

Scope and Sequence



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Connected Speech

C
Speaking

A
Introductions

B
Apologies

C
Speaking

A
Personal Information

B
Using Math

C
Speaking

Listening

Would you tell me your name, please?

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Casual conversation

ACCURATE SPEAKING
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Good to see you!

Casual introduction

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Informal apology

ACCURATE SPEAKING
Pronouns

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Group discussion

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Before You Listen

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
- Predicting

PRONUNCIATION
Pronouncing English contractions

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
- Predicting

PRONUNCIATION
Reducing /u/ to /ə/

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
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PRONUNCIATION
Changing final consonant sounds

While You Listen

- Listening for main ideas
- Listening for details

- Listening for main ideas
- Listening for details

SPEAKING TIP
Using connected speech to sound more natural

- Listening for main ideas
- Listening for details

- Listening for main ideas
- Listening for details

SPEAKING TIP
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- Listening for main ideas
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- Listening for main ideas
- Listening for details

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Recognizing and understanding English intonation

Recognizing and understanding English intonation

USEFUL EXPRESSIONS
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Active listening

USEFUL EXPRESSIONS
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Listening for numbers

USEFUL EXPRESSIONS
Using idioms containing numbers

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Changing intonation to ask for repetition and clarification

Reducing sounds

STARTING YOUR CONVERSATION
Creating a conversation

Socializing

Socializing

STARTING YOUR CONVERSATION
Creating a conversation

Saying different numbers

Asking math problems

STARTING YOUR CONVERSATION
Creating a conversation

Critical Thinking

- Analyzing the use of “huh”
- Sharing personal experience

- Comparing reduced sounds in English and the first language
- Giving personal opinions

- Sharing personal experience
- Predicting what speakers will do next

- Recalling information
- Giving personal opinions

- Giving personal opinions
- Comparing how to say address numbers in English and the first language

- Planning a group trip
- Giving personal opinions

Scope and Sequence



A
Schedule Changes

B
Showtime

C
Speaking

A
Family Members

B
Family Traditions

C
Speaking

A
School Activities

B
Classmates and Classrooms

C
Speaking

Listening

It's going to be a long day!

Casual conversation

What time will that show start?

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ACCURATE SPEAKING
Prepositions for times and dates

Before You Listen

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
- Predicting

PRONUNCIATION
Reduced "to"

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
- Predicting

PRONUNCIATION
Syllables

- Peer discussion
- Vocabulary preview
- Predicting

- Peer discussion
- Vocabulary preview
- Predicting

PRONUNCIATION
Word stress

While You Listen

- Listening for main ideas
- Listening for details

- Listening for main ideas
- Listening for details

SPEAKING TIP
Practicing easy things to say

- Listening for main ideas
- Listening for details

- Listening for main ideas
- Listening for details

SPEAKING TIP
Don't translate in your head.

