

David F. Martin

# Talk a Lot

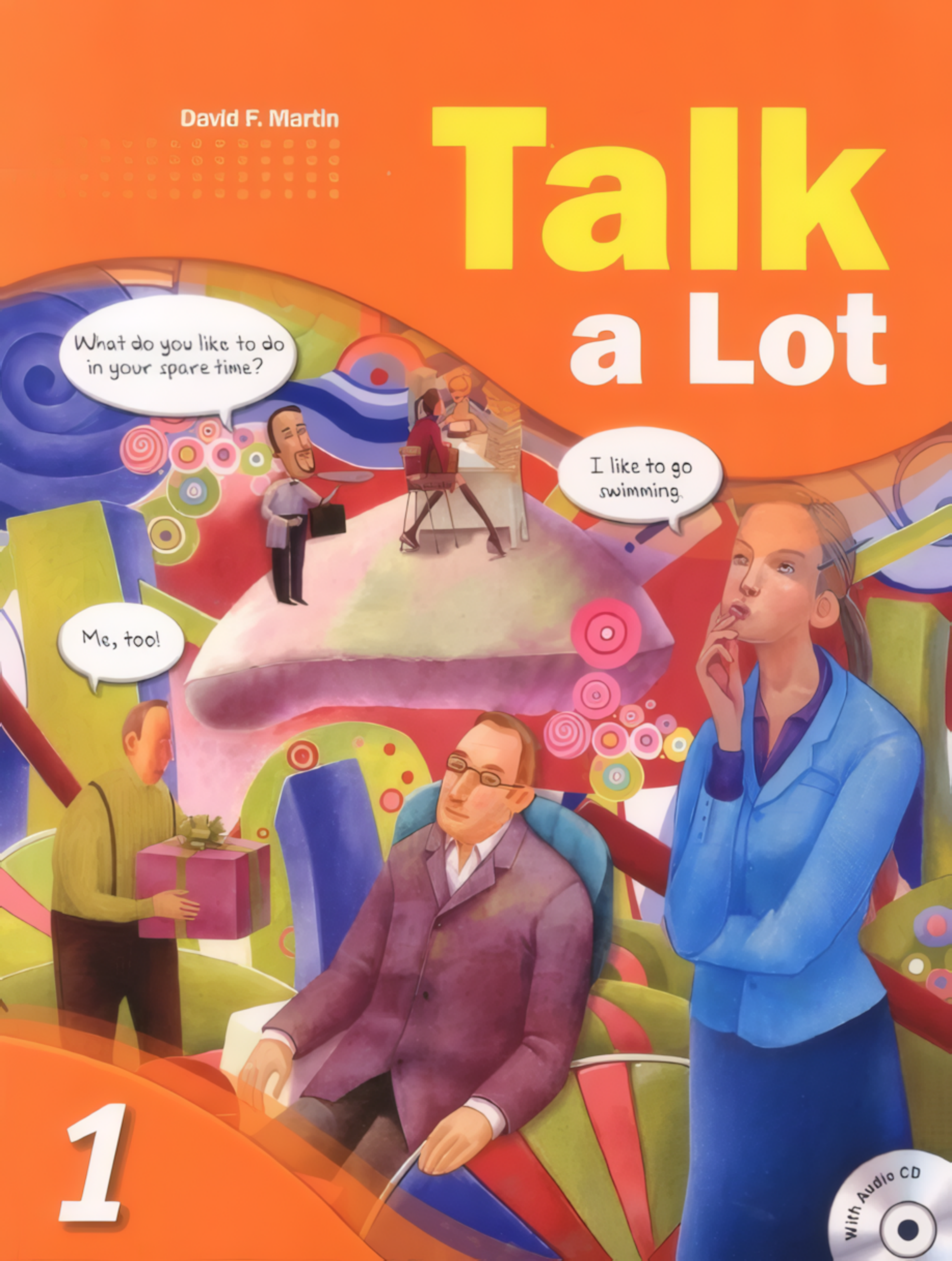
What do you like to do  
in your spare time?

I like to go  
swimming.

Me, too!

1

With Audio CD





# Talk a Lot

1

David F. Martin



# Talk a Lot **Book 1**

David F. Martin

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## Map of the Book

Unit	Title	Talking About
01	Introductions	introducing ourselves to new people
02	Family	members of our family
03	School	school life
04	Hobbies & Interests	what we like to do in our spare time
05	Holidays & Dates	holidays, birthdays, and ordinal numbers
06	The Weather	types of weather and the seasons
07	Food	different types of food
08	Describing People	what people look like and how they act
09	Shopping	going shopping
10	Movies & Television	our favorite movies, TV programs, and actors
11	Occupations	the world of work
12	Travel	travel and vacations



Speaking Success!	Vocabulary	Language Focus
contracting auxiliary verbs	<i>Wh-</i> questions	giving extra information
vocalized pauses	family members	simple present of <i>to be</i>
contractions	school subjects	<i>to be good at;</i> past tense of <i>to be</i>
saying "Yes" in casual speech	action verbs	<i>can/can't, like/don't like</i>
rhetorical questions	cardinal and ordinal numbers	making ordinal numbers
idioms	weather, temperatures, seasons	simple present
changing the topic of conversation	foods	countable and uncountable nouns
conjunctions	descriptive adjectives	opposites
double questions	types of stores	<i>Can/May I help you?</i>
<i>do</i> for emphasis	movie genres	relative clauses, relative pronouns
interjections	jobs	<i>want/would like to (be)</i>
<i>so/very</i>	travel words	present perfect

# How to Use This Book


*Talk a Lot* has been carefully structured to gradually introduce students to new topics, teaching them new vocabulary, grammar, and expressions until they are comfortable with speaking to a partner or to the class. Find out how each page works, and get ready to talk a lot!

