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## CONVERSATION STRATEGY

## INFOZONE (Read/Speak/Write)

## RECYCLING

Confirming what you heard	Study habits	
Pausing	Television	Frequency adverbs Confirming what you heard
Keeping the conversation going	Travel adventures	Pausing <i>Wh-</i> questions
Asking for recommendations	Cell phones	Pausing Keeping the conversation going <i>Wh-</i> questions
Expanding your answer	Work	Adverbs of frequency <i>Wh-</i> questions
Showing you are interested	Personalities	Comparatives <i>Wh-</i> questions Future with <i>be going to</i>

UNIT	LISTENING	LANGUAGE FOCUS	PRONUNCIATION
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<b>Unit 8</b> <b>It's easy come, easy go.</b> <i>Spending habits</i> page 62	Global Interviews: <i>Are you a spender or a saver?</i>	"It's" + adjective phrases	Embedded questions
<b>Unit 9</b> <b>Did you hit it off?</b> <i>Personal characteristics</i> page 70	Conversation: <i>How was your date?</i>	"So" and "neither"	Reduced form of "does he," "does she"
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<b>Unit 11</b> <b>Are you stressed out?</b> <i>Signs of stress</i> page 88	Conversation: <i>Why are you meditating?</i>	Clauses with "when"	Reduced form of "wh-" questions with "do"
<b>Unit 12</b> <b>I've never heard of her.</b> <i>Professions</i> page 96	Conversation: <i>Jane who?</i>	Review of past, present, and future	Rising intonation of "wh-" questions
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CONVERSATION STRATEGY	INFOZONE (Read/Speak/Write)	RECYCLING
Expressing opinions	Education	Keeping the conversation going Expanding your answer
Reaching a compromise	Money	Keeping the conversation going Expressing opinions Future with <i>be going to</i>
Ending a conversation	Romance	Showing you are interested Expressing opinions Comparatives TV shows, study habits, vacation, family
Asking follow-up questions	Travel	Expanding your answer Superlatives
Making a polite request	Stress	Adverbs of frequency <i>Wh-</i> questions Asking follow-up questions
Saying you don't know	Fame	Past tense Present perfect Future with <i>be going to</i> Asking follow-up questions

# 1

# You always forget!

## 1 VOCABULARY: Classroom habits

**A. YOU FIRST.** Check (✓) your answers.



1. Do you ever come to class late?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.



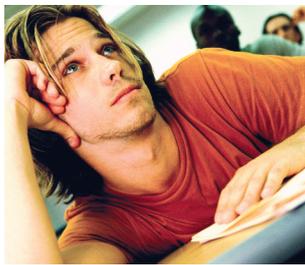
2. Do you usually write down the homework assignment?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.



3. Do you ever doodle in class?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.



4. Do you usually look up new words?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.



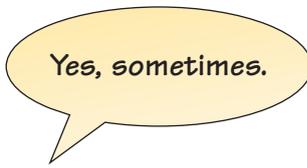
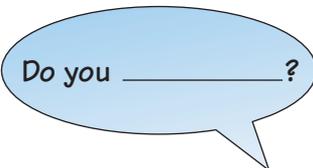
5. Do you ever daydream in class?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.



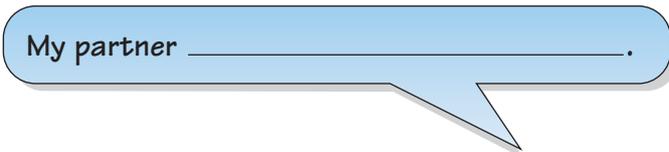
6. Do you ever ask questions in class?  
 Yes, usually.  
 Yes, sometimes.  
 No, never.

