

UNIVERSIDAD ESTATAL A DISTANCIA



Study Guide for the Course

Conversation I 5009

Rommy A. Acuña R.

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Dear Student:

This study guide attempts to aid you while you study on your own. It is divided into three main parts. The first part provides you with general information that you need to know about the textbook "North Star Listening and Speaking"(intermediate level), in order to use it more efficiently. It will also give you some key ideas on how to get prepared for an oral presentation or a group discussion, tips for studying specific skills, and some hints on how to do your best in the workshops. In the second part, you will find the goals that you are expected to accomplish in each unit, as well as key words for further study and cultural awareness comments. In the third part, you will see an annex with the answer key for all the exercises available in the course textbook, so you can check your answers and monitor your progress.

I hope you find this guide useful while you study on your own. Self - study is not easy, but no matter how hard it seems, do not give up. Do not just give it a try: be positive and go the extra mile!

My best regards,

Rommy A. Acuña R.

I. General Information

A. How to use every unit

As you may have already noticed, your **North Star Listening and Speaking** textbook is divided into content units. All of them have a title that is closely related to the topic that will be developed and expanded during the whole unit. Even though the emphasis is on listening and speaking skills, the book also provides some reading, writing, and vocabulary activities to help you improve your competence and become more active in your learning process. As a matter of fact, you can easily improve your listening skills and range of vocabulary by following the working stages in each unit, and by using the links suggested at the end of each unit.



You may ask yourself why the textbook is fragmented into a series of **pre and focus activities** before actually getting into the real listening and speaking activities. Well, there is certainly a reason. The book is divided into the following sections: Focus on the Topic, Focus on Listening, Focus on Vocabulary, and Focus on Speaking; all of them with a little bit of reading and writing in between.

Each section has a specific teaching purpose. First, you focus on the topic to be developed. In this section you are introduced to the topic by means of a picture related to the topic and a short reading passage or a few lines related to the topic. In this part, you can ask yourself the questions that appear right after the picture in the prediction section and keep record of your comments for in-class discussion later on. As you can see, this section helps you analyze how much you know about the topic and think of the typical vocabulary used in that particular context.

Next, you have the **"Sharing Information Section"**. At this point you are unable to share ideas with your classmates, but you can brainstorm about the topic and write down some ideas for group discussion in class. Since you may or may not know all the vocabulary you encounter, it would be advisable to keep an English – English dictionary at hand in case you need to look up some words before you move to the **"Preparing to Listen"** part.

The **"Preparing to Listen"** part is usually a reading exercise in which you come across more specific information and vocabulary about the topic that you will work with in the listening section. Within this section, you are usually requested to give your opinion about a series of statements developed from the topic. This part aids you to activate your prior knowledge and get into the context to better understand the listening exercises.

Then, you will find the **"Vocabulary for Comprehension"** section. In this part you are given key words that will help you to understand the main ideas in the listening exercises, to express yourself thoroughly and more precisely about the topic, and to expand your vocabulary range. You need to pay particular attention to this section because learning more specific vocabulary makes you sound more sophisticated and knowledgeable. On the other hand, if you do not learn enough detailed vocabulary, you may be perceived as being too wordy, vague, or careless, and at the same time you may end up being repetitive or insufficiently prepared.

At this point, you may ask yourself one more question. What is the purpose of having so many pre-reading and vocabulary exercises? The answer is very simple. The more you read about a topic and the more vocabulary you learn, the better prepared you will be to study the topic either by practicing with a series of listening exercises or by expressing yourself orally.

The **"Focus on Listening"** section is fragmented or subdivided into several Listening exercises. Each Listening exercise has a specific teaching

purpose. After a while, you will get familiar with the purpose of each exercise, and this way you will learn to listen carefully to more general or more specific information depending on the situation. You will also find some discussion questions as part of some of the listening exercises. You are advised to write down your ideas and bring them to class for further comments and sharing.

Focus on vocabulary includes the vocabulary previously practiced to reinforce what you learned and furthermore use it in a meaningful context. This is incorporated so that you will be able to integrate the acquired vocabulary in a variety of situations.

Moreover, **cultural awareness** is an aspect that is implicit in every unit since all the topics to be studied are inevitably present in every culture. You will have the opportunity to compare and contrast several aspects of your own culture and the target culture in order to find similarities or differences among them.

The last section- **"Focus on Speaking"** – encompasses a set of pronunciation, language appropriateness activities (style), and conversation activities to aid you in strengthening your fluency and accuracy.

B. What you are expected to do in the workshops

Conversation I is a course that provides students with opportunities to develop their ability to express themselves orally in English by exploring and discussing up-to-date issues, reinforcing vocabulary and getting acquainted with grammatical structures through listening and speaking exercises. Due to the nature of this course, your active participation in class is crucial; however, you also need to study and get ready prior to coming to class. Conversation I is a 150-hour course, which only has four two-hour



sessions. You should do the rest of the study hours on your own by completing the exercises in the book or using any other resources of your choice.

