

Talking points

Do you have extra class time? Do you want your students to talk even more? Then these quick and easy-to-use *Talking points* are perfect for you!

Talking points provide fun ways to further improve fluency and reinforce vocabulary from the Student's Book. They include pair, group, and class activities such as games, information gaps, surveys, and discussions. Depending on the activity, you can use these materials at the end of a lesson or as a review in the following class.

There are 16 *Talking points*, one for each unit. Each activity includes one photocopiable handout, which is provided at the end of this section.

Units	Talking points	Time	Activity types
1	<i>Yes-No</i> bingo	15–20 minutes	Class bingo game
2	Telephone dialogs	15–20 minutes	Pair role play
3	What's cooking?	20–25 minutes	Small-group puzzle
4	Visit Vancouver!	20–25 minutes	Pair information gap
5	What do you do?	15–20 minutes	Group guessing game
6	What if . . . ?	15–20 minutes	Question exchange
7	Sports idioms	20–25 minutes	Idioms matching
8	World transportation	15–20 minutes	Pair discussion
9	Vacation disasters	20–25 minutes	Group guessing game
10	Inventions: good or bad?	20–25 minutes	Group discussion
11	What should we do with it?	20–25 minutes	Small-group brainstorm
12	Extra! Extra!	20–25 minutes	News story activity
13	Let's go to San Francisco!	20–25 minutes	Jigsaw reading
14	What's your opinion?	20–25 minutes	Small-group survey
15	Do you remember when . . . ?	20–25 minutes	Small-group discussion
16	That's really funny!	20–25 minutes	Pair running dictation

Talking point 1 Yes-No bingo

Time: 15–20 minutes

Activity type: Class bingo game

Preparation: Make one copy of *Talking point 1* for every student.

1. Give each student a handout. Ask students to complete the questions with their own ideas. Students should not write on the line at the bottom of each box; they will write classmates' names there when they begin asking the questions.
2. When students finish, have them walk around and ask one another their questions. If a classmate answers *yes*, they should write the classmate's name in the appropriate box; they then ask another classmate the next question. If a classmate answers *no*, they should continue asking questions until they get a *yes* answer.
3. The first student to get four names in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and wins the game.

Talking point 3 What's cooking?

Time: 20–25 minutes

Activity type: Small-group puzzle

Preparation: Make one copy of *Talking point 3* for every two students. Cut in half. Cut both recipes into strips and shuffle.

1. Have students form pairs. Give each pair the top half of the handout and one set of recipe cards (steps for both recipes should be together).
2. Explain that there are recipes for two different dishes: *pancakes* and *chili con carne*. The directions for both dishes are mixed up. Students have to work together to separate the steps and put the directions for each recipe in the correct order.
3. Give students 10 minutes to complete the task.
4. When students finish, have pairs combine to form groups of four and compare their recipes.
5. Go over the directions for each recipe with the class, and ask for volunteers to write them on the board. Encourage students to try making the dishes at home.

Talking point 2 Telephone dialogs

Time: 15–20 minutes

Activity type: Pair role play

Preparation: Make one copy of *Talking point 2* for every four students. Cut into cards.

1. Have students form groups of four. Give each group one set of role-play cards, placed facedown in order from 1 to 4, and with *A* and *B* cards separated.
2. In their groups, tell students to form pairs. The first pair chooses a role-play card. One student chooses an *A* card and one student chooses a *B* card.
3. Students should read their own card and then begin the role play, completing the dialog with their own ideas. The other pair of students watches and listens.
4. When the role play is finished, have the other pair say what the situation was and then perform the next role play.
5. Have groups continue until they have done all four role plays.

Talking point 4 Visit Vancouver!

Time: 20–25 minutes

Activity type: Pair information gap

Preparation: Make one copy of *Talking point 4* for every two students. Cut in half.

1. Have students form pairs. Give one student a Student A handout and the other student a Student B handout.
2. Have students interview each other to find out the information and write it down in their charts. Go over the questions students will need to ask with the class. For example:
 - *What's the high / low temperature in the spring?*
 - *What's the weather like in the summer?*
 - *How many days does it rain in the winter?*
 - *What can you do there in the fall?*
3. When students finish, lead a class discussion about when students think would be the best time to visit Vancouver, and what they would like to do there.

Talking point 5 What do you do?

Time: 15–20 minutes

Activity type: Group guessing game

Preparation: Make one copy of *Talking point 5* for every 20 students. Cut into cards.

1. Have students form groups of 10. Give each student one card, making sure all students in the group have cards from the same set (Set 1 or Set 2).
2. Explain the activity. Students will stand and form a circle by asking their classmates questions to find out the occupation listed on their cards. Students may not ask a classmate's occupation directly; they should ask for information that will help them guess the job. For example:
Are you a flight attendant? = Not OK
Do you travel a lot? = OK
3. When students think they have correctly formed their circle, have them go around the circle and say the occupations on their cards aloud.

Talking point 7 Sports idioms

Time: 20–25 minutes

Activity type: Idioms matching

Preparation: Make one copy of the top part of *Talking point 7* for every four students. Cut into cards. Make one copy of the cloze activity for every student.

