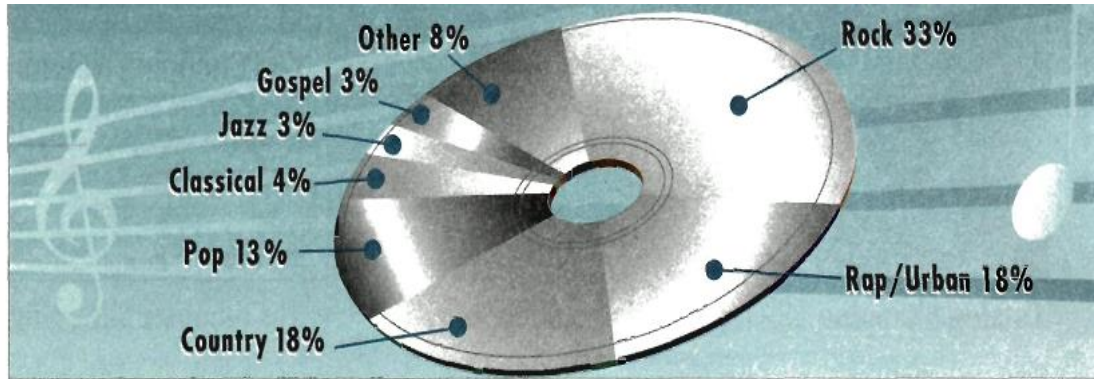
- |   |  |   |
|---|--|---|
| <input type="checkbox"/> sopping at discount stores | <input type="checkbox"/> sopping at small stores | <input type="checkbox"/> computer sopping   |
| <input type="checkbox"/> television sopping         | <input type="checkbox"/> catalog sopping         | <input type="checkbox"/> sopping at a small |
| <input type="checkbox"/> sopping at department      | <input type="checkbox"/> sopping at second hand  |   |
| Stores  | or thrift stores.                                |   |

## Unit 7

### Do you like jazz?

#### 1 SNAPSHOT

##### *Music Sales in the United States*



**Talk about these questions.**

Which of these kinds of music do people in your country listen to?

What other kinds of music do people in your country like?

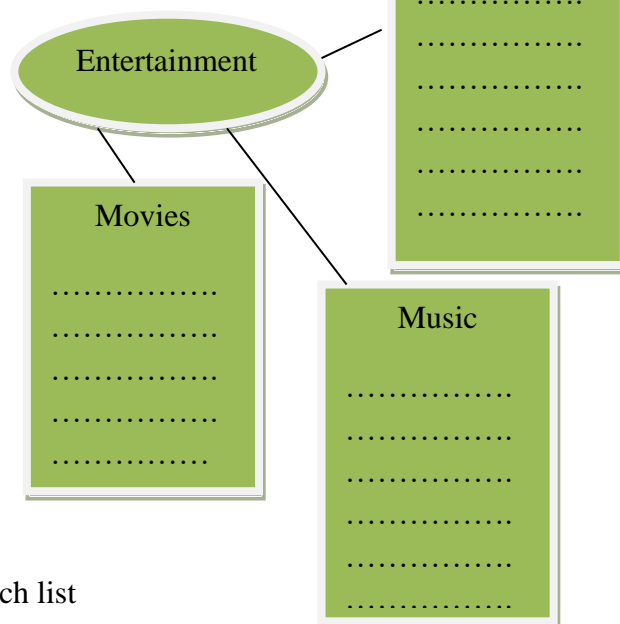
Listen and number the musical styles from 1 to 8 as you hear them.

..... classical	..... gospel	..... New Age	..... rap
..... country	..... jazz	..... pop	..... rock

#### 2 WORD POWER Entertainment

A Complete the chart with words from the list.

classical	salsa
game shows	science fiction
horror films	soap operas
jazz	talk shows
news	thrillers
pop	westerns



B Add three more words to each category.

Then compare with a partner.

C Number the item in each list From 1 (you like it the least).

### 3 CONVERSATION

### Likes and dislikes

A Listen and practice.

Liz: Do you like jazz, Tom?

Tom: No, I don't like it very much. Do you?

Liz: Well, yes, I do. I'm a real fan of  
Wynton Marsalis.

Tom: Oh, does he play the piano?

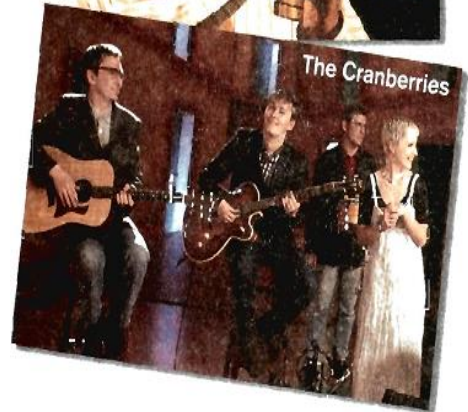
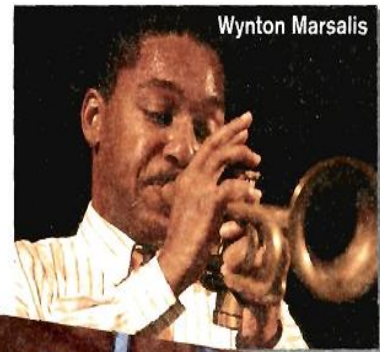
Liz: Who's your favorite group?

Tom: The Cranberries. I love their music.  
How about you? Do you like them!

B Listen to the rest of the conversation.

1. Who is Liz's favorite singer?

2. Does Tom like that singer? Why or Why not?



### 4 GRAMMAR FOCUS

Yes/No and Wh-question with do

**Do you like** jazz?

Yes, I **do**, I like it a lot.

No, I **don't** like it very much.

**Does he play** the piano?

Yee, he **does**.

No, he **doesn't**

**Do they like** the Cranberries?

Yes, they **do**. They love them.

No, they **don't** like them very much.

**What kind of** music **do you like**?

I like rock a lot.

**What does he play**?

He plays the trumpet.

**Who do they like**?

They like R.E.M.

Object pronouns

me

you(singular)

him

her

it

us

you (plural)

them

**Complete these conversations. Then practice with a partner.**

1. A: ..... You like horror films?  
 B: No, I ..... Like .....very much. I like comedies.  
 A: How about Lisa and Brian? .....they like horror films?  
 B: Well, I think Brian ..... . Why don't you ask .....?
2. A: ..... you like the singer Bonnie Raitt?  
 B: Yes, I do ..... I really I like ..... a lot.  
 A: What ..... of music .....she sing?  
 B: She's a rock singer.  
 A: ..... she sings country music, too?  
 B: I don't know. I have her new CD. Let's listen to .....

## 5 PRONUNCIATION

### Question intonation

A Listen and practice. Yes/No questions usually have rising intonation.

Do you like movies?      What kind of do you like?  
 Do you like pop music?      What kind of music do you like?

B Practice these questions.

Do you like TV?      What program do you like?  
 Do you like music videos? What videos do you like?

## 6 ENTERTAINMENT SURVEY

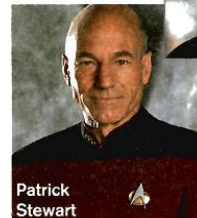
A **Group work** Write five questions about entertainment and entertainer. Then ask and answer your questions in groups.

Do you like .....?

( pop music, TV, movies, plays)

What kinds of .....?

( Star Trek, horror films, gospel music)





**B**    **Group work**    Complete this information about your group.

Our group favorites	
What's your favorite kind of .....	Who's favorite .....
music: .....	Singer: .....
movie: .....	actor: .....
TV program: .....	actress: .....

**C**    Class activity    Read your group's list to the class.  
Then find out the class favorites.

**Use full expressions**

Our favorite...is....

We all like....

We don't agree on .....

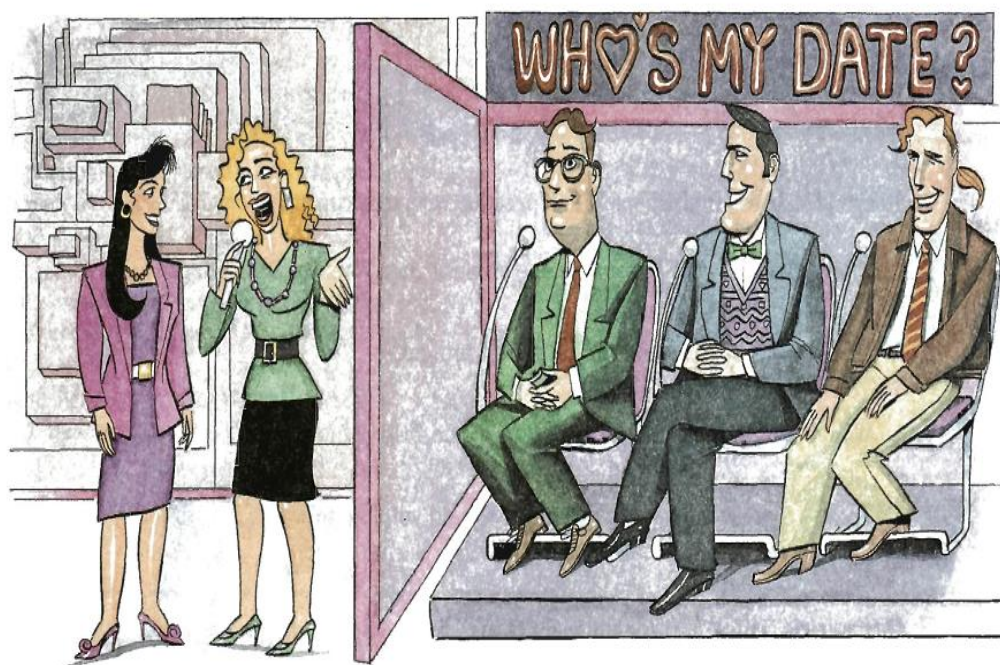
We can't stand .....

