Using Rejoinders to Express Surprise

Rejoinders: Really! / Wow! / I can’t believe it!

Part One ♦ Focus on the Conversation Strategy

Exercise 1: Choose rejoinders in the box and fill in the Emotion Chart below.

<table>
<thead>
<tr>
<th>Rejoinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see.    Really!/?*   Oh, no!  Great!  I can’t believe it!</td>
</tr>
<tr>
<td>That’s too bad.   You’re kidding! Wonderful! Wow!</td>
</tr>
<tr>
<td>That’s terrible!   Uh huh.  I’m sorry to hear that. That’s amazing!</td>
</tr>
</tbody>
</table>

* “Really” can have question intonation.

<table>
<thead>
<tr>
<th>Emotion Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested    Happy    Sad    Surprised</td>
</tr>
<tr>
<td>___________    ___________   ___________  ___________</td>
</tr>
<tr>
<td>___________    ___________   ___________  ___________</td>
</tr>
</tbody>
</table>

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Exercise 2:

Read the sentences and choose the rejoinders.

1. A: We took our dog on a trip, but he got lost. He walked 125 miles to return home.
   B: a) Uh huh.  b) That’s amazing!

2. A: Liu’s apartment has one bedroom.
   B: a) I see.  b) That’s too bad.

3. A: My brother got a divorce.
   B: a) Wonderful!  b) I’m sorry to hear that.

4. A: Guess what! I won $500,000 in the lottery.
   B: a) You’re kidding!  b) Uh huh.

5. A: We are going to a restaurant for dinner because it is my birthday.
   B: a) Great!  b) That’s terrible

Exercise 3:

Listen to the sentences. Choose the rejoinders.

1. a) All right.  b) That’s amazing!

2. a) That’s terrible!  b) Wonderful!

3. a) You’re kidding!  b) I see.

4. a) Wow!  b) Uh huh.

5. a) Oh, no!  b) Great!

Exercise 4:

Listen and repeat the rejoinders. Use natural intonation.

1. I see.

2. Really!

3. That’s terrible!

4. You’re kidding!

5. Uh huh.

6. That’s too bad.

7. That’s amazing!

8. Wonderful!

9. I can’t believe it!

10. Wow!
Exercise 5:

Listen and choose the rejoinders with more emotion.

___ 1. a) You're kidding!  b) You're kidding!
___ 2. a) Oh, no!  b) Oh, no!
___ 3. a) Wow!  b) Wow!
___ 4. a) Wonderful!  b) Wonderful!
___ 5. a) I can't believe it!  b) I can't believe it!
___ 6. a) That's amazing!  b) That's amazing!
___ 7. a) That's terrible!  b) That's terrible!
___ 8. a) Really!  b) Really!

Exercise 6:

Listen to the sentences and choose the rejoinders. After you choose a rejoinder, say it.

___ 1. a) That's amazing!  b) I see.
___ 2. a) That's too bad.  b) Uh huh.
___ 3. a) Oh, no!  b) Great!
___ 4. a) Really!  b) That's terrible!
___ 5. a) I see.  b) Wow!
___ 6. a) You're kidding!  b) I'm sorry to hear that.
Part Two ♦ Practicing the Conversation Strategy

Exercise 7:

Student A

Step 1: Read line 1. Student B will choose a response and read it. Then you choose a response and read it, etc.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. I’ve been looking for you.</td>
<td></td>
</tr>
<tr>
<td>2. • Yes, it’s a picture of my son.</td>
<td>• Yes, I studied until three o’clock this morning.</td>
</tr>
<tr>
<td>3. • Because your boss called. She gave me a message for you.</td>
<td>• Wonderful! How old is it?</td>
</tr>
<tr>
<td>4. • No, I had to write an essay for my class.</td>
<td>• No, they’ll probably come around noon.</td>
</tr>
<tr>
<td>5. • She wants you to give a speech tomorrow.</td>
<td>• Some cake and candy.</td>
</tr>
<tr>
<td>6. • The beach was very hot, but the water was cool.</td>
<td>• It’s 35 pages.</td>
</tr>
<tr>
<td>7. • Great! We can eat dinner together.</td>
<td>• Don’t worry. I can help you prepare.</td>
</tr>
<tr>
<td>8. • My college has a great computer lab.</td>
<td>• Yes. Now I’m going to bed. See you tomorrow.</td>
</tr>
</tbody>
</table>

Step 2: Student B will start. Then you choose and read a response, etc.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. • Yes, it’s a picture of my son.</td>
<td>• Yes, I studied until three o’clock this morning.</td>
</tr>
<tr>
<td>4. • No, I had to write an essay for my class.</td>
<td>• No, they’ll probably come around noon.</td>
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<tr>
<td>6. • The beach was very hot, but the water was cool.</td>
<td>• It’s 35 pages.</td>
</tr>
<tr>
<td>8. • My college has a great computer lab.</td>
<td>• Yes. Now I’m going to bed. See you tomorrow.</td>
</tr>
</tbody>
</table>

Step 3: Change parts with your partner. You will be Student B and do Ex. 7 again.

