

Linda Robinson

# Talk a Lot



3



# Talk a Lot

3

Liana Robinson

## Talk a Lot **Book 3**

Liana Robinson

© 2012 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical photocopying, recording, or otherwise, without prior permission in writing from the publisher.

**Project Editor:** Casey Malarcher / **Acquisitions Editor:** Matthew Broadhurst

**Illustrator:** Julia Filipone Erez / **Cover/Interior Design:** Design Plus

<http://www.compasspub.com>

email: [info@compasspub.com](mailto:info@compasspub.com)

**ISBN:** 978-1-59966-614-3

10 9 8 7 6 5 4 3 2 1

16 15 14 13 12

# CONTENTS

<b>Map of the Book</b>	04
<b>How to Use This Book</b>	06
<b>UNIT 01</b> Breaking the Ice	08
<b>UNIT 02</b> Endangered Animals	14
<b>UNIT 03</b> Books	20
<b>UNIT 04</b> Helping Others	26
<b>Review 1</b>	32
<b>UNIT 05</b> Community	34
<b>UNIT 06</b> Amazing Athletes	40
<b>UNIT 07</b> Fashion	46
<b>UNIT 08</b> Unusual Jobs	52
<b>Review 2</b>	58
<b>UNIT 09</b> Urban Legends	60
<b>UNIT 10</b> Space	66
<b>UNIT 11</b> Role Models	72
<b>UNIT 12</b> Travel Problems	78
<b>Review 3</b>	84
<b>Appendix</b>	86
<b>Listening Transcripts</b>	93

## Map of the Book

Unit	Title	Talking About
01	Breaking the Ice	speaking to new people
02	Endangered Animals	protecting endangered animals
03	Books	the importance of books
04	Helping Others	different ways of helping others
05	Community	different kinds of communities
06	Amazing Athletes	great athletes of modern times
07	Fashion	fashion trends for young adults
08	Unusual Jobs	unusual and interesting jobs
09	Urban Legends	real and unreal urban legends
10	Space	what's really out there
11	Role Models	amazing people who inspire us
12	Travel Problems	funny and frustrating things that happen while traveling



Speaking Success!	Vocabulary	Language Focus
relaxed pronunciation	social situations	the definite article
<i>don't (even) get me started</i>	nature and conservation	adverb clauses with <i>when</i>
interjections	books and reading	ordering adjectives
continuing actions	volunteer and charity work	rising intonation; <i>so/then</i>
slang expressions with <i>have got</i>	people and communities	subordinating conjunctions
<i>just/only</i>	sports and athletes	word stress and context
showing shock and surprise	fashion	the first conditional
<i>it's not every day that . . . ; look into</i>	interesting jobs	words that look and sound similar
expressions with <i>make</i>	urban folklore	transitional words and phrases
filler words and sounds	space and space travel	grammatically incorrect slang expressions
expressions with <i>again</i>	role models	speaking with pauses
getting sidetracked	travel words	unnecessary prepositions

# 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 Breaking the Ice**



**Model Dialog**

Listen and practice the dialog with a partner.

**Speaking Success!**

In spoken English, related grammatical forms result in the syllables of common words coming together.

you or you  
don't you or don't you  
This also usually results in the syllables of common words coming together.

going to party?  
talking to teacher?  
meeting a teacher?  
This is informal and more common among young adults.

**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. Match the words to their definitions and fill in the blanks.

1. outgoing	• When you only work for part of the day or week, you have a
2. part-time job	• When you feel ashamed or shy, you feel
3. introverted	• Doing or saying something to help new people relax and begin talking is called using an
4. embarrassed	• If you are a friendly and energetic person who finds it easy to get along with others, you are
5. wallflower	• A person who moves from one educational institution to another is called a
6. transfer student	• When you are shy and you usually stand on the sidelines of social activities, others might call you a

B. Work with a partner. Make sentences using the above words.

Telling people a joke often won't work as an icebreaker.

**3 Language Focus**

The **is** is a definite article. Definite articles are used to refer to nouns already introduced or nouns for which only one exists. They are also used to give general information about animals, musical instruments, inventions, and discoveries.

Already introduced: We saw a great movie yesterday. The movie was about twin brothers.

Only one exists: The sun rises in the east.