## Unit 8

### Do you like jazz? (continue)

#### 1 LISTENING TV game show

A Listen to four people playing Who's my date? Three men want to invite Linda on a date. What's kind of things do they like? What's kind of things does Linda like?



	Music	Movies	TV programs
Bill	.....	....classical.....	.....
John	.....	.....	.....
Tony	.....	.....	.....
Linda	.....	.....	.....

B **Class activity** Who do you think is a best date for Linda?

## 2 CONVERSATION Invitations

### Listen and practice.

Dave: I have tickets to *the Phantom of the opera*

On Friday night. Would you like to go?

Susan: Thank. I'd love to. What's time it the show?

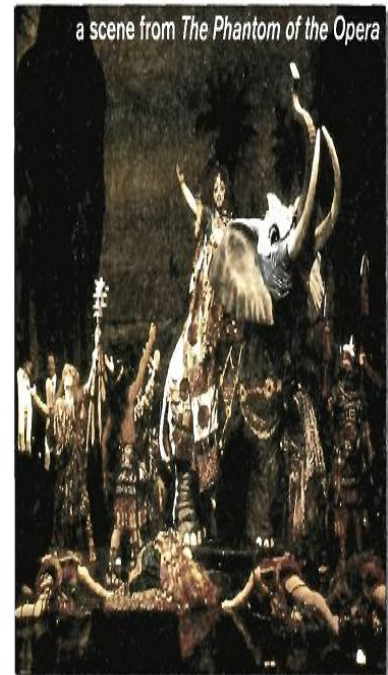
Dave: It's at 8:00.

Susan: That sounds great. So, do you want to have  
dinner at 6:00?

Dave: I'd like to, but I have to work late.

Susan: Oh, that's ok. Let's just meet at the theater  
before the show, around 7:30.

Dave: That sounds fine.



## 3 GRAMMAR FOCUS

Would; verb+to+verb		
<b>Would you like to go</b> out on Saturday night? Yes, <b>I would</b> . Yes, <b>I'd</b> love to. Thanks. Yes, <b>I'd</b> really <b>like to go</b> .	<b>Would you like to see</b> a movie? I'd like to, but <b>I have to work</b> late. I'd like to, but <b>I need to move</b> money. I'd like to, I <b>want to visit</b> my	Contraction I would = I'd

A Respond to these invitations. Then Patrice with a partner.

1. A: I have ticket to the baseball game on Saturday. Would you like to go?

B: .....

2. A: Would you like to come over for dinner tonight?

B: .....

3. A: Would you like to go to a gym with me on Friday night?

B: .....

4. A: There's a great movie on TV tonight. Would you like to watch it with me?

B: .....

**B Pair work** Think of three different things you would like to do. Then invite a partner to do them with you. Ask and answer follow-up question like these:

What is it?                      What time does it start?  
Where is it?                      What tie should I/we .....?

**4 LISTENING**

Listen to three people inviting friend to events and activities.  
Complete the chart. Do the friends accept the invitations?

	Events/Activity	day	Time	Accept	
				Yes	No
1. Jake and Paula	.....	.....	.....	<input type="checkbox"/>	<input type="checkbox"/>
2. Lucy and Chris	.....	.....	.....	<input type="checkbox"/>	<input type="checkbox"/>
3. Rich and Ed	.....	.....	.....	<input type="checkbox"/>	<input type="checkbox"/>

**5 WRITING**

See Interchange 4 for the writing assignment.

**6 READING**

# The Sound of Music

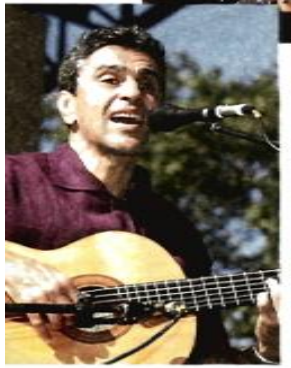
**What are some traditional kinds of music in your family?**

Do you like popular music from Latin America, the United States, or Asia? Many musicians from around the world blend their country’s music with popular sounds.



**Bonnie Raitt**

Bonnie Raitt is an American singer, songwriter, and guitarist. Her music blends rock with country and the blues. The blues is a kind of folk music that is often sad. It’s usually about love and problems of like. Bonnie Raitt strong, rough voice is perfect for singing country and the blues.



### ***Caetano Veloso***

After thirty years, Caetano Veloso is still one of Brazil's most important musicians. He mixes rock with the music of the Bahia is a state of Brazil that is strongly influenced by African culture. Caetano Veloso is an excellent songwriter and poet. He says of his music *I make my records like a painter paints his canvas.*



### **Cui Jian**

Cui Jian pronounced *tsay jyan* is a very important musician in the growth of rock music in China. Western styles, like jazz and rap, clearly influence his music. However, his music is very Chinese in its instruments and sound. Cui Jian says his music expresses the feelings of Chinese young people.

A Read about the three musicians. Complete the chart.

	Nationality	Types of music he/she blends
1. Caetano Veloso	.....	.....
2. Bonnie Raitt	.....	.....
3. Cui Jian	.....	.....

B **Pair work** Talk about these questions.

1. What do these three musicians have in common?
2. How does Caetano Veloso make these records?
3. Why is Bonnie Raitt's voice good for country and blue music?
4. What does Cui Jian want his music to express?

## Review of Units 1- 8

### 1 GETTING TO KNOW YOU

**Pair work** You are talking to someone at school.

Have a conversation.

A: Hi. How are you?

B: .....

A: By the way, my name is .....

B: How do you pronounce again?

A: .....Where are you from?

B: .....

A: Are you student here?

B: .....and how about you? What do you do?

A: .....

B: Oh, really? And where are you from?

A: .....

B: Well, nice talking to you.....



### 2 WHAT'S THE QUESTION?

Look at these answers. Write the questions.

Then compare with a partner.

3. No, Teresa and I aren't in the same class. She's in the morning

1. Rock music is OK, but I like jazz

2. No, my teacher isn't American. She's Canada

6. My sister? She goes to the University of Toronto.

4. I leave home at 6:30 in the evening on weekdays.

5. I get up before 11:00A.M. on Sundays.

7. A video? Sure, I'd love to watch one with you.

8. The red sweater is nicer Than the purple one.



### 3 ROLE PLAY In a department store

**Pair work** Put items 'for sale' on your desk or a table

notebooks, watches, or bags. Use item of different colors.

Student A: You are a Clerk. Answer the customer's questions.

Student B: You are a customer. Ask about the price of each item.

Say if you want to buy it.

A: Can I help you.

B: Yes. I like that ..... How much .....?

A: Which one(s)?

B: .....

Change roles and try the role play again.



### 4 LISTENING

Listen to people asking questions at a party, Check ✓ the best response.

1. ☐ I work in an office.  
☐ Yes, very early. Before 7:00 A.M.
2. ☐ Not very much.  
☐ Oh, I just stay in an work around the house.
3. ☐ Yes, I have a laptop.  
☐ A good laptop computer costs over \$2,000.
4. ☐ Yes, I'm from Italy.  
☐ Actually, I work here.
5. ☐ Almost any kind except classical.  
☐ No, I don't play the piano.
6. ☐ Thanks, I'd love to. What time?  
☐ It's on at the Varsity Theater.



## 5 TV AND RADIO

**A**     **Pair work**     Take turn asking and answering these questions.

### *TV*

When do you usually watch TV?  
What's kinds of programs do you prefer?  
What's your favorite channel?  
What's your favorite program?  
What time is it on?  
Do you watch ..... (name of program)?



**B**     **Pair work**     Change partners.

Take turns asking and answering these questions.

### *Radio*

What do you listen to the radio?	What's your favorite radio station?
What's kinds of programs do you listen to?	Who are your favorite singers and groups?
Do you listen to programs in English?	What's your favorite radio program?

