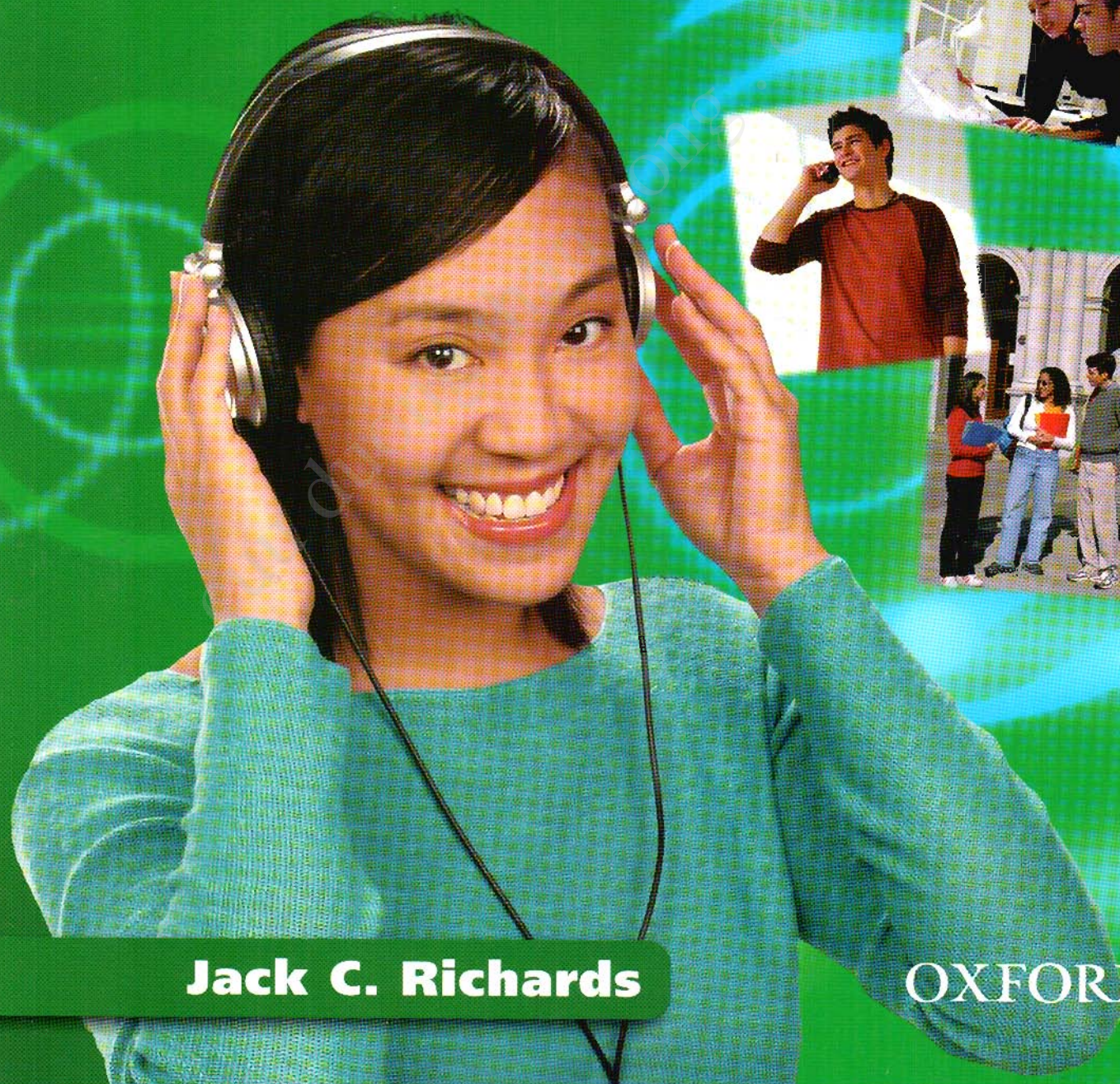


**BASIC**

# TACTICS FOR LISTENING

**Second Edition**



**Jack C. Richards**

**OXFORD**



**OXFORD**  
UNIVERSITY PRESS

198 Madison Avenue  
New York, NY 10016 USA

Great Clarendon Street  
Oxford OX2 6DP England

Oxford New York

Auckland Bangkok Buenos Aires Cape Town Chennai  
Dar es Salaam Delhi Hong Kong Istanbul Karachi Kolkata  
Kuala Lumpur Madrid Melbourne Mexico City Mumbai  
Nairobi São Paulo Shanghai Taipei Tokyo Toronto

OXFORD is a trademark of Oxford University Press.

ISBN 0-19-438451-9 Student Book with CD pack

ISBN 0-19-438842-5 Student Book without CD

Copyright © 2003 Oxford University Press

### No unauthorized photocopying.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Editorial Manager: Nancy Leonhardt  
Managing Editor: Jeff Krum  
Editor: Joseph McGasko  
Associate Editor: Amy Hawley  
Art Director: Lynn Luchetti  
Design Project Manager: Maj-Britt Hagsted  
Senior Art Editor: Jodi Waxman  
Production Manager: Shanta Persaud  
Production Coordinator: Eve Wong

Printing (last digit): 10 9 8 7 6 5 4 3 2

Printed in Hong Kong.

### Acknowledgments

Cover design: Lee Anne Dollison, Maj-Britt Hagsted  
Cover photography: Arnold Katz Photography; PhotoDisc;  
MPA Stock/Masterfile; Barbara Haynor/Index Stock

Illustrations and Realia: Barbara Bastian, Kenneth Batelman,  
Ron Bell, Wendy Caporale, Carlos Castellanos, Mike Deutz,  
Jim DeLapine, Julie Ecklund, Robert Kuester, Susan Melrath,  
Vilma Ortiz-Dillon, Leif Peng/IllustrationOnline.com,  
Steve Sanford, Jeff Seaver, Kirsten Soderlind, Nina Wallace

The publishers would like to thank the following for their permission to reproduce photographs:

H. Abernathy/H. Armstrong Roberts, Age Fotostock, Alamy Images, Alberni/Age Fotostock, Daniel Aubry/The Stock Market, Paul Barton/Corbis, W. Bertsch/H. Armstrong Roberts, Comstock Corbis, Peter Corréz/Tony Stone Images, Cotla/Liason International, Thomas Croke/Liason International, John de Visser/Masterfile, Leo deWys/Pictures Colour Library, Chad Ehlers/International Stock, Ed Elberfeld/Uniphoto, Jon Feingersh/The Stock Market, Curt Fischer/Tony Stone Images, Graham French/Masterfile, Gebhardt/Mauritius/H. Armstrong Roberts, Mitchell Gerber/Corbis, Getty Images, H. Armstrong Roberts, John Henley/The Stock Market, Thomas Hoeffgen/Getty Images, The Image Bank, ImageState, Index Stock Imagery, Bob Krist/Corbis, Ralph Krubner/H. Armstrong Roberts, Régis Lefebvre/The Stock Market, Rob Lewine Photography/Corbis, Dan Lim/Masterfile, Malignon/Liason International, J. Malone/Jon Arnold Images, Maratea/International Stock, Masterfile, Fred McKinney/FPG, John Michael/International Stock, Benn Mitchell/The Image Bank, Warren Morgan/H. Armstrong Roberts, Roy Morsch/The Stock Market, Mug Shots/The Stock Market, Roy Ooms/Masterfile, Robert Young Pelton/Corbis, PhotoDisc, Photofest, Photofest/Jagats, Photolink/PhotoDisc/PictureQuest, Stacy Pickerell/Tony Stone Images, Pictor Images, PictureQuest, David Pollack/The Stock Market, Alec Pytolwany/Masterfile, Kip Rano/Liason International, Reuters, Reuters New Media, Inc./Corbis, Steve Schapiro/Liason International, SIE Productions/Corbis, Sotographs/The Stock Market, Paul A. Soaders/Corbis, Paul Steel/The Stock Market, Tom Stewart/The Stock Market, Johnny Stockshooter/International Stock, Stone, Ken Straiton/The Stock Market, Vince Streano/Corbis, Taxi, Paul Thompson/International Stock, Uniphoto, Monica Wells/Pictures Colour Library, Larry Williams/Masterfile, Brent Winebrenner/International Stock, Bobbe Wolf/International Stock

# Contents

<b>Scope and Sequence</b>	<b>iv</b>
<b>Introduction</b>	<b>1</b>
<b>Unit 1: Names and Titles</b>	<b>2</b>
<b>Unit 2: Describing People</b>	<b>6</b>
<b>Unit 3: Clothes</b>	<b>10</b>
<b>Unit 4: Time</b>	<b>14</b>
<b>Unit 5: Dates</b>	<b>18</b>
<b>Unit 6: Jobs</b>	<b>22</b>
<b>Unit 7: Sports and Exercise</b>	<b>26</b>
<b>Unit 8: Locations</b>	<b>30</b>
<b>Unit 9: The Family</b>	<b>34</b>
<b>Unit 10: Entertainment</b>	<b>38</b>
<b>Unit 11: Prices</b>	<b>42</b>
<b>Unit 12: Restaurants</b>	<b>46</b>
<b>Unit 13: Small Talk</b>	<b>50</b>
<b>Unit 14: Vacations</b>	<b>54</b>
<b>Unit 15: Apartment Living</b>	<b>58</b>
<b>Unit 16: Movies</b>	<b>62</b>
<b>Unit 17: The Weather</b>	<b>66</b>
<b>Unit 18: Shopping</b>	<b>70</b>
<b>Unit 19: Using the Telephone</b>	<b>74</b>
<b>Unit 20: Describing Things</b>	<b>78</b>
<b>Unit 21: Directions</b>	<b>82</b>
<b>Unit 22: People We Know</b>	<b>86</b>
<b>Unit 23: Places</b>	<b>90</b>
<b>Unit 24: Health</b>	<b>94</b>