General information: The telephone was invented by Alexander Graham Bell.

Complete the sentences with definite articles. Put an "X" if no definite article is necessary.

- Please call \_\_\_\_\_ Mark, and tell him that I can't go to \_\_\_\_\_ Thanksgiving dinner.
- When I was a child, I thought \_\_\_\_\_ moon was made of \_\_\_\_\_ cheese.
- \_\_\_\_\_ principal of \_\_\_\_\_ school couldn't catch \_\_\_\_\_ students who glued his office door shut.
- \_\_\_\_\_ blue whale is \_\_\_\_\_ largest living \_\_\_\_\_ animal.
- He likes to play \_\_\_\_\_ rock music on \_\_\_\_\_ guitar.
- He heard a loud noise \_\_\_\_\_ noise scared him and his \_\_\_\_\_ dog.

**PAGE 3**

**4 Listening**


A. Listen to Lucy and Dave. Answer the questions in complete sentences.

- Where are they?
- What is Dave's relationship to Lucy?
- Who are they talking about?
- Why is Lucy nervous?
- What will they do next?

B. Listen again. Match the sentences with similar meanings to what Lucy and Dave say.

1. Thanks for coming to the party with me.	• This is really fun!
2. I'm having a great time!	• He's a transfer student.
3. Your twin is cool! You like him!	• Go introduce yourself.
4. If I tell you, will you leave me alone?	• I didn't want to come here alone, so thanks.
5. He's new here.	• You're embarrassed!
6. You should go talk to him.	• Introduce you, but please don't tease me.

C. Write the correct words under the pictures.



D. Do you like going to parties? Have you ever been to a party where you didn't know many people? How did you feel? Discuss these questions in a group.

I like going to parties. Most of the time, they are very fun. I've been to a lot of parties where I don't know many people. It doesn't bother me. I'm very outgoing, and I just make new friends. My best friend, David, is very shy. He hates...

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

### 3 Survey

A. Find two classmates. Ask the following questions. Write their responses.

	Name _____	Name _____
What is your personality like?		
Do you make new friends easily?		
Have you ever been a teacher's student?		
How often do you go to parties?		
What's the first thing you notice when you meet someone new?		
Do you often start conversations with new people?		
What is a good icebreaker?		
What's another good icebreaker?		

Icebreaker: Conversation starter

Wow! I like your questions. What would you get if?

Can I buy you a cup of coffee?

Are these meetings always so boring?

You look familiar. Do I know you from somewhere?

B. Work in a group. Discuss your survey results.

Alison is shy but friendly. She makes new friends easily. She has never been...

C. Work as a class. Think of as many icebreakers as you can. Then decide on the top three.

Top 3 icebreakers

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_



Breaking the Ice 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

### 3 Partner-Up

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

Olivia: What's up, Luis?  
Luis: Not much. How's everything going with you?  
Olivia: I'm good. I just got my first part-time job.  
Luis: Congratulations! What's the job?  
Olivia: Thank! I'm going to be working in an ice cream shop.  
Luis: Yeah! Do your friends get free ice cream?  
Olivia: I don't know, but I doubt it. My first day is tomorrow.  
Luis: Good! Just be you, Luis!  
Olivia: Yeah, I'm worried that my boss won't like me.  
Luis: Don't worry! You're smart, you'll be fine!  
Olivia: Thank!  
Luis: Hey, do you think I could get a job there, too?  
Olivia: I'm not sure. I'll ask my boss if they're still hiring.  
Luis: Great! Well, I've got to go to class.  
Olivia: OK, see you around!  
Luis: Bye!



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



- in a clothing store  
- discounts  
- the day after tomorrow  
- no one will like me  
- outgoing  
- get home



- at an amusement park  
- free rides  
- Saturday  
- I'll do something wrong  
- a quick learner  
- go to practice



- at the lake  
- to ride on the paddleboats  
- Thursday  
- I'll embarrass myself  
- not shy  
- meet Tim and Kelly

C. Now practice the dialog with your own information. Choose a part-time job that you have always wanted to have.

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 with a partner. Read the passage below. Take turns reading it aloud. Correct any pronunciation mistakes your partner makes.