The **Warm-Up** uses a large photograph and simple activities to ease students into the new unit.

The **Model Dialog** is a natural conversation designed to introduce the unit's vocabulary and grammar.

**PAGE 1**

**UNIT 01 Introductions**



**Warm-Up**  
Say hello to your classmates. Do you like to meet new people?

**Talking About!**  
Introducing ourselves to new people!

**Model Dialog**  
Listen and practice the dialog with a partner.

**Simon:** Hello, I'm Simon. It's nice to meet you.  
**Rachel:** Hi, Simon. My name is Rachel. Glad to meet you. Where are you from?  
**Simon:** I'm from Montreal, Canada. I'm here to study history. What about you, Rachel?  
**Rachel:** I'm from Canberra, Australia. I study English literature.  
**Simon:** That's interesting. When did you come here?  
**Rachel:** Two years ago. How about you, Simon?  
**Simon:** I came here last month. Do you have any brothers or sisters?  
**Rachel:** Yes, I have one sister. She lives with my parents.  
**Simon:** I have a sister, too. Oh, my class is about to start! See you later.  
**Rachel:** It was nice meeting you, Simon. Have a nice day!

**Speaking Success!**  
Auditory verbs are often contracted in everyday speech.  
I am a fan.  
That's a fan.  
You are a fan!  
We will win!

**Talking About** introduces students to the focus of the current unit.

**Speaking Success!** teaches elements of everyday spoken English to improve students' understanding and fluency.

**Vocabulary** sections introduce key vocabulary for the unit, and activities encourage students to use these words right away.

**Language Focus** explains key grammar and language elements that will be useful in the rest of the unit.

**PAGE 2**

**Vocabulary**

A. WH-questions are used to find out information about a person. Match the questions below with the correct responses.

1. What is your name?	a. I'm 19 years old.
2. How old are you?	b. I was feeling sick.
3. When is your birthday?	c. My best friend is Sam.
4. Why did you go home early?	d. I live in Texas.
5. Where do you live?	e. I'm Sarah-Jane Roberts.
6. Who is your best friend?	f. It's July 11th.

B. Think of your own WH-questions. Work with a partner. Ask and answer each other's questions.

There are seven words we use for WH-questions:  
What? What? Where? When? How? Why? Which?

What do you like to do in the evening? I like reading books.

**Language Focus**

When answering a question, sometimes extra information can be given to the speaker.

How did you get here today? I took the bus. It took twenty minutes.

Work with a partner. Ask and answer the questions below. Give one extra piece of information each time. Think of your own final WH-question.


- Why were you late today?
- What did you do on the weekend?
- How was your lunch?
- Where did you grow up?



**PAGE 3**

**Listening**

A. Look at the picture. This is Mary. What does she do? Discuss with a partner.



B. Listen to Mary being interviewed. Complete the sentences with her responses.


- My name is Mary.
- I'm from Canada.
- I came to teach.
- I've been here for almost two years.
- I really like Spanish food.
- Well, I love it and I like to cook it, too.
- Someday I'd like to open up my own restaurant.

C. Listen again. Write a number next to each question in the order it is asked.

- Why did you come to Spain?
- Where are you from?
- What do you like best about Spain?
- What do you do in your free time?
- What's your dream for the future?
- What is your name?

D. Work with a partner. Take it in turns to describe Mary.

Mary Hart is from Vancouver, Canada. She lives in Spain with her husband...



The **Listening** section features native speakers talking about themselves, allowing students to improve their listening comprehension skills.

To build fluency and confidence, example responses are provided with speaking activities.

## PAGE 4

### 5 Survey

A. Ask the following questions to your classmates. Write their responses. First, write your own final W+ question.

PERSONAL INFORMATION			
Question	Classmate 1	Classmate 2	Classmate 3
What's your name?			
Where were you born?			
Where were you born?			
Where do you live?			
What is your phone number?			
How often do you exercise?			
Who is your best friend?			
What do you do on the weekend?			

B. Choose one of the classmates you spoke to above. Write a short paragraph about him/her.

Nicolas was born in 1989 in Nice, France. Now he lives in Barcelona in Spain. He doesn't have a job yet. He has one older sister and a younger brother. His best friend is Pierre. He doesn't have a job now, and his future dream is to be an artist.

C. Work in a group. Talk about your classmates.

Julie was born in 1992 in Brussels, Belgium. Peter was...

