

David F. Martin

# Talk a Lot

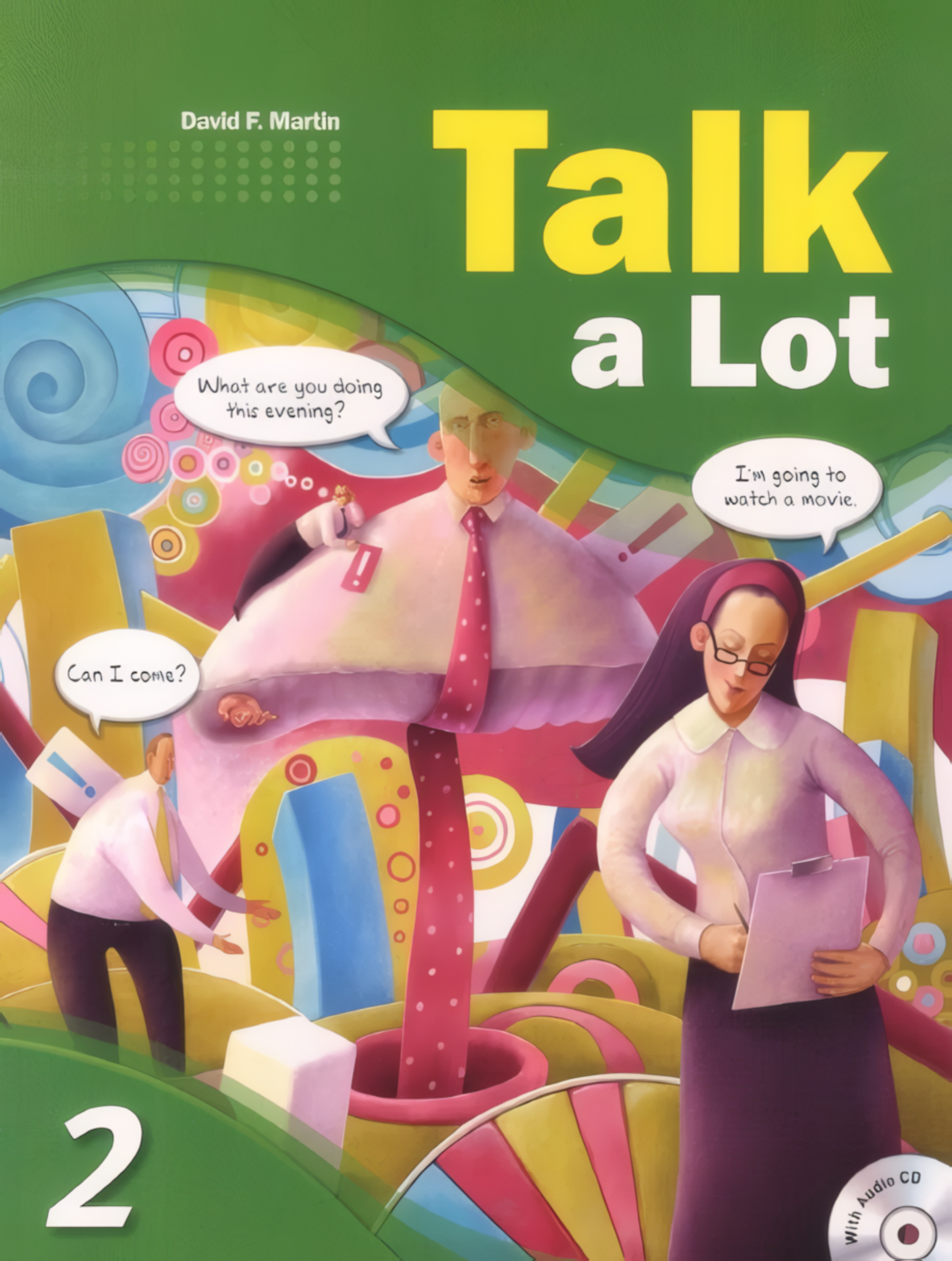
What are you doing  
this evening?

I'm going to  
watch a movie.

Can I come?