- Listening for main ideas
- Listening for details

- Listening for main ideas
- Listening for details

SPEAKING TIP
Using synonyms

After You Listen

Visualizing

Visualizing

USEFUL EXPRESSIONS
Making appointments

Listening for content words

Listening for content words

USEFUL EXPRESSIONS
Talking about family relationships

Mental summaries

Mental summaries

USEFUL EXPRESSIONS
Describing people and places

Language Function

Talking about times

Talking about times and dates

STARTING YOUR CONVERSATION
Creating a conversation

Talking about family members

Talking about family activities

STARTING YOUR CONVERSATION
Creating a conversation

Talking about school activities

Describing classmates and classrooms

STARTING YOUR CONVERSATION
Creating a conversation

Critical Thinking

- Filling out a day planner
- Sharing personal experience

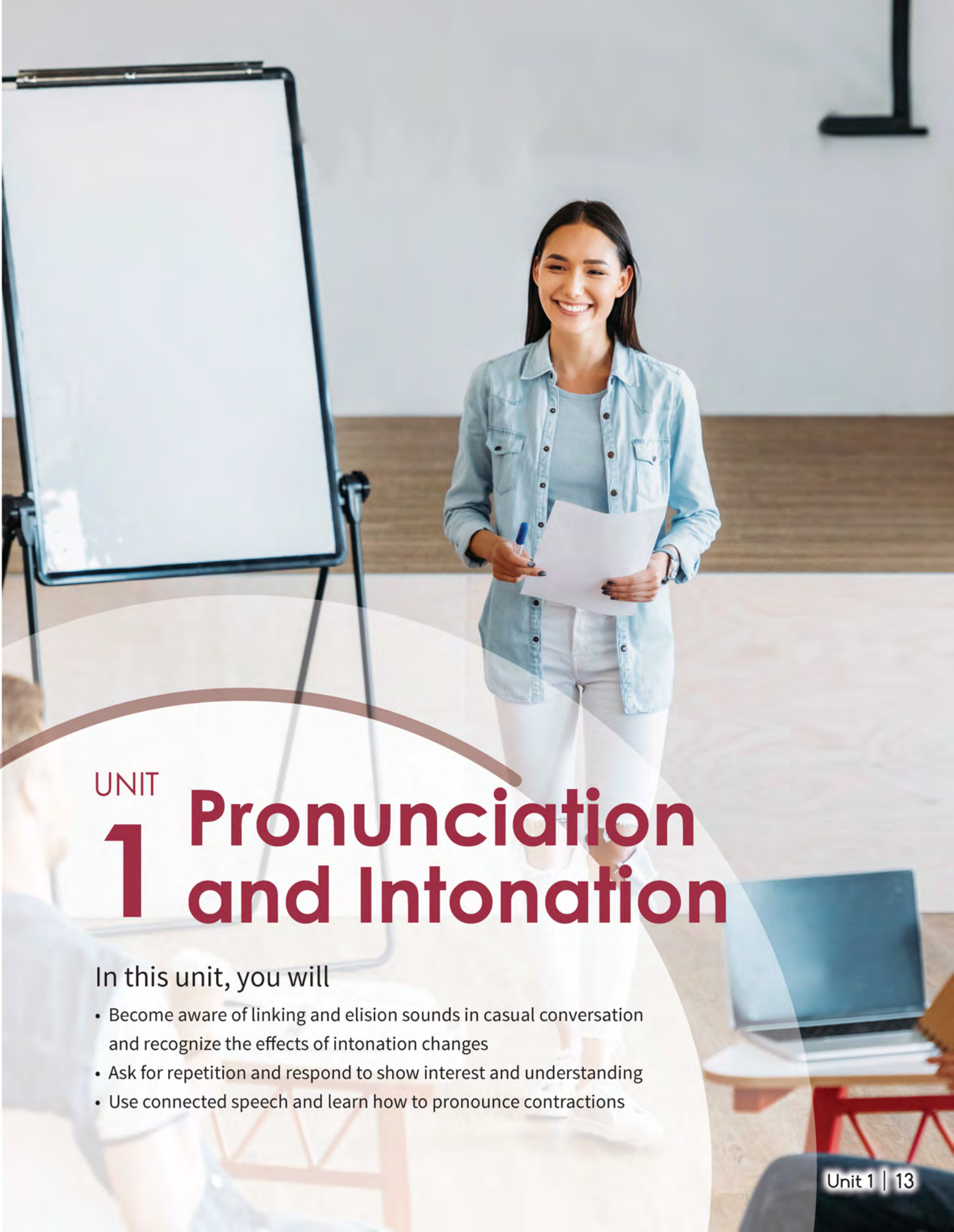
- Recalling information
- Giving personal opinions

- Sharing personal experience
- Getting important information

- Giving personal opinions
- Creating a family tradition

- Analyzing language used in the conversation
- Giving personal opinions

- Recalling information
- Sharing personal experience

A smiling woman with long dark hair, wearing a light blue denim shirt over a light blue top and white pants, stands in a classroom. She is holding a white piece of paper and a blue marker. To her left is a large whiteboard on a black stand. In the background, there is a wooden bench and a laptop on a small table. The scene is brightly lit with natural light.

UNIT

1 Pronunciation and Intonation

In this unit, you will

- Become aware of linking and elision sounds in casual conversation and recognize the effects of intonation changes
- Ask for repetition and respond to show interest and understanding
- Use connected speech and learn how to pronounce contractions

UNDERSTANDING THE THEME

A Look at the photo. Discuss the questions with a partner.