Once you register the course, you need to arrange your schedule so you have enough time to study. Even though this is mostly an oral course, you need to spend time studying and practicing different structures and vocabulary in the book and with your CD's, so make sure you dedicate a certain amount of time per day to do so. Failing to do so will result in your lack of preparation for your conversation class.

As part of your classwork you will also have some listening and vocabulary quizzes, in which you listen to specific situations and accents and answer questions about them. Moreover, group discussions in class will also help you practice the vocabulary in context. You are expected to involve yourself actively in class discussions. Attendance is not enough. Consider classroom interaction as a means of improving pronunciation and putting into practice everything you have learned. Your classmates and the instructor's feedback can be of great help, so take advantage of each opportunity you have to interact.

C. How you get ready for an oral presentation, group discussion, or an oral test

Oral presentations, group discussions, and oral tests are the basic activities to be developed throughout the course, so you need to start getting ready ahead of time.

For an **oral presentation**, you should choose a topic you feel motivated about. It is pretty difficult to talk about something you do not like or in which you do not have a strong interest. The topics you can choose from will be indicated in your course program. Once you choose your topic, start doing research, and get enough information about the



topic (at least three sources), so you will compile plenty of vocabulary for your speaking assignment. Then, read all the sources you collect and organize or outline your presentation.

In terms of structure, it is always useful to come up with an introduction, a body- main ideas to be expanded in your presentation- and a conclusion -to summarize everything you talk about during your presentation. Each part should have a specific purpose. For instance, you can get your audience's attention in the introduction by using a controversial question to trigger their interest, by showing an object to arouse their curiosity, or simply by mentioning an anecdote.

Also, you need to make sure that all the ideas you talk about in the "body" of your presentation are well-supported and logically connected to each other. Otherwise, your speech may sound awkward. Then, after you refer to your main points and you develop them, you need a conclusion. The conclusion is particularly important because it is your last chance to cause a significant impression on your audience.

Once you organize your speech, practice it several times and pay special attention to your pronunciation. When you do not practice your lines in advance you may easily forget relevant information or leave your ideas unfinished.

Do not memorize your speech; just follow your outline. You might find more problems if you try to memorize it and during the presentation you forget a single word and thus are unable to continue. Instead, practice in front of a mirror so you can monitor your body language and gestures. Sometimes, individuals have certain reactions when they feel nervous such as: playing with his/her hair, tapping the floor, moving back and forth, or twitching the eyes. Those reactions are totally normal; however, they can certainly distract your audience. For that reason, you need to be aware if you have any of these reactions, in order to minimize them and make your presentation more

effective. You will probably not overcome your fear of oral presentations in one single course; nonetheless, one piece of advice is to simply **take a long breath and smile before you start**. That will get your audience in tune with you, and your anxiety will hopefully lessen.

Moreover, prepare a chart with little written information or bring any other visual aids to gather your audience's attention. If you make a chart, you should be extra careful with spelling and grammar. Your chart has to be neat, with an appropriate font size and with pictures -if any- that can be seen clearly even from the back of the room. Blotches of or excess glue will give the impression that you did not take your time to do it properly. You can also bring realia. Think about interesting objects related to the topic you will talk about.

While you talk, try to be still but not rigid. Try to look calm and natural and keep a clear tone of voice. Do not speak too fast or too slow. Time yourself to make sure you have enough time to talk without being worried about time constraints. If you notice you make a mistake, try to correct it quickly and keep on presenting.

For a **group discussion**, you are usually given some time for preparation before you perform. In this task, your listening as well as your speaking skills are equally important. There should be an interrelated connection between what you listen to and your response to it; otherwise, there is



no real communication. For that reason, your classmates and you have to decide on what each member of the group is going to talk about. Usually, one person- **the coordinator**- is in charge of coordinating and assigning each person a role and a topic or idea to be developed. The **timekeeper** keeps track of time to make sure the group completes the task successfully. There is also a person in charge of note taking- **note taker**- who makes sure the information

to be presented has a logical and coherent sequence. Then, **the reporter** wraps up the most relevant information collected and reports it to the rest of the class. There are several techniques for group discussion you can consult.

For an oral test, you need to be familiar with the vocabulary, the content, and the structures of each unit. Before the exam, listen again to your CD's so you check the correct pronunciation of the target vocabulary in each unit. You can also practice with a classmate out of class if you have the chance, or you can record yourself while you talk and check your pronunciation afterwards. For this task, you also need to be alert because your listening skills and your speaking skills are equally important.

An instructor will interview you, asking questions about any of the assigned topics. If you do not understand a question, you can ask for clarification or repetition. That gives you some time to understand the meaning and formulate a well-thought answer. Remember in your answers you need to use the vocabulary studied since it is also graded in oral tests. If you do not use it you give the impression that you did not really study the units thoroughly.