Step 4: While you wait for your classmates to finish, you can . . .

• talk to your partner about any topic that you want.
• ask your partner these questions and have a conversation with them.

1. When did you give a speech recently?
3. What time did you go to bed last night?
**Exercise 7 continued:**

**Student B**

**Step 1:** Student A will start. Then you choose and read a response, etc.

| 2. | • The movie will start soon.  
   • Really? Why? |
| 4. | • I see. What did she say?  
   • We usually do it on our vacation. |
| 6. | • You’re kidding! I’m not ready to give a speech.  
   • That’s amazing! I needed a new computer. |
| 8. | • Oh, no! They will never be able to find my house.  
   • Really! That’s very nice of you. I really need help. |

**Step 2:** Read line 1. Student A will choose a response and read it. Then you choose a response and read it, etc.

| 1. | You look tired. |
| 3. | • I see. I think that I’m getting a cold.  
   • Wow! Do you have a test today? |
| 5. | • I see. How many pages is it?  
   • Wonderful! I quit smoking too. |
| 7. | • That’s amazing! Did you finish?  
   • That’s amazing! I’ve never seen a house with 35 rooms. |

**Step 3:** Change parts with your partner. You will be Student A and do Ex. 7 again.

**Step 4:** While you wait for your classmates to finish, you can . . .  
- talk to your partner about any topic that you want.  
- ask your partner these questions and have a conversation with them.  
2. Does anyone help you with your school work?  
4. Do you like to stay up late at night, or do you like to get up early in the morning?
### Part Two ♦ Practicing the Conversation Strategy

#### Unit 6 ♦ 77

<table>
<thead>
<tr>
<th>Bob’s Chart</th>
<th>Jodi’s Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My hometown:</strong> Chicago</td>
<td><strong>Bob’s hometown:</strong> __________</td>
</tr>
<tr>
<td><strong>Hometown temperature:</strong> 100 degrees (38 degrees Celsius)</td>
<td><strong>Hometown temperature:</strong> ______</td>
</tr>
<tr>
<td><strong>Travel:</strong> South Africa</td>
<td><strong>Travel:</strong> __________________</td>
</tr>
<tr>
<td><strong>Extra information:</strong> I broke my arm last week</td>
<td><strong>Extra information:</strong> __________</td>
</tr>
</tbody>
</table>

**Exercise 8:**

1) Look at Bob’s and Jodi’s charts above. Jodi is asking for information from Bob about his chart. She is filling in the information that Bob tells her.

2) With a partner, read the dialog between Bob and Jodi about the charts above. Then fill in Jodi’s chart.

1. **Jodi:** Can you tell me the name of your hometown, Bob?
2. **Bob:** Sure. It’s Chicago.
3. **Jodi:** I see. What was Chicago’s temperature yesterday?
4. **Bob:** Yesterday, it was 100 degrees (or 38 degrees Celsius).
5. **Jodi:** Wow! That’s hot!
6. **Bob:** Yes it is.
7. **Jodi:** Did you ever take a trip?
8. **Bob:** Yes. Last year, I went to South Africa.
9. **Jodi:** You’re kidding! That is a long trip! Next, can you tell me some extra information?
10. **Bob:** Yes, I broke my arm last week.
11. **Jodi:** That’s too bad.
Exercise 9:

Student A

Step 1: This is information about your roommate. Student B will ask you questions about it.

1. My roommate’s hair color: **blue and orange**
2. Languages: **only English**
3. Favorite food: **cold pizza**
4. Transportation to work: **motorcycle**
5. Future plan: **go to the moon**
6. Height: **6 feet 10 inches** (about 2.08 meters)
7. Nickname: **Shorty**
8. Extra information: **goes to bed at 2 a.m. and gets up at noon every day**

Step 2: Ask Student B these questions about your roommate.

