



**RAHNAMA**  
P R E S S

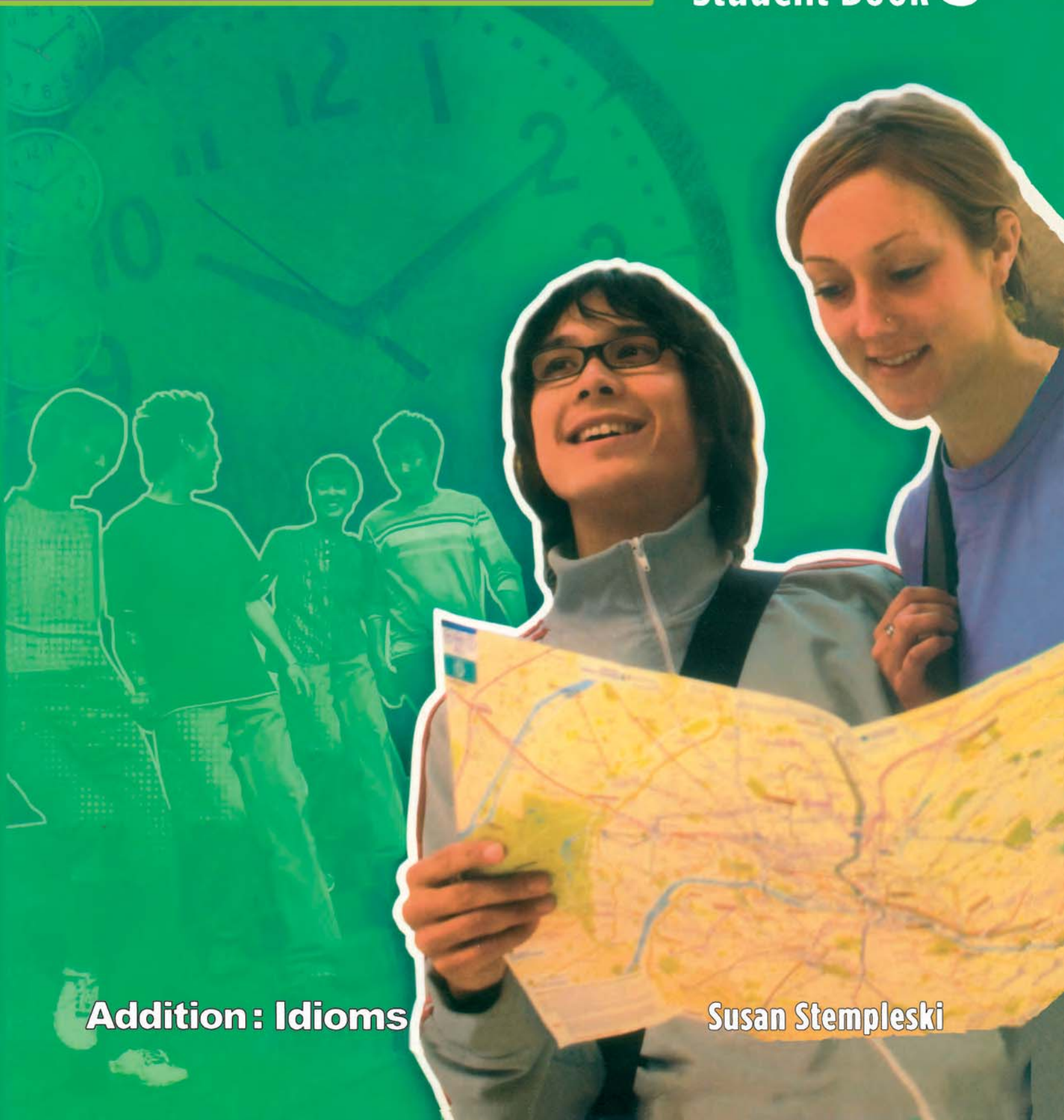
@RAHNAMAPRESS  
WWW.RAHNAMAPRESS.COM

# Talk Time

Student CD

Everyday English Conversation

Student Book 3



**Addition: Idioms**

**Susan Stempleski**

# Contents

Scope and sequence .....	iv
To the student .....	v
<b>1</b> Describing character .....	1
Free-time activities .....	4
<b>2</b> Geography .....	7
Weather .....	10
<b>3</b> Everyday activities .....	13
Life experiences .....	16
<b>4</b> School subjects .....	19
At school .....	22
<b>5</b> Phone messages .....	25
Favors and requests .....	28
<b>6</b> Wishes .....	31
Opinions .....	34
<b>7</b> Customs .....	37
Events and celebrations .....	40
<b>8</b> Jobs .....	43
At work .....	46
<b>9</b> Recent activities .....	49
Leisure activities .....	52
<b>10</b> Describing people .....	55
Everyday habits .....	58
<b>11</b> Stories .....	61
In the news .....	64
<b>12</b> Before you travel .....	67
Travel experiences .....	70
Communication task: Student B pages .....	73
Check your English .....	77
Key vocabulary .....	89



# Scope and sequence


Unit	Theme	Grammar	Vocabulary
<b>1</b> page 1	Talking about yourself and others: Describing character Free-time activities	The simple present vs. the present continuous; the simple past vs. the present perfect	Adjectives for personality and character; hobbies and sports
<b>2</b> page 7	Comparing places: Geography Weather	Comparative forms of adjectives; superlative forms of adjectives	Adjectives for describing places; weather words
<b>3</b> page 13	Everyday activities Life experiences	The past continuous; the simple past vs. the past continuous	Everyday activities; important life events
<b>4</b> page 19	School subjects At school	Adjectives ending in <i>-ing</i> and <i>-ed</i> ; the present perfect with <i>already</i> , <i>never</i> , <i>still</i> , and <i>yet</i>	School subjects; adjectives for describing feelings