# Scope and Sequence

Unit	Themes	Skills
1	Names Spelling Titles	Listening for names Listening for details Listening for formal and informal forms of address
2	People Physical appearance	Listening for topics Listening for gist Listening for details
3	Clothes	Listening for gist Listening for details
4	Time Numbers	Listening for times Listening for numbers Listening for letters and numbers
5	Dates	Listening for dates Listening for dates and times Listening for details Listening for gist
6	Jobs	Listening for gist Listening for details Listening for attitudes
7	Sports Exercise	Listening for gist Listening and making predictions Listening for frequency Listening for details
8	Locations Household objects	Listening for gist Listening for details Listening and making predictions
9	Family	Listening for gist Listening for details Listening for similarities
10	Entertainment Invitations	Listening for gist Listening for details Listening for acceptances and refusals
11	Prices Money Shopping	Listening for details Listening for gist
12	Restaurants Food	Listening for details Listening for gist Listening for attitudes



Unit	Themes	Skills
13	Greetings Socializing Parties	Listening for greetings and conversation endings Listening for topics Listening for details Listening for reactions
14	Vacations	Listening for gist Listening for attitudes Listening for details
15	Apartments Rooms Furniture	Listening for gist Listening for details
16	Movies Invitations	Listening for likes and dislikes Listening for gist Listening for attitudes Listening for opinions Listening for details
17	Weather Climate	Listening for gist Listening for details Listening and making predictions
18	Shopping	Listening for gist Listening and making predictions Listening for details
19	Using the telephone	Listening for gist Listening for details Listening for attitudes
20	Objects Possessions	Listening for gist Listening for details
21	Directions Streets Places	Listening for gist Listening for details Listening for sequence
22	People Friends	Listening for gist Listening for similarities and differences Listening for details Listening for opinions Listening for attitudes
23	Countries Cities	Listening for attitudes Listening for gist Listening for details Listening for preferences
24	Health Illnesses	Listening for gist Listening for details Listening for advice







# Introduction

## Tactics for Listening

*Tactics for Listening* is a three-level series of listening textbooks for students of English as a second or foreign language. Taken together, the three levels make up a comprehensive course in listening skills in American English.

## Basic Tactics for Listening

*Basic Tactics for Listening* is the first level of the *Tactics for Listening* series. It is intended for students who have studied English previously but need further practice in understanding simple conversational language. It contains 24 units. It can be used as the main text for a listening course, as a complementary text in a conversation course, or as the basis for a language laboratory course. Each unit features a topic that relates to the everyday life and experience of adults and young adults. The topics have been chosen for their frequency in conversation and their interest to learners. A wide variety of stimulating and useful activities are included to give students graded practice in listening.

## Student Book

In the *Basic Tactics for Listening* Student Book, students practice listening for a variety of purposes and hear examples of different types of spoken English including casual conversations, instructions, directions, requests, descriptions, apologies, and suggestions. Essential listening skills are practiced throughout the text. These skills include listening for key words, details, and gist; listening and making inferences; listening for attitudes; listening to questions and responding; and recognizing and identifying information.

Each unit has five sections. The first section, "Getting Ready," introduces the topic of the unit and presents key vocabulary for the unit listening tasks. The next three sections, each entitled "Let's Listen," are linked to conversations or monologues recorded on cassette or CD. These sections provide task-based, graded listening practice. Finally, there is a follow-up speaking activity, "Over to You," which relates to the theme and listening tasks of the unit.

## Audio Program

The complete audio program for *Basic Tactics for Listening* Student Book is available as a set of three Class CDs or Cassettes. In addition, the Student Book with CD contains a Student CD on the inside back cover for home study. The CD includes the listening passages for the final Let's Listen section of each unit.

## Teacher's Book

The *Basic Tactics for Listening* Teacher's Book provides extensive lesson plans for each unit, answer keys, optional activities, vocabulary lists, and a photocopiable transcript of the recorded material. The Teacher's Book also includes photocopiable midterm and final tests, as well as worksheets (one per unit) that offer additional speaking activities. The audio program for the midterm and final tests is included on a CD on the inside back cover.

## Test Booklet

The *Basic Tactics for Listening* Test Booklet contains photocopiable tests for each unit of the Student Book. The audio program for the unit tests is included on a CD on the inside back cover.



# UNIT 1 Names and Titles

## 1. Getting Ready

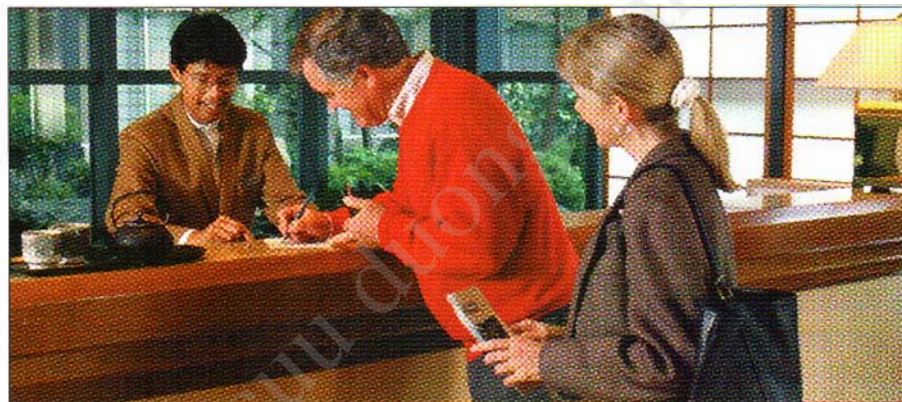
Are these first names or last names? Write them in the chart. Then add two more names to each list.

David	Kennedy	Susan	Cruise	Nancy	Bob
Brian	Abrams	Jackson	Smith	Wilson	Tom

First names		Last names	
<u>David</u>	_____	<u>Kennedy</u>	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 2. Let's Listen

What is the correct name of the hotel guest? Circle the correct answer.



- |   |   |  |
|---|---|--|
| 1. a. Mary Carter<br>b. <u>Maria</u> Carter | 3. a. Harry Wilson<br>b. Harvey Wilson    | 5. a. Louis Jackson<br>b. Louise Jackson |
| 2. a. Suzanna Smith<br>b. Susan Smith       | 4. a. Joseph Abrams<br>b. Joseph Abramson | 6. a. Marlene Cruise<br>b. Marley Cruise |

### 3. Let's Listen

#### Task 1

Cindy's father is taking phone messages for her. Listen and complete the forms.

1.

HERE'S WHO CALLED	
Name:	_____
Telephone:	_____
Here's the message:	
<input type="checkbox"/>	Please call.
<input type="checkbox"/>	He/She will call you.

2.

HERE'S WHO CALLED	
Name:	_____
Telephone:	_____
Here's the message:	
<input type="checkbox"/>	Please call.
<input type="checkbox"/>	He/She will call you.

3.

HERE'S WHO CALLED	
Name:	_____
Telephone:	_____
Here's the message:	
<input type="checkbox"/>	Please call.
<input type="checkbox"/>	He/She will call you.

4.

HERE'S WHO CALLED	
Name:	_____
Telephone:	_____
Here's the message:	
<input type="checkbox"/>	Please call.
<input type="checkbox"/>	He/She will call you.

#### Task 2

Listen again. Circle the correct answer.

1. Bob knows Cindy from \_\_\_\_\_.

- a. work
- b. school
- c. home

2. \_\_\_\_\_ is the person who answers the phone.

- a. Tom
- b. Cindy
- c. Nancy

3. Cindy can't take the call because she is \_\_\_\_\_.

- a. busy
- b. asleep
- c. not home

4. The caller is Cindy's \_\_\_\_\_.

- a. boss
- b. teacher
- c. friend



## 4. Let's Listen

### Task 1

We usually use a title (Ms., Mr., Mrs., Miss, Dr., Professor) with a last name, but not with a first name, in formal greetings.

#### Correct

Formal: Good morning, Ms. Smith.

Informal: Good morning, Mary.

#### Incorrect

~~X~~ Good morning, Ms. Mary.

~~X~~ Good morning, Smith.

Listen. Are the woman's greetings formal or informal? Check (✓) the correct answer.

	Formal	Informal
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

Listen again. What name does each person use? Circle the correct answer.

