



CHAPTER 4

Let Me Entertain You

Leisure Activities, Interests, and Hobbies

Expressing likes and dislikes

Starting and closing
conversations

Giving instructions

Making general requests



THINKING AND TALKING

Look at these pictures with a partner. What are people doing for entertainment?

Choose from the following list.

They are watching a ballet.

They are dancing.

He is playing an instrument.

She is singing in a karaoke bar.

Some people are playing video games.

They are listening to music at a concert.

She is listening to music.

Make a list of activities you like to do for entertainment and relaxation. Share your list with the class.



SPEAKING 1

Communication Focus 1: Expressing Likes and Dislikes

We use the following structures to express likes.

Structure/Expression	Examples	
like	I like concerts.	I like going to concerts.
love	Sharon loves music.	Sharon loves listening to music.
enjoy	Howard enjoys video games.	Howard enjoys playing video games.
be crazy about	They are crazy about karaoke.	They are crazy about going to karaoke.
feel like	Do you feel like a movie?	Do you feel like going to a movie?

We use these expressions to express dislikes.

Structure/Expression	Examples	
don't like	John doesn't like horse races.	John doesn't like watching horse races.
hate	Mike hates dances.	Mike hates going to dances.
can't stand	Emily can't stand ballet.	Emily can't stand going to ballets.
don't feel like	We don't feel like pizza.	We don't feel like having pizza.
dislike	Anne dislikes soccer.	Anne dislikes playing soccer.

Grammar Note: Gerunds

Some verbs in English can only be followed by a gerund or a noun. The gerund is the base form of the verb + *-ing*, for example, *going*, *singing*, or *dancing*.

Some verbs that require gerunds are *enjoy*, *avoid*, *miss*, *dislike*, *practise*, *finish*, *feel like*.

Examples:

She finished her homework. She finished doing her homework.

Ellen enjoys action movies. She enjoys watching action movies.

I miss my friends in Paris. I miss seeing my friends in Paris.

We avoid mistakes. We avoid making mistakes.



SPEAKING ACTIVITY 1

Practise this conversation with a partner, then together make up three conversations about the places and activities below.

Person A: How about going to the museum after school today? They have an exhibit of old coins.

Person B: I don't feel like going to the museum. It's a beautiful day and I don't want to be inside.

Person A: Okay. Let's go jogging in the park.

Person B: I can't stand jogging. It's boring.

Person A: Well, what do you enjoy doing?

Person B: I feel like going to the amusement park. I'm crazy about going on the rides.

Person A: Me too. I love excitement. Okay, let's go.

theatre	baseball game	museum	beach
movie theatre	soccer game	art gallery	gym
opera	go biking	zoo	hockey game
concert	go swimming	aquarium	ice skating rink
ballet	go skating	park	volleyball game

 **SPEAKING ACTIVITY 2**

Work in groups of four. Ask each other the questions below. What are some similarities and differences among you? Report to the class about your group.

1. What are you crazy about?
2. What can't you stand?
3. What do you usually feel like doing on weekends?
4. What do you want to practise doing?
5. What do you miss doing?

Speaking STRATEGY 

If you check the language you are producing to see if others can understand you, your speaking will get better.

Grammar Note: Infinitives

Some verbs in English can only be followed by infinitives. The infinitive is the base form of the verb with *to*, for example, *to work*, *to study*, *to dance*.

A few of the verbs that require infinitives are *want*, *need*, *plan*, *hope*, *decide*, *learn*, *would like*.

Examples:

Affirmative

The students **want to have** a picnic.

Everyone **needs to study** for the English test.

Jeremy **plans to go** to the gym after school.

Mary **is learning** to ski this winter.

I **would like to go** to a basketball game.

They **hope to pass** the test.

Question Forms

Do the students want to have a picnic?

Does everyone need to study for the English test?

Does Jeremy plan to go to the gym after school?

Is Mary learning to ski this winter?

Would you like to go to a basketball game?

Do they hope to pass the test?

 **SPEAKING ACTIVITY 3**

Walk around the room and ask questions to find people who fit the following descriptions.