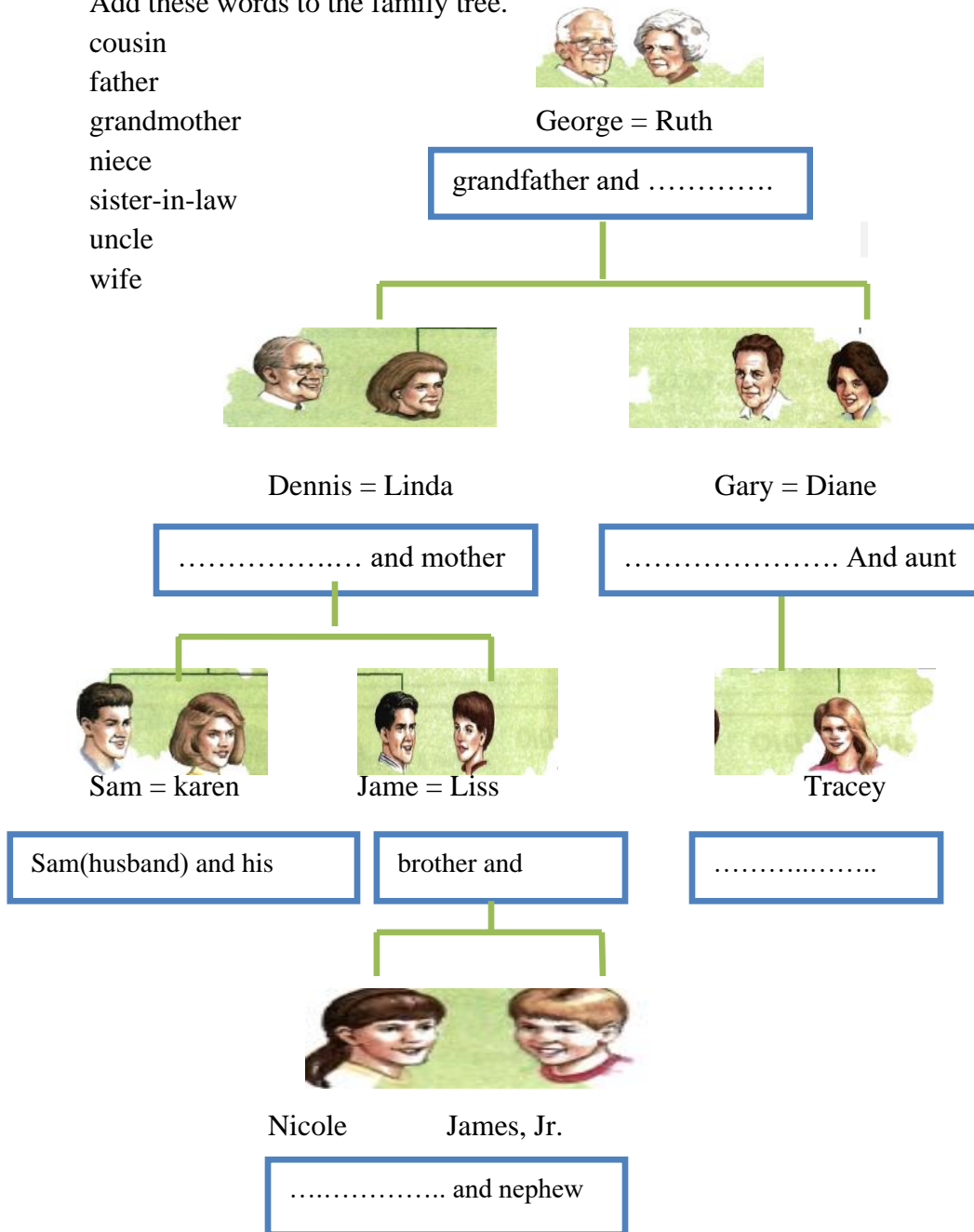
# Unit 9

## Tell me about your family.

### 1 WORD POWER The family

- A Look at Sam's family tree. How are these people related to him?  
Add these words to the family tree.

cousin  
father  
grandmother  
niece  
sister-in-law  
uncle  
wife

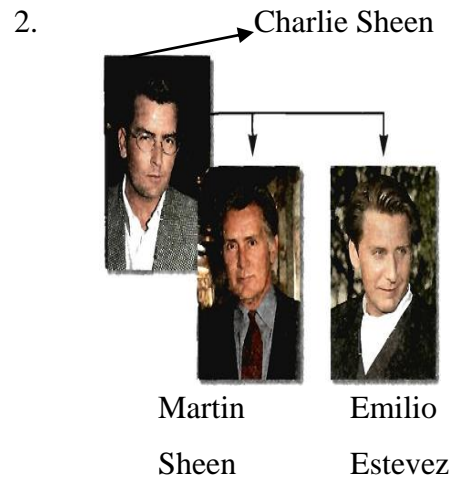
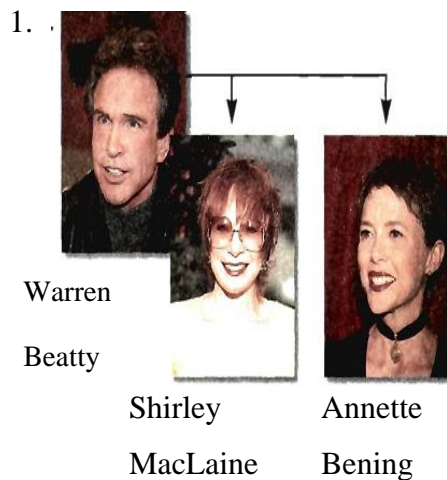


B **Pair work** Draw your family tree. Then take turns talking about your families. Ask follow-up questions to get more information.

For a singer person:	For a married person:	Follow-up questions
There are 6 in my family	There are 4 in my family	Where do/does your .....live?
I have 2 sisters and a brother.	We have a daughter and a son.	What do/does your.....do?

## 2 LISTENING Hollywood families

Listen to two conversations about famous people. How are the people related?



## 3 CONVERSATION Asking about families

### A Listen and practice.

Rita: Tell me about your brother and sister, sure.  
 Sure: Well, My sister is a lawyer.  
 Rita: Really? Does she live here in Seattle?  
 Sure: She does. But she's working in  
       Washington, D.C., right now.  
 Her jib is top secret.  
 Rita: Wow! And what does your brother do?  
 Sure: He's a painter. He's working in Argentina  
       this month. He has an exhibition there.  
 Rita: What an interesting family!



B Listen to the rest of the conversation.

1. Where do Rita's parents live?
2. What do they do?

#### 4 PRONUNCIATION BLENDING WITH DOES

Listen and practice. Note the blending of does with other words.

1. A: My brother is married.  
[d[dəfiy]

2. A: My sister live in Seattle.  
[dəfiy]

B: **Does he** have any children?

B: Does he live with you?

A: Yeas, he does.  
[wədəfiy]

A: No, she doesn't.  
[wədəfiy]

B: **What does he** do?

B: What does he do?

A: He's a partner.

A: She's a lawyer

A: My sister live in Seattle..

#### 5 GRAMMAR FOCUS

##### Present continuous

**Are you living** at home now?

Yes, I **am**./ No, I'm **not**.

**Is she still working** in Seattle?

Yes, she **is**./No, she **isn't**.

**Are they going** to college this year?

Yes, they **are**/No, they **aren't**.

Where **are you working** this month?

I'm **working** in Japan.

What **is she doing** these days?

She's **teaching** at University.

Who **are they visiting** this week?

They're **visiting** their parents

**Some verbs generally not used  
in the present continuous.**

have

know

like

love

want

A Complete these conversations using the present tense or the present continuous. Then practice with a partner.

1. A: Is any one in your family looking for a job?  
B: Ye, my sister is. She ..... (work)  
Part time in a restaurant now, but she  
.....(look) for a job in a theater  
company. She .....(love) acting.
2. A: What's your brother doing these days?  
B: He .....(go) to college.  
He ..... (study) mathematics.
3. A: What do your parent live?  
B: They ..... (live) in Chicago most  
Of the time, but they ..... (stay)  
In Florida this winter. They ..... (have)  
A house there.



B **Pair work** Take turn asking the questions

In part A or similar questions of your own.

Give your own information when answering.

C **Group work** Take turn. Ask each student about his or her family. Then ask follow-up questions to get more information.

A: Is any one in your family  
Traveling right now?

B: Yes, my father is

C: Where is he?

B: He's in Bangkok.

D: What's he doing there?

B: .....

Topics to ask about

Traveling  
Living aboard  
Taking a class  
Moving to a new home  
Going to college or high school  
study a foreign language  
Looking for a job

interchange 5

**Family facts**

Find out some interesting  
facts about your  
classmates' families.  
Turn to page  
IC-7.

# Unit 10

## Tell me about your family. (continue)

### 1 SNAPSHOT

#### Facts About Families in the United States

##### Children

57% of children under six have two parents who work or a single parent who works.



63% of women with children work.



50% of working women return to work within a year of having a baby.



##### Marriage

50% of marriages end in divorce.



80% of divorced people remarry; more than 50% Divorce again.

20% to 30% of the population now cares for an elderly relative, or will within



Talk about these questions.

Which of these facts surprises you?

Do we men with children usually work in your country?

Do people often with get divorced?

Do elderly generally live with relatives?

## 2 CONVERSATION Describing your family life

A Listen and practice.

Ryan: Look at his headline, Soo Mi

Soo Mi: Wow! So many people in the

United States get divorced!

Ryan: Is it the same in Korea?

Soo Mi: I don't think so. In Korea,

some marriages break up, but

most couples stay together.

Ryan: Do people get married young?

Soo Mi: Not, really. Very few people get

married before the age of 20.

Ryan: Hmm. Do women usually work

after they get married?

Soo Mi: No, a lot of women stay home

and take care of their families. But some work.





### 3 GRAMMAR FORCUS

Determiners		
100%	All	
	Nearly all	women with child work.
	Most	
	Many all	
	Lot of	
	Some	
	Not many	
0%	A few	couples stay together.
	Few	
	No one	gets married before the age of 20

A Rewrite these sentences using determiners. Then compare with a partner.

1. In Australia, 87% of married couples have children

2 . Six percent of 20 to 24 years old in the United States are devoted.

.....

3. Thirty five percent of people in Germany live alone.

.....

4. In China, 50% of women get married by the age of

.....

B **Pair work** Rewrite the sentences in part A so that they are about your country. Then discuss your information with a partner.

In my country, only some married

couples have children.

Useful expressions

Is that right?

Do you think so, I think .....

I don't agree.

I don't think so.

It's different in my country.

## 4 WRITING

A Write about family in your country. Use some your ideas from exercise 8.

*In my country most people get married by  
the age 30. Not many work after they get married.  
Grandparents, parents, and children often live in  
the same house.....*

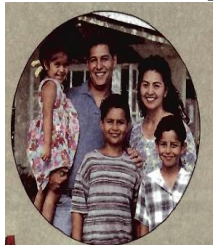


B Group work Take turn reading your com  
Then answer any question from the group.

## 5 READINGH

### The Changing Family

What kind of problems do parent have in your country?



American families are changing. One important change is that most married women now work outside the home. What happens when both parent work? Read about the Morales family.