Needless to say, avoid using empty phrases or incomplete ideas. Do not merely overuse words such as **"important"**, **"all,"** or **"very"**. Try to find synonyms for words you tend to use a lot in order to enrich your vocabulary.

D. How you improve your listening skills

Accurate listening is easier said than done; however you can certainly train your ear with a great amount of exposure. As a matter of fact, you need to practice listening to all kinds of sources starting from your cd's and continuing with TV and radio programs, movies, software, and any kind of listening source you find on the internet. The more you listen, the better you



will get accustomed to a range of pronunciation and intonation patterns and vocabulary.

Moreover, you should consider two options concerning listening. The first one is if you are listening to someone in a face to face conversation; and the second option is if you are listening to someone on the phone. For the first option- believe it or not- you can always aid yourself by looking at the person's gestures and body language. On the contrary, if you are listening to someone on the phone you need to listen more attentively because you have to rely totally on your ear.



For either situation, being an active listener takes time and patience, so keep on trying and do not be scared to say: Excuse me. Can you repeat, please?

II. Specific Information

The following section compiles a brief set of objectives for each unit. Some objectives will be found in more than one unit. Also, there is a list of key words you should be able to use accurately after studying each topic. However, they are not the only ones you should practice and learn by the end of each unit.



Unit #1 Advertising on the Air

Goals: The student will:

- make predictions
- propose an advertising strategy
- comment on ads using the target vocabulary
- promote a product using attention-grabbing language

Key words: appeals, egos, emotions, fit, grabber, humor, luxury, manipulate, persuade, specialize, target, techniques

Culture: Keep in mind that in American culture providing factual information about the products is a must. It gives companies more credibility.

Unit #2 Pushing the Limit

Goals: The student will:

- discuss interests in sports
- construct and perform a dialogue using the target vocabulary
- ask and answer questions about personal preferences
- make travel suggestions
- express and defend opinions

Key words: ascent, avalanche, axe, climb, deceiving, diagonally, frightening, goal, planted, ridge, rhythm, sensation, steep, summit

Culture: In certain cultures, people value being daring, competitive and individualistic. In other cultures people value more being cooperative and group oriented. You will have the opportunity to reflect upon your own tendencies.

Unit #3 Too Good to Be True

Goals: The student will:

- describe types of fraud
- share experiences
- facilitate a group discussion
- agree or disagree with statements
- outline, rehearse, and present a five-minute speech

Key words: con artists, deposit, fraud, gullible, prize, protect, put pressure, reassure, swindle, sweepstakes, telemarketing, theft, trust, victims

Culture: The topic of fraud does not belong to any culture in particular.

However, you can reflect upon the steps a con artist takes to manipulate a person.

Unit #4 The Art of Storytelling

Goals: The student will:

- interpret a speaker's emotions
- make statements of purpose
- collaborate to create, rehearse, and perform a story
- conduct an interview

Key words: approached, cemetery, chilled, date, driveway, fell on, gravestone, headlights, lavender, picket fence, social, strict, weeds, wore on

Culture: In some cultures storytelling is a valuable representation of folklore.

Is it present in your country? What are some of the stories you have heard about?

Unit #5 Separated by the Same Language

Goals: The student will:

- lead a group discussion
- express and defend opinions
- compare past and present abilities with modals
- conduct an interview and report findings

Key words: accept, became aware, bright, comment on, dialect, regional dialect, social dialect, standard dialect, fit in, identify, intentionally, slang, self-conscious, stereotype

Culture: In this unit you will encounter a variety of dialects and how they affect people's sense of identity. This will help you reflect on the variety of dialects in your own country too.

Unit #6 Culture and Commerce

Goals: The student will:

- use new vocabulary in an open conversation
- tell a story using transition words
- interview a classmate

Key words: attraction, controversy, harms, popular, preserve, souvenirs, stretched, tradition, tourist, wrapped, zoo

Culture: By working with the topic of tourism you will have the chance to learn about people's customs and traditions.

Unit # 7 Joking Around

Goals: The student will:

- compose and tell original jokes
- discuss preferences in entertainment
- ask for repetition and clarification
- ask and answer questions in an information gap activity
- practice telling and reacting to jokes

Key words: ancient, bonded, category, deal with, give up, making fun of, offensive, socialize, society, solidarity

Culture: Humor is highly influenced by people's culture, language, and background. It is for this reason that what is funny for you may not be funny for foreigners. You have to be very cautious when you tell a joke. You do not want to hurt anybody's feelings.

Unit #8 Traditional or Trendy?

Goals: The student will:

- describe changes in fashion using the phrase used to
- express opinions
- outline, rehearse, and present a five-minute speech

Key words: attitudes, athletic shoes, casual, exotic, hang out, high heels, influence, in style, occasions, old-fashioned, practical, put on, stylish, tend to, unique, value

Culture: In certain cultures, men and women have traditional costumes. What is fashionable for you may not be the same in a different part of the world. In this unit, you will learn about people's feelings as their culture changes due to a variety of reasons.