Find someone who. . .	Name
likes to play video games.	
hopes to get married someday.	
likes to sing in the shower.	
wants to learn to dance.	

continued on next page

Find someone who. . .	Name
wants to learn to play an instrument.	
wants to meet some new friends.	
likes to do grammar exercises.	
likes to go swimming.	
likes to play volleyball.	
needs to go shopping today.	
plans to do winter sports this winter.	
would like to go to the museum today.	
would like to visit New York City.	
would like to go to a concert this weekend.	
is learning to drive.	



SPEAKING ACTIVITY 4

Work in groups of four. Ask each other the questions below. What are the similarities and differences among you? Report to the class about your group.

Names	What do you plan to do when you finish the English program?	What famous place would you like to visit someday?	What famous person would you like to meet?	What do you hope to do in your life?

Grammar Note: Verbs Followed by either Infinitives or Gerunds

Some verbs can be followed by infinitives or by gerunds.

Some of these are *like, love, hate, prefer, begin, start, continue, can't stand*.

Examples:

They love going swimming.

They love to go swimming.

She prefers shopping online.

She prefers to shop online.

Jennifer begins crying when she's confused.

Jennifer begins to cry when she's confused.

 **SPEAKING ACTIVITY 5**

Work with a partner. Look at the list of hobbies and pastimes under the chart. Discuss and organize them into the following categories:

Activities We Love Doing	Activities We Dislike Doing	Activities We Would Like to Learn to Do

- | | | |
|----------------------------|----------------|----------------------------|
| sewing | going canoeing | going horseback riding |
| knitting | going camping | playing Ping-Pong |
| drawing | going shopping | playing video games |
| collecting coins or stamps | going hiking | working out |
| going mountain climbing | going skating | going skiing |
| going bowling | swimming | playing basketball |
| going fishing | skateboarding | taking pictures and videos |

Grammar Note: Verbs Followed by an Object + an Infinitive

Some verbs can take objects + infinitives.

Examples:

The counsellor wants the students to get better marks.

She is teaching them to improve their study skills.

She is asking them to plan their study schedules.

She is telling the students not to eat junk food.

 **SPEAKING ACTIVITY 6**

Make a quick chart with the headings shown on the next page. Walk around the room and ask your classmates these questions. Report the most interesting answers to the class.

What do you want the teacher of this class to do?

What do you want your classmates to do?

What would you like your friends to do?

Name	Teacher	Classmates	Friends

Write about two classmates.

SPEAKING ACTIVITY 7

Complete these sentences by yourself. Then share your answers with a group.

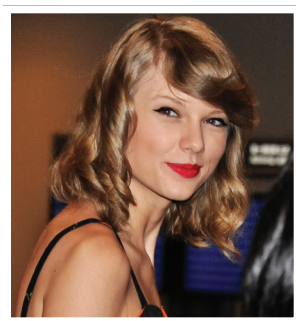
What is the same and what is different about you?

1. My parents often ask me _____.
2. My father always tells me _____.
3. My best friend would like _____.
4. I am teaching myself _____.
5. I don't want my teacher _____.
6. My friends don't want _____.
7. I don't want my classmates _____.
8. I would like this school _____.

LISTENING 1

Before You Listen

PRE-LISTENING ACTIVITY 1



Work with a partner. Who are the people in these photos? What do you know about them?

Look at the list of celebrities and professions below. Match the celebrities and the professions. Check off the celebrities you would like to meet.

Celebrity	Profession
Taylor Swift	
Brad Pitt	
Lady Gaga	
Jackie Chan	
Rafael Nadal	
Prince William	
Lionel Messi	
Bill Gates	
Selena Gomez	

- actor
- singer
- prince of United Kingdom
- tennis player
- soccer player
- martial arts star
- artist
- inventor and business man

 **PRE-LISTENING ACTIVITY 2**

Make a quick chart with the headings shown below. Work in groups of three. Tell each other who your favourite celebrity is and what you think he or she enjoys doing in his or her free time.

Name	Favourite Celebrity	What the Celebrity Enjoys Doing

PRE-LISTENING VOCABULARY

- A. You will hear a conversation on the audio CD that includes the words in the list on the next page. Work with a partner or by yourself to find the definition of each word.

celebrity fabulous fan hobby charity to donate
 spare famous award facts gift incredible
 movie star community

Definitions	Vocabulary
1. more than needed, extra	<i>spare</i>
2. a free-time activity	
3. an organization that gives food, money, or help to those who need it	
4. to give	
5. a group of people	
6. someone who admires and looks up to a famous person	
7. true information	
8. a well-known actor who stars in films	
9. unbelievable, something hard to believe	
10. a present	
11. well known	
12. a prize	
13. a person everyone knows about; a famous person	
14. excellent, wonderful	

Listening STRATEGY

Use the context and the vocabulary you know to help you understand the meaning.

