



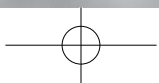
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Unit **1**

Meeting People





SESSION 1

TOPIC 1

Making friends

TASK 1 | Warm-up

Work in pairs. Find a classmate with whom you are not familiar and introduce yourself to each other. Answer the following questions before starting the conversation.

1. How are you going to start the conversation?
2. What are you going to say to your classmate?

TASK 2 | Listening for gist

Watch a video in which Ernie, a college freshman, has conversations with different people. Answer the following questions about the situation.

1. Where do these conversations take place?
2. When do the conversations take place?
3. Who are the people?
4. What is Ernie doing?

TASK 3 | Listening for specific information

Watch the video again. Complete the following statements.

Scene 1

1. Ernie comes from _____.
2. The girl puts her phone number in Ernie's _____.
3. Ernie says he is _____ to buy a cell phone.
4. Ernie suggests watching movies and TV shows in his _____.



Scene 2

5. The boys welcome Ernie to their _____.

Scene 3

- 6. Ernie praises the taller girl for her _____.
- 7. Ernie used to wear _____.
- 8. The taller girl likes Ernie's _____.
- 9. The shorter girl wants to be Ernie's _____ too.
- 10. The shorter girl feels _____ at the end.

TASK 4 | Listening for language

Watch the video again. Write down the sentences Ernie uses to start each conversation and to make a request in each conversation. Discuss how Ernie varies his sentence patterns according to the situation.

SCENE	STARTING A CONVERSATION	MAKING A REQUEST
1		
2		
3		

TASK 5 | Follow-up

Work in pairs. Find two or three more classmates with whom that you are not familiar and introduce yourselves to each other. Start your conversations with sentences similar to those in Task 4.

LANGUAGE NOTES

- **hellay:** a nonstandard way of saying “hello”
- **Netflix:** an American website that provides on-demand movies and TV shows
- **group hug:** a hug among more than two persons



TOPIC 2

How to start a conversation

TASK 1 | Warm-up

Work in groups. Discuss how you may start a conversation in a crowd of strangers. Write down some sentences that may be used.

TASK 2 | Listening for gist

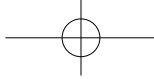
Listen to a talk on how to start a conversation. Answer the following questions.

1. What are the conversation starters suggested by the speaker?
2. Apart from these starters, what should you keep in mind?

TASK 3 | Listening for specific information

Listen to the talk again. Judge whether the following statements are true (T) or false (F).

- () 1. Silence makes people uncomfortable in a social event.
- () 2. Playing tricks will make your conversation interesting.
- () 3. Among strangers, some individuals may look interesting to you.
- () 4. You can break silence by commenting on people's clothing.
- () 5. You can ask people to share their past experience with you.
- () 6. Talking about people in the room is a good idea.
- () 7. Asking "why" may start an interesting conversation.
- () 8. Telling a story is a good starter.
- () 9. It is important to open yourself up to people.
- () 10. You can also wear a billboard to show that you want to talk.



TASK 4 | Listening for language

Listen to part of the talk (01'25"–02'16") again. Note down the sentence patterns used to give examples.

TASK 5 | Follow-up

Work in pairs. Practice starting a conversation on the following occasions with each of the three starters discussed in the talk.

SOCIAL EVENTS	YOUR ROLES
your common friend's party	two guests
your friends' wedding	the bride's friend vs. the groom's friend
anniversary of your old school	two alumni
english writing competition	two candidates
sports meet	two athletes
family reunion	two remote relatives
tourist group	two tourists
etc.	etc.

TASK 6 | Focused training in listening

Listen to part of the talk (00'42"–02'45") again. Complete the following transcript. Write one word on each line.

Nobody likes uncomfortable moments. It just feels uncomfortable. So when you are trying to



start a conversation there is presumably this gap that you're trying to fill. So my advice is to have a few tricks _____ your back pocket that you can automatically _____ to, to immediately break that uncomfortable silence and _____ a really interesting conversation.

So let's take _____ you're in a new environment where a lot of strangers are coming together and when you _____ the space maybe you'll naturally _____ towards an individual maybe because you like what they're wearing or you just somehow seem _____ to them. One of the techniques I love to do is really genuinely _____ something that you find interesting about them. It could be commenting on a _____ they're wearing or shoes that they _____ or maybe the way they _____ their hair, who knows, or, or a jacket that they wear, who knows, but it's something that is _____ on them that you can _____ the conversation and you're having a shared experience because they're, they're wearing it or they're embodying it and you're _____ it.