Judy and Stave Morales have three children: Josh, 12; Ben, 9; and Emily, 6. Stave is a computer Programmer. This year, Judy is working a grain as a hospital administrator. The family needs the money, and Judy likes her job.

Everything is going well, but there are also some problems.



Now that Judy is working, Steve has to help her more with the housework. He doesn't enjoy it, however



Judy loves her work, but she feels tired and too busy. She also worries about the children. Judy has two works on Saturdays, so Stave and Judy don't have a lot of free time together.

Emily is having a great time in her after-school program.

When Judy comes to pick her up, she doesn't want to leave.



Unfortunately, Ben's school doesn't have an after-school program. Right now, he's spending most afternoons by himself in front of the TV.



Josh is enjoying his new freedom after school. He's playing his music louder and spending more time on the phone. He's also doing a few household chores.

- A Read the article. What are Stove's and Judy's problems? Complete the chart.

Problems
1. Stove.....
2. Judy.....
3. Stove and Judy .....

- B Pair work Talk about these questions.

1. Which of the problem above do you think it a most serious?

Offer some solutions for that problem.

2. Which of the children are benefiting from Judy's working?  
Which one is not?

# Unit 11

## How often do you exercise?

### 1 SNAPSHOT

Top six sports and fitness activities for teenager in the United States	MALES	FE MALES
	<ol style="list-style-type: none"> <li>1. Football</li> <li>2. Basketball</li> <li>3. Weight training</li> <li>4. Jogging</li> <li>5. Bicycling</li> <li>6. Swimming</li> </ol>	<ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Basketball</li> <li>3. Bicycling</li> <li>4. Aerobics</li> <li>5. Jogging</li> <li>6. Regular fitness</li> </ol>

Source: America's Youth in the 1990s; George H. Gallup international Institute

**Talk about these questions.**

Do males and females in your country enjoy of these sport or activities?

Do you enjoy any of these or other sport or activity? Which ones?

### 2 WORDPOWER Sport and exercise

**A Pair work** Which of these activities are popular with the following age groups? Check ✓ the activities. Then compare with a partner.



	Children	Teens	Young adults	Middle-aged people	Older people
aerobics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bicycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollerblading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
weight training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yoga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A: I think aerobics are popular with teens.

B: And with young adults.

B **Pair work** Which of the activities above are used with do, go, or play?

....do aerobics....      ...go bicycling.....      .....play baseball.....  
 .....  
 .....

### 3 CONVERSATION Describing routines

**A Listen and practice.**

Marie: You're really fit, Paul. Do you exercise very much?

Paul: Well, I almost always get up very early, and I lift weights for an hour.

Marie: You're kidding!

Paul: No. And then I often to Rollerblading.

Marie: Wow! How often do you exercise like that?

Paul: About five times a week. What about you?

Marie: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a real couch potato!

**B Listen to the rest of the conversation.**

What else does Paul do in this free time?



## 4 GRAMMAR FORCUS

### Adverbs of frequency

**How often** do you **usually** exercise?

I lift weights **every day**.

I go jogging about **once a week**.

I play basketball **twice a month**.

I exercise about **three times a year**.

I don't exercise **very often/ very much**.

Do you **ever** watch television in the evening?

Yes, I **almost always** watch TV after dinner.

I **sometime** watch TV before bed.

I **seldom** watch TV in the evening.

No, I **never** watch TV.

- Sometime can begin a sentence.

100% **always**  
**almost always**  
**usually**  
**often**  
**sometime**  
**seldom**  
**hardly ever**  
**almost never**  
0% **never**

A Put the adverb in the correct place. Then practice with a partner.

1. A: What do you do on Saturday mornings? (usually)

B: Nothing much. I sleep until noon. (almost always)

2. A: Do you go bicycling on Saturdays. (ever)

B: Yeah, I go bicycling. (often)

3. A: How often do you play sports? (usually)

B: Well, I play tennis. (twice a week)

4. A: What do you do after class? (usually)

B: I go out with my classmates.  
(about three time a week)

5. A: How often do you exercise? (usually)

B: I exercise. (seldom)

B **Pair work** Take turn asking the question in part A.

Give your own information when answering.



## 5 PRONUNCIATION Sentence stress

A Listen to the syllables stressed in each sentence. Notice that the adverbs of frequency is stressed. Then practice the sentences.

I hardly **é**ver do **yó**ga in the **mó**rning.  
I **ó**ften go **Ró**llerblading on **Sá**turdays.  
I almost **á**lways play **té**nnis on **wé**ekends.

B **Pair work** Write four sentences about yourself using adverbs of frequency. Take turns saying the sentences using the correct stress.

## 6 FITNESS POLL

A **Group work** Take a poll in you group. One person take notes. Take turn asking each person these questions.



1. Do you have a regular fitness program?  
How often do you exercise?



2. Do you ever to a gym?  
How often do you go?  
What do you do there?



3. Do you play any sports?  
How often do you play?





4. How often do you take long walks?

Where do you go?



5. What else do you do to keep fit?

B      Group work      Study results of the poll. Who in you group has a good fitness program?

## 7 LISTENING

Listen to what Ted, Wanda, and Kim like to do in you evening.  
Complete the chart.

	Favorite activity	How often?
Ted	.....	.....
Wanda	.....	.....
Kim	.....	.....

## Unit 12

### How often do you exercise? (continue)

#### 1 WRITING Favorite activity

A Write about favorite activities.



I love to exercise. I usually work out every day. I get up early in the morning and go running for about an hour. Then often to the gym and do aerobics. Sometime I go to a walk in the afternoon. About once a week, I play basketball.

B Group work Take turn reading your compositions.

Then answer any question from the group.

#### 2 CONVERSATION Describing exercise

Listen and practice.

Rod: You're in great shape, Keith.

Do you work out at a gym?

Keith: Yeah, I do. I guess I'm a real fitness freak.

Rod: So, how often do you work out?

Keith: Well, I do aerobics every day after work.

And the I play racquetball, too.

Rod: Say, I like racquetball, too.

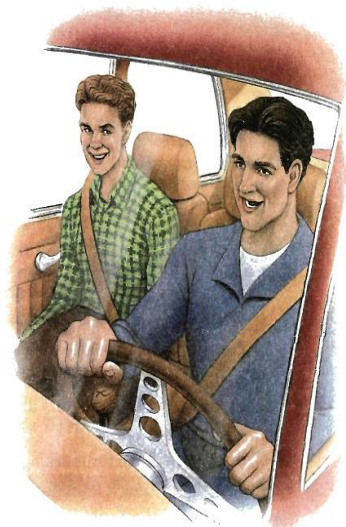
Keith: Oh, do you want to play sometime?

Rod: Uh, how well do you play/

Keith: Petty well, I guess.

Rod: Well, I right. But I'm not very good.

Keith: No problem, Rod. I won't play to hard.



### 3 LISTENING

Listen to John, Anne and Phil discuss sports and exercise. With one is a couch potato? A fitness freak? A sport fanatic?



a couch potato



a fitness freak



a sport fanatic?

1. ....

2. ....

2. ....

### 4 GRAMMAR FORCUS

#### Questions with how; short answers

<b>How often</b> do you work out?	Twice a week. Not very often.
<b>How much time</b> do you spend at time gym?	Around two hours a day.
<b>How long</b> do you spend working out?	I don't work out.
<b>How well</b> do you play racquetball?	Pretty well. About average, I guess Not very well.
<b>How good</b> are you at sports?	I'm pretty good at sports. I guess I'm OK. Not too good.

A Complete these questions. Practice with a partner.

Then write four more questions.

1. A: .....at volleyball?

B: I guess I'm pretty good.

2. A: .....swim?

B: Not very well, but I like to learn to swim better.

3. A: .....watch sports?

B: Pretty often. About three or four times a week.

4. A: .....spend exercising?

B: spend about an hour every day.

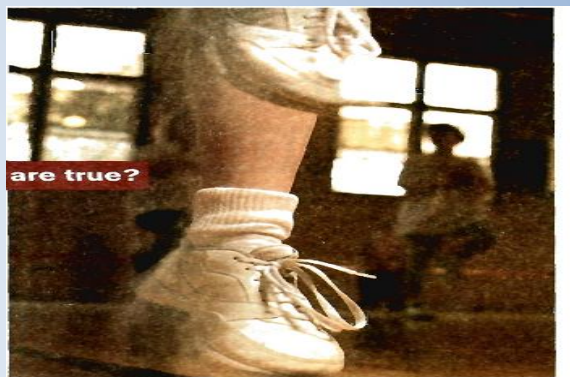


**B** **Group work** Take turn asking questions in part A and your own questions. Give your own information when answering.

Who in your group is a couch potato? a fitness freak? a sports fanatic?

## 5 READING

# Smart *Moves*



*Look at the statements in part A below. Which do you think are true?*

It won't surprise fitness freaks to learn that aerobic exercise does more than raise the heart rate: It fits the spirit and builds confidence. But many brain researchers believe that something else happens, too. Just as exercise makes the bones, muscles, heart, and lungs stronger, researchers think that it also strengthens important parts of the brain.

Research suggests that aerobic exercise helps you learn new things and remember own information better. Aerobic exercise sends more blood to the brain and it also feeds the brain with substances that develop new nerve connections. If the exercise has complicated movements like dance steps or basketball moves, the brain produces even more nerve connections- the more connections, the better the brain can process all kinds of information.

Scientists still don't fully understand the relationship between exercise and brain power. For the moment, the people just have to trust that exercise is helping them to learn or remember. Scientific research clearly shows however, that three or more workouts a week are good for you. A study in the *Journal of the American Medical Association*, for example, shows that working four to five miles (6.5 to 8 km) an hour for 45 minutes five times a week helps you live longer. So don't be a couch potato. Get out there and do something!