- |                             |                             |                           |                                |
|-----------------------------|-----------------------------|---------------------------|--------------------------------|
| 1. a. Damien<br>b. David    | 3. a. Rob<br>b. Bob         | 5. a. Smith<br>b. Schmidt | 7. a. Abrams<br>b. Abraham     |
| 2. a. Jackson<br>b. Johnson | 4. a. Michelle<br>b. Marcia | 6. a. James<br>b. John    | 8. a. Steinway<br>b. Steinberg |

## Over to You: What's your name?

### Task 1

Talk to four classmates. Find out their names and telephone numbers.  
Ask these questions and write the answers in the chart.

Excuse me. What's your first name?

How do you spell that?

What's your last name?

What's your telephone number?

	First name	Last name	Telephone number
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

### Task 2

Choose the name of a famous person. Talk to three classmates and find out the names they chose.

Example: A: Who did you choose?

B: I chose \_\_\_\_\_.

A: How do you spell that?

B: \_\_\_\_\_.



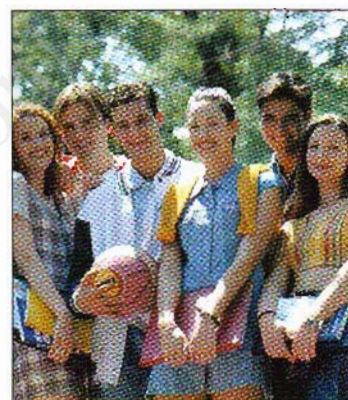
# UNIT 2 Describing People

## 1. Getting Ready

Are these words and phrases about age, height, or hair? Write them in the correct lists.

short	about 22	about 170 cm	in her teens	dark	almost 25
long	19 years old	blond	tall	curly	straight
in his twenties	light brown	in her thirties	not so tall	shoulder-length	

Age	Height	Hair
_____	_____	short
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## 2. Let's Listen

People are describing other people. What are they describing? Listen and check (✓) the correct answer.

	Age	Height	Hair
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

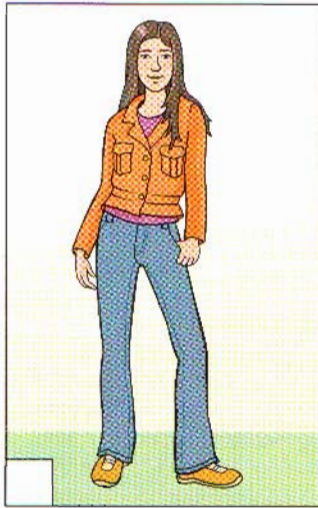
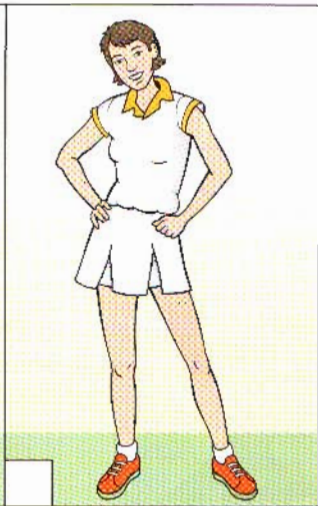

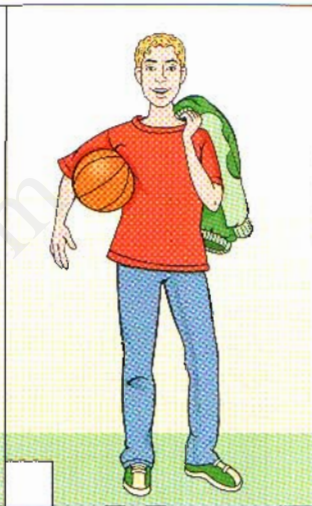
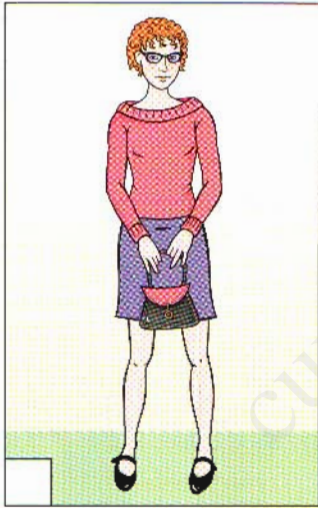
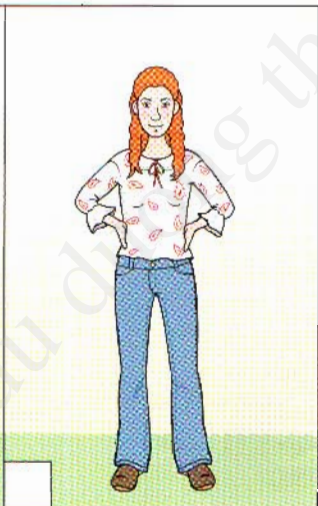






### 3. Let's Listen

#### Task 1

Listen to these descriptions of people. Check (✓) the correct picture.

1.	 a.	 b.	2.	 a.	 b.
3.	 a.	 b.	4.	 a.	 b.

#### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. Cindy isn't so tall.	<input type="checkbox"/>	<input type="checkbox"/>
2. Bob is in his teens.	<input type="checkbox"/>	<input type="checkbox"/>
3. Anne is 29.	<input type="checkbox"/>	<input type="checkbox"/>
4. Paul's cousin has blond hair.	<input type="checkbox"/>	<input type="checkbox"/>



## 4. Let's Listen

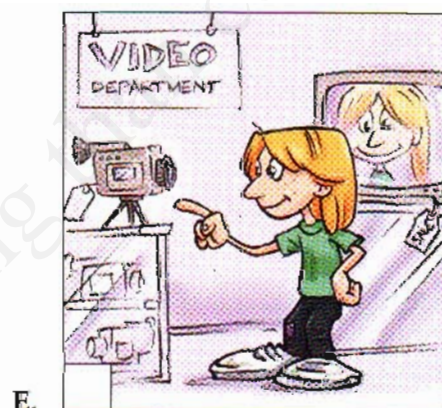
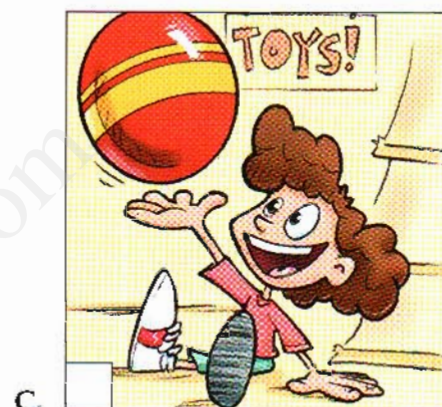
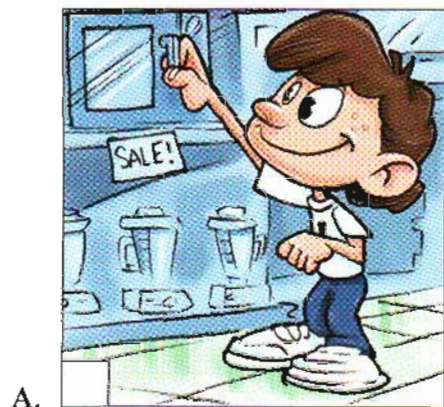
### Task 1

Some parents are looking for their children in a department store. Listen and write each child's age.

1. 7      2.             3.             4.             5.

### Task 2

Listen again. Which child is being described? Number the pictures.



## Over to You: Who is it?

### Task 1

Work in pairs. Take turns describing people in the pictures and guessing who they are.

Example: A: This man is about 30.

B: Does he have dark hair?

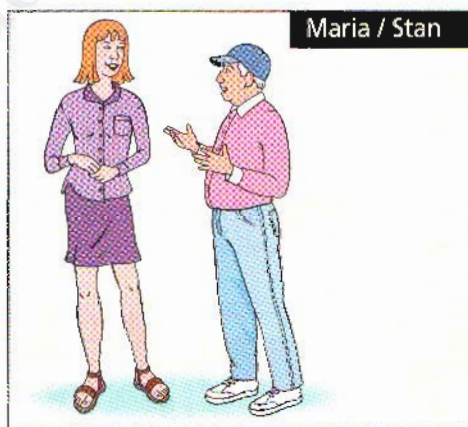
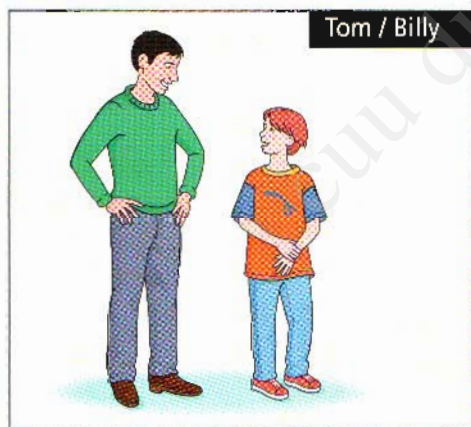
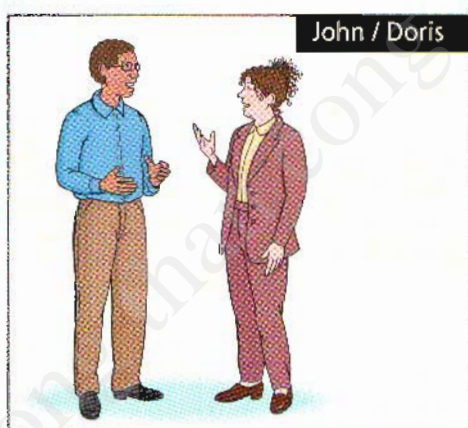
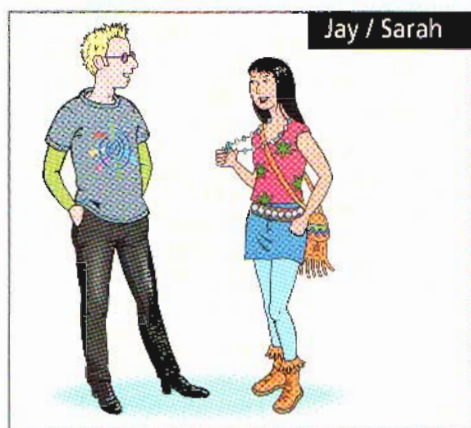
A: No, he doesn't.