Now the second thing that I'd like to do is take the idea of a shared experience to the environment itself. You're both in the same place. Maybe there is a statement that you can _____ about what's happening in the room or the people or how excited you are to hear such-and-such speaker. There's something that you can connect to _____ a shared experience.

And thirdly I'm always _____ by the question of: so what brought you here today. I want to know why. I love knowing why people do the things that they do, _____ it's why did they come to that event. You would be amazed at the stories that you hear and the opening that's created. So if you _____ start an interesting conversation have _____ sparks of topics that you can bring to the table that immediately _____.

TASK 7 | Self-assessment in listening

Check your answers for Task 6 against the transcript provided by your teacher. Group your errors into the following categories (you can add your own categories). Mark the category of your errors on the margin of the transcript and then count the number of errors in each category. Write your counts after each category.

- 1) I don't know the meaning of this word/phrase even when I read the transcript.
- A. I don't know the meaning of this word/phrase at all. ()
 - B. I know the words, but I don't know the meaning of the whole phrase. ()
 - C. I know a certain meaning of this word/phrase, but it doesn't make sense in this context. ()

Your own categories: _____ ()

- 2) I know the meaning of this word/phrase when I read the transcript.
- A. I failed to identify its pronunciation in listening. ()
 - B. I mistook the pronunciation for another word/phrase in listening. ()
 - C. I identified the pronunciation correctly, but failed to relate the pronunciation to its meaning. ()

Your own categories: _____ ()



LANGUAGE NOTES

- **presumably:** by reasonable assumption, probably
- **default:** to take a preset course of action automatically
- **ignite:** to stir up
- **gravitate:** to be attracted
- **draw:** to attract
- **acknowledge:** to recognize the importance of sth.
- **inspired:** brilliant, excellent
- **spark:** to activate
- **intrigue:** to make interested or curious
- **never want for:** to have something you need

TOPIC 3

Small talk

TASK 1 | Warm-up

Work in groups. Share your experiences of uncomfortable moments when you were unable to carry on a conversation with someone in a social event. You can use the following questions as cues.

1. What kind of event was it?
2. When and where was the event?
3. Who were you with?
4. Why were you unable to carry on the conversation?
5. How did you feel?
6. What did you do in response?
7. What happened in the end?

TASK 2 | Listening for gist

Watch a video in which Ellen Degeneres gives a talk show. Answer the following questions.

1. What does Ellen make fun of?



2. What solution does she provide for the problem?
3. Does her solution work?

TASK 3 | Listening for specific information

Listen to the talk. Judge whether the following statements are true (T) or false (F).

- () 1. Ellen makes fun of cover girls by imitating one.
- () 2. Ellen met a woman she knew at an event last week.
- () 3. The woman walked over to Ellen.
- () 4. The two women discussed their work and environment for a long time.
- () 5. Ellen was comfortable with the pauses between their topics.
- () 6. They talked about traffic before ending their conversation.
- () 7. Ellen suggests some topics to aid small talk at parties.
- () 8. TV commercials for cotton are a good topic.
- () 9. Ellen misinterprets Olive Garden's slogan intentionally.
- () 10. Finding fault with Miss Universe does not start a conversation properly.

TASK 4 | Focused training in listening

Listen to part of the talk (00'17"–02'05") again. Complete the following transcript. Write one word on each line.

And part of a talk show host and a _____'s job is I have to go to a lot of _____, and I have to talk a lot, and usually I love talking. I love talking to people and, but, you know, last week I was _____, and I saw this woman across the room, and we didn't know each other, but we _____ and we, we _____ each other because we're both in the _____. And so she starts _____ towards me and I'm thinking "Well, here comes small talk," 'cause that's what happens when you don't know somebody. So she walks over and, you know, _____, you know.

"Hi!"

"Hi!"

And then _____ "Nice to meet you."

And she's _____ "Nice to meet you."

And "How are you?"

"Good, good, you? How are you?"

"Good, good, are you, work, how's work?"

"Great. Work _____ great. Are you busy?"



“Busy, yes. Well, it’s good to be busy.”

“Yes, we’ll have to be busy.” You know.

“This is nice, _____ it? This is a nice, uh...”

“It is. It’s nice. This is _____ the way they’ve decorated it.”

“Here is cold.”

“Yea. In outside _____ in here?”

