



## Talk It Over

**11 Interview** Use count and noncount nouns as you interview people about food and shopping habits.

### Language Tip

Use **noncount nouns** to talk about food in a general way:

I like ice cream.  
I'll have cereal.  
Steak is expensive.

Use quantity words or container names to talk about specific amounts of food:

a quart (or gallon) of ice cream  
a box of cereal  
a pound of steak

1. Work in groups of three. Write your teacher's name and the names of your group members in the spaces at the top of the chart below.
2. Ask questions with "How much" or "How many" and the words on the left side of the chart. Look at the example (Stacy).

### Example

A: How much coffee do you drink every day?

B: Two cups a day.

A: How many candy bars do you buy a week?

B: Two a week.

3. Practice asking your teacher the questions and write his or her answers on the chart.
  - Use the present tense.
  - Pay attention to count and noncount nouns.
  - Add time expressions as needed. For example, "How much coffee do you drink every week?"
4. Take turns asking your group members the questions and write their answers on the chart.

Time Expressions you can use in the questions or answers:

each  
every  
a

day  
week  
month

Questions		Teacher	Name	Name
	<i>Stacy</i>			
coffee/drink	<i>2 cups a day</i>			
water/drink	<i>6 glasses a day</i>			
candy/buy	<i>2</i>			
food/eat/breakfast	<i>Only a little</i>			
money/spend/groceries	<i>About 30 dollars</i>			
gasoline/buy	<i>About 15 gallons</i>			
bananas/eat	<i>3 or 4</i>			
times/eat/restaurants	<i>8 or 9</i>			



**10 Talking About Abilities** Complete this chart. Then tell a partner about your abilities. Use *can*, *can't*, and the expressions from the list on page 29.

Abilities	
Things I Am Good At	Things I Am Not Good At
1.	1.
2.	2.
3.	3.
4.	4.

## Part 2

## Story: Camping

### Before You Listen



**1 Prelistening Questions** You will hear a story about camping. Before you listen, answer these questions with a partner.

1. Have you ever gone camping? Tell about this experience. Where did you go? When? With whom?
2. Why do many people enjoy camping?
3. What unpleasant or dangerous things can happen while camping?

CD 1, Track 30



**2 Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words and phrases in a story. Write the letter of the correct definition beside each sentence.

### Sentences

1. D The view at the top of the mountain was incredible. The sunset was orange and purple.
2. E Please clean your muddy shoes before you come inside the house.
3. B When I'm sick of being in the city, I go hiking in the mountains.
4. F After the rain stopped, the sky was clear and sunny.
5. C After six months in another country, I couldn't wait to see my family again.
6. A Don't be scared of the dog; she is very sweet and gentle.

### Definitions

- a. afraid
- b. walking out in nature
- c. wanted to do something very much
- d. unbelievable; very surprising
- e. covered with wet earth
- f. not cloudy

## Listen



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**3 Listening for Main Ideas** A husband and his wife are checking into a motel. They tell the manager a very unusual story. As you listen, answer these questions.

1. What starts all of the trouble?
2. What happens to the couple's clothes?



CD 1, Track 32

**4 Taking Notes on Specific Information** Listen to the story again. Fill in the missing key information in the notes below. Remember:

- Don't try to write everything you hear. Write the important information only.
- Don't write complete sentences; write key words only.



▲ An unexpected visitor

1. decided to go camping
2. weather was sunny/clear
3. after 1/2 hr started to rain cats and dogs
4. hiked back to our tent to change clothes
5. couldn't find dry clothes
6. went back outside
7. saw 2 bears wearing clothes
8. felt scared
9. problem now: no dry clothes



## After You Listen



### 5 Summarizing Ideas

1. Compare your notes with a partner. Summarize the story in your own words. As you speak, look at your notes to help you remember.
2. In groups of three, play the roles of the husband, his wife, and the hotel manager from the story. Don't read the script. Use your notes to help you remember the story.



**6 Reviewing Vocabulary** Talk about the picture below. Use the new vocabulary as you describe what is happening.

**Noun**

hiking

**Adjectives**

clear  
incredible  
muddy  
scared

**Expression**

I can't wait to . . .