Unit #9 To Spank or Not to Spank

Goals: At the end of the unit the student will:

- share background information
- support an opinion with facts, statistics, examples, and anecdotes
- conduct a debate
- summarize observations

Key words: acceptable, admit, angry at, child abuse, complain about, discipline, for their own good, get in trouble, lead to, misbehave, punish, spank, support, respect, violence

Culture: This is a very controversial topic. In some cultures physical punishment is socially accepted while in other cultures it is considered unacceptable. You will express your opinion about the topic.

Unit #10 Before You Say "I Do"

Goals: The student will:

- perform a role play using new vocabulary
- use word stress to change the meaning of a sentence
- practice interrupting politely
- present a topic and lead a group discussion



Key words: break the rules, bothered, compromise, concern, check on, disagree, expectations, occur, quirk, spend a lot of time, work out

Culture: Getting married and starting to make arrangements for the wedding ceremony varies significantly from culture to culture. In this unit, you may reflect upon this issue.

III. Answer Key

In this last part, you will find the answer key for all the exercises in the book. As a reminder, your book contains the company's web page where you can browse for additional exercises. Moreover, your course program also has other links you can check for extra information on a variety of topics and practice.

Student Book Answer Key

UNIT 1

VOCABULARY FOR COMPREHENSION, page 4

- | | | | |
|------|------|------|-------|
| 1. d | 4. c | 7. g | 10. f |
| 2. a | 5. e | 8. i | |
| 3. b | 6. h | 9. j | |

LISTENING FOR MAIN IDEAS

1 page 5

Emotional Appeals	Products Advertised
humor	flea collar
ego	hair color

2 page 5

- b
- a
- b

LISTENING FOR DETAILS, page 6

- | | | | |
|------|------|------|-------|
| 1. b | 4. b | 7. b | 10. a |
| 2. c | 5. a | 8. a | |
| 3. a | 6. c | 9. c | |

B LISTENING TWO, page 8

Thief Buster ad—c
Rinse Away ad—a

3 FOCUS ON VOCABULARY

1 page 9

- | | |
|----------------|---------------|
| 1. products | 5. specialize |
| 2. guilty | 6. fit |
| 3. embarrassed | 7. techniques |
| 4. ad | 8. persuade |

A PRONUNCIATION

1 page 11

- Kathy: Hello?
Liz: Kathy I took your advice.
Kathy: What advice?
Liz: I colored my hair.
Kathy: With Younger You?
Liz: Yes. It's great.
- Kathy: Did you hear about that new flea collar?
Liz: Yes. I'm going to the pet store today. How about you?
Kathy: I think I'll stop by tomorrow.

B STYLE

1 page 13

- d
- c
- a
- b

C GRAMMAR

1 page 14

"Don't delay. Get a Doggie's Friend today."

UNIT 2

VOCABULARY FOR COMPREHENSION, page 21

- | | | | |
|------|------|------|-------|
| 1. a | 4. a | 7. a | 10. b |
| 2. b | 5. b | 8. c | |
| 3. c | 6. c | 9. a | |

LISTENING FOR MAIN IDEAS, page 23

- | | | |
|------|------|------|
| 1. T | 3. T | 5. T |
| 2. F | 4. F | 6. F |

LISTENING FOR DETAILS, page 23

- | | | | |
|------|------|------|-------|
| 1. b | 4. a | 7. a | 10. b |
| 2. a | 5. b | 8. b | |
| 3. b | 6. c | 9. a | |

B LISTENING TWO, page 25

- a
- b
- b
- a

3 FOCUS ON VOCABULARY

1 page 26

- | | |
|---------------|---------------|
| 1. ascent | 7. deceiving |
| 2. summit | 8. ridge |
| 3. diagonally | 9. plant |
| 4. climb | 10. rhythm |
| 5. steep | 11. goal |
| 6. experience | 12. sensation |

A PRONUNCIATION

2 page 28

- | | |
|-----------|----------|
| 1. reach | 6. men |
| 2. pen | 7. fail |
| 3. mess | 8. pet |
| 4. sit | 9. seat |
| 5. reason | 10. sick |

4 page 29

- | | |
|----------------------|----------------------|
| a. a deep breath | d. risk takers |
| a steep ascent | the thrill of danger |
| b. sensation seekers | e. keep the rhythm |
| my favorite people | a steep hill |
| c. windy weather | |
| a little rest | |

C GRAMMAR

1 page 30

Dave: Would you prefer . . . would you rather

Jennifer: I'd rather not

Dave: Would you prefer

Jennifer: I prefer . . . I'd rather

UNIT 3

B SHARING INFORMATION

1 page 38

2. Sweepstakes scam: when someone gets you to pay money for a prize that doesn't exist
3. Medical fraud: when someone sells medical products or services that don't work
4. Internet fraud: when someone uses the Internet to sell you a product that doesn't exist