1. What are these people doing?
Where are they?
2. Why is the girl raising her hand?
3. How can you tell when someone is asking a question?

B Read the text below. Discuss the questions with a partner.

In certain languages in Asia, Africa, and Central America, tone is a key part of language. How a speaker says a word can completely change its meaning. But that is not the case in English. In English, the meaning of a word does not change depending on its pitch or tone.

A famous example is the word “ma.” In Mandarin Chinese, this word might be translated into English as “mother,” “numb,” “horse,” “scold,” etc. It can also be used to make a sentence become a question. It depends on how a person says the word. But in English, “ma” only means “mother.” Any way you say it, that is its only meaning.

1. In which parts of the world can you find languages that use tones?
2. How many meanings does the word “ma” have in English?
3. Think of another example that is similar to the word “ma.”



1A Intonation Changes

| Before You Listen

WARM-UP

Work with a partner to answer the following questions.

1. In what situations might you have a problem understanding someone?
I might have a problem understanding someone when ...

☐ The person mispronounces a word.
☐ The person speaks too fast.
☐ The person murmurs.
☐ Other:
2. What do you say or do when you don't understand someone? Do you use words, body language, or facial expressions to show this? Think about the ways you use to show you don't understand and when you use them.

	Ways	When to use
Words	I say "Pardon?"	when I am talking to a stranger
Body Language		
Facial Expressions		

01 PRE-LEARNING VOCABULARY

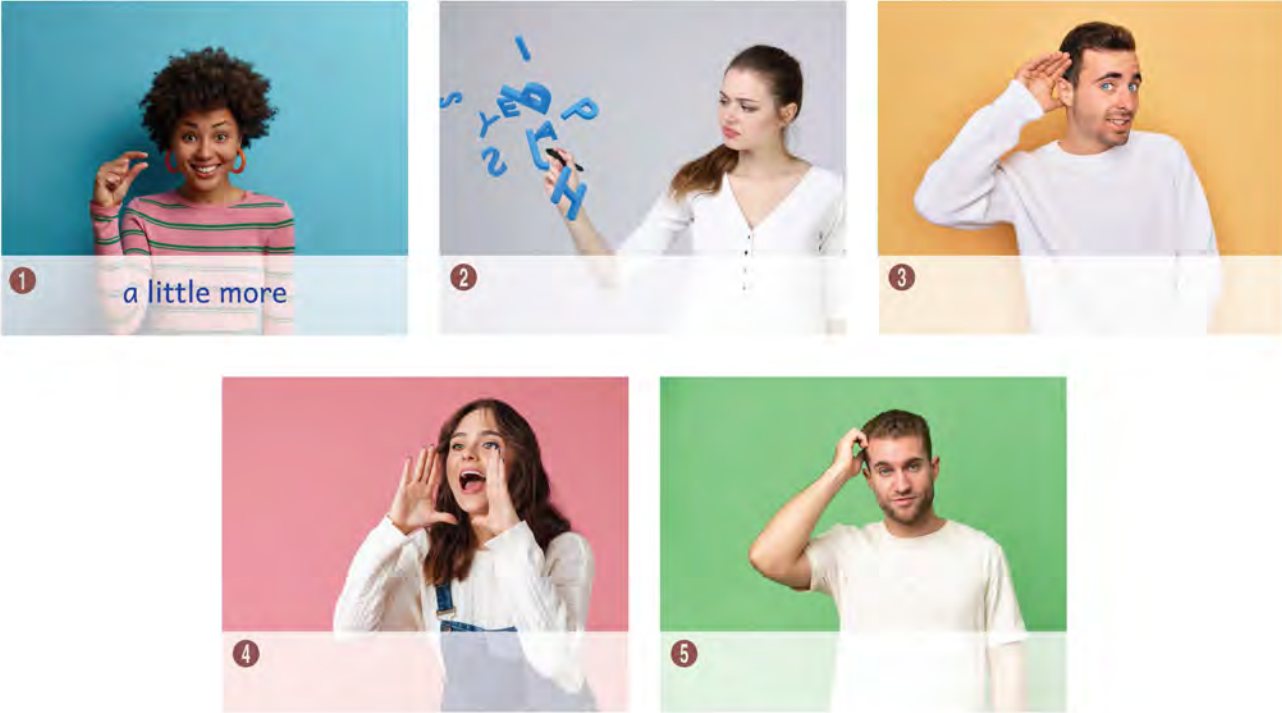
Read the words and phrases below. Then listen and write down the word or phrase you hear at the bottom of each photo.

a little morelisten better

speak louder

spell that

say that again



PREDICTING

Look at the photo on page 16. You are going to listen to a conversation between an office worker and a student at an international language school. It is the student's first day.