<b>5</b> page 25	Phone messages Favors and requests	Requests with <i>can</i> , <i>will</i> , <i>could</i> , and <i>would</i> ; <i>Would you mind...?</i>	Types of phone messages, requests, and offers; favors and requests
<b>6</b> page 31	Wishes Opinions	Verb forms after <i>wish</i> ; <i>too</i> and <i>enough</i>	Wishes for life changes; topics to express opinions about
<b>7</b> page 37	Customs Events and celebrations	<i>It</i> + infinitive; gerunds as subjects; time clauses with <i>before</i> , <i>when</i> , and <i>after</i>	Cultural customs; special occasions
<b>8</b> page 43	Jobs At work	The present perfect with <i>how long</i> ; <i>since</i> and <i>for</i> ; verb + infinitive, verb + gerund, and phrase + gerund	Jobs and occupations; different tasks and work activities
<b>9</b> page 49	Recent activities Leisure activities	The present perfect continuous; the present perfect continuous vs. the present perfect	Daily activities and routines; leisure activities
<b>10</b> page 55	Describing people Everyday habits	<i>Used to</i> ; the simple past with <i>how long</i>	Describing appearance and character; habits
<b>11</b> page 61	Stories In the news	Reported speech; <i>while</i> and <i>then</i> in clauses	Different types of stories; news events
<b>12</b> page 67	Before you travel Travel experiences	<i>Have to</i> , <i>have got to</i> , and <i>must</i> ; the present perfect for time continuing up to the present	Preparing to travel; travel experiences




# To the student

Welcome to *Talk Time*. Let's take a look at a unit.


**Describing character**
**Unit 1**




generous




hardworking




kind




funny




serious




shy



smart



talented



talkative

**1 Speaking** Class CD1 Track 2

**A** Listen and look at the pictures. Then practice with a partner.  
*A: What kind of person is she?*  
*B: She's generous.*

**B** What kind of person would you like to be? Tell your partner.

I'd like to be smart and talented.