B: Is he tall?

A: Yes, he is.

B: Is it Jay?

A: Yes, it is.



### Task 2

Take turns describing two people in your class and guessing who they are.

Example: A: She has short hair.

B: Is it Keiko?

A: No, it isn't. She's tall.

B: Is it...?



# UNIT 3 Clothes

## 1. Getting Ready

Match each word with a picture. Write the correct letter.

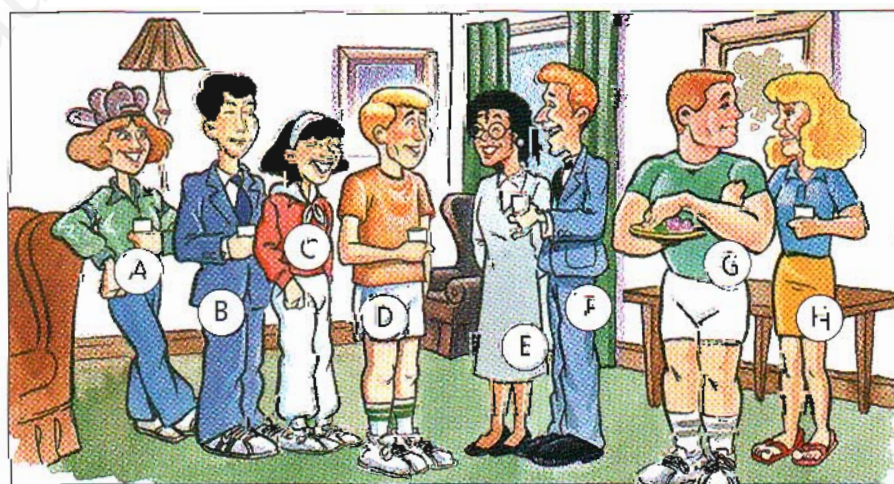


- |                     |                         |                      |                       |                           |
|---------------------|-------------------------|----------------------|-----------------------|---------------------------|
| 1. jeans <u>A</u>   | 5. dress <u>C</u>       | 9. hat <u>H</u>      | 13. glasses <u>C</u>  | 17. blouse <u>J</u>       |
| 2. tie <u>F</u>     | 6. scarf <u>K</u>       | 10. suit <u>F</u>    | 14. pants <u>M</u>    | 18. shoulder bag <u>L</u> |
| 3. sandals <u>I</u> | 7. windbreaker <u>G</u> | 11. shorts <u>O</u>  | 15. shirt <u>Q</u>    |                           |
| 4. jacket <u>D</u>  | 8. skirt <u>P</u>       | 12. T-shirt <u>B</u> | 16. sneakers <u>N</u> |                           |

## 2. Let's Listen

Sandra is describing the people at her party. Which person is she describing? Listen and write the correct letter.

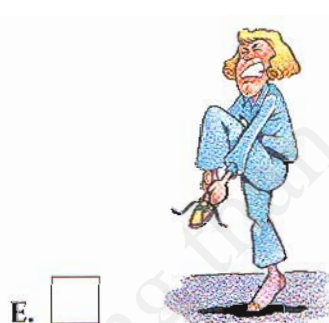
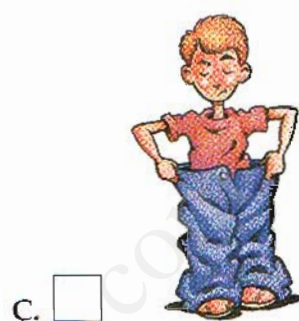
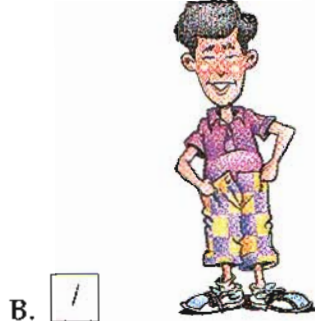
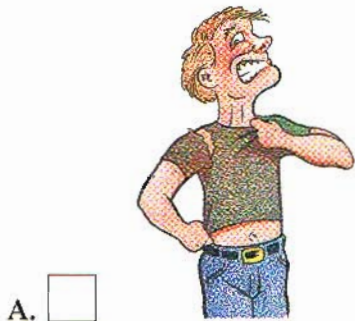
- David F
- Janet E
- Ron B
- Barbara A
- Andy D
- Patty C
- Mary G
- Ken H



### 3. Let's Listen

#### Task 1

People are trying on clothes in a department store. Listen and number the pictures.



#### Task 2

Listen again. What does each person need? Circle the correct answer.

1. He needs to find a \_\_\_\_\_ pair.
  - a. longer
  - b. shorter
  - c. cheaper
2. She needs to find a \_\_\_\_\_ one.
  - a. prettier
  - b. bigger
  - c. smaller
3. She needs to find a \_\_\_\_\_ pair.
  - a. tighter
  - b. bigger
  - c. smaller
4. He needs to find a \_\_\_\_\_ pair.
  - a. bigger
  - b. cheaper
  - c. smaller
5. He needs to find a \_\_\_\_\_ one.
  - a. tighter
  - b. looser
  - c. smaller
6. She needs to find a \_\_\_\_\_ size.
  - a. smaller
  - b. bigger
  - c. more comfortable

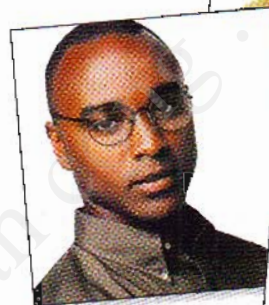


## 4. Let's Listen

### Task 1

Does the information you hear match the description? Listen and check (✓) the correct answer.

	Correct	Incorrect
1. Sonia		
a. no jacket	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. bag	<input type="checkbox"/>	<input type="checkbox"/>
c. no earrings	<input type="checkbox"/>	<input type="checkbox"/>
d. black shoes	<input type="checkbox"/>	<input type="checkbox"/>
2. Brian		
a. new jeans	<input type="checkbox"/>	<input type="checkbox"/>
b. T-shirt	<input type="checkbox"/>	<input type="checkbox"/>
c. scarf	<input type="checkbox"/>	<input type="checkbox"/>
d. no rings	<input type="checkbox"/>	<input type="checkbox"/>
3. Kevin		
a. shirt	<input type="checkbox"/>	<input type="checkbox"/>
b. no tie	<input type="checkbox"/>	<input type="checkbox"/>
c. pants	<input type="checkbox"/>	<input type="checkbox"/>
d. shoulder bag	<input type="checkbox"/>	<input type="checkbox"/>
4. Mrs. Graham		
a. skirt	<input type="checkbox"/>	<input type="checkbox"/>
b. no jewelry	<input type="checkbox"/>	<input type="checkbox"/>
c. bag	<input type="checkbox"/>	<input type="checkbox"/>
d. sandals	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

Listen again. What was each person wearing? Circle the correct answer.

1. Sonia was wearing a \_\_\_\_\_ skirt.

- a. yellow
- b. black
- c. dark blue

2. Brian was wearing a \_\_\_\_\_ belt.

- a. red
- b. wide
- c. silver

3. Kevin was wearing \_\_\_\_\_ pants.

- a. brown
- b. white
- c. green

4. Mrs. Graham was wearing a \_\_\_\_\_ scarf.

- a. long
- b. black
- c. beautiful



## Over to You: What is she wearing?

### Task 1

Work in pairs. Take turns describing people at a party and guessing who they are. Say what each person is wearing.

Example: A: This woman is wearing a skirt.

B: Is she wearing a T-shirt?

A: No, she isn't.

B: Is she wearing glasses?