1. How does my roommate get to work?
2. Can my roommate speak French?
3. What time does my roommate get up every day?
4. Is my roommate tall or short?
5. Do you like my roommate’s hair color?

Step 3: Look at the chart below and ask questions about Student B’s neighbor. Fill in the chart with Student B’s information. *Try to use surprise and other rejoinders.*

| 1. Student B’s neighbor’s date of birth: ____________________________ |
| 2. Pet: _________________________________________________________ |
| 3. Hobby: _____________________________________________________ |
| 4. Languages: _________________________________________________ |
| 5. Family: ____________________________________________________ |
| 6. Favorite food: ______________________________________________ |
| 7. Extra information: __________________________________________ |

Step 4: Answer Student B’s questions about the neighbor.
Step 5: Fill in the chart below about your friend. The information does not have to be true. Use your imagination.

1. My friend’s name: ____________________________
2. His/her job: ____________________________
3. His/her problem: ____________________________
4. His/her nickname: ____________________________
5. His/her pet: ____________________________
6. His/her favorite food: ____________________________
7. Extra information: ____________________________

Step 6: Find a new Student B partner. Student B will ask you some questions about your friend. Answer the questions with information from the chart in Step 5.

Step 7: Ask questions about Student B and fill in the chart below. Try to use surprise and other rejoinders.

1. Student B’s favorite food: ____________________________
2. The job that he/she wants: ____________________________
3. His/her problem: ____________________________
4. His/her hobbies: ____________________________
5. Languages that he/she speaks: ____________________________
6. His/her nickname: ____________________________
7. Extra information: ____________________________
Exercise 9 cont.:

Student B

Step 1: Look at the chart below and ask questions about Student A’s roommate. Fill in the chart with Student A’s information. Try to use surprise and other rejoinders.

| 1. Student A’s roommate’s hair color: ____________________________ |
| 2. Languages: ________________________________________________ |
| 3. Favorite food: _____________________________________________ |
| 4. Transportation to work: ____________________________________ |
| 5. Future plan: ______________________________________________ |
| 6. Height: ___________________________________________________ |
| 7. Nickname: ________________________________________________ |
| 8. Extra information: ________________________________________ |

Step 2: Answer Student A’s questions about the roommate.

Step 3: This is information about your neighbor. Student A will ask you questions about it.

| 1. My neighbor’s date of birth: January 1, 1908 |
| 2. Pet: a friendly dog |
| 3. Hobby: painting |
| 4. Languages: five languages |
| 5. Family: 12 children, 32 grandchildren, and 7 great-grandchildren |
| 6. Favorite food: chocolate cake |
| 7. Extra information: climbed the tallest mountain in the world |

Step 4: Ask Student A these questions about your neighbor.

| 1. How many languages does my neighbor speak? |
| 2. Does my neighbor’s dog like people? |
| 3. When was my neighbor born? |
| 4. How many grandchildren does my neighbor have? |
| 5. What mountain did my neighbor climb? |
Step 5: Fill in the chart below about you. *The information does not have to be true. Use your imagination.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. My favorite food:</td>
<td></td>
</tr>
<tr>
<td>2. The job that I want:</td>
<td></td>
</tr>
<tr>
<td>3. My problem:</td>
<td></td>
</tr>
<tr>
<td>4. My hobbies:</td>
<td></td>
</tr>
<tr>
<td>5. Languages that I speak:</td>
<td></td>
</tr>
<tr>
<td>6. My nickname:</td>
<td></td>
</tr>
<tr>
<td>7. Extra information:</td>
<td></td>
</tr>
</tbody>
</table>

Step 6: Find a new Student A partner. Ask questions about Student A’s friend and fill in the chart below. *Try to use surprised and other rejoinders.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Student A’s friend’s name:</td>
<td></td>
</tr>
<tr>
<td>2. His/her job:</td>
<td></td>
</tr>
<tr>
<td>3. His/her problem:</td>
<td></td>
</tr>
<tr>
<td>4. His/her nickname:</td>
<td></td>
</tr>
<tr>
<td>5. His/her pet:</td>
<td></td>
</tr>
<tr>
<td>6. His/her favorite food:</td>
<td></td>
</tr>
<tr>
<td>7. Extra information:</td>
<td></td>
</tr>
</tbody>
</table>

Step 7: Student A will ask you some questions about you. Answer the questions with information from the chart in Step 5.
Exercise 10: Anita is telling a true story to Daniel.

Step 1: Look at the dialog below for a short time (about one minute).

Step 2: Look at the pictures and listen to the dialog.