**A**     **Pair work**     According to the article, which of these statements are probably true? Check ✓ the statements . Are information helped you determine this?

Underline the information in the article.

Exercise .....

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| 1. Makes you feel happier.             | <input type="checkbox"/> | 5. Can help you learn things you better. | <input type="checkbox"/> |
| 2. Makes you feel more self-confident. | <input type="checkbox"/> | 6. helps you remember things you better. | <input type="checkbox"/> |
| 3. Strengthens the body.               | <input type="checkbox"/> | 7. Gives you better eyesight.            | <input type="checkbox"/> |
| 4. Can increase you height.            | <input type="checkbox"/> | 8. helps you live longer.                | <input type="checkbox"/> |

**B**     **Pair work**     Talk about these questions. Explain your answers.

1. Do you think that exercise helps people to learn to remember?
2. Can you think of other benefits from exercise?
3. What benefits are most important for you?

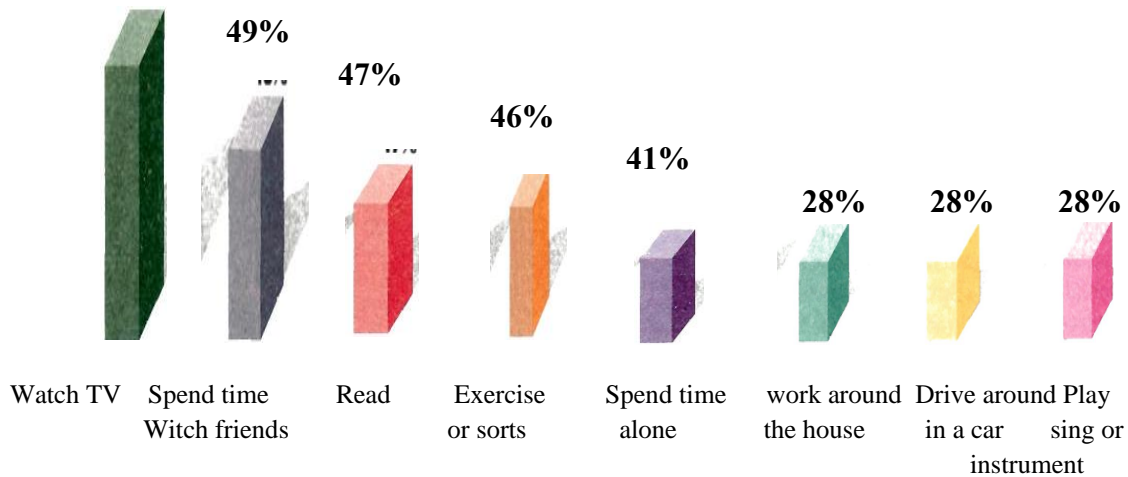
## Unit 13

### We had a great time!

#### 1 SNAPSHOT

#### *IN THEIR FREE TIME*

72%



Complete these tasks and talk about them.

Which of these activities do you do every day?

List three other activities you like to do almost every day.

Put the activities you do in order: from the most interesting to the least interesting.

#### 2 CONVERSATION    The weekend

A Listen and practice.

Chris: So, What this you do this weekend, Kate?

Kate: Oh, Diane and I went for a drive in the country on Saturday.

Chris: That sounds nice. Where this you go?

Kate: We drove to the lake and had a picnic.

We had a great time! How about you?

Did you do anything special?

Chris: Not really. I just worked on my car all day.

Kate: That old thing! Why don't you just buy a new one?

Chris: But then what would I do every weekend?





B Listen t Kate talks about her activities on Sunday.

1. What did she do?
2. Where did she go?

### 3 GRAMMAR FORCUS

#### Past tense

**Did you stay** home on Sunday? Yes, I **did**. I **watched** a football game on TV.  
No, I **didn't**. I **invited** friends out to dinner.

What **did** you **do** on Saturday? I **worked** on my car.  
I **stayed** home and **studied**.

**Did you do** anything special? Yes, I **did**. I **dove** to the lake.  
No, I **didn't**. I **had** to body-sit.

Where **did** you **go** on Sunday? I **saw** a good movie.  
I **went** to a concert.

Regular verbs  
invite ➞  
invited  
work ➞ worked  
stay ➞ stayed  
Irregular verbs  
Drive ➞ **drove**  
go ➞ **goes**  
have ➞ **had**  
see ➞ **saw**  
spend ➞ **spent**

For a list of Irregular past forms and pronunciation rules for regular past forms, see the appendix at the back of the book.

A Complete these conversations. Then practice with a partner.

- 1 A: .....you..... (go) out on Friday night?  
B: No, I .....I..... (invite) friend over,  
And I ..... (cook)dinner for them.
- 2 A: How .....you ..... (spend) your last birthday?  
B: I ..... (have) a party. Everyone ..... (enjoy) it, but the neighbors ..... (complain) about the noise.
- 3 A: What .....you ..... (do) last night?  
B: I .....(go) to the new Tom Cruise film.  
I..... (love) it!
- 4 A: .....you ..... (do) anything special over the weekend?  
B: Yes, I .....I.....(go) shopping. Unfortunately,  
I .....(spend) all my money. Now I'm broke!



B **Pair work** Take turn asking the question in part A.  
Give your own information when answering.

#### 4 PRONUNCIATION **Reduced form of this you**

A Listen and practice. Notice how **did you** is reduced in the following questions.

**Did you** have a good time? **What did you** do last night?

B **Pair work** Practice the question in the grammar box in exercise 3.

Pay attention to the pronunciation of **did you**.

## Unit 14

### We had a great time! (continue)

#### 1 WORD POWER Collocation

A Find to other words or phrases from the list that are usually paired with each verb.

An art exhibition	a vacation	a party	a trip	shopping
A lot of fun	the dishes	dancing	a play	the laundry

did	<u>housework</u>	.....	.....
went	<u>swimming</u>	.....	.....
had	<u>a goodtime</u>	.....	.....
saw	<u>a movie</u>	.....	.....
took	<u>a day off</u>	.....	.....

B Write five sentences using words from the list.

EX: I saw a movie last weekend

#### 2 ANY QUESTIONS

**Group work** Take turns. One student makes a statement about the weekend.

Other student asks questions. Each student answers at least four questions.

A: I went dancing on Saturday night.

B: **Where** did you go?

A: To the Rock-it Club.

C: **Who** did you go with?

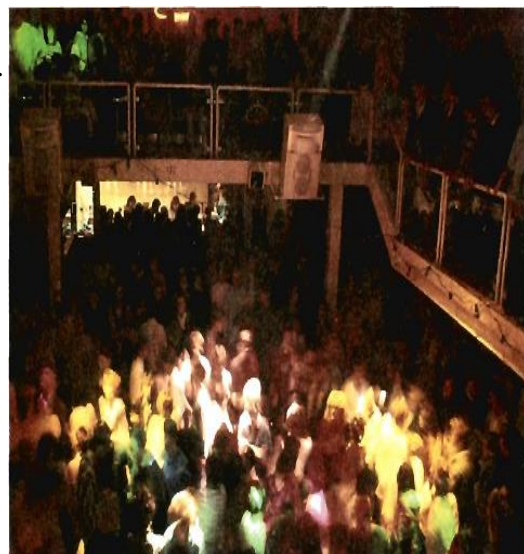
A: I went with my brother.

D: **What time** did you go?

A: We went at around 10:00.

E: **How** did you like it?

A: .....



### 3 LISTENING

A Listen to John and Laura describe

What they did last night. Check ✓ the correct information about each person.

B Listen to the conversation again.

What did each person do? Take notes.

Then take turn telling their stories

to a partner.

John Laura		
had a boring time	<input type="checkbox"/>	<input type="checkbox"/>
had a good time	<input type="checkbox"/>	<input type="checkbox"/>
met someone interesting	<input type="checkbox"/>	<input type="checkbox"/>
got home late	<input type="checkbox"/>	<input type="checkbox"/>

### 4 CONVERSATION

Listen and practice.

Mike: Hi, Cilia! How was your trip to

United States?

Cilia: It was terrific. I really enjoy it.

Mike: Great, How long were you away?

Cilia: I was there for about three weeks.

Mike: That's a long time!

Was the weather OK?

Cilia: Yes, Most of the time. But it snowed

a lot in Chicago.

Mike: So, what was a best thing about your trip?

Cilia: Oh, that's difficult to say. But I guess I liked Nashville the best.



## 5 GRAMMAR FOCUS

### Past tense of be

Were you away last week?	Yes, I was.	Contraction
Was your brother away .....?	No, he wasn't.	was not = wasn't
Were you and your sister away .....? Yes, we were.		were not=weren't
Were your parents away .....?	No, they weren't.	
How long were you away?	I was away for three weeks.	
How was your vacation?	It was terrific.	

Complete these conversations. Then practice with a partner.

- A: How long ..... your partners in Europe?  
 B: They ..... There for a month.  
 A: .....they in London the whole time?  
 B: No, they ..... They also went to Paris and Madrid.
- A: .....you away last weekend?  
 B: Yes, I .....I..... in San Francisco.  
 A: How .....it?  
 B: It .....great!  
 A: How ..... the weather?  
 B: Oh, it .....foggy and cool as usual.
- A: I .....in Istanbul last summer.  
 B: Really, how long ..... you there?  
 A: For six weeks.  
 B: .....you there on business or vacation?  
 A: I .....there on business.



## 6 VACATIONS

A **Group work** Take turn about vacations.

Ask these question and others of your own.

Where did you spent your last vacation?      How was the weather? the food?