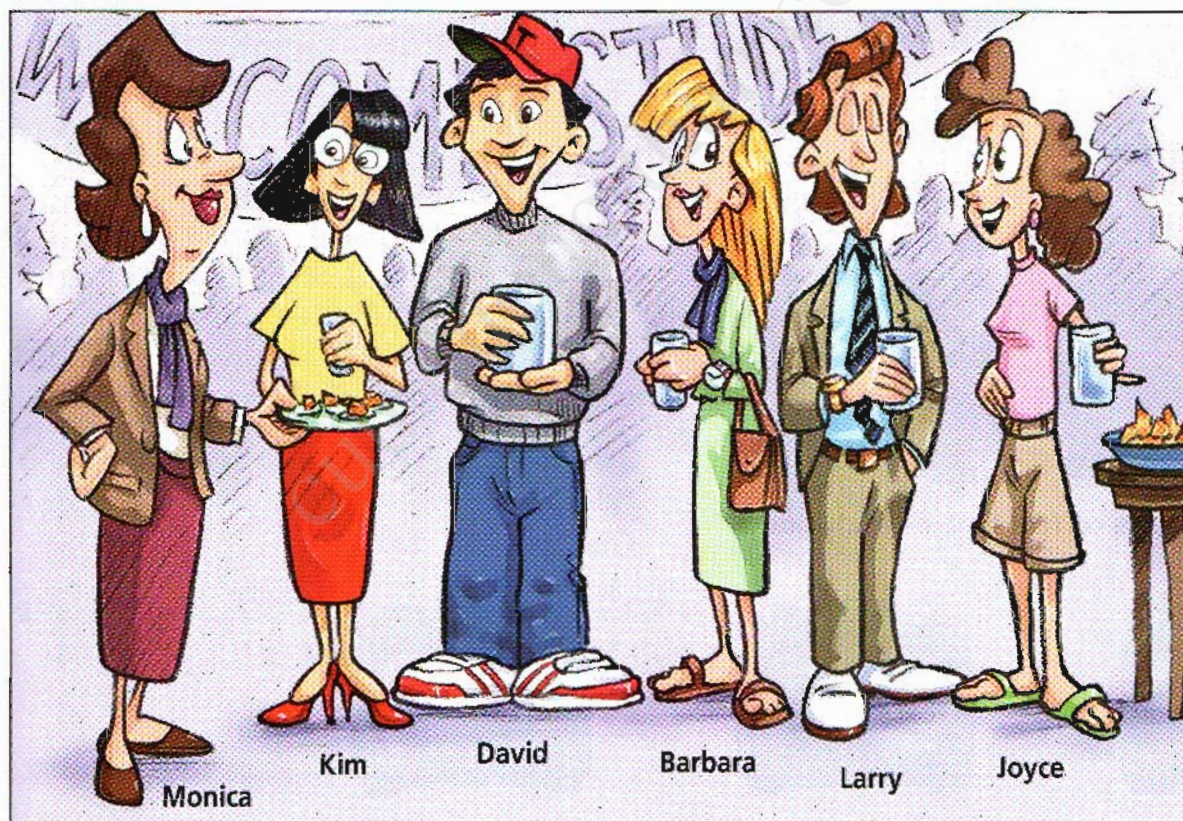
A: No, she isn't.

B: Is she wearing a scarf?

A: Yes, she is.

B: Is it Monica?

A: Yes, it is.



### Task 2

Work in pairs. Look at your partner for 30 seconds. Then sit back-to-back. Try to describe what your partner is wearing. How many things can you remember?



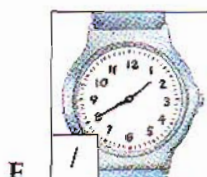
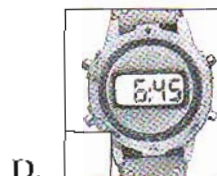
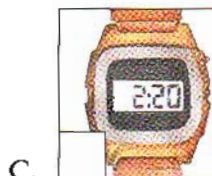
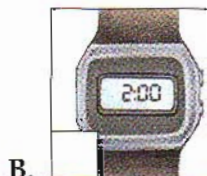
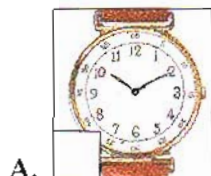
# UNIT 4 Time

## 1. Getting Ready

### Task 1

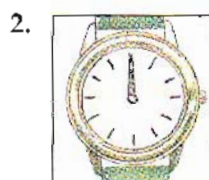
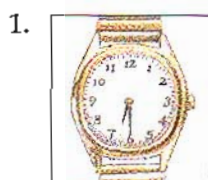
Match each time with a picture. Write the number.

1. twenty to two
2. three fifteen
3. ten after ten
4. two twenty
5. three fifty-five
6. six forty-five
7. two o'clock
8. five past ten



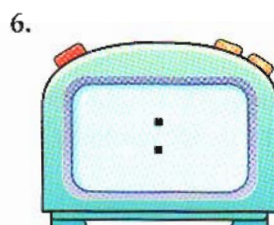
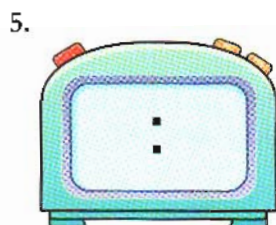
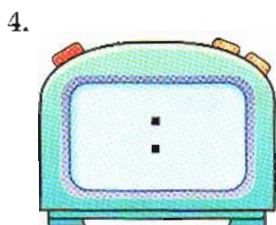
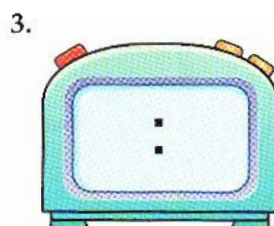
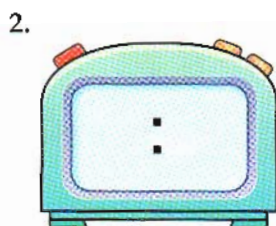
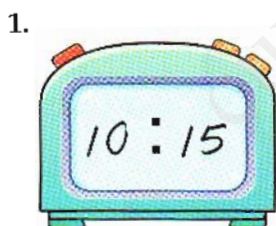
### Task 2

Can you say these times?



## 2. Let's Listen

Listen and write the correct time on each clock.



### 3. Let's Listen

#### Task 1

Listen to these radio announcements. Circle the correct time.



- |                         |                         |                       |                       |
|-------------------------|-------------------------|-----------------------|-----------------------|
| 1. a. 7:50<br>b. 7:15   | 3. a. 1:59<br>b. 2:05   | 5. a. 6:55<br>b. 6:15 | 7. a. 9:30<br>b. 9:13 |
| 2. a. 10:45<br>b. 10:05 | 4. a. 11:10<br>b. 11:02 | 6. a. 1:40<br>b. 1:14 | 8. a. 5:55<br>b. 5:05 |

#### Task 2

Listen again and circle the correct radio station.

- |                                     |                                     |                                  |                                   |
|-------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|
| 1. a. 19.9<br>b. 90.9<br>c. 99.9    | 3. a. 698.9<br>b. X98.5<br>c. H98.5 | 5. a. NBC<br>b. BBC<br>c. BBD    | 7. a. 1010<br>b. 1001<br>c. 99.30 |
| 2. a. 10.05<br>b. 109.1<br>c. 105.1 | 4. a. WXYZ<br>b. WWYZ<br>c. UXYZ    | 6. a. WQXR<br>b. W2XR<br>c. W26R | 8. a. KCBB<br>b. KABC<br>c. QABC  |



## 4. Let's Listen

### Task 1

People are calling about show times for movies. Listen and write the show times you hear.



1.

Times
3:40

2.

Times

3.

Times

4.

Times

### Task 2

Listen again. Write the times.

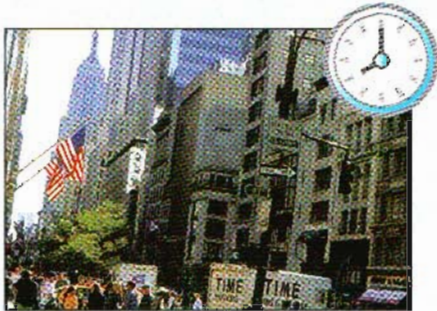
1. The box office opens at \_\_\_\_\_.
2. The coffee bar is open from \_\_\_\_\_ to \_\_\_\_\_.
3. The sneak preview begins at \_\_\_\_\_.
4. The box office closes at \_\_\_\_\_.



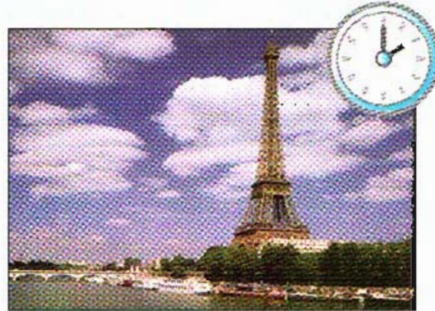
## Over to You: What time is it in...?

### Task 2

Look at the time in each city.



New York / 8 a.m. / Friday



Paris / 2 p.m. / Friday



Tokyo / 10 p.m. / Friday

What is the time difference between the cities? Write the correct number.

1. New York and Paris? \_\_\_\_ hours
2. Paris and Tokyo? \_\_\_\_ hours
3. New York and Tokyo? \_\_\_\_ hours

### Task 2

Work in pairs. Take turns asking about times in New York, Paris, and Tokyo. Write the answers in the charts.

Example: A: It's 8 a.m. on Friday in New York. What time is it in Paris?

B: It's 2 p.m. on Friday.