Step 3: Listen to the dialog again and fill in the blanks.

1. Anita: I read an interesting story in the newspaper. Do you want to hear it?
2. Daniel: All ____________.
3. Anita: The story happened at a crocodile farm.
4. Daniel: I’m sorry. _____________________________. What is a crocodile?
5. Anita: It’s an ___________. Here is a picture of one. (Look above.)
6. Daniel: ________________.
7. Anita: A worker was picking up crocodile eggs. Suddenly, a ___________ crocodile attacked him and held his right arm in its mouth.
8. Daniel: ________________.
9. Anita: Another worker had a ___________. He shot the crocodile, and it opened its mouth.
10. Daniel: ________________.
11. Anita: Yes, but the worker _____________ at the crocodile again, and this time he hit the other worker’s left arm.
12. Daniel: Excuse me. ________________
13. Anita: The worker tried to shoot the crocodile again, but he shot the other man’s ________ arm.
14. Daniel: ________________
15. Anita: The man went to the ________________, but he is getting better.

Step 4: With a partner, read the dialog in Step 3.

Step 5: Answer these questions about the story.

1. What was the worker picking up? __________________
2. What part of the worker’s body did the crocodile bite? __________________
3. Which arm did the other worker shoot? __________________
Exercise 11:

**Student A**

**Step 1:** Silently read the story in the box in Step 2 and the questions in Step 3.

**Step 2:** Slowly read the story in the box to Student B. Student B will say surprised or other rejoinders.

This true story happened in Germany.
A mother told her 9-year-old daughter to clean her bedroom.
The girl did not want to do it. So she made a big sign that said, “Help!
Please call the police!”

Then she opened her bedroom window and put the sign outside.
A neighbor saw the sign and called the police.
The police came to the girl’s house. The police told the girl to clean her room.

**Step 3:** Ask Student B these questions.

1. How old was the little girl?
2. What did her sign say?
3. Who called the police?
4. What did the police do?

**Step 4:** Student B will tell you a story. *Try to say surprised or other rejoinders, or tell Student B that you did not understand.*

**Step 5:** Answer Student B’s questions about the story.

**Step 6:** While you wait for your classmates to finish, you can . . .

- talk to your partner in English about any topic that you want.
- ask your partner these questions and have a conversation with them.

1. Which room in your home do you like the best? Tell me about that room.
3. What is your favorite drink?
Exercise 11 continued:

**Student B**

**Step 1:** Silently read the story in Step 4 and the questions in Step 5.

**Step 2:** Student A will tell you a story. *Try to say surprised or other rejoinders, or tell Student A that you did not understand.*

**Step 3:** Answer Student A’s questions about the story.

**Step 4:** Slowly read the story in the box to Student A. Student A will say surprised or other rejoinders.

---

This is a true story about a car driver and his two friends.
The three men drank a lot of beer and then drove their car.
The police stopped the car. They saw the drunk driver, and they gave a ticket to the driver.

They said he could not drive. So, his friend drove the car.
Then 15 minutes later, the police stopped the car again. They saw the second driver was drunk, too. So they gave him ticket to him, too.

Then, the third driver drove the car. Thirty minutes later, the police stopped the car again. This driver was drunk, too!

Finally, the police took the car.

**Step 5:** Ask Student A these questions.

1. How many men were in the car?
2. Why did the police give the first driver a ticket?
3. Who drove the car next?
4. Finally, what happened to the car?

**Step 6:** While you wait for your classmates to finish, you can . . .

- talk to your partner in English about any topic that you want.
- ask your partner these questions and have a conversation with them.

2. Did you ever have a problem with the police?
4. Do you drive a car?
Part Three ♦ Focused Listening

Exercise 12:

Listen and fill in the blanks.

1. He ________________ to work in the mornings.
2. He ________________ to work in the mornings.
3. We ________________ because it’s 3 o’clock.
4. We ________________ because it’s 3 o’clock.
5. I ________________ shy when I speak in groups.
6. I ________________ shy when I speak in groups.

Exercise 13:

Listen and decide if the sentence is affirmative or negative. Choose the answers.

1. affirmative negative
2. affirmative negative
3. affirmative negative
4. affirmative negative
5. affirmative negative
6. affirmative negative
7. affirmative negative
8. affirmative negative
9. affirmative negative
10. affirmative negative

Exercise 14:

Listen and choose the responses.