1. Have students form groups of four. Give each group one set of picture cards and one set of idioms cards.
2. Give groups three minutes to match the pictures and the idioms; then have them compare answers with another group.
3. Give each group one set of definitions cards, and have students match them to the idioms.
4. When they finish, go over the definitions cards of the idioms with the class.
5. Give each student a cloze-activity handout. Have students work in pairs or groups to complete the task; then go over the answers with the class.

(Answers: 1. run down 2. throw in the towel 3. kick 4. sink or swim 5. go to bat 6. on the ball)

Talking point 6 What if . . . ?

Time: 15–20 minutes

Activity type: Question exchange

Preparation: Make one copy of *Talking point 6* for every 12 students. Cut into cards.

1. Give each student a card.
2. Have students stand, find a partner, and ask the question on their card. Encourage students to ask follow-up questions and add extra information.
3. When both students have asked their question, students should exchange cards with their partner and then move on to ask their new question to another partner. Tell students they should speak to at least five people.
4. When students finish, ask for any interesting information they discovered.

Talking point 8 World transportation

Time: 15–20 minutes

Activity type: Pair discussion

Preparation: Make one copy of *Talking point 8* for every student.

1. Have students form pairs. Give each student a handout.
2. Read the names of the types of transportation and the countries in the box, and have students listen and repeat them.
3. Give students five minutes to try to match the names and countries to the pictures.
4. Have pairs combine to form groups of four and compare answers; then check answers with the class.
5. Give groups five minutes to discuss the questions on the handout.
6. When students finish, ask the discussion questions to the class and elicit answers from a few volunteers.

(Answers: 1. d 2. a 3. f 4. i 5. g 6. c 7. b 8. h 9. e)

Talking point 9 Vacation disasters

Time: 20–25 minutes

Activity type: Group guessing game

Preparation: Make one copy of *Talking point 9* for every four students. Cut into cards.

1. Have students form groups of four. Give each group one set of vacation disaster cards, placed facedown.
2. Explain the activity. Students will take turns choosing a card and giving their classmates hints. Classmates should listen to the hints and ask questions to try to find out what happened. For example, for “The airline lost my suitcases,” students might say:

A: *I had to wear the same clothes for two days.*

B: *Did you lose your clothes?*

A: *Yes. I lost everything I brought with me.*

B: *Did your bags get lost?*

A: *Yes! That's right. The airline lost my suitcases!*

3. Have groups continue until all students have chosen three cards.

Talking point 11 What should we do with it?

Time: 20–25 minutes

Activity type: Small-group brainstorm

Preparation: Make one copy of *Talking point 11* for every six students. Cut into cards.

1. Have students form groups of six. Give each group one set of cards placed facedown.
2. In their groups, tell students to form groups of three. Each group should choose a secretary to write down the group's ideas.
3. The first group turns over a picture card; then both groups have one minute to list as many alternative uses as they can for the item(s) in the picture. For example, plastic bottles can be used as pencil holders, planters, and musical instruments.
4. After one minute, groups compare their lists. The group with the most ideas gets a point for their team.
5. Have students continue until they have turned over six or eight cards. The team with the most points wins.
6. When students finish, ask the class to share a few of their most interesting ideas.

Talking point 10 Inventions: good or bad?

Time: 20–25 minutes

Activity type: Group discussion

Preparation: Make one copy of *Talking point 10* for every student.

1. Give each student a handout. Explain the activity. Students should write at least one good point and one bad point about each of the inventions listed. Elicit ideas from the class, and write a model on the board first – for example:

Good points Bad points

cars: *convenient* *cause pollution*

2. Have students form groups of three or four to discuss their answers. Encourage them to discuss reasons for their responses and to suggest ways to minimize the bad points. For example, to help stop pollution from cars, people can carpool to work or take public transportation.
3. When students finish, ask groups to share some of their ideas with the class.

Talking point 12 Extra! Extra!

Time: 20–25 minutes

Activity type: News story activity

Preparation: Make one copy of *Talking point 12* for every student.

1. Have students form pairs. Give each student a handout.
 2. Go over any challenging vocabulary from the news stories before students begin.
 3. Explain the activity. Students should work together to put the parts of each news story in the correct order. Tell them they should number the parts in the boxes provided.
 4. When students finish, go over the answers with the class and ask for volunteers to read each news story aloud.
 5. Have pairs work together to create an original headline for each news story and then share their headlines with the class. You can have the class vote on the funniest headline, the most creative, etc.
- (Answers, from top to bottom, A: 3, 1, 4, 2; B: 4, 3, 1, 2; C: 5, 3, 2, 4, 1)

Talking point 13 *Let's go to San Francisco!*

Time: 20–25 minutes

Activity type: Jigsaw reading

Preparation: Make one copy of the top part of *Talking point 13* for every three students. Cut into sections. Make one copy of the question worksheet for every student.