A: So what time is it in Tokyo?

B: It's 10 p.m. on Friday.

New York	Paris	Tokyo
8 a.m. Friday	2 p.m. Friday	10 p.m. Friday
_____	2 p.m. Saturday	_____
_____	_____	7 p.m. Sunday
5 p.m. Monday	_____	_____
12 p.m. Tuesday	_____	_____



# UNIT 5 Dates

## 1. Getting Ready

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Task 1

Match the dates on the left with the dates on the right.

- |            |    |   |
|------------|----|---|
| 1. 3/2/01  | c. | a. November first, nineteen ninety-two        |
| 2. 6/11/99 | —  | b. May twentieth, nineteen ninety-five        |
| 3. 11/1/92 | —  | c. March second, two thousand one             |
| 4. 5/20/95 | —  | d. February twenty-eighth, two thousand three |
| 5. 2/28/03 | —  | e. June eleventh, nineteen ninety-nine        |

### Task 2

Write your birthday and a classmate's birthday.

\_\_\_\_\_

## 2. Let's Listen

Listen to people talking to visitors. Write the date the visitors arrived and the date they are leaving.

- | Arrived     | Will Leave |
|-------------|------------|
| 1. <u>1</u> | <u>14</u>  |
| 2. _____    | _____      |
| 3. _____    | _____      |
| 4. _____    | _____      |
| 5. _____    | _____      |
| 6. _____    | _____      |

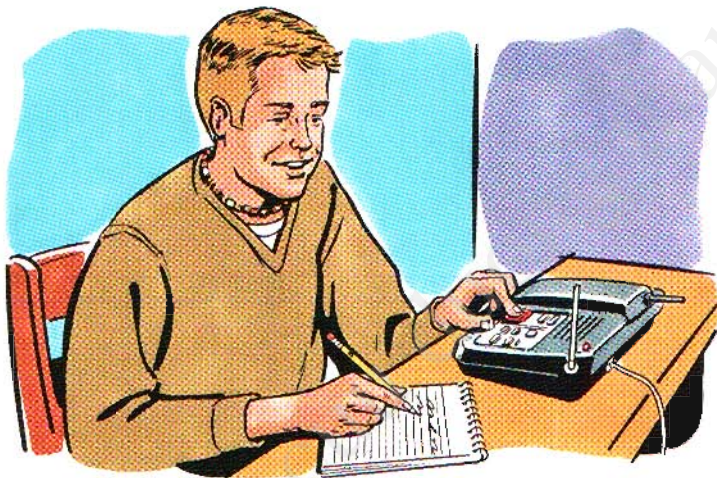
JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### 3. Let's Listen

#### Task 1

Don is checking messages on his voicemail. Listen and write the date and time of each event.

	Date	Time
1. dental appointment	8/3	9:30 a.m.
2. Cindy's party	_____	_____
3. aunt's arrival	_____	_____
4. tennis game	_____	_____
5. meeting with Francis	_____	_____
6. trip	_____	_____



#### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

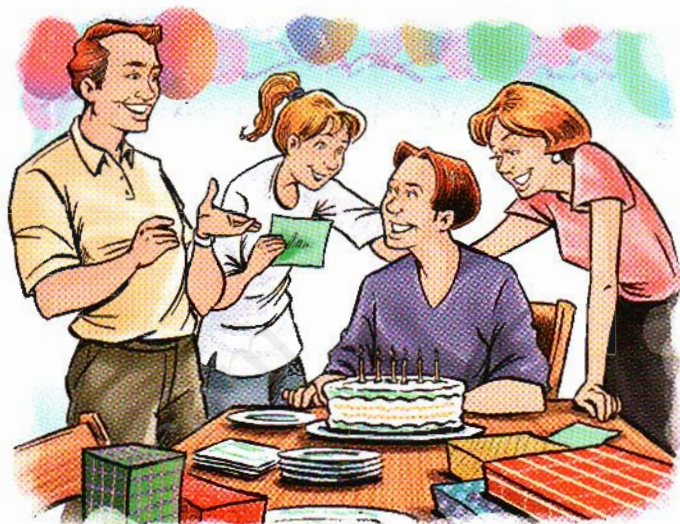
	True	False
1. The caller is confirming Don's appointment.	<input type="checkbox"/>	<input type="checkbox"/>
2. Sue will call Don later.	<input type="checkbox"/>	<input type="checkbox"/>
3. Don's aunt will call him from the hotel.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ted and Don are going to play tennis on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
5. Francis wants to meet Don in the office.	<input type="checkbox"/>	<input type="checkbox"/>
6. The flight leaves from the airport in New Orleans.	<input type="checkbox"/>	<input type="checkbox"/>



## 4. Let's Listen

### Task 1

Listen to people talking about their birthdays. Have they had their birthdays yet this year? Check (✓) the correct answer.



	Yes	No
1. Ted	<input type="checkbox"/>	<input type="checkbox"/>
2. Jill	<input type="checkbox"/>	<input type="checkbox"/>
3. Sue	<input type="checkbox"/>	<input type="checkbox"/>
4. Brian	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. What activity did each person do or will each person do for his or her birthday? Circle the correct answer.

1. Ted

- a. have a party
- b. study for exams
- c. meet friends

2. Jill

- a. go to her parents' house
- b. go on a trip by herself
- c. go to New York with her parents

3. Sue

- a. have a barbecue
- b. go out to dinner with friends
- c. stay home alone

4. Brian

- a. meet friends
- b. have a busy day
- c. have a quiet family party



# Over to You: When's your birthday?

## Task 1

Move around the class and find out your classmates' birthdays. Circle each person's birthday on the calendar.

Example: A: When's your birthday?

B: It's on August 16th. When's yours?

A: It's on \_\_\_\_\_.

JANUARY	FEBRUARY	MARCH	APRIL
S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MAY	JUNE	JULY	AUGUST
S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

## Task 2

Work in pairs. Answer the questions.

How many people...?	Number
have their birthdays in the same month	_____
have a birthday this month	_____
have a birthday next month	_____
have the same birthday	_____
have the same birthday as you	_____



# UNIT 6 Jobs

## 1. Getting Ready

### Task 1

Match each job with a picture. Write the number.

- |                   |                |                     |                        |
|-------------------|----------------|---------------------|------------------------|
| 1. businessperson | 3. taxi driver | 5. waitress         | 7. construction worker |
| 2. nurse          | 4. chef        | 6. flight attendant | 8. teacher             |



### Task 2

Write the names of three more jobs.

## 2. Let's Listen

People are talking about work. What job are they talking about? Listen and circle the correct answer.

- |                                       |                                      |  |
|---------------------------------------|--------------------------------------|--|
| 1. a. salesperson<br>b. office worker | 3. a. teacher<br>b. flight attendant | 5. a. nurse<br>b. businessperson             |
| 2. a. waiter<br>b. actor              | 4. a. chef<br>b. nurse               | 6. a. receptionist<br>b. construction worker |

### 3. Let's Listen

#### Task 1

Listen to people talking about their work. Check (✓) the correct information about each person.

	Has the same job	Has a new job	Isn't working now
1. Ted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sonia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bob	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Suzanne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Martha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Task 2

Listen again. Match the people on the left with the information on the right.



- |                 |                                 |
|-----------------|---------------------------------|
| 1. Ted ____     | a. is a teacher.                |
| 2. Sonia ____   | b. just graduated from college. |
| 3. Bob ____     | c. is trying to find a new job. |
| 4. Marie ____   | d. works in a bookstore.        |
| 5. Suzanne ____ | e. works in a bank.             |
| 6. Martha ____  | f. works in a restaurant.       |
| 7. Fred ____    | g. is a receptionist.           |
| 8. Sue ____     | h. is a lawyer.                 |

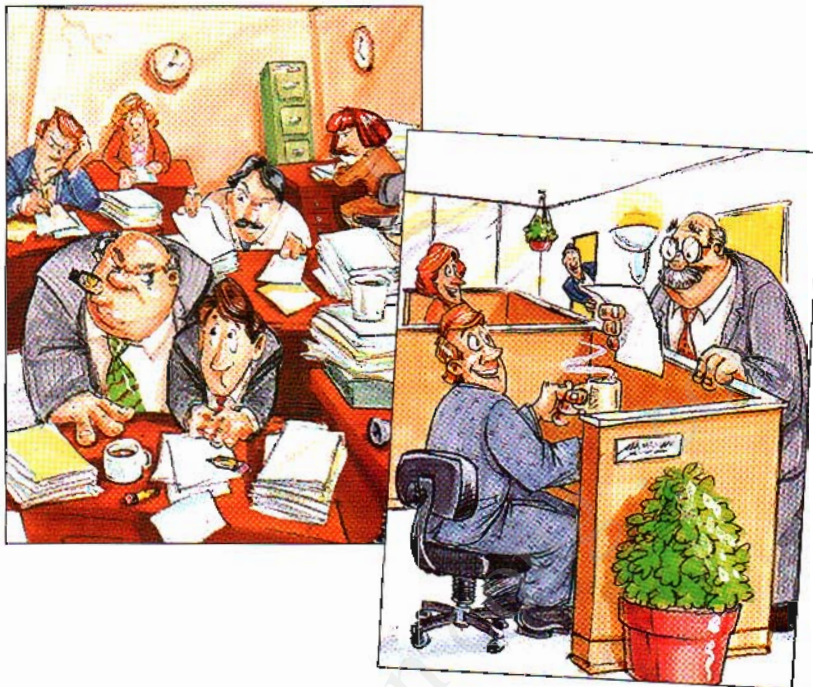


## 4. Let's Listen

### Task 1

Listen to people talking about their jobs. Do they like their jobs?  
Check (✓) the correct answer.