▲ Two hikers

## Talk It Over



### 7 Fact or Fiction Game

1. Tell the class about a dangerous, unusual, or exciting experience that you had in nature. Your teacher will give you a card. If the card says "Fact," you must tell a true story. If the card says "Fiction," tell an imaginary story, but make it sound real.
2. After each story, the class will take a vote: how many people think the story was fact? How many think it was fiction? See which student in your class is the best storyteller—or the most creative!



**8 Role-Play** Discuss the following questions.

1. What does the sign in the photo mean? Why do you think camping areas and parks have signs like this?
2. Does your country have strong laws against littering (throwing paper and garbage on the ground or street)? Why do you think some countries have strong laws against littering? How does litter affect the environment?



▲ A common sign in U.S. parks

**Culture Note**

North America has many large, beautiful national parks. It is illegal to leave garbage in a park. It is also illegal to take plants or animals out of a park. Parks and camping areas always have rangers. Their job is to protect the parks and help park visitors.

Look at the pictures and read the description of the situation. In groups of three (George, Lou, and Rick), role-play the situation. The following expressions may help you express your ideas:

**Explaining Rules**

You need to . . .	It's against the rules to . . .
You shouldn't . . .	You're not allowed to . . .

George and Lou are brothers. They have just spent a wonderful weekend camping. Now they're getting ready to leave, but they are leaving their campsite dirty and full of trash. Rick is a park ranger. He stops the brothers to explain their responsibilities and to ask them to clean up. Make up your own ending.





## Part 3

# Strategies for Better Listening and Speaking

### Getting Meaning from Context



**1** **Prelisting Discussion** Before you listen, talk about seasons with a partner.

*Spring*



*Summer*



*fall*



*winter*

1. Identify the seasons in the photos (winter, spring, summer, or fall) and describe the weather in each one.
2. Do you know of any countries that don't have four seasons? Describe the weather in those countries.



## Focus on Testing

### Using Context Clues

Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. You are going to hear five conversations about seasons. As you listen to each conversation, write *winter*, *spring*, *summer*, or *fall* in the **Seasons** column. After each conversation, stop the recording and write the words that helped you choose the season. Compare your answers and clues with a partner.

Seasons	Clues
1. fall	cold leaves brown rain
2. winter	freezing low 30's
3. spring	trees, flowers leaves coming back snow gone
4. summer	hot humidity air conditioning
5. summer	doing nothing back red, sunburned

## Talk It Over



**2 Talking About Seasons** Talk with a partner about seasons in New York. Work in pairs: Student A and Student B. Follow the instructions below.

1. Student A, look at page 200, and Student B, look at page 204.
2. Ask your partner questions about the missing information in your chart.
3. Write your partner's answers in the blank spaces on your chart. When you finish, your charts should match.

### Examples

When is summer? Or, what are the summer months?  
What's the weather like in the spring?

## Part 4

## Real-World Tasks: Weather

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### 1 Listening for Temperatures

Listen to these conversations about the weather. Circle the temperatures you hear.

- |        |     |     |
|--------|-----|-----|
| 1. 19  | 95  | 99  |
| 2. 80  | 18  | 8   |
| 3. 13  | 30  | 30s |
| 4. 14  | 40  | 44  |
| 5. 100 | 130 | 133 |
| 6. 30s | 30  | 13  |
| 7. -13 | 30  | 3   |
| 8. 70  | 70s | 17  |

#### Language Tip

Weather reports often say that the temperature is "in the 30s" (40s, 50s, etc.). "In the 30s" means that the temperature is anywhere between 30 and 39 degrees.



▲ A thermometer

### 2 Talking About Temperatures

Your teacher will give each student the name of a city. Find today's temperatures around the world in a newspaper or on the Internet. Tell the class today's temperatures in the city your teacher gives you.

#### Example

**Teacher:** Sydney, Australia

**Student:** The high temperature will be 75 degrees Fahrenheit.

The low temperature will be 52.

Today's average temperatures will be in the 70s.

CD 1, Track 35



**3 Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words in a weather forecast. Write the letter of the correct definition beside each sentence.