Dear Diary,  
Today was horrible! I went to Scott's house for dinner for the first time. I don't think his parents liked me at all. I was so nervous that I couldn't talk. His mom tried to break the ice. She kept asking me questions about school and my family, but I sounded like the most boring person in the whole world! Scott said that it wasn't that bad, but I think he's just trying to be nice. He told me that his dad said, "Your girlfriend doesn't talk much?" (He was embarrassed!) How time I'm going to be even more nervous!  
Cindy



B. Work in a group. Have you ever met a boyfriend or girlfriend's parents before? How did it go? Do you act any differently around people's parents?

I met my girlfriend's parents once. It wasn't a big deal. They were nice, and I wasn't that nervous. I guess the more polite around parents, and...

C. Pretend you have just met someone important for the first time. Write a diary entry about how you felt and how it went. Use Cindy's diary entry as an example.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Present your writing to your classmates.

Breaking the Ice UNIT 01



# UNIT 01 Breaking the Ice



How do you feel when you are the new person in a group?  
Is it easy for you to start a conversation with someone you don't know?

**Talking About:**  
Speaking to new people

## 1 Model Dialog

Listen and practice the dialog with a partner.  Track 1

**Nick:** How's it goin'? I'm Nick.

**Riva:** Nice to meet ya. My name's Riva.

**Nick:** You're the new cheerleader everyone is talkin' about, right?

**Riva:** What? Everyone is talking about me? What are they . . .

**Nick:** Relax. I was just teasin' you. I was a transfer student last year.

**Riva:** Oh . . . does it get any better?

**Nick:** Ha! Yes, of course it does. And, don't worry about your cheerleading skills. Everyone can see that you're talented after that last practice.

**Riva:** Really? Thanks. I was nervous, and I messed up so many times.

**Nick:** Stop worrying—you were great. You live on campus, right? How's your roommate?

**Riva:** Yeah, she's nice. But I've hardly seen her.

**Nick:** That's too bad. What are you doing now? Why dontcha come to the cafeteria with me and some of the other cheerleaders?

**Riva:** That would be great.

## Speaking Success!

In spoken English, **relaxed pronunciation** results in the syllables of common words running together.

you = **ya**

don't you = **dontcha**

come on = **c'mon**

This also results in the 'g' of **-ing** words being **dropped** from speech.

going = **goin'**

talking = **talkin'**

teasing = **teasin'**

This is informal and more common among young adults.

## 2 Vocabulary

### A. Match the words to their definitions and fill in the blanks.

- |                     |   |  |
|---------------------|---|--|
| 1. outgoing         | • | • When you only work for part of the day or week, you have a _____.  |
| 2. part-time job    | • | • When you feel ashamed or shy, you feel _____.  |
| 3. icebreaker       | • | • Doing or saying something to help new people relax and begin talking is called using an _____.                   |
| 4. embarrassed      | • | • If you are a friendly and energetic person who finds it easy to get along with others, you are <u>outgoing</u> . |
| 5. wallflower       | • | • A person who moves from one educational institution to another is called a _____.                                |
| 6. transfer student | • | • When you are shy and you usually stand on the sidelines of social activities, others might call you a _____.     |

### B. Work with a partner. Make sentences using the above words.

*Telling people a joke often works well as an icebreaker.*

## 3 Language Focus

**The** is a definite article. Definite articles are used to refer to nouns already introduced or nouns for which only one exists. They are also used to give general information about animals, musical instruments, inventions, and discoveries.

Already introduced: *We saw a great movie yesterday. **The** movie was about twin brothers.*

Only one exists: ***The** sun rises in **the** east.*

General information: ***The** telephone was invented by Alexander Graham Bell.*

### Complete the sentences with definite articles. Put an "X" if no definite article is necessary.

- Please call X Mark, and tell him that I can't go to the Thanksgiving dinner.
- When I was a child, I thought \_\_\_\_\_ moon was made of \_\_\_\_\_ cheese.
- \_\_\_\_\_ principal of \_\_\_\_\_ school couldn't catch \_\_\_\_\_ students who glued his office door shut.
- \_\_\_\_\_ blue whale is \_\_\_\_\_ largest living \_\_\_\_\_ animal.
- He likes to play \_\_\_\_\_ rock music on \_\_\_\_\_ guitar.
- He heard a loud noise. \_\_\_\_\_ noise scared him and his \_\_\_\_\_ dog.