The Interview/Survey sections introduce speaking more prominently, encouraging students to speak to other members of their class.

Students are asked to write down what they learn from speaking to their classmates.

Students are encouraged to work together to talk about what they have learned.

## PAGE 5

### 6 Partner-Up

A. Listen to the dialog and perform both roles with a partner.

Interviewer: Hi, please sit down.  
Interviewee: Hello, pleased to meet you.  
Interviewer: So, could you tell me a little about yourself?  
Interviewee: Yes, of course. My name is Jack Mallon. I'm 21 years old and live in New York.  
Interviewer: OK, Jack. Why do you think you are the best person for this job?  
Interviewee: Well, I am hard-working and motivated.  
Interviewer: Do you have any work experience?  
Interviewee: Yes, I was a delivery boy for Pizza Party for two years.  
Interviewer: Very good. Thank you, Jack. We will be in touch.  
Interviewee: Thank you. Goodbye!



B. With your partner, practice the dialog with the following details.

 • Rahul Malik • 18 • Cairo • creative, open-minded • coffee, Super Stone, six months	 • Susan Petrova • 25 • St. Petersburg • energetic, friendly • walnuts, La Padella, one year	 • Mike Jones • 17 • Manchester • smart, punctual • paperboy, News Time, four years
--	---	--

Partner-Up asks students to work with a partner in a range of speaking activities.

Working with a partner helps to improve students' speaking and confidence levels.

Integrated Learning concludes each unit, checking and expanding upon the skills learned throughout the unit.

More key skills are called upon, featuring reading and writing in addition to listening and speaking.

## PAGE 6

### Integrated Learning

A. Work in a group. Read the passage below. Take turns reading it aloud.



Dear Martin,  
Hello! My name is John. It's nice to meet you! I have never had a pen-pal before. I hope that we will be friends for a long time! I guess you want to know about me, right? Well, I am from England. My birthday is on November 19th and I am 19 years old. I love playing computer games, and my favorite food is roast pork. I never go to a special dinner made from fruits and spices. Have you ever tried it? Please write back. I want to know all about you, and about France!  
Your new friend,  
John Viner

B. Read John's letter again. Answer the questions. Try to use full sentences.

- Who wrote this letter?
- Where does Martin come from?
- What does John like to do?
- How John had a pen-pal before?
- What is John's pen pal's name?
- What does John hope?
- When is John's birthday?

C. Role-Play: Pretend you are a different person, from a different country. A partner will interview you. Tell him/her all about yourself and your new country!

My name is Miguel. I am from Mexico. I like riding horses and playing the guitar.  
My name is Christian. I am from Norway. I like riding my bike.



# UNIT 01 Introductions



Say hello to your classmates.  
Do you like to meet new people?

**Talking About:**  
Introducing ourselves  
to new people

## 1 Model Dialog

Listen and practice the dialog with a partner.  Track 1

**Simon:** Hello, I'm Simon. It's nice to meet you.

**Rachel:** Hi, Simon. My name is Rachel. Glad to meet you.  
Where are you from?

**Simon:** I'm from Montreal, Canada. I'm here to study history. What about you, Rachel?

**Rachel:** I'm from Canberra, Australia. I study English literature.

**Simon:** That's interesting. When did you come here?

**Rachel:** Two years ago. How about you, Simon?

**Simon:** I came here last month. Do you have any brothers or sisters?

**Rachel:** Yes, I have one sister. She lives with my parents.

**Simon:** I have a sister, too. Oh, my class is about to start! See you later.

**Rachel:** It was nice meeting you, Simon. Have a nice day!

## Speaking Success!

Auxiliary verbs are often **contracted** in everyday speech.

I am = I'm

That is = That's

You are = You're

We will = We'll



## 2 Vocabulary

**A.** *Wh-* questions are used to find out information about a person. Match the questions below with the correct response.

- |                                      |   |                                 |
|--------------------------------------|---|---------------------------------|
| 1. <b>What</b> is your name?         | • | a. I'm 19 years old.            |
| 2. <b>How</b> old are you?           | • | b. I was feeling sick.          |
| 3. <b>When</b> is your birthday?     | • | c. My best friend is Sam.       |
| 4. <b>Why</b> did you go home early? | • | d. I live in Texas.             |
| 5. <b>Where</b> do you live?         | • | e. I'm Sarah-Jane Roberts.      |
| 6. <b>Who</b> is your best friend?   | • | f. It's July 11 <sup>th</sup> . |

**B.** Think of your own *Wh-* questions. Work with a partner. Ask and answer each other's questions.

There are seven words we use for *Wh-* questions:

**Who? What? Where? When? How? Why? Which?**

**What** do you like to do in the evening?

*I like reading books.*



## 3 Language Focus

When answering a question, sometimes extra information can be given to the speaker.

How did you get here today? *I took the bus. It took twenty minutes.*

Work with a partner. Ask and answer the questions below. Give one extra piece of information each time. Think of your own final *Wh-* question.

- Why were you late today?
- What did you do on the weekend?
- How was your lunch?
- Where did you grow up?
- \_\_\_\_\_