1. Have students form groups of three. Give each student one reading section: *History*, *Festivals*, or *Sightseeing*.
2. Explain the activity. Students will have three minutes to silently read their own section and become an “expert” on that topic. Remind students to raise their hands if they have questions about vocabulary or if they don’t understand something they have read.
3. Hand out a question worksheet to each student. Tell groups to work together and share information to complete the worksheet.
4. When students finish, go over the answers with the whole class.

Talking point 14 *What's your opinion?*

Time: 20–25 minutes

Activity type: Small-group survey

Preparation: Make one copy of *Talking point 14* for every student.

1. Give each student a handout. Ask students to fill in the blanks with their own opinions.
2. When students finish, have them form groups of three to share their opinions. Write a model on the board to help students get started:
A: I think the best way to spend free time is watching TV. How about you?
B: I disagree. I think watching TV is boring. I think the best way to spend free time is studying English.
3. Give students 10 minutes to complete the task. Encourage students to ask their classmates questions and give reasons for their responses. Students should check whether their classmates agree or disagree with their opinions.
4. When students finish, ask groups to share any opinions they agreed upon.

Talking point 15 *Do you remember when . . . ?*

Time: 20–25 minutes

Activity type: Small-group discussion

Preparation: Make one copy of *Talking point 15* for every four students. Cut into cards.

1. Have students form groups of four. Give each group one set of cards.
2. Tell students to think of popular music, fads, and trends they remember from the past. Have each student choose three cards and fill in the blanks with their own ideas.
3. When students finish, have them put the cards facedown in the middle.
4. Have students take turns choosing a card and reading it aloud to the group. All students should respond and discuss whether they remember the trend, and then share any personal memories or opinions about it. Encourage students to ask one another questions and keep the discussions going.
5. When students finish, ask groups to share any funny or interesting memories they talked about.

Talking point 16 *That's really funny!*

Time: 20–25 minutes

Activity type: Pair running dictation

Preparation: Make one copy of *Talking point 16* for the class. Cut into strips.

1. Before you begin, tape the 16 sentence strips around the room, on the board, on the walls, or outside the classroom in the hallway.
2. Have students form pairs; tell each pair to take out a piece of paper and write the numbers 1 to 16 down the left side.
3. Explain that when you say “Go!” one student from each pair should run to one of the strips on the wall, memorize the sentence and its number, and then run back and dictate it to his or her partner, who will write it next to the correct number. Pairs take turns running and dictating until they have written all 16 sentences.
4. When students finish, ask for a volunteer to read the story aloud for the class.

Talking point 1 Yes-No bingo

<p>Do you have _____? _____</p>	<p>Did you _____ yesterday? _____</p>	<p>Are you going to _____ tomorrow? _____</p>	<p>Do you like _____? _____</p>
<p>Do you usually _____? _____</p>	<p>Can you _____? _____</p>	<p>Did you _____ last night? _____</p>	<p>Is your _____? _____</p>
<p>Will you _____? _____</p>	<p>Were you _____ in elementary school? _____</p>	<p>Are you _____? _____</p>	<p>Do you love to _____? _____</p>
<p>Did you have _____? _____</p>	<p>Is _____? _____</p>	<p>Are you _____? _____</p>	<p>Do you think _____? _____</p>

Talking point 2 Telephone dialogs



1A

It's very late at night, and you can't sleep. You call your best friend just to talk. Complete the dialog.

A: *Ring ring!*

B: Hello?

A: Hi, _____. This is _____ . . .

1B

It's very late at night, and you are sleeping. Suddenly, the phone rings. It's your best friend. Complete the dialog.

A: *Ring ring!*

B: Hello?

A: Hi, _____. This is _____ . . .

2A

You have plans to meet a friend for dinner, but you are going to be an hour late. Call the restaurant and leave a message for your friend. Complete the dialog.

A: *Ring ring!*

B: Rick's Restaurant. May I help you?

A: Yes. Hello. I have plans to meet a friend there at 7:00 . . .

2B

You work at a restaurant. A customer calls and wants to leave a message for a friend. Complete the dialog.

A: *Ring ring!*

B: Rick's Restaurant. May I help you?

A: Yes. Hello. I have plans to meet a friend there at 7:00 . . .

3A

You have a test in your English class today, but you are very sick and cannot go to school. Call the school and leave a message for your teacher. Complete the dialog.

A: *Ring ring!*

B: Jones University, main office.

A: Hello. My name is . . .

3B

You work in a university office. A student calls to leave a message for his or her teacher. Complete the dialog.

A: *Ring ring!*

B: Jones University, main office.

A: Hello. My name is . . .

4A

You are a restaurant manager, and you are looking for new staff members. Call the next person, and arrange a time and place to meet for the interview. Complete the dialog.

A: *Ring ring!*

B: Hello?

A: Hello. This is . . .

4B

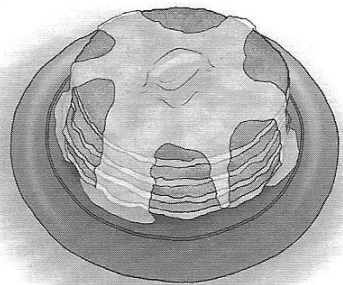
You are looking for a part-time job at a restaurant. The manager calls to arrange an interview. Complete the dialog.