- |    | Yes                      | No                                  |
|----|--------------------------|-------------------------------------|
| 1. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. | <input type="checkbox"/> | <input type="checkbox"/>            |



### Task 2

Listen again. What do the people like or dislike about their jobs?  
Check (✓) the correct answer.

	Likes	Dislikes
1. a. doing the same thing	<input type="checkbox"/>	<input type="checkbox"/>
b. the money	<input type="checkbox"/>	<input type="checkbox"/>
2. a. working with kids	<input type="checkbox"/>	<input type="checkbox"/>
b. the distance to school	<input type="checkbox"/>	<input type="checkbox"/>
3. a. the people	<input type="checkbox"/>	<input type="checkbox"/>
b. the travel	<input type="checkbox"/>	<input type="checkbox"/>
4. a. the hours	<input type="checkbox"/>	<input type="checkbox"/>
b. her boss	<input type="checkbox"/>	<input type="checkbox"/>
5. a. being on his feet	<input type="checkbox"/>	<input type="checkbox"/>
b. the tips	<input type="checkbox"/>	<input type="checkbox"/>



## Over to You: What do you do?

Work in groups of four. Choose one of the jobs below or use one of your own ideas. The other people in the group ask you Yes/No questions and try to guess the job.

Examples: Do you work inside?

Is it a dangerous job?

Do you wear a uniform?

Are you a \_\_\_\_\_?



deep-sea diver



dog groomer



rock musician



puppeteer



window washer



soldier



Your idea: \_\_\_\_\_



# UNIT 7 Sports and Exercise

## 1. Getting Ready

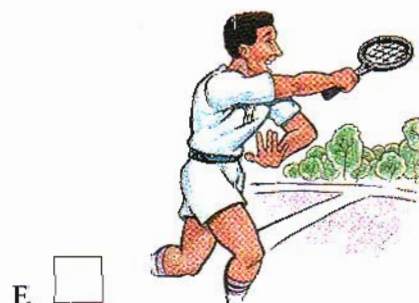
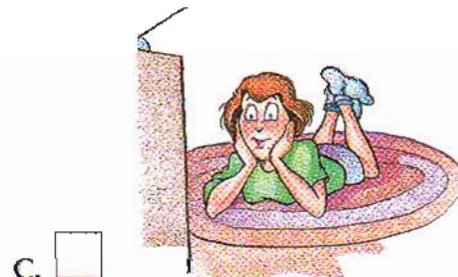
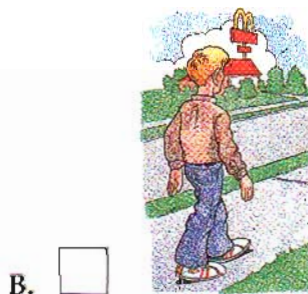
Do you ever do any of these things? Check (✓) your answers and compare them with a partner.

You	Yes	No
windsurf	<input type="checkbox"/>	<input type="checkbox"/>
play baseball	<input type="checkbox"/>	<input type="checkbox"/>
ski	<input type="checkbox"/>	<input type="checkbox"/>
play golf	<input type="checkbox"/>	<input type="checkbox"/>
go to a gym	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>
walk	<input type="checkbox"/>	<input type="checkbox"/>
play volleyball	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input type="checkbox"/>	<input type="checkbox"/>
play football	<input type="checkbox"/>	<input type="checkbox"/>
ride a bike	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>

Your partner	Yes	No
windsurf	<input type="checkbox"/>	<input type="checkbox"/>
play baseball	<input type="checkbox"/>	<input type="checkbox"/>
ski	<input type="checkbox"/>	<input type="checkbox"/>
play golf	<input type="checkbox"/>	<input type="checkbox"/>
go to a gym	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>
walk	<input type="checkbox"/>	<input type="checkbox"/>
play volleyball	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input type="checkbox"/>	<input type="checkbox"/>
play football	<input type="checkbox"/>	<input type="checkbox"/>
ride a bike	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Let's Listen

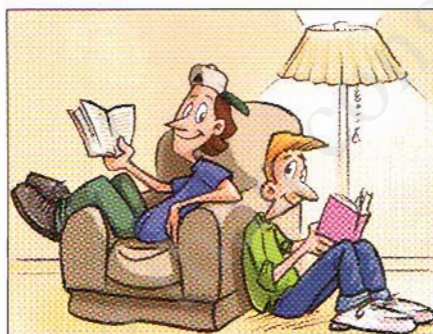
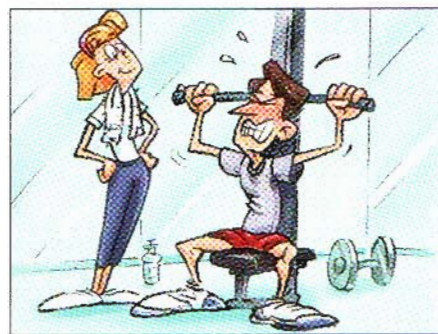
People are talking about sports and exercise. Listen and number the pictures.



### 3. Let's Listen

#### Task 1

Which sports or activities is the person talking about? Listen and circle the correct answer.



- |  |  |   |
|--|--|---|
| 1. a. swimming<br>b. going to the gym<br>c. jogging              | 3. a. playing baseball<br>b. playing football<br>c. playing tennis | 5. a. swimming<br>b. jogging<br>c. windsurfing    |
| 2. a. playing volleyball<br>b. playing golf<br>c. playing soccer | 4. a. playing tennis<br>b. watching TV<br>c. reading               | 6. a. diving<br>b. riding a bicycle<br>c. walking |

#### Task 2

Listen again. What do you think each person says next? Circle the correct answer.

- |  |  |
|--|--|
| 1. a. Yes, about three times a week.<br>b. Yeah, I'm getting lazy.<br>c. Yeah, I'm tired.  | 4. a. I know, but I'm lazy.<br>b. No, thanks. I'm tired.<br>c. Yeah, reading is fun. |
| 2. a. Yeah, I'm very busy.<br>b. Yeah, I'd love to.<br>c. Yeah, you're right.              | 5. a. It's too hot.<br>b. I enjoy skiing.<br>c. I don't like the cold.               |
| 3. a. Volleyball is tiring.<br>b. Volleyball. It's my favorite.<br>c. Tennis is expensive. | 6. a. In the car.<br>b. In the morning.<br>c. In the park.                           |



## 4. Let's Listen

### Task 1

Listen to people talking about how they spend their free time. Check (✓) the correct information about each person.



	Exercises a lot	Exercises a little	Never exercises
1. Bill	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Liz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Victor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. David	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. Match the people on the left with the activities on the right.

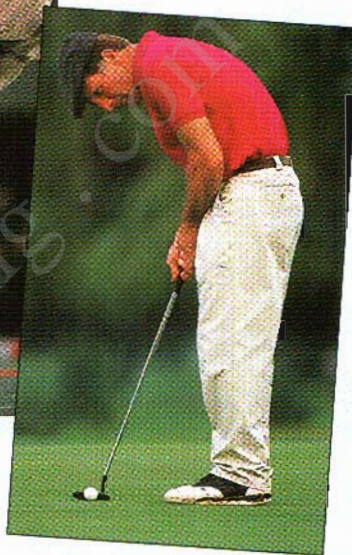
- |                |                      |
|----------------|----------------------|
| 1. Bill ____   | a. golfs             |
| 2. Liz ____    | b. bicycles          |
| 3. Victor ____ | c. plays baseball    |
| 4. Maria ____  | d. takes walks       |
| 5. David ____  | e. plays video games |

## Over to You: What do you want to do?

### Task 1

Read the questions in the chart and check (✓) your answers. Then ask a classmate the questions and circle the activities that both of you want to do.

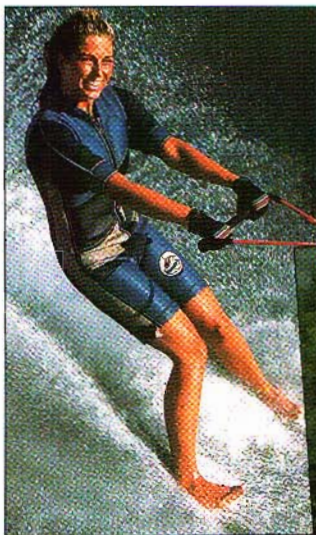
Do you want to...?	Yes	No
do karate	<input type="checkbox"/>	<input type="checkbox"/>
play golf	<input type="checkbox"/>	<input type="checkbox"/>
water-ski	<input type="checkbox"/>	<input type="checkbox"/>
windsurf	<input type="checkbox"/>	<input type="checkbox"/>
ski	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>
play soccer	<input type="checkbox"/>	<input type="checkbox"/>
go rock climbing	<input type="checkbox"/>	<input type="checkbox"/>
ride a horse	<input type="checkbox"/>	<input type="checkbox"/>
do judo	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

Move around the class and find someone who can do each activity. Write his or her name in the chart.