2

With Audio CD







2

# Talk a Lot

David F. Martin

# Talk a Lot **Book 2**

David F. Martin

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## Map of the Book

Unit	Title	Talking About
01	Daily Life	things we do every day
02	Giving Directions	how to give directions to people
03	Sickness & Health	being healthy and getting sick
04	Cooking	describing foods and how to cook them
05	Around the World	different cultures and countries
06	Making Comparisons	comparing and contrasting things
07	Telling Stories	things that have happened to us
08	Sports	sports we like to watch and play
09	Eating Out	eating at a restaurant
10	Crime	crime in our society
11	Unreal Situations	imagined events
12	Future Plans	things that haven't happened yet



Speaking Success!	Vocabulary	Language Focus
casual greetings	simple past action verbs	telling the time
asking someone to repeat him/herself	prepositions of place	repeating information
non-specific periods of time	body parts	modals for giving advice: <i>should, ought, must</i>
turning a statement into a question	cooking verbs	tastes and textures
exclamation points	countries and nationalities	Yes/No questions
nicknames	opposites	comparative and superlative adjectives
idioms and phrasal verbs	regular simple past verbs	irregular verbs in the simple past and present
slang words	sports	<i>use(d) to</i>
hyperbole	restaurant words	formal and informal English
expressing sympathy	crime and the law	the passive voice
sentence fragments	emotions	second conditional: <i>if... then</i>
saying goodbye in casual speech	action verbs, <i>will</i> and <i>be going to</i>	future with present continuous

# 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 Daily Life**



**Talking About:** Think up a story!

What time do you wake up on weekdays/the weekend?  
Do you normally eat breakfast in the morning?

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

**Speaking Success!**  
There are many ways of greeting people in casual speech. They are posed as questions, but are often used simply as a substitute for "hello".

What's up?  
How's it going?  
How are things?

**Veronica:** Patrick, you look tired today. What time did you go to bed last night?  
**Patrick:** Hi Veronica, what's up? Yeah, I'm pretty sleepy. I got to bed around 3:00 a.m.  
**Veronica:** There in the morning? Wow, that's late. Did you go out last night?  
**Patrick:** No, I was studying for this big test next week.  
**Veronica:** Oh, so you were up all night studying? That's too bad.  
**Patrick:** Yeah, I was drinking coffee and energy drinks to stay awake.  
**Veronica:** Oh, my. That's not good for you, you know. Coffee makes me sick.  
**Patrick:** Yeah, I regret it now. I missed my first class this morning, actually!  
**Veronica:** I always set my alarm for 7:00 a.m. so I can get to class early.  
**Patrick:** Well, you're a better student than me!

**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**

**2 Vocabulary**

A. Rewrite the expressions, changing the verbs to the simple past form.

1. listen to music	1. listened to music	2. drive	2. drove
3. play tennis	3. played tennis	4. go shopping	4. went shopping
5. wash dishes	5. washed dishes	6. sleep	6. slept
7. watch TV	7. watched TV	8. meet friends	8. met friends

B. Listen to each word in the simple past. Check your answers.

C. Work with a partner. Use these expressions to talk about your own experiences. Use either the past or present tense.

I went shopping with a friend last Saturday. I like to walk in the evenings.

**3 Language Focus**

A. There are certain expressions that we can use when telling the time. Look at the expressions below and practice both ways of saying the time.

1:00 one o'clock  
2:00 two o'clock  
3:00 three o'clock  
4:00 four o'clock  
5:00 five o'clock  
6:00 six o'clock  
7:00 seven o'clock  
8:00 eight o'clock  
9:00 nine o'clock  
10:00 ten o'clock  
11:00 eleven o'clock  
12:00 twelve o'clock

B. Work with a partner. Practice asking and telling the time, using the information above. Say each time two ways.

A: What time is it now?  
B: It's ...

C. Work with your partner. Mention a time as you talk about the vocabulary expressions above.

I slept from midnight until 1:00 in the morning.

**PAGE 3**

**4 Listening**

A. You have been doing some unusual things! Work in a group. Think of an excuse for each of these strange activities. Write the best excuse in the chart.

Why were you ...	Group excuse	Brian's excuse
1. ...prepping in your neighbor's window at 4:00 a.m. yesterday?		
2. ...shouting at the pilot while you were flying to Europe?		
3. ...walking down the street carrying a cooler and chair?		
4. ...sitting on the side of the road crying?		
5. ...wearing a heavy forest uniform at work?		
6. ...lying on top of a table at the fast-food restaurant?		

B. Brian really did these things! Listen to his excuses. Write them in the chart above.

C. Work with a partner. Ask and answer questions about what Brian was doing.

Why was Brian sitting on the side of the road crying?  
Well, he was sad because he ...