“Outside.”

“Yes, out(side). Yes, there’s cold everywhere. It’s cold, so cold everywhere. It’s winter.”

And, and, you know, and there were pauses _____ between those sentences that were longer. I’m not gonna [unidentifiable word or words] for you but, but there were... and, and she was completely comfortable _____ the pauses, just complete(ly). There’s silence and it was _____ me to keep the conversation going, ’cause I’m a talk show host. It’s my job to, to keep making the small talk and so then, of course, we _____ things so then it turns to traffic, ’cause that’s what you do.

It’s like, you know, “Did you _____ getting here?”

“Yeah, I did. Crazy traffic.”

“Oh, I didn’t have any traf(fic).”

“Oh, you didn’t? Did you take _____?”

“No, I _____ Cherokee.”

“I didn’t know you could _____ Cherokee.”

“Yeah, if you _____ Cherokee, you avoid the _____ traffic.”

“Well, I’ll do that next time.”

“Well, okay, bye, nice meeting you.”

TASK 5 | Self-assessment in listening

Check your answers for Task 4 against the transcript provided by your teacher. Group your errors into the following categories (you can add your own categories). Mark the category of your errors on the margin of the transcript and then count the number of errors in each category. Write your counts after each category.

1) I don’t know the meaning of this word/phrase even when I read the transcript.

A. I don’t know the meaning of this word/phrase at all. ()



- B. I know the words, but I don't know the meaning of the whole phrase. ()
- C. I know a certain meaning of this word/phrase, but it doesn't make sense in this context. ()

Your own categories: _____ ()

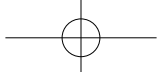
2) I know the meaning of this word/phrase when I read the transcript.

- A. I failed to identify its pronunciation in listening. ()
- B. I mistook the pronunciation for another word/phrase in listening. ()
- C. I identified the pronunciation correctly, but failed to relate the pronunciation to its meaning. ()

Your own categories: _____ ()

LANGUAGE NOTES

- **biz:** business
- **hit traffic:** to get stuck in traffic
- **Sunset:** name of a boulevard in Los Angeles
- **Cherokee:** name of a street in Los Angeles
- **sister-wife:** any of the women married to the same man in a polygamous society
- **commercial:** an advertisement in audio or video form
- **Olive Garden:** name of an Italian restaurant in the U.S., whose slogan was "When you're here you're family"
- **pageant:** a beauty contest



SESSION 2

TOPIC 1

Get to know me

TASK 1 | Warm-up

Work in pairs. Suppose you want to collect information about your classmates in order to start a new student group. The following is a list of things you may want to know about the potential members. Add more items to the list that you think are relevant to the survey, and then complete the survey by asking each other questions.

MEMBER SURVEY

BACKGROUND

- Name:
- Gender:
- Birthday/Age:
- From:
- School:
- Major:

FAVORITES

- Favorite thing to do:
- Favorite music:
- Favorite TV shows:
- Favorite movies:
- Favorite food:
- Favorite candy:
- Favorite drink:
- Favorite color:



TASK 2 | Listening for gist

Watch a video in which a girl introduces herself. Check (✓) the survey items that she covers and add items that are missing from the given list.

MEMBER SURVEY	
BACKGROUND	
<input type="checkbox"/> Name:	<input type="checkbox"/> From:
<input type="checkbox"/> Gender:	<input type="checkbox"/> School:
<input type="checkbox"/> Birthday/Age:	<input type="checkbox"/> Major:
FAVORITES	
<input type="checkbox"/> Favorite thing to do:	<input type="checkbox"/> Favorite food:
<input type="checkbox"/> Favorite music:	<input type="checkbox"/> Favorite candy:
<input type="checkbox"/> Favorite TV shows:	<input type="checkbox"/> Favorite drink:
<input type="checkbox"/> Favorite movies:	<input type="checkbox"/> Favorite color:

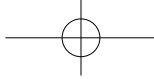
TASK 3 | Listening for specific information

Watch the video again. Fill in the relevant information on the survey in Task 2.

TASK 4 | Listening for language

Watch part of the video (00'40"–01'18") again. Make notes about the speaker's appearance. Then examine your answer for Task 3 again and discuss why some points are easier to understand than others.

FEATURES	NOTES
hair color	
hair length	
eye color	
piercings	
tattoos	
hand orientation	



TASK 5 | Follow-up

Work in pairs. Discuss how you can make it easier to understand the features of appearance in Task 4. Then describe the appearance of Paige in your own words.