**B. PRONUNCIATION.** Listen and practice the questions above.

**C. PAIR UP and TALK.** Ask a partner the questions.



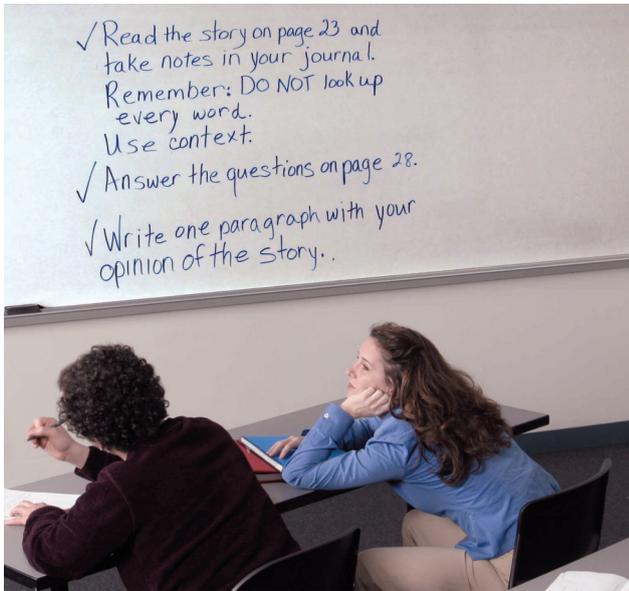
**D. REPORT.** Tell your classmates one thing about your partner.



## 2 LISTENING: What's the homework assignment?

### A. LOOK/THINK/GUESS.

What's on the board? What kind of class is this?



What are the two people talking about?



### B. MODEL CONVERSATION. Listen and practice.

- Meg: Zach!
- Zach: Oh, hi, Meg. **What's up?**
- Meg: Do you have today's homework assignment? I forgot to write it down.
- Zach: Not again! You always forget!
- Meg: Not always.
- Zach: Well, almost always.
- Meg: Okay, okay. What's the assignment?
- Zach: Just a minute. Let me find it.
- Meg: Thanks.

#### IDIOM

**What's up?** = What's new?

#### Words for Practice:

class notes	课堂笔记
presentation	报告, 陈述
paper outline	论文提纲
e-mail address	电子邮件地址
phone number	电话号码
daydream	白日做梦
concentrate	集中(注意力)
frequently	经常地
absent-minded	心不在焉的
attentively	专心地

### C. ACTIVE LISTENING. Listen to the rest of the conversation. What does Zach tell Meg to do for homework? Circle a, b, or c.

1. Read the story on page \_\_\_\_\_. a. 23    b. 28    c. 63
2. \_\_\_\_\_ every new word. a. Look up    b. Don't look up
3. Answer the questions on page \_\_\_\_\_. a. 28    b. 29    c. 38
4. Write \_\_\_\_\_. a. one sentence    b. one paragraph    c. ten paragraphs

Did Zach give Meg the correct assignment?  Yes.  No.

### 3 LANGUAGE FOCUS: *Frequency adverbs*

#### A. PRONUNCIATION. Listen and practice.

Do you	<b>usually ever</b>	get to class on time?
	Yes, I do.	No, I don't.

I	<b>always almost always usually sometimes hardly ever never</b>	get to class on time.
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**More  
Pronunciation  
Practice:**

*Intonation of "yes/no" questions*  
Turn to page 108.



#### B. GET IT RIGHT. Rewrite the questions and statements. Put the adverbs in the correct place. Then compare answers with a partner.

<p>1. Do you do your homework in the morning? (usually) <i>Do you usually do your homework in the morning?</i></p> <p>2. Do you forget to do your homework? (ever)</p> <p>3. Do you take notes in class? (usually)</p> <p>4. Do you speak your first language in class? (ever)</p>	<p>5. I do my homework in the morning. (never)</p> <p>6. I forget to do my homework. (hardly ever)</p> <p>7. I take notes in class. (always)</p> <p>8. I speak my first language in class. (sometimes)</p>
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#### C. YOUR TURN. Work with a partner. Take turns.

- List five classroom habits. Four are **true** for you, but one is **not true**. You can use the ideas in the box or your own ideas.
- Read the list to your partner. Your partner guesses which sentence is not true.