- A Brainstorm ideas about the following questions.

1. In this situation, who might have trouble understanding the other person?
2. What do you think the student is doing? Is the student giving her personal information?
- B Read the following list and check (✓) what you think the conversation will include.
In the conversation, someone will ...

☐ ask for a name.
☐ use the wrong word.
☐ use body language.

☐ ask for a phone number.
☐ say letters to spell a word.
☐ write down something.

☐ repeat the same thing twice.
☐ say the same thing in different ways.
☐ pronounce something incorrectly.

| While You Listen

02 LISTENING FOR MAIN IDEAS

Read the questions. Then listen and choose the best answer.

1. What kind of information does the man ask for?
a. Class times
b. People's names
c. Phone numbers
d. All of the above
2. Who has to repeat information for another person?
a. The woman
b. The man
c. The woman's teacher
d. The woman and the man
3. What problem does the woman seem to have?
a. She doesn't know her teacher's name.
b. She can't understand the man clearly.
c. She mispronounces her own name.
d. She failed her English speaking test.

02 LISTENING FOR DETAILS

Listen again. Match the name with the information from the conversation.

Collin

Karin

Donovan

•

•

•

student

the teacher

no one

CHECKING PREDICTIONS

Look back at the ideas you wrote in Predicting on page 17. Which of your predictions were correct and which were not correct?



| After You Listen

LANGUAGE FUNCTION | Changing Intonation to Ask for Repetition and Clarification

A Match the phrases or sentences from the conversation on page 18 (a–f) with the appropriate language function (1–6).

1. Asking for clarification

2. Apologizing

3. Asking for repetition

4. Making a statement

5. Expressing uncertainty

6. Asking for agreement

○ ○ ○ ↗
a. What was that?

○ ○ ○ ○ ↗
b. I am sorry?

○ ○ ↗
c. My name?

○ ○ ○ ○ ↗
e. Your name is Collin?

○ ○ ○ ○ ↘
d. I should speak louder.

○ ○ ○ ○
f. I am sorry.

B Complete the conversations with phrases/sentences from Activity A above. Then listen to check your answer.

A: May I have your name, please?
B: ① _____
A: Your name, please.
B: Oh! Cindy Thompson.

A: ② _____
B: No, it's Karin.
A: Does it begin with C?
B: No, it's K.
A: Um Could you spell it for me, please?

A: Could you give me your student ID card, please?
B: I'm sorry? ③ _____
A: Your student ID card.
B: I didn't catch that. Could you speak up, please?

A: Please sign your name here.
B: Um ④ _____
A: Yes, please.
B: OK!
A: Sorry for my English.
B: No, no. You're doing fine.

Role-Play Hints

ticket / driver's license

ticket / driver's license

Here it is

write it down for me / say that again

speak more slowly / repeat that

put / write

Sorry for my poor English / Please excuse my poor English

C Role-play the conversations above with your partner. Use the role-play hints on the right.

Intonation is the rise and fall in the pitch of our voice when we are speaking. Here are some common English intonation patterns:

▶ *Wh*-word questions: **falling**

▶ Statements: **falling**

▶ Tag questions: **statement—falling, tag—rising**

▶ *Yes-no* questions: **rising**

▶ Lists: **rising, rising, rising, falling**

But sometimes, the intonation will be changed if the speaker wants to express a different meaning.

04

A

Study the sentences. Write whether you think the sentence will have falling or rising intonation. Then listen and check your answers.

1. What is your last name?

.....

2. English is not my first language.

.....

3. I like math, English, history, and biology.

.....

4. Your name is Catherine, isn't it?

.....

5. Do you know what it means?

.....

05

B

Look again at the conversation. Add arrows to show when the intonation rises and falls. Then listen again and check. The first two have been written for you.