LANGUAGE NOTES

- **tag:** a label assigned to a digital file (a video here) that helps describe it and allows it to be found again by browsing or searching
- **Leo:** the Lion, a zodiac sign that spans the period from July 23 to August 22
- **kennel tech:** kennel technician, a person responsible for the general care and maintenance of pets boarded in the kennel
- **dirty blonde:** hair color somewhat between dark blonde and golden blonde
- **piercing:** a hole through which a piece of jewelry is worn
- **tattoo:** a permanent mark or design made on the skin by a process of pricking and ingraining an indelible pigment
- **righty:** a right-handed person
- **Target:** name of a chain store. The pronunciation of the word as Targét is a pseudo-French pronunciation, which is somewhat popular in the U.S. but incorrect.

TOPIC 2

Profile of a student athlete

TASK 1 | Warm-up

Work in pairs. Interview each other about your long-term involvement in extracurricular activities, such as a sport, voluntary work, a part-time job, or a hobby. Use the following questions as cues. You may change the questions or add further questions when necessary.

1. What do you usually do in your spare time?
2. At what age did you start doing this?



3. How did you start doing this?
4. What do you do exactly?
5. How do you like it?
6. Do you have any future plans for it?

TASK 2 | Listening for gist

Watch a video in which a student athlete at Frederick Community College (FCC) talks about herself. Arrange the following topics according to their order in the video.

- | | | | |
|----------------------------|-----------------------------|---------------------------|------------------------------|
| <i>a.</i> coach | <i>b.</i> family support | <i>c.</i> past experience | <i>d.</i> plan after college |
| <i>e.</i> role in the team | <i>f.</i> self-introduction | <i>g.</i> the college | |

_____ → _____ → _____ → _____ → _____ → _____ → _____

TASK 3 | Listening for specific information

Watch the video again. Answer the following questions.

1. When did Caroline start playing volleyball?

2. What sports did she try when she was younger?

3. What is her role in the volleyball team at FCC?

4. What is a shank in volleyball?

5. Write down one thing that Caroline likes about her coach.

6. In what way is FCC flexible?

7. How can one get involved in FCC?

8. What does Caroline want to study in the future?

9. What does Caroline call her parents and grandparents?

10. When will she seek support from her family?



TASK 4 | Listening for language

Listen to part of the talk (01'18"–01'39"). Make notes, and then explain the meaning of a "kill" and a "shank" in your own words.

TASK 5 | Follow-up

Work in pairs. Change your partners, and interview each other with the same questions as you did in Task 1. Ask your partner to explain anything that you do not understand completely, and explain anything that your partner does not understand completely.

TASK 6 | Focused training in listening

Listen to part of the talk (00'00"–01'42") again. Complete the following transcript. Write one word on each line.

My name is Caroline Kinna and I'm a freshman at Frederick Community College. I've _____ playing volleyball since I _____ eighth grade. And I played for the Frederick County Rec League and _____ I just _____ the sport and I played in high school.

(Okay, wait, can we cut?)

(Sure, yeah.)

(music)

Well I tried a whole _____ sports when I was younger, like basketball and soccer, but I just didn't like them, and so I tried the volleyball Rec League and I just _____ the sport.

I'm _____ hitter. I was a middle hitter for four years in high school but at FCC I'm



_____ hitter. I play the front row and I'm on the left side, so I'm, the setter sets me and I kill the ball. A kill _____ when you hit the ball and it goes on to the court and no one _____ or somebody shanks the ball and it's not _____ the net. A _____ when somebody passes the ball and it goes totally somewhere that's not on the court.

So my coach is Ashley Rippeon and I really _____ coaching style because it forces me to work harder and she tells you how to _____ and be a strong volleyball player mentally, because that's a really big _____ the game.

TASK 7 | Self-assessment in listening

Check your answers for Task 6 against the transcript provided by your teacher. Identify cases of linking, where two or more words are pronounced like one without pausing between them, and weak forms, which are unstressed pronunciation of words, especially function words such as prepositions and articles. Write them down after the following examples.

Linkings:

I was _____ in eighth grade

Weak forms:

I've been playing
/bin/

LANGUAGE NOTES

- **rec:** short for recreation
- **fashion merchandising:** the production of fashion designs and distribution of fashion products to the end consumer, involving apparel, accessories, beauty, and housewares



TOPIC 3

Take a seat, make a friend

TASK 1 | Warm-up

The whole class work as a big group. Each student writes on a piece of paper one personal question, about past experience, current situation, future plans, relatives and friends, hobbies and interests, or even religion. Then form random pairs to ask each other these questions.