A: *Ring ring!*

B: Hello?

A: Hello. This is . . .

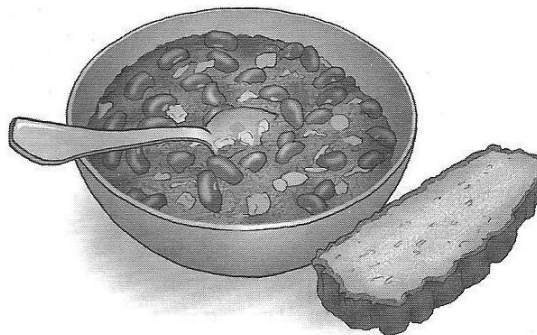
Talking point 3 What's cooking?



pancakes

Ingredients:

70 grams flour	250 milliliters milk
½ teaspoon salt	2 large eggs
1 tablespoon sugar	1 tablespoon butter
½ teaspoon baking powder	25 milliliters maple syrup



chili con carne

Ingredients:

2 cloves garlic	420 grams kidney beans
2 large onions	425 grams diced tomatoes
1 green pepper	½ teaspoon salt
25 milliliters oil	1 teaspoon chili powder
500 grams ground beef	bread

Directions



Put the flour, salt, sugar, and baking powder into a large mixing bowl.

Chop the garlic, onions, and green pepper.

Beat the eggs together with the milk.

In a very big pot, add oil and fry garlic, onion, and green pepper.

Add the eggs and milk to the flour mixture, and mix.

When the vegetables are cooked, add the ground beef; then cook until meat is brown.

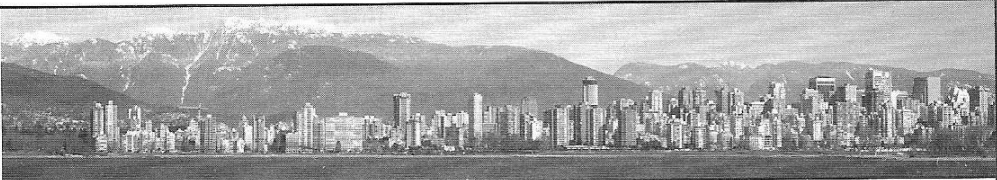
Melt the butter in a frying pan, and use a spoon to add the pancake mixture.

Stir in beans, tomatoes, salt, and chili powder.

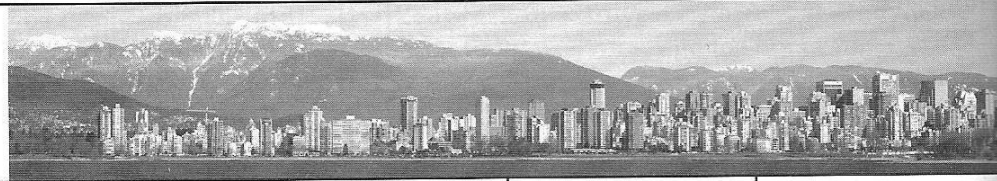
When the pancake bubbles, flip it over and cook until it is brown. Serve with maple syrup.

Cook uncovered for 45 minutes. Serve with warm bread.

Talking point 4 Visit Vancouver!

Student A				
Season	Spring	Summer	Fall	Winter
Average temperature	High: 13°C Low: ____°C	High: ____°C Low: 13°C	High: ____°C Low: 6°C	High: 8°C Low: ____°C
Weather	cool and rainy, windy at times average number of rainy days: ____	_____ _____ _____ average number of rainy days: 25	_____ _____ _____ average number of rainy days: 43	chilly, often cloudy and rainy average number of rainy days: ____
Things to do	• Visit the Chinese Gardens • _____ _____ _____	• _____ _____ _____• Walk or jog in Stanley Park	• _____ _____ _____• Attend the Vancouver Film Festival	• Ski, snowboard, or cross-country ski • _____ _____ _____



Student B				
Season	Spring	Summer	Fall	Winter
Average temperature	High: ____°C Low: 5°C	High: 22°C Low: ____°C	High: 13°C Low: ____°C	High: ____°C Low: 1°C
Weather	_____ _____ _____ average number of rainy days: 44	warm, sunny, and dry average number of rainy days: ____	windy, frequent storms average number of rainy days: ____	_____ _____ _____ average number of rainy days: 55
Things to do	• _____ _____ _____• Go cycling at the Sea Wall	• Shop at outdoor markets in Chinatown • _____ _____ _____	• Visit the Vancouver Aquarium • _____ _____ _____	• _____ _____ _____• Attend the Vancouver Art Gallery

Talking point 5 *What do you do?*

Set 1

You are a construction worker.
The person to your right is
a flight attendant.

You are a flight attendant.
The person to your right is
an artist.

You are an artist.
The person to your right is
a salesclerk.

You are a salesclerk.
The person to your right is
a professional athlete.

You are a professional athlete.
The person to your right is
a video-game tester.