- B.** Choose the correct words from the list to fill in the blanks in these sentences. Use each word only once. Not all the words are used in the sentences.
- Many celebrities donate money to _____.
 - Taylor Swift is a _____ in country music. She gave a _____ of \$4,000,000 to the Country Music Hall of Fame and Museum.
 - Bill Gates is _____ all over the world.
 - My _____ is taking pictures.
 - Brad Pitt has thousands of _____. They think he's wonderful.
 - What a _____ outfit. You look great in it.
 - Brad Pitt works with UNICEF (the United Nations International Children's Emergency fund). He's an _____ person.
 - She does volunteer work to help the people in the _____.
 - Do you have any _____ about that charity?
 - Taylor Swift wins many _____ for her singing.

Listening for the Main Ideas

Listen to the conversation and answer the questions.



1. What is the conversation between Natasha and Janice about?
2. Why are they talking about this topic?
3. What is the relationship between Natasha and Janice?

Listening Comprehension

Listen to the conversation as many times as necessary. Write *T* if the statement is true or *F* if it is false.



1. Janice likes Natasha’s jacket and her haircut. T
2. Natasha often reads about movie stars and singers on the Internet.
3. Selena Gomez can’t stand chocolate.
4. Selena Gomez dislikes playing sports.
5. Taylor Swift and Selena Gomez don’t know each other.
6. Taylor Swift doesn’t do very much charity work.
7. Taylor Swift loves playing with her cat.
8. Brad Pitt doesn’t help children’s charities.
9. Janice and Natasha dislike the stars for their charity work.
10. Janice and Natasha plan to have coffee the next day.

Personalizing

- A. Work in groups of four. Tell each other who your role model is. Describe your role model’s special qualities. Explain why you want to be like this person.

Names	Role Models	Descriptions	Reasons

- B. Work with a partner and discuss these questions.
1. How much spare time do you usually have during the week?
 2. What do you usually do in your spare time?

3. What other things would you like to do in your spare time? Why?
4. Some people say we should do the following things in our free time. Which ones do you agree with?
 - a. make a plan and don't waste your spare time
 - b. don't do anything stressful
 - c. learn new things
 - d. spend time with pets
 - e. spend time with friends
5. What is the best way to spend free time, in your opinion?

Vocabulary and Language Chunks

Write the number of the expression next to the meaning. After checking your answers choose five expressions and write your own sentences.

Words and Expressions	Meanings
1. to look great	_____ to meet friends or family
2. to have good taste	_____ free time
3. to find out	_____ ¹ to look very nice
4. to hang out	_____ to get ready to leave or to do something
5. to go to concerts	_____ someone people admire and try to be like
6. spare time	_____ to learn information
7. role model	_____ to know what looks fashionable or attractive
8. to get together	_____ to spend time with someone, not doing anything special
9. to get going	_____ to attend concerts

SPEAKING 2

Communication Focus 2: Starting and Closing Conversations

When we want to start a conversation we can use some of the following structures:

Structures/Expressions	Examples	Responses
How's it going? How are you doing?	Hey, John! How's it going?	Just great! What about you?
What's new? What's up? What are you up to these days?	Hi, Allen. What's up?	Not too much. I'm studying for final exams. What are you up to?
You look great. I like (love) your _____.	Hi, Monica. You look nice! I love that colour on you.	Thanks. Blue is my favourite colour.
Your _____ looks nice. Your _____ is fantastic.	Your sweater is fantastic.	Thanks. It was a present from my sister. Your sweater is really nice too.
Your _____ looks terrific. Your _____ is great.	Your jacket looks terrific on you. Fred, your English is great.	Thanks.
What do you think of . . . ?	Hi, George! What do you think of the new class schedules?	I'm not crazy about starting classes at 8:00 AM, but I like finishing early on Fridays.

One way that people show they want to start a conversation is by complimenting a person's clothing or ability. After this, a conversation about another topic can begin.