M: Would you tell me your name, please?

☒

W: Huh?

☒

I'm sorry?

☐

What was that?

☐

M: What is your name?

☐

W: My name?

☐

Oh.

☐

It's Karin.

☐

M: Your name is Collin?

☐

W: Karin.

☐

M: Um.... Could you spell that for me?

☐

W: K-A-R-I-N.

☐

M: Karin.

☐

Got it.

☐

Huh.

☐

That's not a name you hear every day.

☐

W: My English is not very good.

☐

I'm sorry.

☐

M: No, no.

☐

You're doing fine.

☐

I just didn't hear you.

☐

W: I should speak louder.

☐

M: And I'll try to listen better.

☐

Do you know which class you are in?

☐

W: Say that again.

☐

A little more slowly, please.

☐

M: Sorry.

☐

Who is your teacher?

☐

W: Oh.

☐

Mr. Donovan.

☐

M: Mr. Donovan?

☐

W: Yes.

☐

Mr. Donovan.

☐

M: I see.

☐

Wait a second, please.

☐

C Underline the phrases or sentences in Activity B that do not follow the intonation patterns above. Why do the speakers change the intonation?

- A

Analyze the language used in the conversation on page 18.
1. In the conversation, both speakers use “huh,” but it is used in different ways. Which speaker uses it to mean “what”? Which speaker uses it to mean “that’s interesting”? How is it used differently?
2. Do you think it is polite to use “huh” in this situation?
- B

Think about your own experience and answer the following questions.
1. Is it difficult for you to use the correct intonation in English? Why or why not?
2. When you hear a new word in English, do you ever ask the speaker to spell it for you? Have you ever spelled out your name in English? When?
3. What do you do when people do not understand what you are saying?



1B Connected Speech

| Before You Listen

WARM-UP

Work with a partner to answer the following questions.

1. What are some things that you find difficult about English? Share your thoughts with your partner.
-
2. Write your ideas for the best way to improve the following aspects of English.
- to improve pronunciation:

to learn new words:

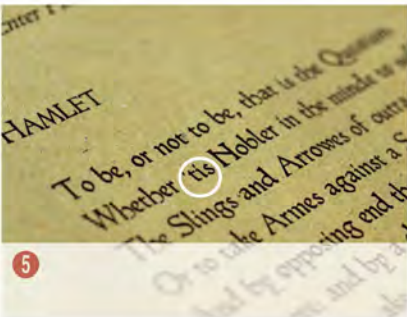
to speak more fluently:

to improve listening:

06 PRE-LEARNING VOCABULARY

Read the words and phrases below. Then listen and write down the word or phrase you hear at the bottom of each photo.

make sense	short form	connect
pronounce	reduced	I get it



PREDICTING

Look at the photo on page 22. You are going to listen to a conversation between two friends, Britney and Laura, who are watching a TV show. Laura is not an English native speaker and is having problems understanding the English in the show.

- A

Brainstorm ideas about the following questions.

1. What problems might Laura be having with the English used in the show?

2. How might Britney help Laura understand?
- B

What aspects of English pronunciation might the speakers discuss? Check (✓) what you think you will hear.

☐ The words all flow into each other.

☐ The words are too long to learn.

☐ Most sounds are hard to recognize.

☐ The spelling does not look like the sound.

☐ The way people pronounce the words changes the meaning.

| While You Listen

07 LISTENING FOR MAIN IDEAS

Read the questions. Then listen and choose the best answer.

- 1. Why is Britney surprised that Laura is having problems understanding the show?
a. The show is very simple.
b. Laura has seen the show before.
c. Laura’s English is very good.
d. The show is very complicated.
- 2. What is the first problem Laura has?
a. English speakers talk too fast.
b. English speakers do not talk loudly enough.
c. English speakers use reduced pronunciation.
d. English speakers use too much slang.
- 3. Why can’t Laura understand what the businessman says?
a. She doesn’t understand that intonation changes word meaning.
b. She doesn’t understand enough about business.
c. She doesn’t understand his accent.
d. She doesn’t understand the short form of words.

07 LISTENING FOR DETAILS

Listen to the conversation again. Circle the correct answers.