**2 Listening** Class CD1 Track 3

People are talking about new friends. Listen and check (✓) the word that describes each person.

1. a. <input checked="" type="checkbox"/> generous	3. a. <input type="checkbox"/> talented	5. a. <input type="checkbox"/> serious
b. <input type="checkbox"/> talented	b. <input type="checkbox"/> kind	b. <input type="checkbox"/> funny
2. a. <input type="checkbox"/> shy	4. a. <input type="checkbox"/> funny	6. a. <input type="checkbox"/> smart
b. <input type="checkbox"/> talkative	b. <input type="checkbox"/> shy	b. <input type="checkbox"/> talkative

Unit 1 |

Each unit is divided into two lessons.  
On the first page of each lesson you see:

## Speaking

First you practice the new vocabulary for this lesson. You will listen to the CD and look at the pictures. Then you practice using the new words with a classmate.

## Listening

In this section, you listen to the vocabulary in short conversations and answer some questions.

On the second page of each lesson you see:

## Grammar

In this section, you see the grammar focus for this lesson. You listen to the CD and then practice the grammar.

### 3 Grammar: The simple present vs. the present continuous

Listen. Then listen again and repeat.

The simple present	
Do you like her?	Yes, I do. I like her very much.
Does he speak Japanese?	Yes, he does. He speaks it very well.
Where does she live?	She lives in Taipei.
The present continuous	
Are you working now?	Yes, I am. I'm working in a hospital.
Is she complaining?	Yes, she is. She's always complaining.
Where are they staying for the winter?	They're staying in Miami for the winter.

#### Memo

- Use the simple present for habits, routines, and schedules.
- Use the present continuous for temporary situations and actions in the extended present.
- People often use the present continuous with *always* to describe annoying behavior.

### 4 Conversation

**A** Pair work: Listen to the conversation. Then practice with a partner.



A: Hello.  
B: Hi, Linda! It's me, Reiko. What are you doing?  
A: I'm getting ready to go out.  
B: Who are you going out with? Do I know him?  
A: No, I don't think so. I met him at a party last week.  
B: What's he like?  
A: Well, he's really very nice. And I think he's really smart, too. He's studying engineering, and he speaks three languages!  
B: Wow! He sounds kind of serious.  
A: Well, he's serious about studying, but he's a lot of fun, too.

**B** Pair work: Practice the conversation again. Use real names and talk about different types of people.

2 Unit 1

### 5 Communication task: People I know

**A** Write the names of four people you know in the chart. Then use the words below (or other words you know) to describe each person.

Who is the person?	What's he/she like?	How do you know?
My cousin Amanda	lazy funny generous	avoids work tells lots of jokes gives a lot of presents

**B** Pair work: Tell your partner about the people in your chart. Partners ask questions to find out more information. Take turns.

A: My cousin Amanda is lazy, funny, and generous.  
B: How do you know she's lazy?  
A: She avoids work.  
B: Why do you say she's funny?  
A: She's always telling jokes.

Unit 1 3

## Conversation

In this section, you listen to a conversation and then practice with a partner. This lets you practice the vocabulary and grammar of the lesson in a larger context. It also lets you use your own information.

On the third page of each lesson you see:

## Communication task

In this section, you practice the language of the lesson with a partner or a small group. This section lets you use your own information to speak more freely about the topic. Sometimes you and your partner will look at the same page, and sometimes you will look at different pages.



Other things you see in the unit:

## Memo

The *Memo* reminds you about rules of English that are different from your language, for example, contractions. The language in the Memo will help you complete the activities.

## Extra

Sometimes you will see an *Extra* activity. This lets you practice more with the same language from the activity.

## Helpful Language

The *Helpful Language* note gives you questions or phrases that will help you complete the activities. They provide cues you can use to keep talking longer with your partner.