D. Work in your groups. Discuss some strange things that you have done. Why did you do them?

Once, I went to bed at two in the morning ... I talked to my mother's plants ...

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

When talking about an activity that was happening at a specific point in the past, use the past progressive. The past progressive is made in this way:  
Subject + was/were + verb-ing  
*I was sleeping at 10:00 p.m. last night. They were camping last weekend.*

- A. Find two classmates. Ask them what they were doing at the times below and write their responses. Use the past progressive tense.

What were you doing at 4:00 p.m. yesterday? *I was eating dinner.*

Time	Name _____		Name _____	
	Yesterday	Last Saturday	Yesterday	Last Saturday
4:00 p.m.				
8:15 a.m.				
10:00 p.m.				
4:00 p.m.				
9:00 p.m.				
6:00 p.m.				
11:00 p.m.				

It is easy to turn the past progressive into the present or future progressive.  
Present progressive: *am/is + verb-ing* *I am writing an essay right now.*  
Future progressive: *will be + verb-ing* *I will be driving home on the weekend.*

- B. Work with a partner. Use the times above to talk about today and tomorrow.  
*What will you be doing tomorrow at 11:00 p.m.? I will probably be sleeping.*

Skills 101 UNIT 01

The Interview/Survey sections begin to 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. Work with a partner. Partner A looks at this page, and Partner B looks at page 87. Tell your partner what you did yesterday. Use the simple past tense.

*I woke up at 8:00. Then I checked my email. After that I...*



#### Grammar Tip

Use sequence markers to show the order in which something happened.  
*First... Then... After that... Next... Afterwards... Later... Finally...*

- B. Close your book. Try to remember what your partner did yesterday.  
C. Work with your partner. Talk about what you will do tomorrow. Use the future progressive tense.  
*Tomorrow I will be waking up at around 7:00 a.m., as usual I will be eating a baked egg for breakfast at...*

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.



I usually get up at 7:00 a.m. I have cereal for breakfast and maybe some toast. Then I have a shower and leave the house at about 8:15. I drive to work, which usually takes me about half an hour, depending on traffic. I start work at 9:00 a.m., and I stop for an hour for lunch, at noon. At 4:00 p.m. I drive back home, and am usually home by 4:30. I will then make dinner and then watch television from about 7:00 to 10:00 p.m. Then I will brush my teeth and get into bed to read. I turn my light off by 11:00 p.m. Then it's almost time to start again!

- B. Read again. Answer the questions. Use full sentences.

- What time does Jessie usually get up?
- What does she usually have for breakfast?
- How does Jessie get to work?
- When is Jessie's lunch hour?
- How long does she usually watch television?
- What time does she go to sleep?

- C. Write about your own daily routine. Use Jessie's letter as an example.

- D. Work in your groups. Read out your daily routine. Answer any questions people may have.

Skills 101 UNIT 01



# UNIT 01 Daily Life



What time do you wake up on weekdays?  
Do you normally eat breakfast in the morning?

**Talking About:**  
Things we do every day

## 1 Model Dialog

Listen and practice the dialog with a partner.  Track 1

- Veronica:** Patrick, you look tired today. What time did you go to bed last night?
- Patrick:** Hi Veronica, what's up? Yeah, I'm pretty sleepy. I got to bed around 3:00 a.m.
- Veronica:** Three in the morning? Wow, that's late. Did you go out last night?
- Patrick:** No, I was studying for this big test next week.
- Veronica:** Oh, so you were up all night studying? That's too bad.
- Patrick:** Yeah, I was drinking coffee and energy drinks to stay awake.
- Veronica:** Oh, my. That's not good for you, you know. Coffee makes me sick.
- Patrick:** Yeah, I regret it now. I missed my first class this morning, actually!
- Veronica:** I always set my alarm for 7:00 a.m. so I can get to class early.
- Patrick:** Well, you're a better student than me!

## Speaking Success!

There are many ways of **greeting** people in casual speech. They are posed as questions, but are often used simply as a substitute for "hello."

What's up?

How's it going?

How are things?