Another good way to start a conversation is to ask open-ended questions such as "What do you think of . . .?" "How do you feel about . . .?"

Opening with a compliment and then continuing with an open-ended question is a good way to begin a conversation. Relaxed, open body language shows that people are ready to start a conversation.

When we want to end a conversation we can use some of these structures and expressions:

Structures/Expressions	Examples	Responses
I have to go now. It was good (nice/great) talking to you.	Well, Ann, I have to go now. It was good talking to you.	Yeah. Talk to you soon.
Sorry I can't talk longer. I need to . . .	Sorry I can't talk longer, Mark. I need to finish my presentation for tomorrow's class.	Good luck with it. See you soon.
Anyway, gotta (I've got to) go . . .	Anyway Tony, I gotta go. I'm meeting a friend at the coffee shop.	Okay. Have a good one.
Okay, then. I need to . . .	Okay, then. Well, I need to finish my shopping. Good talking to you.	Nice talking to you too.

When people want to end a conversation they often use body language such as standing up, packing up books, putting on a coat, or looking away.



SPEAKING ACTIVITY 8

Form two concentric circles. Face the students in the other circle.

The teacher will choose a conversation topic. When the teacher gives a signal such as clapping his or her hands, greet the person opposite you and start a conversation. Continue talking until the teacher gives the signal to stop. End the conversation.

Then one circle moves clockwise while the other circle moves counter-clockwise until the teacher gives the signal to stop.

The teacher will then give you another topic. Start another conversation with the person facing you, until the teacher gives the signal to stop. End the conversation, and continue moving in circles and starting and stopping conversations until the teacher tells you to end this activity.

Report about the most interesting conversation you had.

Topics for Conversation

the weather	favourite entertainer	your favourite food
our classroom	your favourite sport	favourite holiday
our school	favourite way of spending free time	dream job
this city	last weekend/summer/vacation	plans after this course



Communication Focus 3: Giving Instructions

When we give instructions, we use commands and sequence words to tell the order in which to do actions.

Structures/Expressions	Examples
First, . . .	First, open the washing machine door.
Then . . .	Then, put the clothes into the machine.
Next . . .	Next, choose the water temperature.
After that . . .	After that, add the detergent. Then choose the normal or delicate washing cycle.
Finally, . . .	Finally, press the start button.
Last, . . .	Last, press the start button.



SPEAKING ACTIVITY 9

- A. Work with a partner. Read the instructions for making toast on the next page. The instructions are out of order.

Instructions for Making Toast

Take the toast out.

Start the toaster.

Could you please tell me how to use the toaster?

Put the bread into the toaster.

Wait a few minutes until the toast pops up.

Take the toaster out of the cupboard.

Below are the instructions placed in the correct order to make a dialogue. Practise the dialogue together.

Dialogue

Person A: Could you please tell me how to use the toaster?

Person B: Sure. First take the toaster out of the cupboard.

Person A: Okay, then what do I do?

Person B: Then put the bread into the toaster. After that, start the toaster.

Person A: What's next?

Person B: Wait a few minutes until the toast pops up.

Finally, take the toast out.

- B.** Make a dialogue for each task below. Put the instructions into the correct order and use commands and sequence words as in the sample dialogue. Practise saying your dialogues. After that, make up your own dialogue and say it for the class.

Instructions for Making Green Tea

Serve the tea.

Fill the teapot with boiling water.

Take the teapot out of the cupboard.

Boil some water.

Wait a few minutes.

Put the tea leaves into the teapot.

Could you please show me how to make tea?

Instructions for Changing a Light Bulb

Screw the new light bulb into the socket.

Turn on the light.

Turn off the light.

Could you please teach me how to change the light bulb?

Get a new light bulb.

Unscrew the old light bulb from the socket.

Communication Focus 4: Making General Requests

English speakers make requests in different ways. The form of the request depends on the situation and how formal it is, and how serious the request is.