VOCABULARY FOR COMPREHENSION, page 40

- | | | | |
|------|------|-------|------|
| a. 5 | d. 6 | g. 10 | j. 2 |
| b. 3 | e. 9 | h. 7 | |
| c. 1 | f. 4 | i. 8 | |

A LISTENING ONE

1 page 41

1. b 2. c 3. a

LISTENING FOR MAIN IDEAS, page 41

Order of steps: 2, 3, 5, 4, 1

LISTENING FOR DETAILS, page 42

- | | | | |
|------|------|------|-------|
| 1. c | 4. b | 7. b | 10. a |
| 2. c | 5. a | 8. c | |
| 3. a | 6. b | 9. a | |

B LISTENING TWO, page 44

1. d 2. b 3. a 4. c

3 FOCUS ON VOCABULARY

1 page 45

1. victim / con artist
2. sweepstakes / prize
3. criminals / crimes
4. protect / put pressure on
5. trusted / reassured
6. deposit / payment
7. scam / trick
8. gullible / excited
9. rob / swindle
10. fraud / theft

A PRONUNCIATION

2 page 48

A: going to (gonna)

B: have to (hafta)

A: have to (hafta), want to (wanna)

B: want to (wanna)

A: have to (hafta)

B: has to (hasta)

A: have to (hafta)

B: going to (gonna)

C GRAMMAR

1 page 50

1. as bad as
2. worse than
3. not as dangerous as, less trusting than

UNIT 4

VOCABULARY FOR COMPREHENSION

1 page 58

- | | | | |
|------|------|------|------|
| 1. g | 3. c | 5. b | 7. e |
| 2. f | 4. a | 6. h | 8. d |

2 page 58

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

LISTENING FOR MAIN IDEAS, page 60

1. a girl, Lavender
2. his coat
3. to her house, home
4. back to Lavender's house
5. she was a ghost

LISTENING FOR DETAILS, page 60

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

B LISTENING TWO

1 page 62

1. c 2. b 3. a

3 FOCUS ON VOCABULARY

1 page 63

- | | |
|-------------|-----------------|
| 1. date | 6. chilled |
| 2. lavender | 7. driveway |
| 3. wore on | 8. headlights |
| 4. strict | 9. picket fence |
| 5. fell on | 10. weeds |

A PRONUNCIATION

1 page 65

- | | |
|---------|--------|
| 1. from | 5. in |
| 2. on | 6. at |
| 3. with | 7. to |
| 4. to | 8. for |

2 page 66

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

C GRAMMAR

1 page 68

- to
- base form
- Why?

2 page 69

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

UNIT 5

C PREPARING TO LISTEN

2 page 75

- | | | |
|------|------|------|
| 1. b | 2. c | 3. a |
|------|------|------|

VOCABULARY FOR COMPREHENSION, page 75

- | | | | |
|------|------|------|-------|
| 1. a | 4. a | 7. b | 10. b |
| 2. a | 5. b | 8. b | |
| 3. b | 6. a | 9. b | |

LISTENING FOR MAIN IDEAS, page 77

- | | | |
|------|------|------|
| 1. c | 2. a | 3. c |
|------|------|------|

LISTENING FOR DETAILS, page 78

- | | | |
|------|------|------|
| 1. b | 3. c | 5. a |
| 2. c | 4. a | 6. b |

B LISTENING TWO, page 79

Code switching = changing from one way of talking to another

Ex: One dialect at home

Another dialect at school or work

Gotta bounce = I've got to leave.

the crew = my friends

phat gear = nice clothes

Teens speak differently because (1) they want to show their identity and to show they fit in with friends. (2) to show that they are separate from their parents.

3 FOCUS ON VOCABULARY

1 page 80

- | | |
|-------------------|------------------|
| 1. became aware | 6. fit in |
| 2. commented on | 7. slang |
| 3. self-conscious | 8. intentionally |
| 4. stereotyped | 9. accepted |
| 5. bright | 10. identity |

A PRONUNCIATION

1 page 83

- | | |
|----------|----------|
| 1. can't | 5. can't |
| 2. can | 6. can't |
| 3. can't | 7. can |
| 4. can | 8. can |

C GRAMMAR

1 page 86

- The first and second sentences are about past events.
- The third and fourth sentences are about the present.
- The fifth and sixth sentences are about the future.

UNIT 6

VOCABULARY FOR COMPREHENSION, page 94

- | | | | |
|------|------|-------|------|
| a. 3 | d. 4 | g. 6 | j. 9 |
| b. 1 | e. 5 | h. 10 | |
| c. 2 | f. 7 | i. 8 | |

LISTENING FOR MAIN IDEAS, page 96

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

LISTENING FOR DETAILS, page 96

- | | | |
|------|------|------|
| 1. F | 4. T | 7. T |
| 2. F | 5. F | 8. T |
| 3. T | 6. F | 9. T |

REACTING TO THE LISTENING

2 page 97

Sandra supports the attraction:

- It helps preserve their tradition.
- It provides long-necked women with money.