## CD Icon

The CD icon tells you that this activity is recorded on the audio CD, and your teacher may play it in class in order for you to do the activity.


**3 Grammar: The present perfect continuous**

Listen. Then listen again and repeat.

What have you been doing lately?	I've been writing a paper.
How long have you been writing it?	I've been writing it for two days.
Have you been getting a lot of sleep?	No, I haven't been getting a lot of sleep.

**Conversation**

**A** Pair work. Listen to the conversation. Then practice with a partner.



A: Hey, Carla! I haven't seen you for ages. What have you been up to lately?  
B: Not much, really. I've been studying a lot. I have a paper due next week.  
How about you? What have you been doing?  
A: I've been learning how to draw. I go to class three times a week.  
B: No kidding! How long have you been doing that?  
A: A couple of months.  
B: How's your sister doing? I haven't seen her for a long time.  
A: My sister Betty? She's fine. She's been looking for a better job since June.  
B: Good for her! I hope she finds something she really likes.  
Well, it's been nice talking to you.  
A: Good luck on your paper!  
B: Thanks.

**B** Pair work. Practice the conversation again. Use your imagination and change the information.

**Extra**

Practice the conversation again. Use some of the expressions in the Helpful Language note.

**Helpful Language**

Use the present perfect continuous to talk about actions that started in the past and continue into the present.

66 Unit 9

**Check your English**

**Unit 1**

**A Vocabulary**

Complete the sentences. Use the words below.

band	camping	generous	serious
shy	talented	talkative	team

1. We went camping in the mountains on our last vacation.

2. He never smiles or tells a joke. He's a very \_\_\_\_\_ person.

3. She's a very \_\_\_\_\_ musician. She plays the violin and the piano.

## Check your English

At the back of the book, there is a review page called *Check your English*. This page gives you a chance to review the language from the Unit.

Every lesson gives you time to listen to English, and time to talk with your classmates. *Talk Time* will help you increase your vocabulary and improve grammatical accuracy. I hope you enjoy studying with *Talk Time*. Good luck!



# Describing character

## Unit



generous



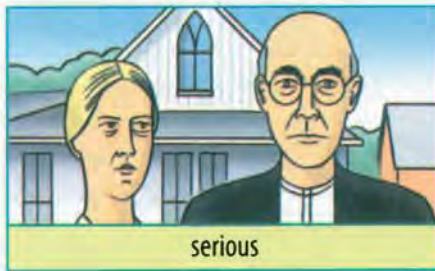
hardworking



kind



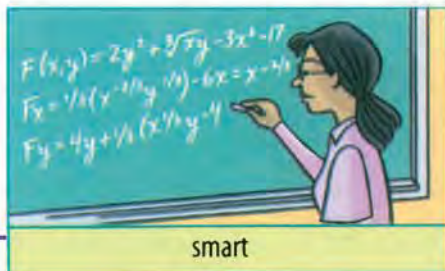
funny



serious



shy



smart



talented



talkative

## I Speaking



Class CD1  
Track 2

**A** Listen and look at the pictures. Then practice with a partner.

A: What kind of person is she?

B: She's generous.

**B** What kind of person would you like to be? Tell your partner.

I'd like to be smart  
and talented.

## 2 Listening



Class CD1  
Track 3

People are talking about new friends. Listen and check (✓) the word that describes each person.

1. a. ☒ generous  
b. ☐ talented

3. a. ☐ talented  
b. ☐ kind

5. a. ☐ serious  
b. ☐ funny

2. a. ☐ shy  
b. ☐ talkative

4. a. ☐ funny  
b. ☐ shy

6. a. ☐ smart  
b. ☐ talkative



### 3 Grammar: The simple present vs. the present continuous



Listen. Then listen again and repeat.