How long were you away?      Did you buy anything?

Were you with your family?      Do you want to go there again?

B **Class activity** Who in your group had a most interesting vacation? Tell the class who and why.

## 7 LISTENING

Listen to John and Barbara talk about their vacations and compete the chart.

Vacation place		Enjoy it?		Reason(s)
		Yes	No	
Jason	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....
Barbara	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....

## 8 WRITING

A **Read this postcard.**

*Dear Richard,  
Greeting from Acapulco! I'm having a great time! Yesterday I went on a tour of the city, and today I went shopping. I bought some beautiful jewelry. Oh, and last night, I had some Mariachi Singer on the street. They were terrific. That all for now.*

*Love  
Kathy*





**B**      **Pair work**      Write a postcard to a partner about your last vacation or an interesting you visited recently. Then exchange postcards.

## 9      **READING** Vacation postcards.

Look at the pictures. What do you think each person did on his or her vacation?

**Paula,**

*I can't believe my trip is over.*

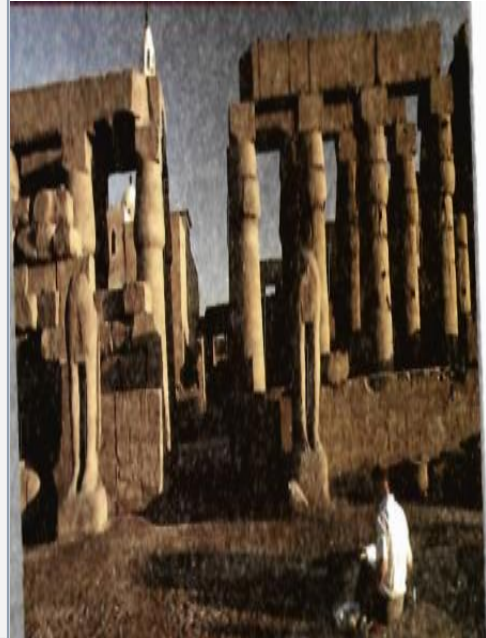
*I arrived in Egypt just two*

*Weeks ago! I was with a group from the University. We went to the desert to dig in some old ruins. I didn't find*

*Anything, but I learned a lot.*

*I'm tired, but I love every minute of my trip.*

*Take care, Margaret.*



*Hi, Luis!*

*My Hawaiian vacation just ended,*

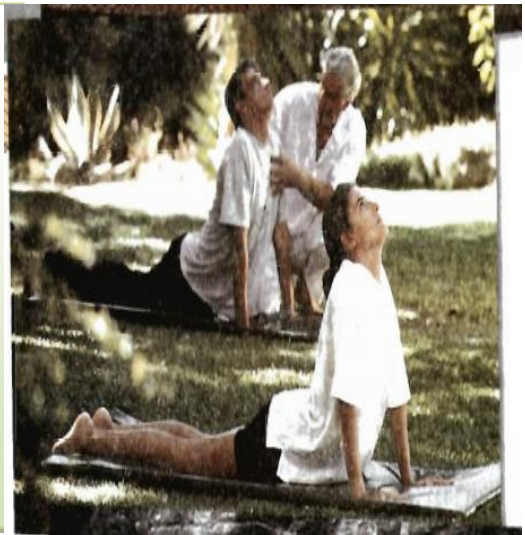
*And I am very relaxed! I spend my*

*Whole vacation at a spa in Koloa,*

*Kauai. Every day for a week I exercised, did yoga, meditated, and ate vegetarian*

*food. I also went swimming and snorkeling. I fell fantastic!*

*Love, Sue*

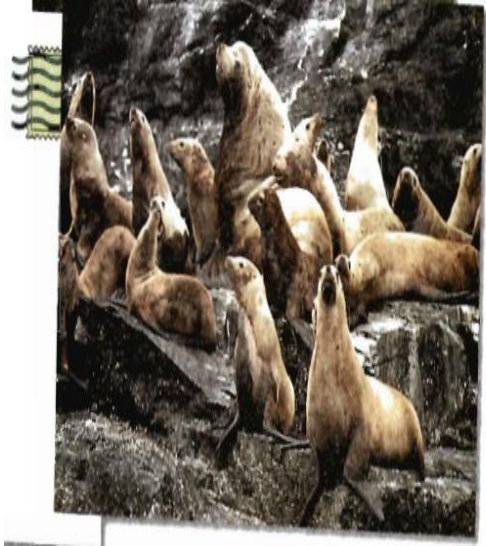




### Dear Michael!

Alaska terrific! Was just on a trip in the arctic National Wildlife Refuge. There were six people on the trip. We hiked for ten days. Then we took rafts to the Arctic Ocean. I saw a lot of wildlife. Now I'm going to Anchorage.

See you in 3 weeks!



A Read the postcards. Then check ✓ the statements that are true.

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Margaret had a very relaxing vacation. | <input type="checkbox"/> 4. Sue got a lot of exercise.       |
| <input type="checkbox"/> 2. Margaret enjoyed her vacation.         | <input type="checkbox"/> 5. Kevin spends his vacation alone. |
| <input type="checkbox"/> 3. Sue was in Hawaii for two weeks.       | <input type="checkbox"/> 6. Kevin's vacation is over.        |

B **Group work** Talk about these questions. Explain your answer.

1. Which person learned a lot on vacation?
2. Who had a vacation that was full of adventure?
3. Who had a very relaxing vacation?
4. Which vacation sounds the most interesting to you?

# Unit 15

## How do you like the neighborhood?

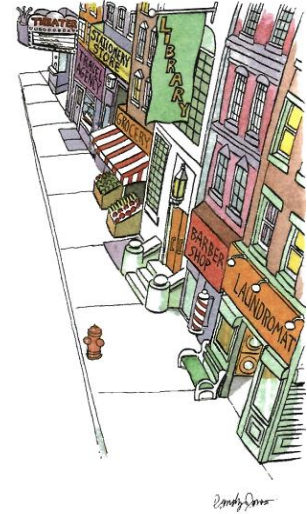
### 1 WORD POWER Places

A Match the words and definitions. Then practice asking the question with a partner.

What's a .....

It a place where you .....

- |                           |                         |
|---------------------------|-------------------------|
| 1. barber shop .....      | a. wash and dry clothes |
| 2. laundromat .....       | b. buy food.            |
| 3. liberia .....          | c. buy cards and paper. |
| 4. stationery store ..... | d. get a haircut.       |
| 5. travel agency .....    | e. see a movie or play. |
| 6. theater .....          | f. borrow books.        |



B **Pair work** Write definition for places.

bank coffee shop drugstore gym post office

bookstore dance club gas station hotel restaurant

It's a place where you

keep your money (bank)

.....

.....

.....

.....

.....

## 2 CONVERSATION The neighborhood

### 👂. Listen and practice.

Jack: Excuse me. I'm your new neighborhood,

Jack. I just moved in.

Woman: Oh, yes?

Jack: I'm looking for a grocery store.

Are there any around here?

Woman: Yes, there are some on Pine Street.

Jack: Ok, and is there a Laundromat near here?

Woman: Well, I think there's one across from  
the shopping center.

Jack: Thank you.

Woman: By the way, there's a barber shop in  
the shopping center too.

Jack: A barber shop?



## 3 GRAMMAR FOCUS

There is, there are, one, any, some

**Is there** a Laundromat near her?

Yes, **there is**. There is **one** across from the shopping center.

No, **there isn't**, but there is **one** next to the library.

**Are there any** grocery stores around here?

Yes, **there are**. There are **some** on Pine Street.

No, **there aren't**, but there are **some** on Third Avenue.