Fredrick opposes the attraction:

- It is a dead tradition.
- It is degrading to the women.

B LISTENING TWO, page 99

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

A PRONUNCIATION

1 page 101

/əd/—invited, ended, visited, attracted

/t/—helped, stretched, wrapped, talked

/d/—harmed, allowed, improved, rubbed

3 page 102

- | | |
|--------------|-------------|
| 1. talked | 5. improved |
| 2. wrapped | 6. allowed |
| 3. stretched | 7. invited |
| 4. attracted | 8. ended |

C GRAMMAR

1 page 103

- eight past tense verbs: went, drove, relaxed, went (swimming), ate, learned, didn't buy, took
- verbs ending with *-ed* = regular verbs; other verbs = irregular verbs

UNIT 7

BACKGROUND, page 112

- The punch line is "Climb a tree and act like a nut." "Nut" has two meanings: (1) a large seed; (2) a person who behaves strangely.
- A fence goes around a house but doesn't move.
- The answer to "Knock-knock" is "Who's there?" The pun is "ketchup." "Ketchup" (tomato sauce) sounds like "catch up" (hurry up).
- The group or profession is firefighters. The joke says that firefighters can make simple jobs complicated.

VOCABULARY FOR COMPREHENSION, page 112

- | | | | |
|------|------|------|-------|
| 1. a | 4. a | 7. b | 10. a |
| 2. b | 5. b | 8. b | |
| 3. b | 6. a | 9. a | |

A LISTENING ONE, page 114

- a radio talk show
- a sociologist
- Answers will vary.

LISTENING FOR MAIN IDEAS, page 114

- To help people deal with problems; To help people to bond to each other
- Pun; Lawyer joke

LISTENING FOR DETAILS, page 114

- | | | | |
|------|------|------|-------|
| 1. a | 4. b | 7. a | 10. a |
| 2. a | 5. b | 8. a | |
| 3. c | 6. a | 9. b | |

B LISTENING TWO, page 116

- | | |
|-----------|-----------|
| Joke 1: h | Joke 5: b |
| Joke 2: d | Joke 6: e |
| Joke 3: g | Joke 7: c |
| Joke 4: f | Joke 8: a |

C LINKING LISTENINGS ONE AND TWO

1 page 117

- | | |
|-----------|-----------|
| Joke 1: a | Joke 5: c |
| Joke 2: d | Joke 6: a |
| Joke 3: c | Joke 7: b |
| Joke 4: b | Joke 8: d |

3 FOCUS ON VOCABULARY

1 page 118

Across

- | | |
|---------------|----------------|
| 2. offensive | 9. riddle |
| 3. punch line | 11. solidarity |
| 5. category | 15. humor |
| 7. socialize | 16. give up |
| 8. make fun | |

Down

- | | |
|--------------|-------------|
| 1. comedy | 12. ironic |
| 4. cartoon | 13. ancient |
| 6. deal with | 14. bond |
| 10. comic | |

A PRONUNCIATION

2 page 120

- Is he home?
- Tell her I'm here.
- Call him today.
- Write her a letter.
- Tell his mother to come.

C GRAMMAR

1 page 123

- Jerry Seinfeld
- New York
- comedian

2 page 123

- Who, Where, What. They are all *wh*- question words.
- information questions

3 page 124

Student A—Questions

- When was Jerry Seinfeld born?
- Where did he study after high school? / Where did he go to college?
- Who kept the money but didn't send light bulbs?
- Why was Jerry invited to perform on two famous late-night talk shows?
- Who is Jerry married to?
- Who feels that life is just about perfect?

Student A—Answers for blanks

1. April 29, 1954
2. Queens College
3. Jerry's boss
4. he was so popular
5. Jessica Sklar
6. Jerry

Student B—Questions

1. Who was born on April 29, 1954?
2. What city was Jerry born in? / Where was Jerry born?
3. What did Jerry sell over the phone?
4. How did Jerry become a star?
5. What was his TV show called? / What was the name of his TV show?
6. Who is Sascha?