	Structure	Example Sentence	Sample Response
More Formal	<i>Would you mind . . . + gerund</i>	Would you mind opening the door?	Of course not. I'll do it right now.
	<i>Would you please . . .</i>	Would you please open the door?	Of course.
	<i>Could you please . . .</i>	Could you please open the door?	Certainly.
Less Formal	<i>Would you . . .</i>	Would you open the door?	Sure.
	<i>Could you . . .</i>	Could you open the door?	No problem.
	<i>Can you . . .</i>	Can you open the door?	Okay.
Direct Command	base form of the verb	Open the door	Okay.
	<i>want + object + infinitive/ would like + object + infinitive</i>	I want you to open the door. I would like you to open the door.	All right.

Speaking STRATEGY

If you learn some expressions and structures to make requests, your ability to communicate requests will get better.

SPEAKING ACTIVITY 10

- A. Work with a partner. Read the dialogue sentences below. Put the dialogue in order and then practise it with your partner.

Person A: I see. Well, could you come and get me when your meeting is over?

Person B: Sure, no problem. I'm leaving in a couple of minutes.

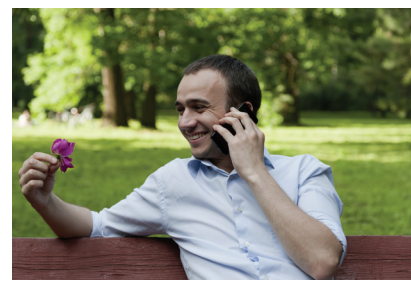
Person B: No, sorry. I have a meeting that starts at 3:30.

Person A: Could you pick me up after school, too? I finish at 3:30.

Person B: All right.

Person A: Could you please give me a lift to class? I'm really late.

- B. With your partner, make up a dialogue to go with each picture below. Present your dialogues to the class.



👤 SPEAKING ACTIVITY 11

Work with a partner. Talk about some requests you would like to make in these places.

At School	At Home	Other Place: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LISTENING 2

Before You Listen

👤 PRE-LISTENING ACTIVITY 1

Work with a partner. What is happening in these pictures? What is your opinion of what the students are doing?



👤 PRE-LISTENING ACTIVITY 2

Work with a partner. You are going to listen to an information session on the audio CD about studying for tests. Predict three things that you think the speaker will say.

1. _____
2. _____
3. _____

Listening STRATEGY

If you try to prepare for what you are going to hear, this will help you understand the listening.

👤 PRE-LISTENING VOCABULARY

A. You will hear a conversation on the audio CD that includes the following words. Work with a partner or by yourself to find the definition of each word.

- | | | | |
|--------------|---------------|-------------|---------------------|
| success | to review | to cram | space |
| energy | brain | diagram | visual aid grade |
| to challenge | concentration | regulations | session |

Definitions	Vocabulary
1. to look over, to study again	to review
2. to learn a lot of information in a short time, to completely fill up	
3. area available for a certain purpose	
4. drawing, sketch, picture, or chart	
5. something you can see which helps you learn	
6. to compete against, have a contest with someone	
7. putting all your attention on one thing	
8. the organ in the head that controls thoughts, feelings, and actions	
9. the strength to do physical or mental activities	
10. mark, score	
11. a period of time used for a special purpose, such as a class or a meeting	
12. rules	
13. reaching and accomplishing a goal	

B. Choose the correct words from the list to fill in the blanks in these sentences. Use each word only once. Not all the words are used in the sentences. Please make changes to the verbs or nouns if necessary.

- You need to review your notes before the grammar test.
- The teacher wants _____ the students to get better _____ on the next test.
- It's not a good idea _____ for tests and exams because you won't remember very much.
- The professor used pictures or _____ to help the students understand the vocabulary.
- Eating healthy food gives you _____.
- He drew a _____ of all the verb tenses.
- Let's go to the library to study. There's a lot of _____ there for us to work.
- He can speak four languages. He has a lot of _____ in learning languages.
- Students need to find out all the rules and _____ before the exam.

Listening for the Main Ideas



Track 37

Listen to the information session and answer the questions.

- Who is the speaker?

2. Who is listening to the information?
3. Why is the speaker giving the information session?
4. What does the speaker hope?

Listening Comprehension

Listen to the information session as many times as necessary. Label the activities as good or bad ideas when studying for tests.