TASK 2 | Listening for gist

Watch a video in which strangers make friends with each other by completing random tasks. Check (✓) the tasks in the following list that have been covered.

- Share three things on your bucket list.
- Share the most challenging thing you have done.
- Share one of your secrets.
- Find one thing you have in common.
- Describe the first time you fell in love.
- Talk about someone who inspires you.
- Talk about the experience that changed your life.
- Talk about one thing you wish to change.
- Create a secret handshake.

TASK 3 | Listening for specific information

Watch the video again. Match the keywords with the tasks.

	TASKS	KEYWORDS
_____	1) Share three things on your bucket list.	a. curling b. daughter c. disease
_____	2) Find one thing you have in common.	d. divorce

(To be continued)



(Continued)

	TASKS	KEYWORDS
_____	3) Describe the first time you fell in love.	e. false teeth f. high ten
_____	4) Talk about someone who inspires you.	g. Jesus h. kindergarten kid
_____	5) Talk about the experience that changed your life.	i. flag j. Martin Luther King
_____	6) Create a secret handshake.	k. peers l. scuba diving m. skydiving n. Navy officer

TASK 4 | Focused training in listening

Watch part of the video (01'53"-03'45") again. Complete the following transcript. Write one word on each line.

(Scene 3)

Man 2: Describe the first time you _____ love.

Woman 5: Ohhh... I _____ was kindergarten. I don't remember his name but he was beautiful.

Woman 4: I was in the Navy.

Woman 3: You were in the Navy?

Woman 4: And my husband _____ the Navy. Long story short, before he ever kissed me or we were ever really together, he told me he loved me. Twenty-four years later, we are _____ and we're more, we're better friends _____ from the very beginning.

Woman 3: That's true love in its finest.



(Scene 4)

Woman 1: Talk about someone who _____ .

Man 1: _____ all right to talk about somebody that's a religious character?

Man 3: Yeah, why not? _____ our ball pit. We can talk about whoever we want, right?

Man 1: Jesus.

Man 3: All right.

Woman 3: Just my peers. They're all _____ their own ways and have their own realities and own lessons. I just grow from everybody else's _____ my own.

Woman 1: Martin Luther King, I think, 'cause the fact that we _____ this box together is a big deal.

Woman 2: Exactly.

Woman 4: You know who inspires me, _____ or not, is my daughter. She is everything I ever wanted to be.

(Scene 5)

Man 1: All right. Talk about the experience that changed your life. Ah, that's a good one. Mm, after my wife decided _____ was time that we split, I started to _____ different perspective on life. I saw women differently. I saw relationships differently. I think I became more appreciative of women.

Woman 4: _____ did you say you are? 20?

Woman 3: Yeah.

Woman 4: Okay, at the age of 21, I was diagnosed with multiple sclerosis. And it pulled the _____ from all my plans. It really changes the way you _____ things.

Woman 3: Mhmm. My grandmother _____ .

Woman 4: Who does?

Woman 3: My grandmother.

Woman 4: There's our common.

Woman 3: We found our common.

Woman 4: We found our common.

Woman 3: That's why _____ still here. We found our common.



TASK 5 | Self-assessment in listening

Check your answers for Task 4 against the transcript provided by your teacher. Identify cases of linking and weak forms as you did in Task 7, Topic 2.

Linkings:

Weak forms:

LANGUAGE NOTES

- **bucket list:** a list of things you want to do before you die (kick the bucket)
- **scuba:** self-contained underwater breathing apparatus 自给式水下呼吸器; 水肺
- **curling:** a game played on ice, esp. in Scotland and Canada, in which heavy stones with handles (curling stones) are slid towards a target (tee) 冰壶
- **puck:** a small disc of hard rubber used in ice hockey 冰球
- **flipper tooth:** a nickname for a form of false tooth, usually used to replace a missing front tooth (or several teeth)
- **multiple sclerosis:** an inflammatory disease in which the insulating covers of nerve cells in the brain and spinal cord are damaged, disrupting the ability of the nervous system to communicate 多发性硬化症
- **pull the rug out:** to betray, expose, or leave defenceless
- **twitch:** a sudden quick movement