The simple present	
Do you <b>like</b> her?	Yes, I <b>do</b> . I <b>like</b> her very much.
Does he <b>speak</b> Japanese?	Yes, he <b>does</b> . He <b>speaks</b> it very well.
Where <b>does</b> she <b>live</b> ?	She <b>lives</b> in Taipei.
The present continuous	
Are you <b>working</b> now?	Yes, I <b>am</b> . I'm <b>working</b> in a hospital.
Is she <b>complaining</b> ?	Yes, she <b>is</b> . She's always <b>complaining</b> .
Where <b>are</b> they <b>staying</b> for the winter?	They're <b>staying</b> in Miami for the winter.

#### Memo

- Use the simple present for habits, routines, and schedules.
- Use the present continuous for temporary situations and actions in the extended present.
- People often use the present continuous with *always* to describe annoying behavior.

### 4 Conversation



**A** *Pair work.* Listen to the conversation. Then practice with a partner.



- A: Hello.  
 B: Hi, Linda! It's me, Reiko. What are you doing?  
 A: I'm getting ready to go out.  
 B: Who are you going out with? Do I know him?  
 A: No, I don't think so. I met him at a party last week.  
 B: What's he like?  
 A: Well, he's really very nice. And I think he's really smart, too. He's studying engineering, and he speaks three languages!  
 B: Wow! He sounds kind of serious.  
 A: Well, he's serious about studying, but he's a lot of fun, too.

**B** *Pair work.* Practice the conversation again. Use real names and talk about different types of people.



## 5 Communication task: People I know

**A** Write the names of four people you know in the chart. Then use the words below (or other words you know) to describe each person.

beautiful  
hardworking  
talkative

funny  
serious  
brave

polite  
shy  
friendly

silly  
smart  
cheerful

lazy  
talented  
generous

Who is the person?	What's he/she like?	How do you know?
My cousin Amanda	lazy funny generous	avoids work tells lots of jokes gives a lot of presents

**B** *Pair work.* Tell your partner about the people in your chart. Partners ask questions to find out more information. Take turns.

*A: My cousin Amanda is lazy, funny, and generous.*

*B: How do you know she's lazy?*

*A: She avoids work.*

*B: Why do you say she's funny?*

*A: She's always telling jokes.*



# Free-time activities



play in a band



play on a team



do arts and crafts



go camping



collect things



go rock climbing

## 6 Speaking



Class CD1  
Track 6

**A** Listen and look at the pictures. Then practice with a partner.

*A: What do they do in their free time?*

*B: They play in a band.*

**B** Which of these activities do you do? Which ones don't you do? Tell your partner.

**I play in a band.**  
**I don't...**

## 7 Listening



Class CD1  
Track 7

**A** People are talking about free-time activities. Which activities are they talking about? Listen and number the activities from 1 to 6.

\_\_\_ 1 \_\_\_ going rock climbing  
\_\_\_ going camping

\_\_\_ playing on a team  
\_\_\_ collecting comic books

\_\_\_ doing arts and crafts  
\_\_\_ playing in a band

**B** Listen again. Are the people talking about things they do *now* or things they did *in the past*? Check (✓) the correct answer.

1. a. ☐ now  
b. ☐ in the past

3. a. ☐ now  
b. ☐ in the past

5. a. ☐ now  
b. ☐ in the past

2. a. ☐ now  
b. ☐ in the past

4. a. ☐ now  
b. ☐ in the past

6. a. ☐ now  
b. ☐ in the past



## 8 Grammar: The simple past vs. the present perfect


 Class CD1  
Track 8

**A** Listen. Then listen again and repeat.

The simple past	
When <b>did</b> you <b>graduate</b> from high school?	I <b>graduated</b> last year.
What <b>did</b> you <b>do</b> last weekend?	I <b>went</b> to the movies.
When <b>did</b> you last <b>visit</b> a museum?	I <b>visited</b> a museum last month.
The present perfect	
<b>Have</b> you ever <b>played</b> tennis?	Yes, I <b>have</b> . I've <b>played</b> many times.
<b>Have</b> you ever <b>had</b> a pet?	No, I <b>haven't</b> . I've never <b>had</b> one.
How often <b>have</b> you <b>eaten</b> sushi?	I've <b>eaten</b> it once.