You are a video-game tester.
The person to your right is
a chef.

You are a chef.
The person to your right is
a journalist.

You are a journalist.
The person to your right is
a musician.

You are a musician.
The person to your right is
an accountant.

You are an accountant.
The person to your right is
a construction worker.

Set 2

You are a teacher.
The person to your right is
a lifeguard.

You are a lifeguard.
The person to your right is
a professor.

You are a professor.
The person to your right is
a pilot.

You are a pilot.
The person to your right is
a movie director.

You are a movie director.
The person to your right is
a dolphin trainer.

You are a dolphin trainer.
The person to your right is
an actor.

You are an actor.
The person to your right is
a lumberjack.

You are a lumberjack.
The person to your right is
a nurse.

You are a nurse.
The person to your right is
a politician.

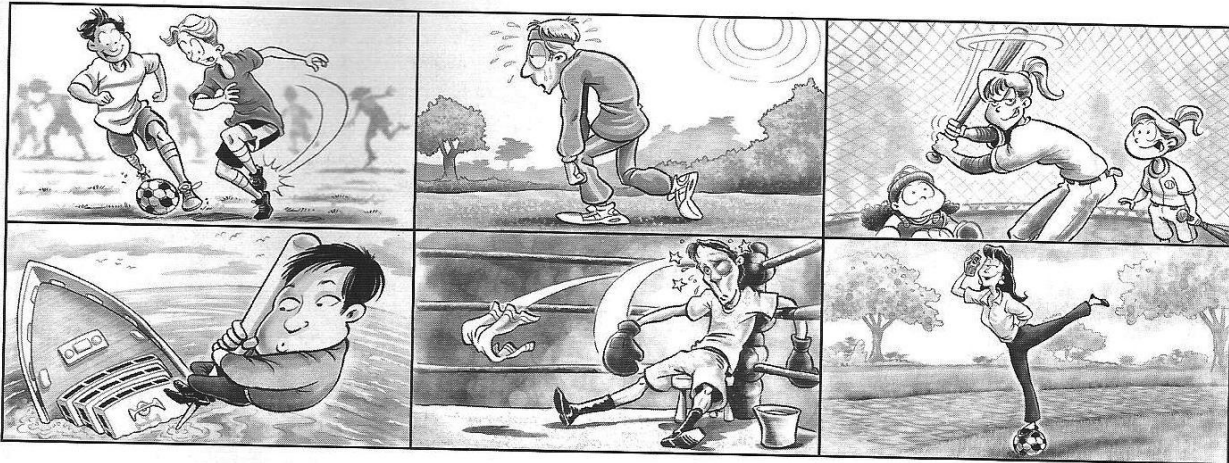
You are a politician.
The person to your right is
a teacher.

Talking point 6 *What if . . . ?*



<p>If you had more free time, who would you spend it with?</p>	<p>If you were rich, what new hobby would you start?</p>
<p>If you could take a long vacation, what would you do?</p>	<p>If you could buy a vacation house, where would you buy it?</p>
<p>If you could spend time with anybody – dead or alive – who would it be?</p>	<p>If you could try an unusual hobby, what would you try?</p>
<p>If you had a lot of free time, what leisure activities would you do?</p>	<p>If you could eat at any restaurant tonight, where would you go?</p>
<p>If you had a free day tomorrow, how would you spend it?</p>	<p>If you could stop doing any chore for the rest of your life, what would it be?</p>
<p>If you could travel anywhere, where would you go?</p>	<p>If you found some extra money in your pocket, what would you do with it?</p>