### Prepositions

On

Next to

Across

from/opposite

In front of

In back of/behind

Near/close to

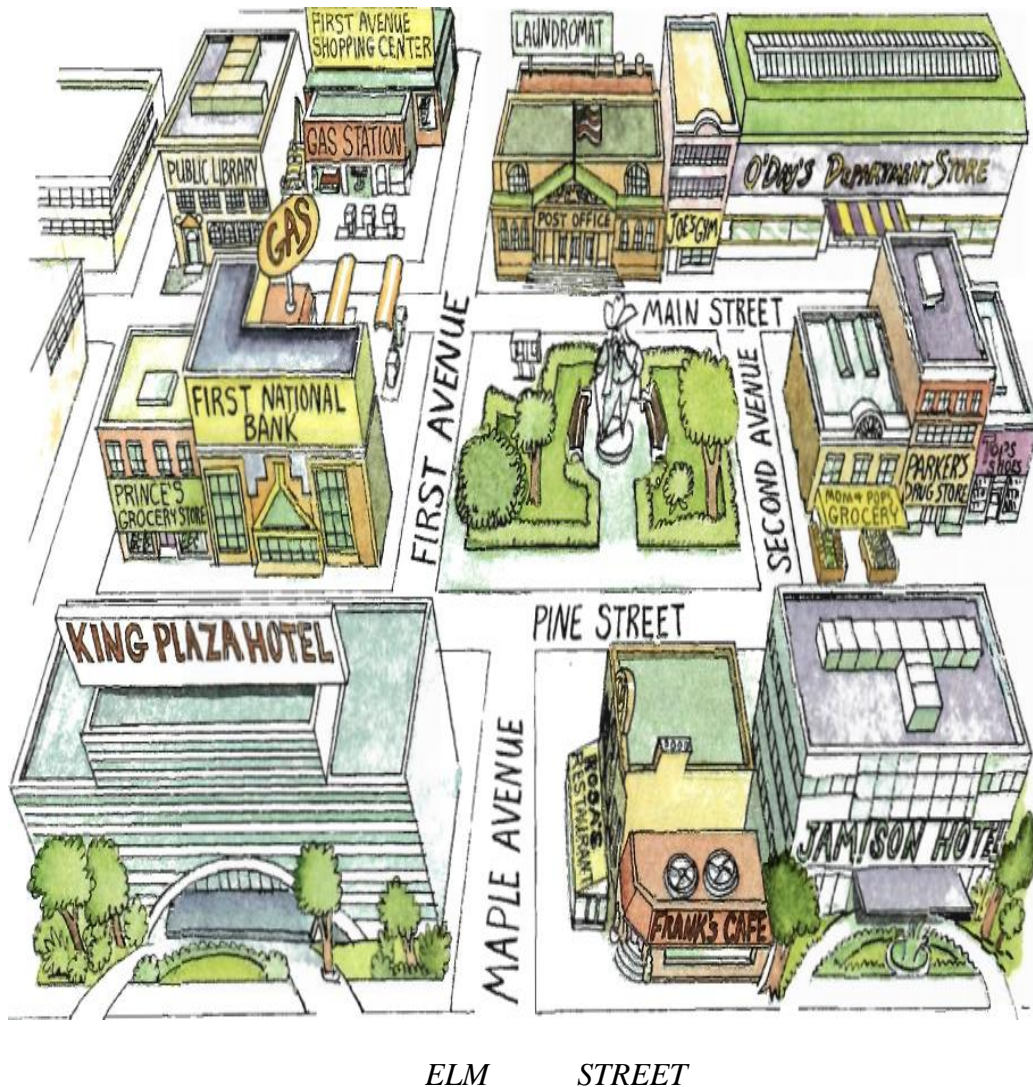
Between

On the corner of

a bank                      a department store                      a gym    a Laundromat                      a post office  
 gas stations              grocery store                      hotel    a play phone                      restaurant

Is there a pay phone around here?

Are there any restaurants on Maple Avenue?



B      **Pair work**                      ask and answer the question you wrote in part A.

A: Is there a play phone around here?

B: Yes, there is. There's one across from the post office.



#### 4 PRONUNCIATION      Reduced from there is/ there are

👂. Listen and practice. Notice how **there is** and **there are**.

**There is** a gym across from the shopping center.

**There is** the bookstore near the Laundromat.

**There are** some restaurants on Elm Street.

**There are** some grocery stores across from the post office.

#### 5 IN YOUR NIEGHBORHOOD

**Group work** Take turn answering and questions about place like these in your neighborhood.

A bookstore                      dance clubs      a coffee shop    a movie store

Stationery store              a gym                      drugstores      movie theaters

a play phone                  a travel agency

A: Is there a good bookstore in your neighborhood?

B: .....

A: And are there any drugstores?

#### Useful expressions

Sorry, I don't know.

I'm not sure, but I think .....

Of course. There one .....

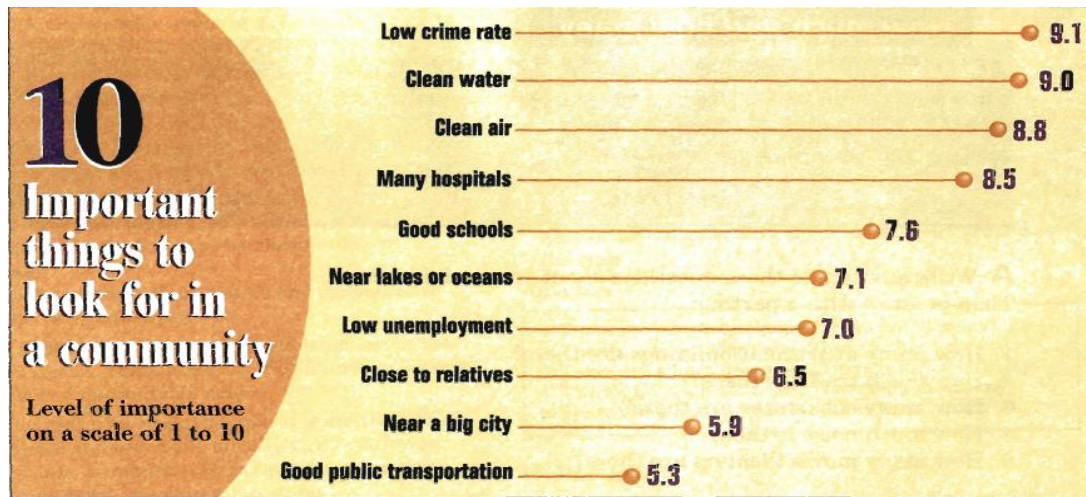
#### 6 LISTENING

👂 Some hotel guests are asking about place to visit in the neighborhood.



Place	Location	Interesting?	
		Yes	No
Hard Rock Cafe	.....	<input type="checkbox"/>	<input type="checkbox"/>
Science Museum	.....	<input type="checkbox"/>	<input type="checkbox"/>
Aquarium	.....	<input type="checkbox"/>	<input type="checkbox"/>

## 2 SNAPSHOT



**Compete these tasks and talk about them.**

What is important to you in a community? Rank the features above from the most important (1) to the least important (10).

List three other things you think are important in a community.

## 8 CONVERSATION describing neighborhoods.

**Listen and practice.**

Dan: Where do you live, Kim?

Kim: I live in an apartment downtown .

Dan: Oh, that convenient, but .....how much crime is there?

Kim: Not much. But there is a lot of traffic.  
I can't stand the noise sometimes!

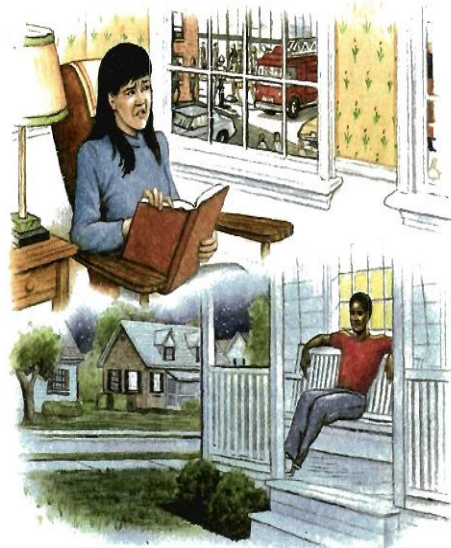
Dan: I have a house in the suburbs.

Kim: Oh, I bet really quiet.  
But is there much to do there?

Dan: No, not much. In fact, not thing ever really happens. That's a trouble.

Kim: Hey. Let's trade places one weekend!

Dan: Ok, great idea!



**B Listen to the rest of the conversation.**

What do Dan and Kim say about restaurants in their neighborhoods?

## 9 GRAMMAR FOCUS

### How much and how many

#### Uncountable nouns

**How much** Crime

is there?      There's **a lot**.  
                     There's **a little**.  
                     There **isn't much**.  
                     There **isn't any**.  
                     There's **none**.

#### countable nouns

**How many** restaurants

are there?      There are **a lot**.  
                     There are **a few**.  
                     There **aren't many**.  
                     There **aren't any**.  
                     There are **none**.

A      answers to these questions about your neighborhood.

Then practice with a partner.

1. How many apartment buildings are there? .....
2. How much traffic is there? .....
3. How many bookstores are there? .....
4. How much noise is there? .....
5. How many movie theaters are there? .....

B      **Pair work**      Write questions are those in part A about these topics. Then ask and answer the questions.

Crime      parks   pollution      restaurant      schools      stores

## 10 WRITING

A      **Group work**      Talk about where you live. Discuss these questions in groups.

Do you live in a house or an apartment?

Where is it?

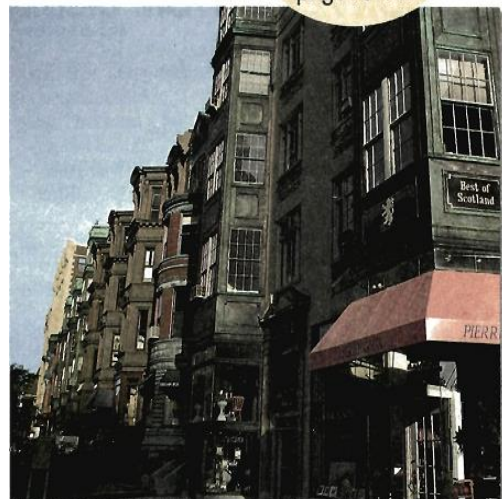
How many rooms are there?

How much noise is there?

How many clubs/theaters/gyms are there in your neighborhood?

Is there any public transportation near your home?

How do you like it there?



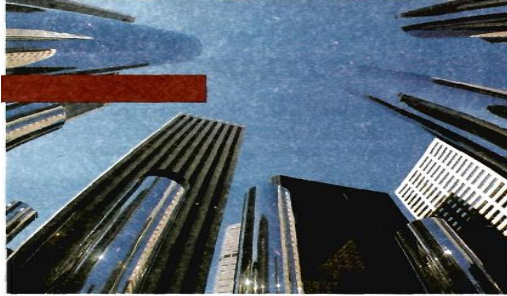


B Write a paragraph about where you live.

Use the information you discussed in part A.

*I live in a big apartment in the city. There are two bed rooms, a living room, a dining room, and kitchen. There's a lot of noise in my neighborhood because there's a dance club across from my building.*

## 11 READING



### City Scenes

#### What are cities like in your country?

In many countries around the world, Cities share many characteristics, but are also different from country to country.

**Mexico** Mexico's cities are modern. But have traditional Indian and Spanish influences. The most important buildings are around the central square, which also serves as a place to meet with friends. There are outdoor marketplaces, where people can find almost anything they need. On Sundays, park are popular place for family outings, Many people move to Mexico City from rural areas. It has a lot of excitement, but also lots of traffic and air pollution.