### Memo

- Use the simple past for a specific event in the past.
- Use the present perfect for an indefinite time in the past.

**B** *Pair work.* Ask your partner questions about his or her past experiences. Ask follow-up questions to find out more information.

Have you ever had a pet?

Yes, I have.

What kind of pet did you have?

## 9 Conversation


 Class CD1  
Track 9

**A** *Pair work.* Listen to the conversation. Then practice with a partner.

- A: Have you ever eaten Thai food?  
 B: No, I haven't tried it. Have you?  
 A: Yes, I have.  
 B: Where did you have it?  
 A: I had it when I was in Thailand.  
 B: When did you go to Thailand?  
 A: Two years ago. I went there with my parents.  
 B: Did you have a good time?  
 A: Yes, I did. It's a very interesting country.  
 B: And what about Thai food? Did you like it?  
 A: Oh, yeah. It was a little spicy, but I loved it.



**B** *Pair work.* Practice the conversation again. Talk about different kinds of food and places

### Extra

Complete these questions in your own words. Then ask your partner the questions. Ask follow-up questions with *where*, *what*, and *who* to find out more information.

Have you ever...? How often have you...? When did you last...?



## 10 Communication task: Find someone who...

**A** *Class activity.* Ask questions with *Have you ever...?* Find one classmate for each activity. Write your classmates' names and any extra information.

*A: Have you ever done arts and crafts?*

*B: Yes, I have.*

*A: What kind of arts and crafts did you do?*

*B: I made jewelry.*

*A: When...?*

**has done arts and crafts.**

(Find out what kind and when.)

**has met someone famous.**

(Find out who, where and when.)

**has collected something.**

(Find out what and how many.)

**has gone rock climbing.**

(Find out when and where.)

**has sung in a karaoke club.**

(Find out what song and when.)

**has gone camping.**

(Find out where and when.)

**has visited a foreign country.**

(Find out what country and when.)

**has played on a team.**

(Find out what kind of team and when.)

**has played in a band.**

(Find out what instrument and when.)

**B** *Group work.* Tell your partners about your classmates' hobbies. Tell as many details as you can.

*Marta has done arts and crafts. She made jewelry when she was in high school.*



**UNIT 1 – 11****Idioms**

A speech form or an expression of a given language that is particular to itself grammatically or cannot be understood from the individual meanings of its elements.

**Examples (A & B)****All set**

If you're all set, you are ready for something.

We are all set to go on holiday.

**Back to square one**

If you are back to square one, you have to start from the beginning again.

After all the work that I did, I am back to square one.



# Talk Time

— the course that gets everyone talking!

*Talk Time* gives students the **time to listen** to English and the **time to talk** with classmates. Every lesson builds confidence, starting with vocabulary presentation and gradually building up to free-speaking practice. The speaking practice and listening activities present English in everyday situations so students learn how to:

- Talk about past experiences and the things they want to do
- Express likes and dislikes
- Make requests and give advice
- Talk about their hobbies and pastimes

*Talk Time* gives students all the help they need to feel confident about conversation:

- The **grammar-based syllabus** and **themed vocabulary** builds fluency through recycling
- **Language notes** help students keep talking
- **Memos** remind students about the rules of English
- **Check your English** page for each unit reviews progress
- The **Student CD**, containing audio highlights, provides extra listening practice outside the classroom



**Available in 3 levels —  
false beginner to low intermediate**

*Series components*

Student Book with Student CD  
Class CDs

Teacher's Book  
Test Booklet with CD



To order Oxford University Press publications, please see our latest catalog or contact your local Oxford office or sales representative.

[www.zabansarabookshop.com](http://www.zabansarabookshop.com)

Talk Time 3 SB



4112634008