Talking point 7 Sports idioms



Idioms

Definitions

to kick yourself

to be angry with yourself

to be run down

to be very tired

to go to bat for someone

to help or support someone

to sink or swim

to fail or succeed in a difficult situation

to throw in the towel

to give up or quit

to be on the ball

to be able to think and act quickly

on the ball

sink or swim

go to bat

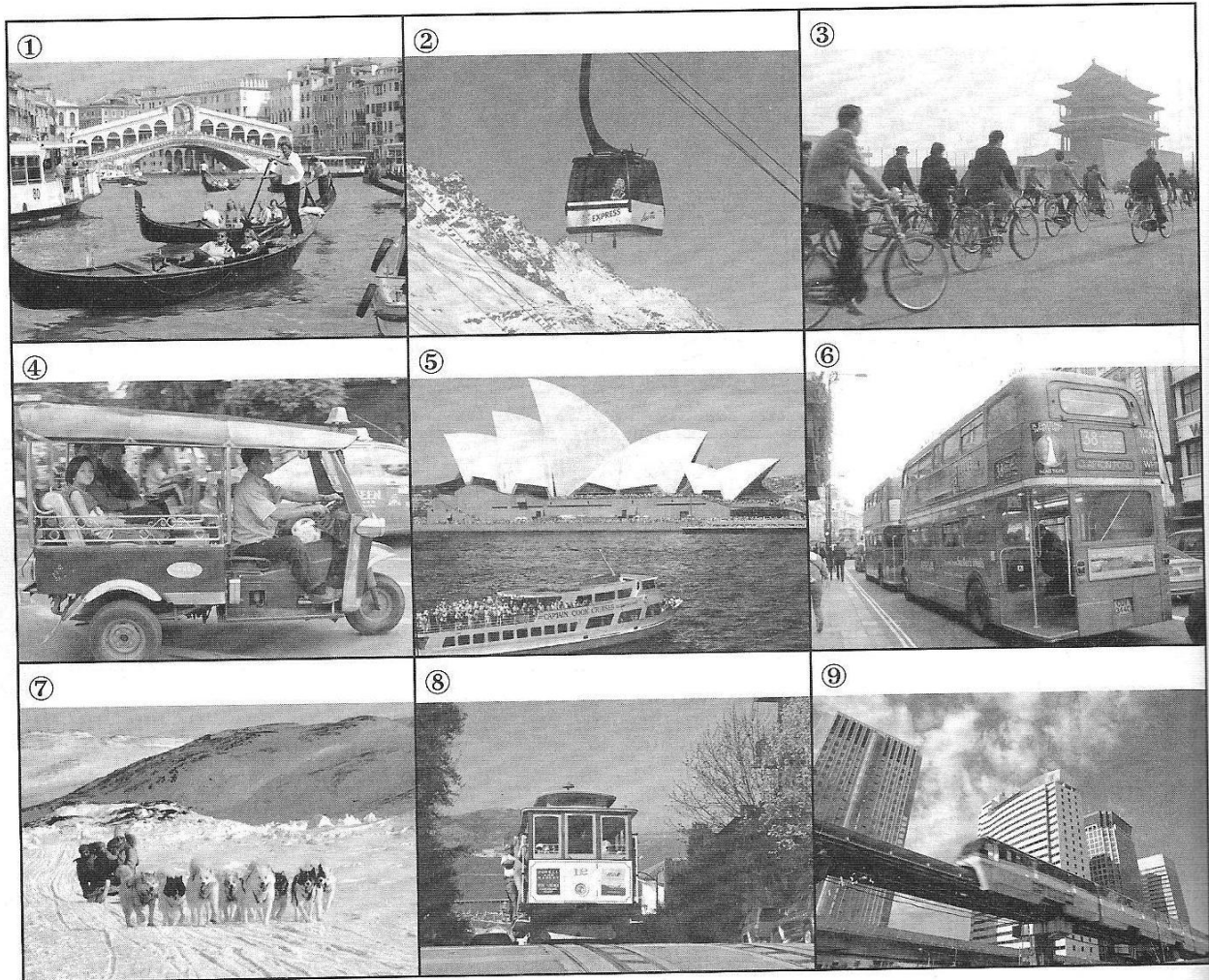
throw in the towel

run down

kick

- I worked for twelve hours yesterday. I'm really _____.
- John tried snowboarding several times, but he didn't enjoy it. He finally decided to _____.
- I didn't study for my exam, and I got a bad grade. I want to _____ myself.
- The first year of college can be very difficult. Students either _____.
- Miho is my best friend. When I need help, she'll always _____ for me.
- Tim is really _____. He's always ready for action.

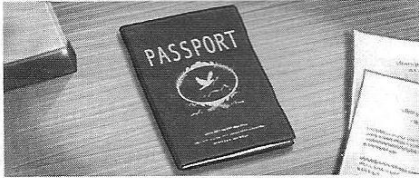
Talking point 8 World transportation



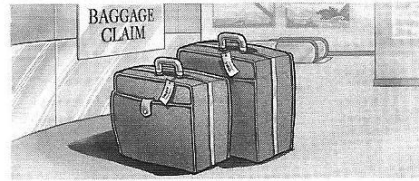
- | | | |
|--------------------------------|--------------------|----------------------|
| a. cable car, Austria | d. gondola, Italy | g. ferry, Australia |
| b. dogsled, Canada | e. monorail, Japan | h. trolley, the U.S. |
| c. double-decker bus, the U.K. | f. bicycle, China | i. tuk-tuk, Thailand |

- Which types of transportation above have you used? Which ones would you like to try? Which ones would you *not* try? Why not?
- Which types of transportation above are the fastest? the most convenient? the most unusual? the most fun? the scariest?
- What are some advantages and disadvantages of each type of transportation?
- What other interesting types of transportation do you know from around the world?

Talking point 9 *Vacation disasters*



I lost my passport!



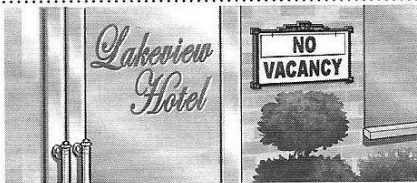
The airline lost my suitcases!



I went on a wildlife tour and was chased by a lion!



I went camping, and it rained the whole time!



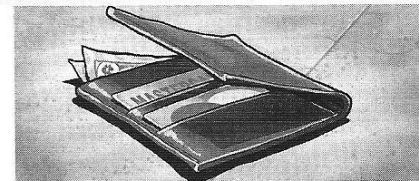
The hotel lost my reservation, and there were no more rooms.