#### Sentences

- B Take an umbrella. There's a chance of showers later.
- E Take a sweater. It's chilly outside.
- C The overnight temperature will be 20 degrees.
- D The sky is partly cloudy. It's not a good day for the beach.
- A The weather forecast says we can expect fair skies this weekend. Let's go fishing!

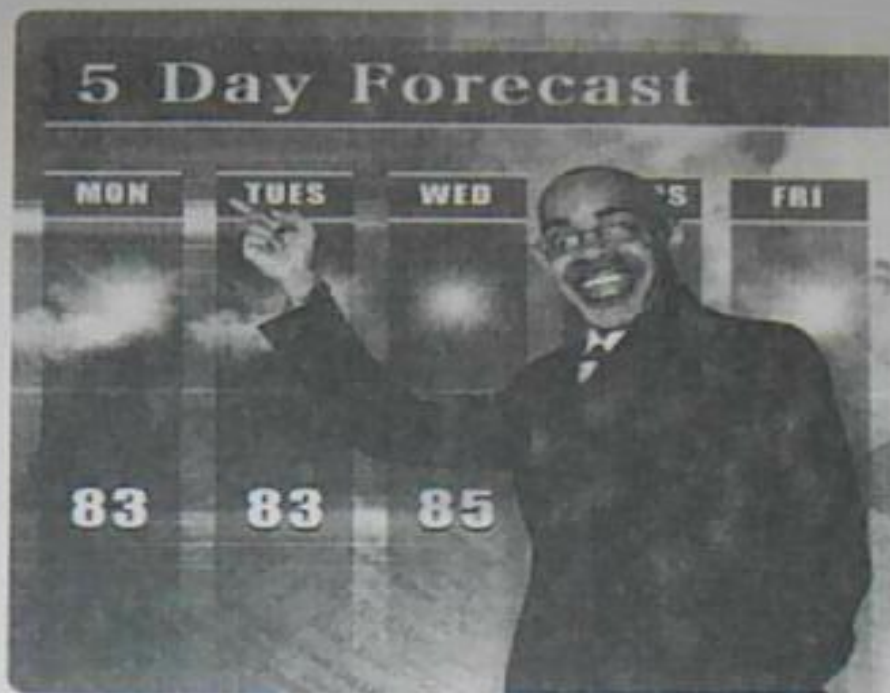
#### Definitions

- clear, not rainy
- short periods of rain
- during the night
- clear in some places and cloudy in others
- a little cold





**4** Listening to a Weather Forecast Bruce is watching the weather forecast. Listen to the report and use the chart to take notes about the weekend weather.



▲ A TV reporter giving a weather forecast

	Friday	Saturday	Sunday	Monday
Sky: (Cloudy? Fair?)	partly cloudy	fair	fair	
Temperature				
High:	61°	60°'s	70°	
Low:	mid 50°'s	45°	below 50°	
Rain: (Yes? No?)	at night	no	no	50% chance

Work in groups of four. Each student summarizes the information for one day.

**Example**

**Student 1:** On Friday it will be partly cloudy with showers during the night.

**Student 2:** On Saturday...

## Using Language Functions



### EXPRESSIONS FOR TALKING ABOUT ACTIVITIES YOU LIKE AND DISLIKE

Likes	Dislikes
I like/love (to + verb/verb + -ing).	I don't like/dislike/hate (to + verb/verb + -ing).
I enjoy (verb + -ing).	I'm not crazy about (noun).
It's OK/all right/fun/good /great/wonderful.	I don't care for (noun).
I'm crazy about (noun).	It's awful/terrible.
	I can't stand it.



**5 Interview** Interview a partner about activities he or she likes or dislikes in each season. Complete the chart with your partner's answers.

#### Example

**You ask:**

What do you like to do in the (summer)?

What's your favorite (winter) sport?

What activities do you dislike in (winter)?

**Your partner answers:** I like waterskiing in the summer.

My favorite winter "sport" is watching television!

I hate driving in the snow, but I enjoy making a snowman.

	Fall	Winter	Spring	Summer
Sports				
Other Activities (likes)				
Other Activities (dislikes)				