- 1. The criminal in the show used a reduced form of “(how did you / some easy).”
- 2. The police officer in the show used a reduced form of “(some easy / I’m sorry).”
- 3. Laura thought the businessman in the show meant (he was sorry / he wasn’t sorry) about something when he said, “I’m sorry.”
- 4. The businessman in the show was (surprised / telling a truth) when he said, “This one is yours.”

CHECKING PREDICTIONS

Look back at the ideas you wrote in Predicting on page 23. Which of your predictions were correct and which were not correct?



| After You Listen

LANGUAGE FUNCTION | Reducing Sounds

A Read the following sentences from the conversation on page 24 (a–f). How are the sounds reduced in the underlined section of each sentence?

Leaving out a sound

1. 2.

Connecting sounds

3. 4.

Joining two sounds and making a new sound

5. 6.

- a. When the criminal was talking to (talkinta) the police officer . . .
- b. Did you (didju) hear the police officer say . . .
- c. How did you (howdya) know it was me?
- d. This one is (wunz) yours?
- e. He was going to ask some easy (sumeezee) questions . . .
- f. He said it two or (twoer) three times.

B Look at the short dialogs below and write what you think the full forms of the parts in red are. Then listen to the sentences and check your answers.

A: **Wherdju** put my book? 1.
B: I **pudidown** on the table.

A: **Duyuwana** wait for Joe? 2.
B: No, let’s **gedown** to work.

A: Did you **gedup** late today? 3.
B: No, I **godup** early.

A: **Thisiz** how you solve the problem. 4.
B: Oh, I **gedit** now!

A: What **duyudo** on weekends? 5.
B: I **jushangout** with friends.

A: Why **dintchu** buy any apples? 6.
B: The store **ranoutov** them.

C Role-play the dialogs above with your partner. Try to say each dialog with both the reduced and the full forms.

Saying the same sentence with a different intonation sometimes can alter its meaning. It may also change the speaker's attitude.

- ▶ Statements: **falling**

 - This one is yours.
(making a statement)
 - Right.
(showing agreement / showing interest)
- ▶ Statement questions: **rising**

 - This one is yours?
(asking a *yes-no* question / expressing surprise)
 - Right?
(asking for agreement)

10 **A** Look at the sentences. Draw the correct intonation arrow in the box to match the intended function. Then listen and check your answer.

- | | Function |
|--|-----------------------|
| 1. I'm sorry ☐ | Asking for repetition |
| 2. I haven't read this book ☐ | Making a statement |
| 3. You haven't read this book ☐ | Expressing surprise |
| 4. Pronunciation is difficult, isn't it ☐ | Confirming an opinion |

11 Now listen to the sentences with a different intonation. Draw their intonation arrows and match each sentence with its function.

- | | Function |
|--|----------------------|
| 1. I'm sorry ☐ | Expressing surprise |
| 2. I haven't read this book ☐ | Asking for agreement |
| 3. You haven't read this book ☐ | Making a statement |
| 4. Pronunciation is difficult, isn't it ☐ | Expressing apology |

12 **B** Read and listen to the dialogs below. Pay attention to the speakers' intonation. What is the man's attitude? What might the woman respond? Brainstorm and complete the conversations.

1.

W: What does "howdya" mean?

M: It's the reduced way of pronouncing "how did you."

W: _____

He is (**certain** / **uncertain**) about his answer.
2.

W: What does "howdya" mean?

M: It's the reduced way of pronouncing "how did you."

W: _____

He is (**certain** / **uncertain**) about his answer.

A Think about how you pronounce words in English and your first language and answer the following questions.

1. The following sentences and phrases are written in reduced forms. Can you guess what the real words are? Write them in the space below. Check your answers with the rest of the class.

- 1 Tem boys wanna eat fishnchips. _____

2 a toothake n sore rise _____

3 Way tin the waytinroom. _____

4 a napple, a tinacorn, anan orange _____

2. Do you reduce sounds when you are speaking your first language? When? Are the rules similar to the rules in English?

B Read the following questions and give your opinions.

- Do you think watching TV shows is a good way to learn pronunciation?
- What do you think is the most important thing to consider when you try to learn the pronunciation of an English word?
- When learning a new word in English, do you write the word in phonetic symbols, or do you write it in Chinese characters? Which way do you think is better?