___ Dialog 1

a) Wow! Do you want me to help?
b) That’s great! Let’s go.
c) I see. Do you have some work to do?
___ Dialog 2
   a) That’s amazing! What kind is it?
   b) I’m sorry to hear that. Were they married a long time?
   c) That’s too bad. Was he very sick?

___ Dialog 3
   a) Yes, everyone was very kind.
   b) I can play the piano
   c) It was jazz.

___ Dialog 4
   a) That’s terrible! Do you feel sick?
   b) Great! Where do you come from?
   c) I see. Are you a teacher?

___ Dialog 5
   a) That’s too bad. Why don’t you like your boss?
   b) Wonderful! Why do you like your boss?
   c) I see. I like my boss too.

♦

Vocabulary for Unit 7

These are expressions that you will find in the next unit. Do you know them?

- to park (a car)
- a product
- a guitar
- a skyscraper
- a cabin
- a monkey
- skiing
- a gangster
- twin
- a fire
- to hurt
- The Olympics
- gymnastics
- affirmative
- negative
- ice-skating
- a medal
- silver
Unit Introductions and Listening Scripts

The **Introductions** briefly explain to the students the purpose of the unit. They are written in simple English so that you can say them word-for-word when you introduce a new unit. Of course, you may want to use your own words or adjust our introductions to the context and level of the class.

The **Listening Scripts** are on the CDs. You can, of course, say the scripts yourself, but as many of them involve dialog, the students will be able to follow the conversations more easily if there are at least two voices that convey the back-and-forth of conversation. In other words, we recommend the use of the CDs.

### Unit 1 Introduction

Everyone wants to be active in conversations. In this unit, we will practice one technique that you can use to be active. You can use it to show that you are interested in the other person. For example, you can say, “I see,” or “Uh huh.” Also, you can use this technique to show that you are listening. You also use it to show that you understand—or that you do not understand—some information. This technique will help you be good at conversation.

### Unit 1 Scripts

*Unit 1, Exercise 1 is not recorded; the students read it in pairs.*

#### Unit 1 Exercise 2, Dialog 1. Page 2 (CD 1 - TRACK 1)

1. **Man:** Can you tell me what I should do with these forms?
2. **Woman:** Sure. First, you write your name at the top.
3. **Man:** *(Silence)*
4. **Woman:** Then, write your address here.
5. **Man:** Uhh . . .
6. **Woman:** You should write your address – where you live.
7. **Man:** Oh.
8. **Woman:** In this part, tell about your education.
9. **Man:** *(Silence)*
10. **Woman:** Do not do Part 2.
11. **Man:** *(silence)*
12. **Woman:** Then, sign your name at the bottom.
13. **Man:** I'm sorry. I didn't understand.

#### Unit 1 Exercise 2, Dialog 2

1. **Man:** Can you tell me what I should do with these forms?
2. **Woman:** Sure. First, you write your name at the top.
3. **Man:** I see.
4. **Woman:** Then, write your address here.
5. **Man:** I'm sorry. What did you say?
6. **Woman:** You should write your address – where you live.
Unit 5 Exercise 10. ♦ Page 70 (CD 1 - TRACK 29)

1. Where do you work?
2. How do you feel?
3. What time did you go to bed?
4. When are you leaving?
5. Who are you calling?
6. Why aren’t you hungry?
7. Where does your brother go to school?
8. What’s wrong with your car?
9. What do you like to do on the weekends?
10. When is your dentist appointment?

Unit 5 Exercise 11. ♦ Page 70 (CD 1 - TRACK 30)

1. What time does the movie start?
2. How much do you weigh?
3. Where do you live?
4. Why are you going to the doctor?
5. What’s wrong with your computer?
6. How much does this cost?
7. Can I join you?
8. How has your day been?
9. What are your plans for the weekend?
10. Why are you late?

Unit 6 Introduction

Sometimes, when you are talking to someone, that person says something that surprises you. You want that person to know that you understand and that you are surprised. In this unit, we will practice expressions that you can use when you are surprised.

Unit 6 Script

Unit 6 Exercise 3. ♦ Page 73 (CD 1 - TRACK 31)

1. My brother slept for 22 hours yesterday.
2. I think I lost my money.
3. Toni is planning to watch TV tonight.
4. I have a lot of pets: three cats, four dogs, a monkey, and a pig.
5. We want to invite you to our house for dinner tonight.

Unit 6 Exercise 4. ♦ Page 73 (CD 1 - TRACK 32)

1. I see.
2. Really!
3. That’s terrible!
4. You’re kidding!
5. Uh huh.
6. That’s too bad.
7. That’s amazing!
8. Wonderful!
9. I can’t believe it!
10. Wow!