I went hiking in the mountains and got lost!



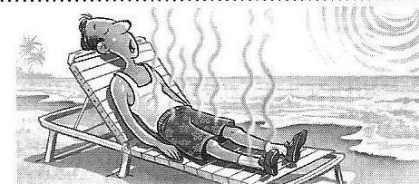
I went on a boat tour and fell into the lake!



My wallet was stolen.



I was late for the tour bus, and it left without me!



I went to the beach and got a bad sunburn.

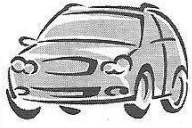


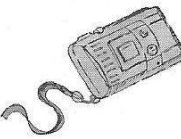

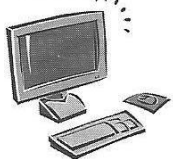
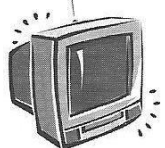



I went camping, and a bear ate all my food.

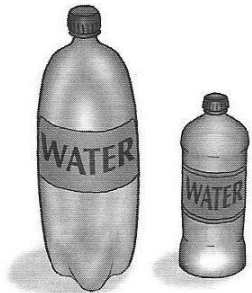


I missed my flight.

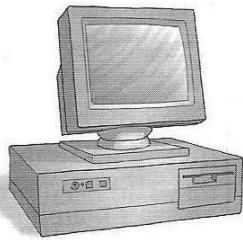
Talking point 10 *Inventions: good or bad?*

	Invention	Good points	Bad points
	cars	• _____ • _____ • _____	• _____ • _____ • _____
	cell phones	• _____ • _____ • _____	• _____ • _____ • _____
	computers	• _____ • _____ • _____	• _____ • _____ • _____
	digital cameras	• _____ • _____ • _____	• _____ • _____ • _____
	fast food	• _____ • _____ • _____	• _____ • _____ • _____
	the Internet	• _____ • _____ • _____	• _____ • _____ • _____
	TVs	• _____ • _____ • _____	• _____ • _____ • _____
	video games	• _____ • _____ • _____	• _____ • _____ • _____

Talking point 11 *What should we do with it?*



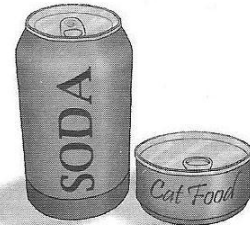
plastic bottles



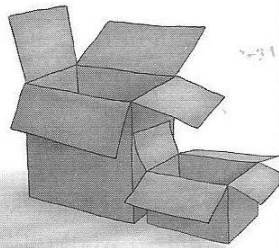
a computer



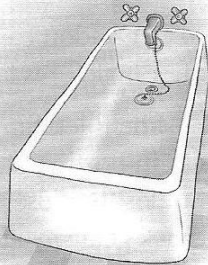
an old car



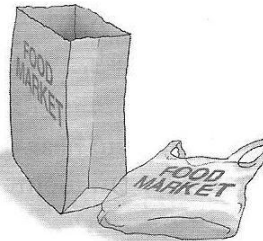
aluminum cans



cardboard boxes



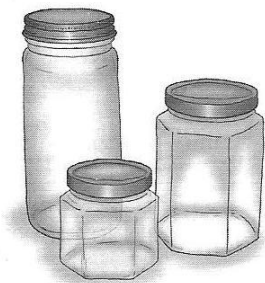
an old bathtub



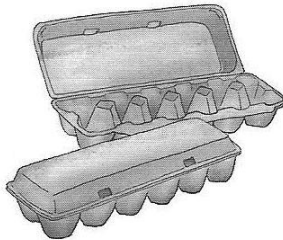
grocery bags



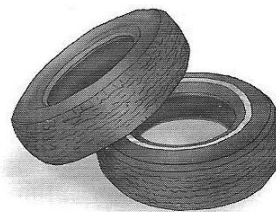
newspapers



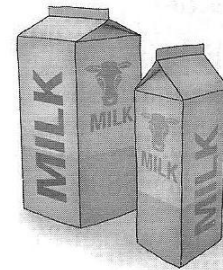
glass jars



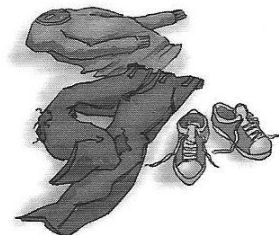
egg cartons



tires



milk cartons



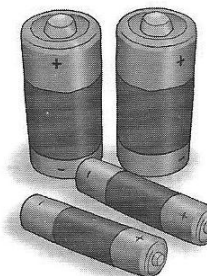
used clothing



toothpaste tubes



a cell phone



batteries

Talking point 12 *Extra! Extra!*

A.

Headline: _____

- Tom Smith got out of bed to see why the cat was acting so strangely. He smelled smoke coming from outside his bedroom door.
- A cat named Jonesy is a hero today after saving his owners from a dangerous house fire.
- All members of the Smith family escaped the fire without injury, including Jonesy, who earned a can of tuna fish for breakfast.
- Late last night, the Smith family of Hanover, New Hampshire, woke up to hear Jonesy crying loudly and running from room to room scratching on doors.