Student B—Answers for blanks

1. Jerry
2. New York
3. light bulbs
4. He began telling jokes at a comedy club.
5. Seinfeld
6. daughter

UNIT 8**VOCABULARY FOR COMPREHENSION, page 129**

- | | | | |
|------|------|------|-------|
| 1. h | 4. i | 7. f | 10. e |
| 2. g | 5. a | 8. j | |
| 3. d | 6. b | 9. c | |

A LISTENING ONE, page 130

1. Los Angeles, California
2. Answers will vary.

LISTENING FOR MAIN IDEAS, page 130

Topics mentioned: 1, 2, 4, 6, 7, 8, 10

LISTENING FOR DETAILS, page 130

- | | | | |
|------|------|------|-------|
| 1. T | 4. T | 7. F | 10. T |
| 2. T | 5. T | 8. F | |
| 3. F | 6. F | 9. T | |

B LISTENING TWO**1 page 132**

polo shirt = short sleeved, dressy t-shirt with a collar

casual = informal

sweater = warm, long sleeved shirt made of knitted yarn

stylish = fashionable

2 page 132

- | | | |
|------|------|------|
| 1. c | 3. b | 5. a |
| 2. b | 4. a | 6. c |

3 FOCUS ON VOCABULARY**1 page 135**

1. old-fashioned. The opposite of practical is impractical. The opposite of modern is old-fashioned.
2. sarong or sari. You put on pants. You wrap a sarong or sari.
3. sari. A man wears a sarong. A woman wears a sari.
4. modern. A sari is traditional. Jeans are modern.
5. jeans. Coke is a kind of soft drink. Levi's are a kind of jeans.
6. casual. The opposite of strong is weak. The opposite of formal is casual.
7. handbag. You wear a sarong. You carry a handbag.
8. comfortable. High heels are uncomfortable. Athletic shoes are comfortable.

A PRONUNCIATION**1 page 137**

1. It's a long piece of cloth that's wrapped around your waist.
2. They're great for formal occasions, but if you're hanging out with friends, you want something more modern.
3. ... family background can influence the way you dress.
4. The men, I guess, used to wear a sarong.
5. ... when I was a kid growing up in Sri Lanka, I didn't wear saris.
6. But now that I'm older, I like to wear saris sometimes.

2 page 138

- | | |
|-------------|-------------|
| 1. a-d, b-c | 4. a-c, b-d |
| 2. a-d, b-c | 5. a-d, b-c |
| 3. a-c, b-d | 6. a-c, b-d |

C GRAMMAR**1 page 140**

1. used to wear, used to feel. The speaker uses *used to* to show that the actions were repeated in the past but don't happen anymore.
2. The speaker doesn't use *used to* because Shanika still knows the value of traditional clothing and still wears saris for special occasions.

UNIT 9

BACKGROUND, page 146

Answers are in Student Activities, page 185 of the Student Book.

VOCABULARY FOR COMPREHENSION, page 147

- | | | | |
|------|-------|------|------|
| a. 5 | d. 11 | g. 9 | j. 7 |
| b. 8 | e. 1 | h. 3 | k. 2 |
| c. 4 | f. 10 | i. 6 | |

LISTENING FOR MAIN IDEAS, page 148

1. Supports. Pain is necessary to teach children right from wrong; Spanking is done out of love.
2. Opposes. Spanking teaches children to fear their parents; Spanking teaches children that problems should be solved with violence.
3. Supports. Spanking is sometimes the best way to get a child's attention.
4. Opposes. Spanking can lead to more violent behavior in children; Children who are spanked usually misbehave more than other children.

LISTENING FOR DETAILS, page 149

- | | | |
|------|------|------|
| 1. Y | 4. Y | 7. N |
| 2. N | 5. N | 8. Y |
| 3. N | 6. Y | 9. N |

B LISTENING TWO, page 150

1. Opposes. Violent criminals were almost always spanked as kids; Corporal punishment teaches children to be violent.
2. Supports. Teenagers in a study did better with clear discipline, like spanking; Spanking doesn't hurt if it's done in a loving home.
3. Supports. Spanking is decreasing but violent crime is increasing; Corporal punishment is one way for parents to control their children.

3 FOCUS ON VOCABULARY

1 page 151

Crossed out words:

- | | |
|-----------------|-------------|
| 1. pleased with | 6. wrong |
| 2. yell at | 7. reward |
| 3. reward | 8. love |
| 4. prevents | 9. agree to |
| 5. denied | 10. do well |

A PRONUNCIATION

1 page 153

1. /z/
2. /s/

4 page 153

- | | |
|--------------|--------|
| abuse (verb) | rice |
| lose | plays |
| peace | niece |
| ice | advise |
| fears | race |

C GRAMMAR

1 page 155

1. have/has + past participle
2. when a past action continues today or has current relevance
3. when a past action began and ended in the past

2 page 156

1. have changed; have stopped
2. has passed; have arrested
3. have advised; have suggested
4. has risen; have not taught
5. have stopped; has decided

3 page 157

1. have ... changed
2. has ... passed
3. have ... advised
4. Has ... risen ... fallen
5. has ... changed

UNIT 10

B SHARING INFORMATION, page 164

1. a
2. b
3. a

VOCABULARY FOR COMPREHENSION, page 166

- | | | | |
|------|------|-------|------|
| a. 2 | d. 5 | g. 10 | j. 7 |
| b. 4 | e. 3 | h. 6 | |
| c. 1 | f. 8 | i. 9 | |