**Example:**

1. <i>I usually get to class on time.</i>
2. <i>I sometimes fall asleep in class.</i>

<b>IDEAS</b>
sit next to my friends
forget my books
chew gum
fall asleep
do homework in class

## 4 CONVERSATION STRATEGY: *Confirming what you heard*

A.  **PRONUNCIATION.** Listen and practice the questions.

Friday's class?

Did you say Friday's class?

Dot com?

Did you say dot com?



B.  **LISTEN and ADD.** Write the missing questions. Then practice with a partner.

1. A: Do you have the homework assignment from Friday's class?  
 B: \_\_\_\_\_  
 A: Yeah, I missed it. I was sick.

2. A: What's your e-mail address?  
 B: It's Marco at media dot net.  
 A: \_\_\_\_\_  
 B: No, dot net.

## 5 TALKATHON: *Language-learning strategies*

A. **TALK AROUND.** Interview two classmates. Write their answers in the chart. Ask follow-up questions. Remember to confirm what you heard.

Questions	_____ 's answers	_____ 's answers
1. Do you ever write e-mails in English?		
2. Did you watch a movie in English last month?		
3. How often do you listen to songs in English?		
4. Do you ever read English books or magazines?		
5. Did you use the Internet in English last week?		
6. How often do you speak English outside of class?		

B. **REPORT.** Tell something interesting you learned about a classmate.

## 6 INFOZONE: Study habits

### In My Opinion

I teach English to teenagers and adults. Every year, some of my students tell me they aren't "good" language learners. Well, I believe that *everyone* can be a good language learner. Successful language learners use these important strategies:

- They aren't afraid to make mistakes. They learn from their mistakes!
- They often practice English outside of class.
- They use different ways to communicate. For example, when they don't know a word, they can use their hands to help them communicate.

“Anyone who uses these simple strategies can be a “good” language learner!”  
—MARTHA (Canada)

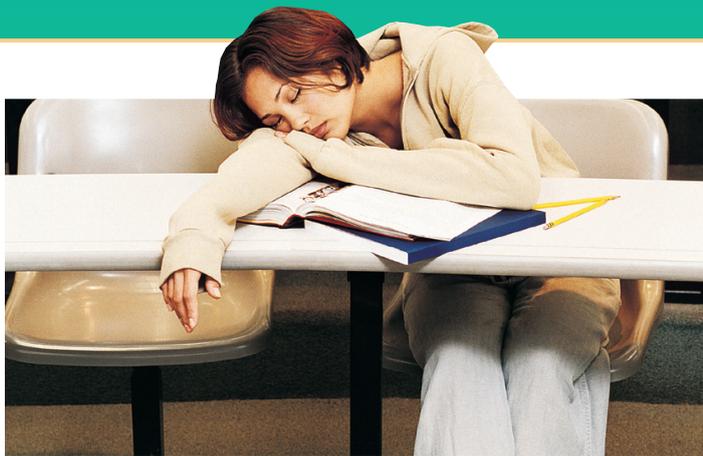
### Tips of the Day

What are your tips for learning new words?

“When I see or hear a new word, I write it down in my little notebook. Later, I always write the new words on flashcards. Then I look up words in a dictionary and write the meanings on the back of the flashcards. My only problem is that I often forget to study the cards!”  
—WINNIE (Taiwan, China)

“My first tip is to buy an English-English learner's dictionary. I prefer dictionaries with lots of pictures. The pictures help me to remember the words. My other tip is to try to use new words a few times the same day you learn them. That helps me a lot.”