1C Speaking

ACCURATE SPEAKING | Contractions

Contractions are often used in speaking. When two words are contracted (put together and made shorter), one or more letters may be removed from one of the words.

I am → I'm	it is → it's	you are → you're
do not → don't	can not → can't	will not → won't
we will → we'll	let us → let's	give them → give 'em
should have → should've	she would → she'd	they had better → they'd better
how is/does/has → how's	what did → what'd	who would have → who'd've

Read the following sentences you heard in Lesson A and B of this unit. Write the correct contraction to complete each sentence.

I'm	didn't	I'll	isn't	what's
-----	--------	------	-------	--------

- | | |
|--------------------------------|---|
| 1. your name? | 4. finding it difficult to understand. |
| 2. My English very good. | 5. He seem sorry. |
| 3. try to listen better. | |

PRONUNCIATION | Pronouncing English Contractions

The pronunciation of the contracted word will sometimes change depending on the sound before or after it.

	After a vowel	After a consonant	Examples
'm	/m/	---	I'm /aɪm/
'll	/l/	/əl/	I'll /aɪl/ ; when'll /wenəl/
've	/v/	/əv/	we've /wiv/ ; should've /ʃʊdəv/
'd	/d/	/əd/	she'd /ʃid/ ; it'd /ɪtəd/
n't	/nt/	/nt/	don't /daʊnt/ ; couldn't /kʊdnt/

	Before a vowel	Before a consonant	Examples
're	/ər/	/ə/	they're asking /ðeər/ ; they're going /ðeə/

	After a voiced sound	After a voiceless sound	Examples
's	/z/	/s/	he's /hɪz/ ; it's /ɪts/

13 Try to write down how the contractions should be pronounced. Then listen to how the speaker says the sentences and repeat after the speaker.

- | | |
|--|---------------------------------------|
| 1. What's that? /s/ | 4. You're doing fine. |
| 2. I just didn't hear you. | 5. I'll eat two or three. |
| 3. That'd be great. | 6. I've tried my best. |

Connecting Lesson A to Lesson B

REVIEWING

Mark the phrases or sentences that are spoken with rising intonation with ↗. Mark the falling intonation with ↘.

- | | |
|--|---|
| 1. Would you tell me your name, please? ☐ | 7. Your name is Collin? ☐ |
| 2. Really? ☐ | 8. What was that? ☐ |
| 3. I'm sorry? ☐ | 9. He didn't seem sorry. ☐ |
| 4. He said it two or three times. ☐ | 10. I should speak louder. ☐ |
| 5. Who is your teacher? ☐ | 11. Got it. ☐ |
| 6. Could you spell that for me? ☐ | 12. My name? ☐ |

Which of the above can be said in a different intonation? How will the meaning be changed?

COMPARING

In both conversations in Lesson A and B, the speakers use the phrase "I'm sorry," but in each case, it has a different meaning. Think about how the speakers use it and complete the tasks below.



a. Huh? **I'm sorry?** What was that?



b. My English is not very good. **I'm sorry.**

c. **I'm sorry?** What do you mean by "connecting them together"?

1. Match the correct meaning with the phrases from the conversations.

- apologizing
- asking for repetition
- asking for clarification

2. Which "I'm sorry" can the following phrases replace?

- Could you say that again?
- Could you explain more?
- Please forgive me.

3. Can you think of any other ways to replace each of these phrases? Share your ideas with a partner and see if you both agree.

SPEAKING TIP | Using Connected Speech to Sound More Natural

Using **connected speech** is important because it makes you sound more natural to English speakers. When you are speaking, look for chances to use different forms of connected speech. This could be contractions such as saying *I'm* instead of *I am*. It could also be connecting sounds together, for instance, saying *didju* instead of *did you*, or joining sounds to make a new sound, for example, saying *wanna* instead of *want to*, as we saw in Lesson B.

A Look at the following phrases. How can they be pronounced to make them more natural? Write down the connected form and practice saying it out loud. Look back at the previous lessons if you need help.

- 1. I will
- 2. let us
- 3. do you
- 4. a few easy
- 5. going to
- 6. a couple of

B Fill in the gaps with the expressions above. Then circle any other phrases that can be contracted.