Show more emotion with the underlined words.

**Unit 6 Exercise 5.**  ♦  *Page 74 (CD 1 - TRACK 33)*

1. a) You’re kidding!
   b) You’re kidding!
2. a) Oh, no!
   b) Oh, no!
3. a) Wow!
   b) Wow!
4. a) Wonderful!
   b) Wonderful!
5. a) I can’t believe it!
   b) I can’t believe it!
6. a) That’s amazing!
   b) That’s amazing!
7. a) That’s terrible!
   b) That’s terrible!
8. a) Really!
   b) Really!

**Unit 6 Exercise 6.**  ♦  *Page 74 (CD 1 - TRACK 34)*

1. I ate 4 eggs, a steak, 5 pancakes, some potatoes, and 3 pieces of toast for breakfast today!
2. The mailman just delivered our mail.
3. My car won’t start.
4. You are my best friend.
5. The concert ticket costs $1000.
6. You and I have the same birthday.

**Unit 6 Exercise 10.**  ♦  *Page 82 (CD 1 - TRACK 35)*

1. Anita: I read an interesting story in the newspaper. Do you want to hear it?
2. Daniel: All right.
3. Anita: The story happened at a crocodile farm.
4. Daniel: I’m sorry. I didn’t understand. What is a crocodile?
5. Anita: It’s an animal. Here is a picture of one.
6. Daniel: OK.
Anita: A worker was picking up crocodile eggs. Suddenly, a large crocodile attacked him and held his right arm in its mouth.

Daniel: Wow!

Anita: Another worker had a gun. He shot the crocodile, and the crocodile opened its mouth.

Daniel: That's amazing!

Anita: Yes, but the worker shot at the crocodile again, and this time he hit the other worker's left arm.

Daniel: Excuse me. What did you say?

Anita: The worker tried to shoot the crocodile again, but he shot the other man's left arm.

Daniel: You're kidding!

Anita: The man went to the hospital, but he is getting better.

Daniel: That's good.

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Unit 6 Exercise 12. ♦ Page 85 (CD 1 - TRACK 36)

1. He likes to work in the mornings.
2. He doesn't like to work in the mornings.
3. We can't leave because it's 3 o'clock.
4. We can leave because it's 3 o'clock.
5. I feel shy when I speak in groups.
6. I don't feel shy when I speak in groups.

Unit 6 Exercise 13. ♦ Page 85 (CD 1 - TRACK 37)

1. He isn't staying at that hotel.
2. They aren't going to the movies tonight.
3. I'm tired because it is hot outside.
4. My parents enjoy traveling to other countries.
5. We don't need a ride after school today.
6. This isn't my best essay.
7. The coffee shop has Internet connections.
8. She can't find the bus stop on the map.
9. He doesn't do his homework on the weekends.
10. It rains a lot during the summer.

Unit 6 Exercise 14. ♦ Page 85 (CD 1 - TRACK 38)

Dialog 1

A: You look busy.
B: Yes, I have to finish a lot of work before I can go home.
Dialog 2
A: You look sad today.
B: Yes, I just heard some bad news.
A: Really? What happened?
B: My neighbor is getting a divorce.

Dialog 3
A: How was your weekend?
B: It was great! We went to a concert.
A: Terrific! What kind of music was it?

Dialog 4
A: Are you a new student here?
B: Yes, I arrived two days ago.

Dialog 5
A: Do you like your new job?
B: Yes, I do, but I don't like my boss.

Unit 7 Introduction
In this unit, we are going to review the first six units. We will practice rejoinders for showing that we are interested, happy, sad, and surprised. Also, we’ll practice follow-up questions and asking for clarification.

Unit 7 Script

Unit 7 Exercise 1. ♦ Page 87 (CD 2 - TRACK 1)
1. My TV is broken.
2. There is a good place to park the car.
3. I'm going to mail this letter now.
4. A policeman came to my apartment at two a.m.
5. Mari hurt her leg while skiing.
6. I can help you with your work tomorrow.
7. We can't go swimming because it's too cold outside.
8. That store gave me a free computer.

Unit 7 Exercise 2. ♦ Page 87 (CD 2 - TRACK 2)
1. I just found this cell phone.
2. New Year's Day is a popular holiday in my country.
3. My neighbor bought a new dog.
4. There was a fire at my friend's house last night.
5. After I get married, I want to have 12 children.
6. It's getting late, so I am going to go to bed soon.