## 2 Vocabulary

**A.** Rewrite the expressions, changing the verbs to the simple past form.

- |                    |                          |                 |       |
|--------------------|--------------------------|-----------------|-------|
| 1. listen to music | <u>listened to music</u> | 2. drive        | _____ |
| 3. play tennis     | _____                    | 4. go shopping  | _____ |
| 5. wash dishes     | _____                    | 6. sleep        | _____ |
| 7. watch TV        | _____                    | 8. meet friends | _____ |

**B.** Listen to each word in the simple past. Check your answers.  Track 2

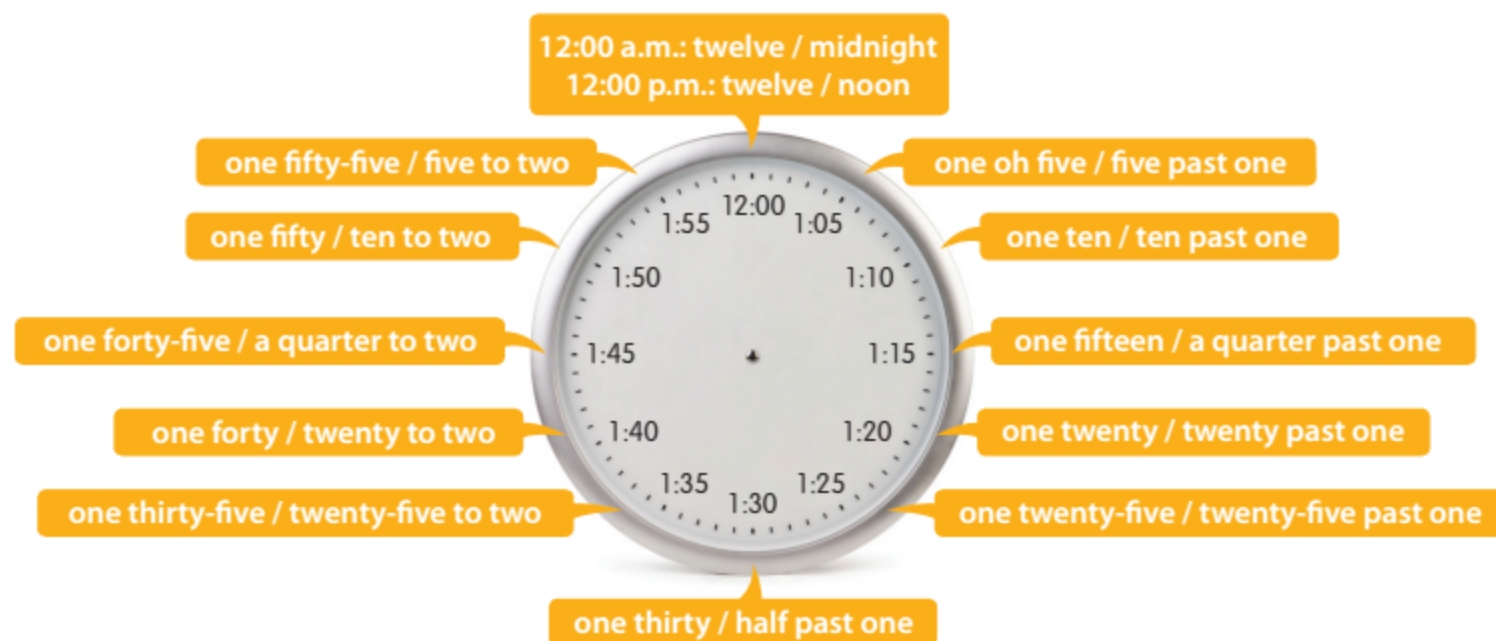
**C.** Work with a partner. Use these expressions to talk about your own experiences. Use either the past or present tense.

*I went shopping with a friend last Saturday. I listen to music in the evenings.*



## 3 Language Focus

**A.** There are certain expressions that we can use when telling the time. Look at the expressions below and practice both ways of saying the time.



**B.** Work with a partner. Practice asking and telling the time, using the information above. Say each time two ways.

- |                         |         |         |              |              |        |
|-------------------------|---------|---------|--------------|--------------|--------|
| A: What time is it now? | ① 11:05 | ② 10:10 | ③ 3:15       | ④ 12:00 a.m. | ⑤ 7:30 |
| B: It's ...             | ⑥ 9:40  | ⑦ 5:45  | ⑧ 12:00 p.m. | ⑨ 6:55       | ⑩ 2:50 |

**C.** Work with your partner. Mention a time as you talk about the vocabulary expressions above.

*I slept from midnight until 11:05 in the morning.*