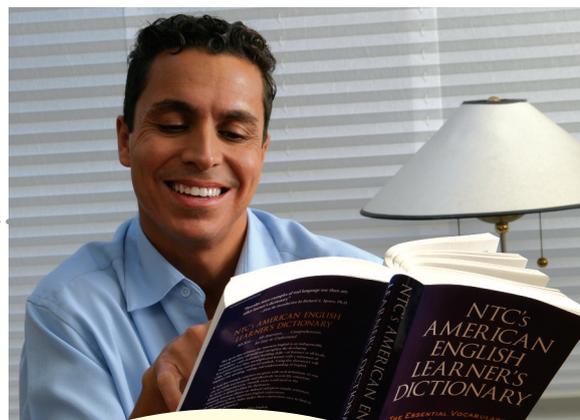
—EDGAR (Argentina)



### Facts on File

In a recent survey, teachers reported five bad classroom habits that bother them the most. Teachers are most annoyed when students:

1. don't do the homework;
2. don't listen to the teacher or to the other students when they are talking;
3. talk to other students at the wrong time;
4. come to class late;
5. fall asleep in class.



## READ ABOUT IT

### A. Answer the questions.

#### *In My Opinion*

1. What does the teacher believe about “good” language learners?

#### *Facts on File*

2. Which “bad” study habit happens outside the classroom?

#### *Tips of the Day*

3. What problem does Winnie mention?
4. What kind of dictionary does Edgar like?

### B. Compare answers with a partner.

### C. Read the passage below and complete the following exercises.

When it comes to time management, there is a big difference between high school and college. In high school teachers almost always give short homework assignments due the next day. In college, professors assign research papers and presentations due in several months. Most college freshmen hardly ever begin these big assignments right away. Sometimes they forget about them until the end of the semester. Then they don't have time to do good work.

In high school, parents make sure their children get up on time. College students usually have trouble getting up in the morning. They go to bed too late, and then sleep through their alarm. They get to class late. A tired student often falls asleep in class. He daydreams or doodles. He forgets to write down the assignments. These are all important time management issues.

1. Complete the table below according to the passage.

Time Management Issues		
	High school students ...	College students ...
assignments		
going to bed		
getting up		

2. Mark each statement TRUE (T), FALSE (F) or NOT GIVEN (N) according to the passage.

- 1) \_\_\_\_\_ Short homework assignments for high school students are easier than research papers and presentations assigned to college students.
- 2) \_\_\_\_\_ Most of college students spend much time doing their assignments well.
- 3) \_\_\_\_\_ High school students can get up on time with their parents' help.
- 4) \_\_\_\_\_ College students go to bed late because they have to work on their research papers and presentations.
- 5) \_\_\_\_\_ It is difficult for college students to get up on time so that they have trouble concentrating themselves on their studies.

## TALK ABOUT IT

Discuss the questions with a partner.

### *In My Opinion*

1. Do you agree that everyone can be a “good” language learner? Why or why not?
2. Which of the “good” language-learning strategies do you use?

### *Facts on File*

3. Which “bad” study habits do you often see?
4. Which “bad” study habit do you think bothers your teacher the most?

### *Tips of the Day*

5. Do you use any of these tips? If yes, which ones?
6. What do you do to learn new words?

## WRITE ABOUT IT

- A.** Think of a good language-learning strategy that you use. Make notes.

What is the strategy? \_\_\_\_\_

Describe the strategy: \_\_\_\_\_

Tell how the strategy helps you: \_\_\_\_\_

- B.** Write about your language-learning strategy.

### **EXAMPLE:**

*I often watch videos of British or American movies. Usually I only watch 10 or 15 minutes each time. I don't understand everything, but I learn a lot of new words and idioms. Watching movies in English also helps my pronunciation.*

**Project Idea**  
**Phrase Book for Tourists**  
 Make a list of polite phrases and survival questions and answers for a visitor to your country. Include English translations.

## 7 LEARN & PRACTICE

- A.** Translate the following sentences into Chinese.

1. When we have to do many things, we should give first priority to the most important and urgent ones.
2. To be a good English learner, you must have your own learning strategy, and share your tips with friends.
3. It is always difficult to remember many English words, but if you try to practice using the new words, you can become a good language learner.
4. When you communicate with people in a foreign language, you should be confident and not be afraid to make mistakes.
5. Language drills can be boring, but they are often used in class as practice makes perfect!