**Japan** Japan's cities also have a mix of traditional and modern characteristics. There are tall office and apartment buildings as well as tradition wooden houses. Many people prefer to live near the center of cities, but because house there are expensive, there often commute from suburbs. Traffic, pollution, and crowds are problems. However, there is little crime, and even very crowded cities have many parks and gardens.

**Australia** Although 80% of Australias live near cities, the cities are not as large as those in some other counties. Most people live in houses I suburbs-not in apartments. The suburbs usually have their own churches, schools, and shopping centers. They also have recreational facilities. In large cities, like Sydney, the suburbs are often far from the center of town. Because many people commute to work, traffic is slow and there are many traffic jams.

A Read the article and complete the chart. Write one positive feature and one negative feature of cities described.

	Positive	Negative
1. Mexico	.....	.....
2. Japan	.....	.....
3. Australia	.....	.....

B **Pair work** Find five characteristics of the city above that are also true of cities in your country.

## **References**

1. Jack. C Richards: New Interchange Student's Book one, English for international communication.
2. Jack. C Richards: New Interchange Work Book one, English for international communication.

ໂຄງຮ່າງຫຼັກສູດລາຍວິຊາ  
ຊື່ວິຊາ: ພາສາອັງກິດທົ່ວໄປ ເຫຼັ້ມ 2  
ຫຼັກສູດສ້າງຄຸນຄ່າທະຍົມລະບົບ 12+4  
ລະຫັດລາຍວິຊາ: 0906206

Semester	System 12+4. Semester 2. Year 1
Timing	48 periods
Credits	2(1-2-0)
Credits value	This subject has 2 credits. There are 3 hours in a week and 48 hours in a semester.
Objectives	<ul style="list-style-type: none"> <li>- After learning this subject students will able to communicate with friends in basic English.</li> <li>- Student teachers able to use English in their daily lives and can continue the next levels.</li> </ul>
Synopsis	<ul style="list-style-type: none"> <li>- English book two is a basic for students who study at social sciences and natural sciences sections for Teacher Training College that they finished from secondary level. English book two compiled from New Interchange one that is suitable for students who already studied English book one and continue to study English book two.</li> <li>- Learners will practice conversation and develop four skills like: listening, speaking, reading and writing. Moreover, they should study grammar rules and English daily life.</li> </ul>
Methodology	English book two takes 16 weeks (three periods per week). This subject uses techniques in teaching such as: discussion in class, take part in conversation, group works discussion, pair works, write their own information, or reports to teacher.
Lesson planning Week 1	<p style="text-align: center;">Unit 01. Please call me Chuck.</p> <p>Activity:</p> <p>Teacher explains about the lesson. Introduce themselves. Checking information. Name and titles. Introducing someone. Grammar Focus (Wh- questions and statements with be). Complete conversations and practice them. Teacher tells students do exercise 1-5 on page 1-3 work book 1.</p> <p>References</p> <p>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.2-4.</p> <p>2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p 1-3.</p>

Week 2	<p>Unit 02 Please call me Chuck (continue).</p> <p>Activity: Teacher explains about greeting around the world. Asking about someone. Grammar (Yes/No questions and short answers with be). Listen to these conversations and complete the information about each person. Read about meeting and greeting customs. Teacher tells students do exercise 6-11 on page 3-6 work book 1.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.5-7.</li> <li>2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.3-6.</li> </ol>
Week 3	<p>Unit 03 How do you spend your day?</p> <p>Activity:</p> <p>Teacher discusses with students about work and school days. Complete the word map with jobs from the list. Match the information in columns A, B and C. Listen and practice conversation. Grammar (simple present Wh-questions and statements, complete conversation and practice) Teacher tells students do exercise 1-5 on page 7-9 work book 1.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.8-10.</li> <li>2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.7-9.</li> </ol>
Week 4	<p>Unit 04 How do you spend your day?(continue).</p> <p>Activity:</p> <p>Teacher tells students write of what they do and do not write their names on. Practice conversation. Pronunciation (unstressed words. Grammar (time expressions) Listen and complete the chart. Read the article and tick the correct boxes. Ask and answer the questions. Teacher tells students do exercise 6-11 on page 10-12 work book 1.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.11-13..</li> <li>2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.10-12.</li> </ol>



Week 5	<p style="text-align: center;">Unit 05 How much is it?</p> <p>Activity: Teacher tells students look through spending habits of adults and teenagers. Practice conversation. Grammar (demonstratives; one, ones). Ask and answer by using each picture. Listen and complete the chart. Pronunciation (liking sounds). Teacher tells students do exercise 1-6 on page 13-16 work book 1.</p> <p>References 1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.14-16. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.13-16.</p>
Week 6	<p style="text-align: center;">Unit 06 How much is it?(continue)</p> <p>Activity: Teacher tells students Identify things in the pictures. Listen and practice conversation. Grammar(preferences; comparisons with adjectives). Writing. Read the article and tick true or false. Teacher tells students do exercise 7-11 on page 16-18 work book 1</p> <p>References 1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.17-19. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.16-18.</p>
Week 7	<p style="text-align: center;">Unit 07 Do you like jazz?</p> <p>Activity: Teacher elicits music from students. Complete the chart with words. Listen and practice conversation. Grammar(Yes/No and Wh- questions with do-complete conversations). Pronunciation. Group works,survey (using do you like...?).Then report to the class.Teacher tells students do exercise 1-6 on page 19-21 work book 1.</p> <p>References 1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.20-22. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.19-21.</p>

Week 8	<p style="text-align: center;">Unit 08 Do you like jazz? (continue)</p> <p>Activity: Teacher tells students listen to four people playing games. Listen and practice conversation. Grammar(Would;verb+to+verb). Listen to three people inviting friends to events and activities. Writing assignment. Read about three musicians and complete the chart. Teacher tells students do exercise 7-12 on page 22-24 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.23-25. 2.Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.22-24.</p>
Week 9	<p style="text-align: center;">Unit 09 Tell me about your family.</p> <p>Activity: -Teacher puts students in groups and discuss about family. Listen to two famous people. Conversation about family. Pronunciation. Grammar (present continuous). Teacher tells students review of Unit 1-4 and do exercise 1-5 on page 26-27 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.28-30. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.26-27.</p>
Week 10	<p style="text-align: center;">Unit 10 Tell me about your family(continue).</p> <p>Activity: Teacher tells students look through facts about family in the United States and ask some questions. Listen and practice conversation. Grammar (determiners). Write about families in your country look at a model. Read about changing family. Teacher tells students do exercise 6-11 on page 28-30 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.31-33. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.28-30.</p>



Week 11	<p>Unit 11How often do you exercise?</p> <p>Activity: Teacher elicit some sports from students and work in pairs. Listen and practice conversation. Grammar (adverbs of frequency). Pronunciation sentence stress. Work in groups. Listen what Ted, Wanda and Kim like to do in the evening and complete the chart. Teacher tells students do exercise 1-7 on page 31-34 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.34-36. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.31-34.</p>
Week 12	<p>Unit 12How often do you exercise? (continue).</p> <p>Activity: Teacher tells students write about their favourite activities. Listen and practice conversation. Listen to three people discuss sports and exercise. Grammar (questions with how; short answers). Read the text and which of these statements are probably true. Teacher tells students do exercise 6-11 on page 35-36 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one <i>English for international communication</i>, p.36-39. 2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.35-36.</p>
Week 13	<p>Unit 13We had a great time!</p> <p>Activity: Teacher tells students complete tasks and talk about them. Listen and practice the dialogue. Grammar (past tense and complete conversations). Pronunciation (reduced forms of did you). Collocation. Ask and answer questions. Listen and tick the correct information about each person. Teacher tells students do exercise 6-11 on page 37-39 work book 1.</p> <p>References 1.Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.40-42. 2.Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.27-39.</p>

Week 14	<p>Unit 14 We had a great time! (continue).</p> <p>Activity: Teacher tells students listen and practice conversation. Grammar (past tense of be complete conversations). Ask the questions. Listen and complete the chart. Read and write a postcard. Read and tick the statements that are true. Teacher tells students do exercise 8-11 on page 40-42 work book 1.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.43-45.</li> <li>2. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>, p.40-42.</li> </ol>
Week 15	<p>Unit 15 How do you like the neighbour hood?</p> <p>Activity: Teacher tells students match the words with definitions. Write definitions for these places. Listen and practice conversation. Grammar (There is, there are; one, any some). Pronunciation(reduced forms of there is/there are). Work in groups(take turn asking and answering the questions about places. Listen and complete the chart. Teacher tells students do exercise 1-5 on page 43-46 work book 1.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.46-48.</li> <li>2. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i>, p.43-46.</li> </ol>
Week 16	<p>Revision and final exam</p> <p>-Teacher leads students review the important points of the lessons that students already studied.</p> <p>- Take final examination.</p>
Evaluation	<ol style="list-style-type: none"> <li>1. Class participation 10 % (come school on time, wearing and good manner).</li> <li>2. individual 25 % ( active and homework).</li> <li>3. Group works 20 % (share ideas in group, active in working).</li> <li>4. Mid term test 20%</li> <li>5. Final exam 25 %.</li> </ol>

References	<p>4. Jack. C Richards (1997): New Interchange Work Book one, <i>English for international communication</i>.</p> <p>5. Jack. C Richards (1997): New Interchange Student's Book one, <i>English for international communication</i></p>
Compiled by	<p>MR. Phetoubonh SAYSEEDA LuangPrabang Teacher Training College.</p> <p>Office 071 212056</p> <p>Mobile 020 55171626</p> <p>Email address phetoubonh@yahoo.com</p>