LISTENING FOR MAIN IDEAS, page 167

Problems mentioned: 1, 3, 5, 6

LISTENING FOR DETAILS, page 168

- | | | | |
|------|------|------|------|
| 1. F | 3. F | 5. T | 7. T |
| 2. T | 4. F | 6. F | 8. T |

B LISTENING TWO, page 169

Speaker 1: Bad idea—c

Speaker 2: Bad idea—d

Speaker 3: Good idea—a

Speaker 4: Bad idea—e

Speaker 5: Good idea—b

3 FOCUS ON VOCABULARY

1 page 170

- | | |
|---------------|-----------------|
| 1. bothers | 7. check on |
| 2. work out | 8. concern |
| 3. compromise | 9. expectations |
| 4. occur | 10. quirks |
| 5. agreement | 11. spend time |
| 6. break | 12. legal |

2 page 172

All marriages are happy. Living together afterwards is difficult.

A PRONUNCIATION

1 page 174

- | | | | |
|------|------|------|-------|
| 1. a | 4. a | 7. a | 10. a |
| 2. b | 5. a | 8. b | |
| 3. b | 6. b | 9. b | |

3 page 175

1. Steve's... twice, Karen's... once
2. Many... money, a few... other situations

3. Steve... car, Karen... housework
4. Married... easy, living... difficult
5. Karen... early, Steve... late
6. Steve... Japanese, Karen... Mexican
7. One couple... marriage, other couple... divorce
8. Most... verbal, few... written

C GRAMMAR, page 177

1. nouns, adjectives
2. *alan* = indefinite (not specific); *the* = definite (specific)

2 page 178

1. a-d, b-c
2. a-d, b-c
3. a-c, b-d
4. a-d, b-c
5. a-d, b-c
6. a-c, b-d
7. a-d, b-c
8. a-c, b-d

Unit Word List

The Unit Word List is a summary of key vocabulary from the Student Book's Vocabulary for Comprehension and Focus on Vocabulary sections. The words are presented by unit, in alphabetical order.

Unit 1

ad	guilty
appeal (noun)	humor
effective	humorous
ego	luxury (adjective)
embarrassed	manipulate
embarrassment	persuade
emotion	product
emotional appeal	romance
fear	specialize
fit (verb)	target market
guilt	technique

Unit 2

ascent	goal
axe (noun)	plant (verb)
climb	push the limits
dangerous	rhythm
deceiving	ridge
diagonally	sensation
experience (noun)	steep
extreme	strong
feeling	summit
frightened	tired
frightening	

Unit 3

angry	protect oneself
cheat	put pressure on
cheerful	reassure
con artist	reassured
confident	rob
crime	scam
criminal	scared
deposit (noun)	surprised
excited	sweepstakes
fraud	swindle
frustrated	telemarketing
gullible	theft
joyful	trick (verb)
lose	trust (verb)
luxury	unsure
payment	victim
pleased	worried
prize (noun)	

Unit 4

approach	lavender
cemetery	picket fence
chilled	shy
date (noun)	social (noun)
driveway	strict
fall on	wear on
gravestone	weed (noun)
headlight	

Unit 5

accent	identity
accept someone	intelligent
aware	intentionally
become aware of	regional
bright	self-conscious
code switch	slang
comment on (verb)	social
dialect	standard
fit in	stereotype (verb)

Unit 6

aspect	oppose
attraction	popular
collarbone	positive
controversial	preserve (verb)
controversy	souvenir
degrading	stretched
discomfort	support (verb)
farmer	tourism
harm (verb)	tourist attraction
harmful	tradition
mayor	wrapped
negative	zoo
neutral	

Unit 7

ancient	joke
bond (verb)	make fun of
cartoon	offensive
category	pun
comedy	punch line
comic strip	riddle
deal with	sense of humor
give up	socialize
humor	society
ironic	solidarity
irony	

Unit 8

athletic shoes	old-fashioned
attitude	pants
be in style	polo shirt
casual	practical
comfortable	sari
designer	sarong
exotic	shorts
formal	style
handbag	stylish
hang out	sweater
high heels	tend to
influence (verb)	traditional
jeans	trendy
miniskirt	T-shirt
model (noun)	unique
modern	value (noun)
occasion	Western
offbeat	

Unit 9

acceptable	lead to
admit	misbehave
agree with	pleased with
angry at	punish
arrest	respect (verb)
child abuse	reward (verb)
complain	spank
corporal punishment	support (verb)
deny	upset with
discipline (verb)	violence
for one's own good	yell at
get in trouble	

Unit 10

agreement	marriage
bother (verb)	marry
break the rules	occur
check on	prenuptial agreement
compromise (noun)	quirk
concern (verb)	romantic
disagree	spend time
expectation	wedding
get married	work out
legal	