B.

Headline: _____

- Police chief Roman Kracker said, "He tried to tell us that the false teeth were his and they had been stolen from him, but we knew he was lying through his teeth."
- Police found the teeth and used dental records to find out Levin's identity. Police charged Levin with robbery.
- A London car thief was caught by police after he left his false teeth at the crime scene.
- The thief, Simon Levin, 54, broke into a car in northwest London and stole a stereo, but lost his false teeth when he tried to make a quick getaway after the car alarm went off.

C.

Headline: _____

- Robbins said she called the local newspapers and television stations so she could tell the thief how grateful she was. She said, "If I ever meet the thief in person, I'll probably give him a hug."
- Yesterday afternoon, the box arrived at her home containing the purse and all of its contents, including \$89.39 in cash and two valuable rings.
- The woman, Jane Robbins of Chicago, Illinois, was shopping at a supermarket last November when her purse disappeared from her shopping cart.
- The box also contained a note from the thief apologizing to Robbins and asking for forgiveness.
- A 71-year-old woman got a nice surprise when she opened her mailbox yesterday – a package containing a purse that was stolen from her nine months ago.

Talking point 13 *Let's go to San Francisco!*



History

San Francisco is located in the state of California on the West Coast of the U.S. The area was established by Spanish settlers in 1776 and named after the Italian monk Saint Francis of Assisi. In the mid-1800s, San Francisco's population grew when thousands of people came to the area from all over to look for gold. In 1848, the United States took control of San Francisco and officially made it a city in 1850. On the morning of April 18, 1906, a huge earthquake struck San Francisco. The earthquake and the fires that followed almost destroyed the city completely. The city was rebuilt and continued to grow over the years. Today it has a population of over 700,000 people, and it is one of the most popular places for tourists to visit in the U.S.

Festivals

San Francisco has a rich cultural heritage. Its population includes many people of Asian and Hispanic descent, among others. Because of this multicultural population, San Francisco has many wonderful festivals throughout the year. San Franciscans celebrate Chinese New Year in March, and the Mexican holiday *Cinco de mayo* in May. Like all American cities, San Francisco celebrates Independence Day on the 4th of July with fireworks. For chocolate lovers, there's a chocolate festival in September, and in October, the San Francisco Jazz Festival offers live musical performances by some of the world's best jazz musicians.

Sightseeing

San Francisco has many interesting sightseeing attractions. The ethnic neighborhoods, such as Chinatown and the Italian section called North Beach, offer interesting shops and excellent restaurants. Fisherman's Wharf is a waterfront neighborhood that includes a variety of attractions such as the shopping center at Pier 39. From the pier, visitors can take a ferry ride to Alcatraz Island and go to the aquarium at the Marine Mammal Center. The pier also offers a great view of the Golden Gate Bridge, the second longest suspension bridge in the U.S. And just getting around San Francisco can be an attraction on its own, especially for visitors who choose to ride the famous electric cable cars.



Questions:

1. How did San Francisco get its name? _____
2. What happened in San Francisco on April 18, 1906? _____
3. Why does San Francisco have so many wonderful festivals? _____
4. What festivals does San Francisco celebrate in these months?
March: _____ September: _____
May: _____ October: _____
July: _____
5. What are two of San Francisco's ethnic neighborhoods? _____
6. What can tourists do at Pier 39? _____

Talking point 14 *What's your opinion?*

	Classmate 1	Classmate 2
the best way to spend free time _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best kind of music to relax to _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best song of this year _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best female singer from this country _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best male singer from this country _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the most interesting program on TV now _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best movie ever _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best actor from this country _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the best actress from this country _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the movie with the best special effects _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
the most famous artist from this country _____	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree

Talking point 15 *Do you remember when . . . ?*



Do you remember when
_____ was popular?

Do you remember when
young people wore
_____ ?

Do you remember when
_____ was on TV?

Do you remember when
the movie _____
came out?

Do you remember when
everybody thought
_____ was great?

Do you remember when
_____ was famous?

Do you remember when
the song _____
was popular?

Do you remember when
everybody wanted
_____ ?

Do you remember when
people listened to
_____ ?

Do you remember when
_____ was
fashionable?

Do you remember when
people didn't have
_____ ?

Do you remember when
people used to
_____ ?

Talking point 16 *That's really funny!*



1. John was a university student.
2. His university was far from his home and his girlfriend.
3. One day, he received a letter from his girlfriend.
4. The letter said, "Dear John,"
5. "I have found another boyfriend."
6. "You have a very nice picture of me."
7. "I want to give that picture to my new boyfriend."
8. "Please send my picture back to me. Thank you."
9. John was very upset and angry at this news.
10. He asked all his friends for pictures.
11. His friends gave him pictures of their girlfriends, mothers, sisters, aunts, and grandmothers.
12. John put all the pictures into a big box.
13. He also put a letter into the box.
14. The letter said, "Dear Girlfriend,"
15. "I put your picture in the box,"
16. "but I can't remember which one you are."