Track 38

1. Studying at the last minute _____ *is a bad idea* _____.
2. Giving yourself enough time to study _____ *is a good idea* _____.
3. Planning your study schedule _____.
4. Cramming _____.
5. Studying for two or more tests during the same time period _____.
6. Having computer games and cellphones when you study _____.
7. Studying at a comfortable desk and chair _____.
8. Having enough light _____.
9. Making diagrams and charts _____.
10. Doing practice tests _____.
11. Having fun with friends during study groups _____.
12. Studying for many hours without stopping _____.
13. Eating junk food _____.
14. Drinking water _____.
15. Rushing on exam day _____.

Personalizing

Make a quick chart with the headings shown below. Work with a small group. Make a list of the best ways to do the following. Share your answers with the class.

The Best Ways to Get Good Marks	The Best Ways to Learn a New Language	The Best Ways to Meet New People	The Best Ways to Spend Free Time

Vocabulary and Language Chunks

Write the number of the expression next to the meaning. After checking your answers, choose five expressions and write your own sentences.

Words and Expressions	Meanings
1. to put away	_____ to arrange, to organize
2. to make sure	_____ to give someone special information
3. practice makes perfect	_____ to arrive at
4. at the last minute	_____ a lot of
5. to get to	_____ to pay attention to, concentrate on
6. to focus on	_____ ¹ to put in another place
7. plenty of	_____ to check and be sure about
8. to give someone a tip	_____ doing something many times makes you better at it
9. to set up	_____ at the latest possible time

PRONUNCIATION

Pronunciation Focus 1: Unstressed Vowels—The Schwa

PRONUNCIATION ACTIVITY 1

- A. Listen to the underlined vowels in the pairs of words in Column A and Column B. Do they sound the same? Write *yes* or *no*.

Column A	Column B	Same Sound?
ma <u>n</u>	repa <u>r</u> man	_____
la <u>n</u> d	Scot <u>l</u> and	_____
le <u>s</u> s	use <u>l</u> ess	_____
fu <u>l</u> l	care <u>f</u> ul	_____
ba <u>n</u> d	husba <u>n</u> d	_____

The underlined vowels in Column B don't sound the same as those in Column A. The vowels in Column B are not stressed. English speakers pronounce unstressed vowels as a schwa. The schwa sounds like / uh /. For example, in the word *Canada*, the second two vowels are schwas.

- B. Listen to each word and then repeat.

breakfast famous England woman model concert
soccer jacket ticket kitchen apple tennis

- C. How many syllables are there in each word? Which syllable is stressed? Which vowel is pronounced as a schwa?



Track 39

In English nouns of two syllables we usually stress the vowel in the first syllable and we pronounce the vowel in the second syllable as a schwa. This happens 90 percent of the time.

PRONUNCIATION ACTIVITY 2

A. Listen to these words. Cross out each vowel pronounced as a schwa.



- 1. Canada
- 2. banana
- 3. cabbage
- 4. salad
- 5. excellent
- 6. language
- 7. success
- 8. schedule
- 9. beautiful
- 10. photography
- 11. concert
- 12. famous
- 13. compliment

- B. Work with a partner to practise saying the words.
- C. Make up five sentences with these words and practise saying them.

PRONUNCIATION ACTIVITY 3

When words end with *-er* or *-ian*, the vowel in this syllable is pronounced as a schwa.



A. Listen to these words and underline the unstressed syllable.

- 1. actor
- 2. singer
- 3. dancer
- 4. musician
- 5. doctor
- 6. teacher
- 7. firefighter
- 8. librarian
- 9. designer
- 10. player
- 11. inventor
- 12. technician

- B. Work with a partner to practise saying the words.
- C. Make up five sentences with these words.

PRONUNCIATION ACTIVITY 4

A. Listen to these words. Write each word in the Adjective column when you hear it.



Adjective	Opposite	Adjective	Opposite
1.		9.	
2.		10.	
3.		11.	
4.		12.	
5.		13.	
6.		14.	
7.		15.	
8.		16.	

- B. Work with a partner and write the opposites of the adjectives.
- C. Practise saying the words to your partner. Then, make five sentences with some of the words and present them to the class.

PRONUNCIATION ACTIVITY 5

- A. Work with a partner. Compare the occupations below. Which occupations have a better salary, and which are more interesting? Which are easier or more difficult? Which are more fun?