A: We are going hiking on Saturday. ① _____ want to come?
B: Where are you ② _____ go?
A: To Yangmingshan.
B: I'm sorry?
A: Yangmingshan. There are ③ _____ hiking paths there.
B: How will you get there?
A: Well, there are ④ _____ other people coming, so we will probably use public transport.
B: Public transport?
A: Yeah. We'll take the MRT and then a bus to the park.
B: ⑤ _____ have to think about it. I have a big test next week, so I want to study.
A: Taking a break can actually help you study better.
B: Maybe you are right. I will think it over.
A: ⑥ _____ talk about it tomorrow when we meet for lunch.

C Practice the dialog with a partner. Take turns being Speaker A and Speaker B. Make sure to use all the contractions you noted in Activity B.

USEFUL EXPRESSIONS

In conversations, the following phrases and sentences are useful for you to show that you are listening and to encourage the speaker to continue. Pay attention to your intonation when you are using them.

Show understanding/interest

- Go on.
- Uh-huh./Mm-hmm.
- Right./Yeah.
- Interesting!/Nice!

Show lack of understanding

- I'm sorry?
- What was that?
- What do you mean? / What does that mean?
- Can you say that again? / Can you spell that for me?

Show surprise or other feelings

- Seriously? / Really? / Wait, really?
- You're joking! / You're kidding! / You gotta (= have got to) be kidding me!
- That's too bad. / That's awful.
- Use an echo question with a rising intonation:
A: "We're going to Melbourne this weekend!"
B: "You're going where?" / "You're going to Melbourne?"

Talk about each photo with a classmate. What are the people doing? What is one person probably saying? Write the correct choice in the speech balloon.

- a. He bought a what? b. Uh-huh. c. You're joking! d. What do you mean?



| Starting Your Conversation



GOAL

You are going to make a simple conversation between two friends talking about their favorite place in their neighborhood. One friend will describe the place, and the other will react and ask questions.

BRAINSTORMING

Work with a partner. Choose options from the following questionnaire to help you think of ideas for the conversation.

What sort of place is it?

☐ a park

☐ a shop

☐ a restaurant

☐ a friend's house

☐ a school

☐ Other:

What can you do here?

☐ play games

☐ exercise

☐ buy things

☐ eat food

☐ Other:

How often do you go?

☐ every day

☐ a couple of times a week

☐ once a month

☐ occasionally

☐ Other:

Why do you like this place?

☐ It is relaxing.

☐ It is exciting.

☐ There are interesting things to buy.

☐ The food is delicious.

☐ Other:

Any other things you can think of about this place

PLANNING

Now, plan out the conversation using the questionnaire. Think how the second person will react when they are told each detail. Use the example to help you.

Example:

Your plan:



I like to go to the weekend flower market.

(Reaction: show interest)





Yeah. I look at the plants and sometimes buy succulents there.

(Reaction: show lack of understanding)





They're plants that usually have thick stems. Like a cactus.

(Reaction: show surprise or other feelings / ask for more details)





I go there once a week. It's interesting to see many different types of plants.

(Draw and/or write down your plan here.)

SPEAKING

Use your plan to create a conversation. Remember, one person will talk about the place, and the other person will react and ask questions.

Remember to

- ▶ use intonation to ask questions or ask for clarification.
- ▶ use connected speech to sound more natural.
- ▶ use useful expressions you learned on page 31.

Practice your conversation together. When you feel ready, perform it for the class.

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Self-Assessment

Think about what you have studied in this unit. Read each learning goal and assess your skill on the scale from 1 (☹) to 5 (☺).

	☹				☺
1. I understand how intonation changes the meaning of a sentence.	1	2	3	4	5
2. I can recognize when someone is asking for repetition from me.	1	2	3	4	5
3. I understand how English sounds are reduced.	1	2	3	4	5
4. I can recognize contractions in casual speech.	1	2	3	4	5
5. I can pronounce contractions.	1	2	3	4	5
6. I can use connected speech.	1	2	3	4	5
7. I can show interest and understanding with common English expressions.	1	2	3	4	5
8. I can ask someone to repeat what they said.	1	2	3	4	5