- B. Make five comparisons and present your ideas to the class.

dentist	graphic artist	flight attendant
pilot	teacher	hotel manager
video-game designer	family physician	librarian
nurse	lawyer	personal trainer
chef	police officer	magician

Pronunciation Focus 2: Intonation with *Yes/No* Questions

When English speakers ask questions which can be answered with *Yes* or *No*, the voice rises on the last important word in the sentence.

Examples:

Are you tired?  Can I leave early? 

PRONUNCIATION ACTIVITY 6

- A. Work with a partner. In the sentences below draw rising arrows on the words where you think the voice goes up or rises.

Example:

Are you okay? 

- Can I help?
- Would you open the door?
- Can you lend me \$10?
- Is she hungry?
- Could I borrow some sugar?
- Would you please close the door?
- When are you leaving?
- Could you pick me up after class?
- Can I give you a lift?
- What time is it?
- Do you live nearby?
- Do they want me to come early?
- Where are you from?
- Are these your books?
- What are you doing?
- Do you like action movies?
- Do they want to go camping?
- Does he live downtown?



Track 43

- B. Listen to the sentences and check your answers.
 C. Practise saying the sentences to your partner.

 **PRONUNCIATION ACTIVITY 7**

Work with a partner. Make *Yes/No* questions for the following answers. Then practise saying the dialogues.

Examples:

Answer: No, Ann hates bowling.

Question: Does Ann like going bowling?

Answer: No, you can't.

Question: Can we leave early today?

1. _____
No, it isn't.
2. _____
Yes. They're very happy.
3. _____
I'm sorry, I don't have any money.
4. _____
It's a quarter to three.
5. _____
No, I can't stand shrimp.
6. _____
No, I actually prefer staying home on Saturday nights.
7. _____
Sure. I'm not using it right now.
8. _____
Okay, but I don't like Chinese food as much as Japanese food.
9. _____
No, they don't. My mother lives in Hong Kong and my father lives in Montreal.
10. _____
Yes. I love it when you cook supper.
11. _____
Yes, could you please bring me these shoes in size 9.
12. _____
I'm sorry, I can't. My notes are at home.

COMMUNICATING IN THE REAL WORLD

- A. Use your English to talk to people outside your classroom. On your own or with a partner, talk to five people outside your class. Ask them the questions below and record the information. Make a short report to the class about what you learned.

Before you begin, say this:

May I ask you some questions? This is an assignment for my English class.

1. Who is your favourite celebrity? What is his/her profession?— singer, actor, or _____? Why do you like him/her?
 2. What do you like doing in your free time in the evenings?
 3. What do you enjoy doing in the winter?
 4. What famous place would you like to visit?
 5. What famous person would you like to meet?
- B. Project: Work with a partner or small group. Do some research to find out information about a celebrity or famous person you all admire. Find out about this person's life and achievements. You may find your information in current magazines or on the Internet. Your teacher will give you some suggestions.

Make a presentation to the class.

SELF-EVALUATION

Think about your work in this chapter. For each row in the chart sections Grammar and Language Functions, Learning Strategies, and Pronunciation, give yourself a score based on the rating scale below and write a comment in the Notes section.

Show the chart to your teacher. Talk about what you need to do to make your English better.

Rating Scale



	Score	Notes
Grammar and Language Functions		
talking about entertainment and free time activities		
using infinitives and gerunds		
understanding and talking about likes and dislikes		
starting and ending conversations		
giving and understanding instructions		
understanding and making requests		
Pronunciation		
recognizing and pronouncing unstressed vowels		
recognizing and using correct intonation in Yes/No questions		
Learning Strategies		
<i>Speaking</i>		
using the expressions and structures for making requests so that I can communicate better		
<i>Listening</i>		
using the context of the listening and the vocabulary I know to help myself understand		
preparing for what I am going to listen to, to help myself understand what I am hearing		
Vocabulary and Language Chunks		
Look at this list of new vocabulary and language chunks you learned in this chapter. Give yourself a score based on the rating scale and write a comment.		
to put away	to focus on	to look great
to go to concerts	to make sure	plenty of
to have good taste	spare time	practice makes perfect
to give someone a tip	find out	to get going
at the last minute	to set up	to be up to
role model	enough time	to hang out
to get together		

	Score	Notes
understanding new vocabulary and language chunks		
using new words and phrases correctly		

Write six sentences and use new vocabulary you learned in this chapter.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

My plan for practising is _____