Can you...?	Name
do karate	_____
play golf	_____
water-ski	_____
windsurf	_____
ski	_____
play tennis	_____
play soccer	_____
go rock climbing	_____
ride a horse	_____
do judo	_____
swim	_____





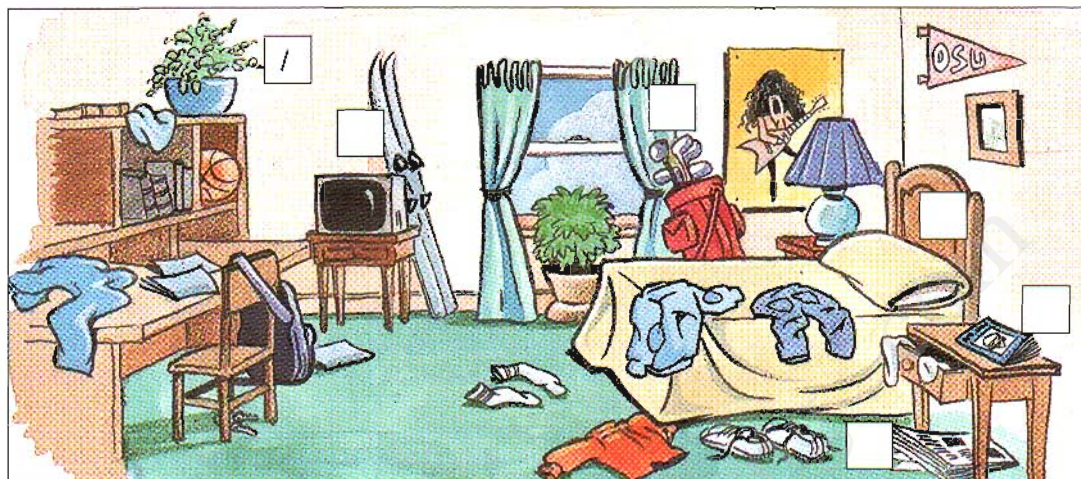
# UNIT 8 Locations

## 1. Getting Ready

### Task 1

Find each item in the picture. Write the number in the correct box.

1. a plant      2. the skis      3. the bed      4. the golf clubs      5. a book      6. the newspaper



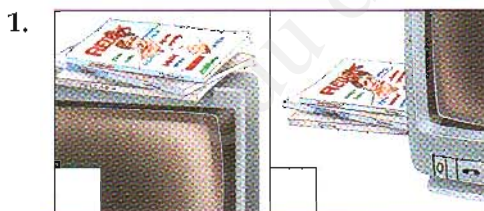
### Task 2

Write the number of each item next to the phrase.

- |                             |                        |                                |
|-----------------------------|------------------------|--------------------------------|
| ___ behind the TV           | ___ on the table       | ___ between the bedside tables |
| ___ on top of the bookshelf | ___ next to the window | ___ under the table            |

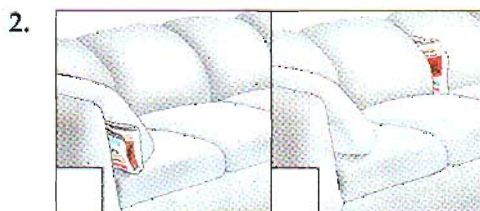
## 2. Let's Listen

Some people are asking where items are. Listen and check (✓) the correct picture.



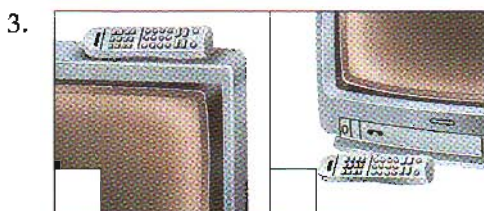
a.

b.



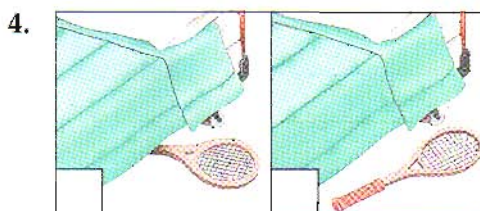
a.

b.



a.

b.



a.

b.

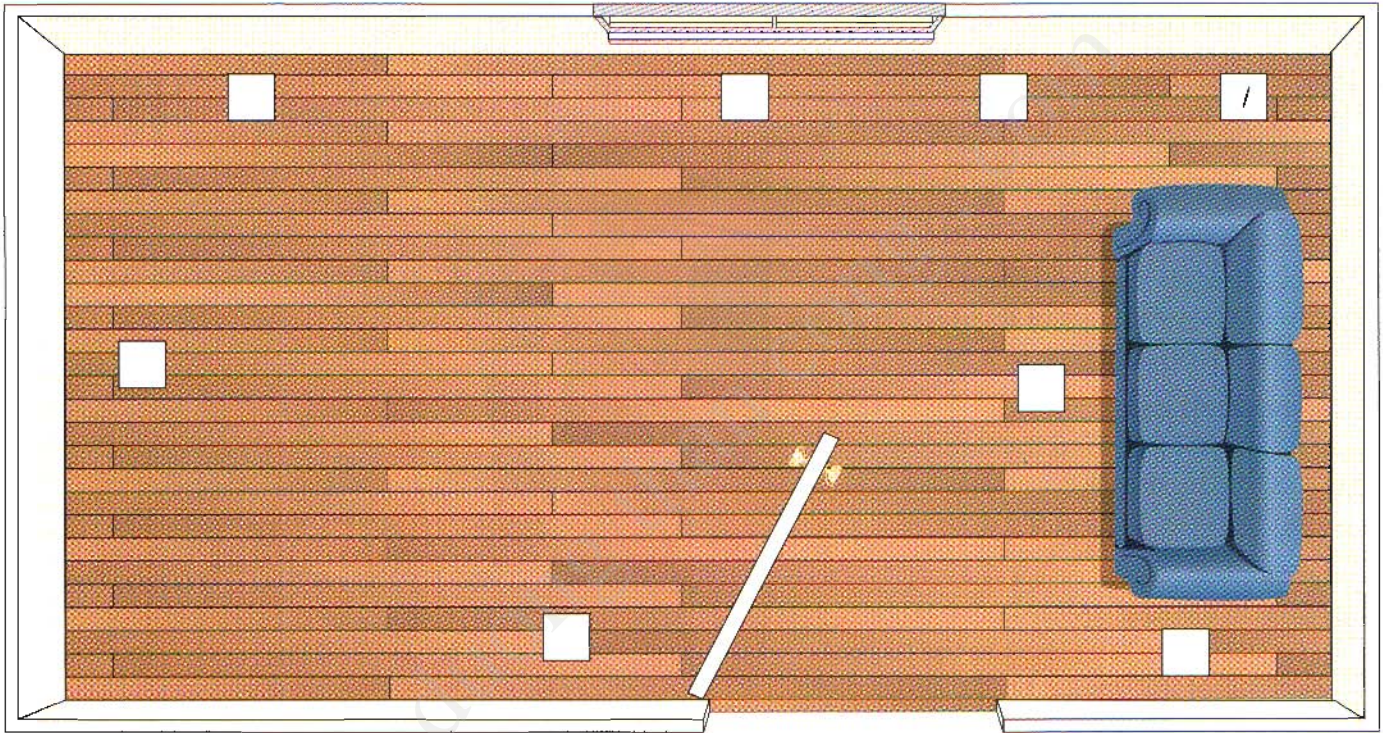


### 3. Let's Listen

#### Task 1

Pat is helping Tom decorate his new apartment. Listen and write the number in the location she suggests.

- |                      |                    |                  |                     |
|----------------------|--------------------|------------------|---------------------|
| 1. the magazine rack | 3. the plant stand | 5. the chair     | 7. the TV           |
| 2. the coffee table  | 4. the bookshelf   | 6. the end table | 8. the dinner table |



#### Task 2

Listen again. What do you think each person says next? Circle the correct answer.

- |  |  |
|--|--|
| 1. a. Yes, it is.<br>b. Yes, I agree, it will.<br>c. Yes, it does.               | 5. a. Yes, I will.<br>b. Yeah. That's right.<br>c. Yes, it does.       |
| 2. a. Yes, they are.<br>b. Yes, it can.<br>c. Yes, I think so, too.              | 6. a. Yes, it can.<br>b. Yes, that's perfect.<br>c. Yes, it does.      |
| 3. a. Okay. Try that.<br>b. Of course not.<br>c. No, I don't.                    | 7. a. Yes, it will.<br>b. Yes, it does.<br>c. It looks fine.           |
| 4. a. Yes, it will.<br>b. No, the other one.<br>c. Yes, it will look good there. | 8. a. Yes. That's right.<br>b. Of course it can.<br>c. No, it doesn't. |

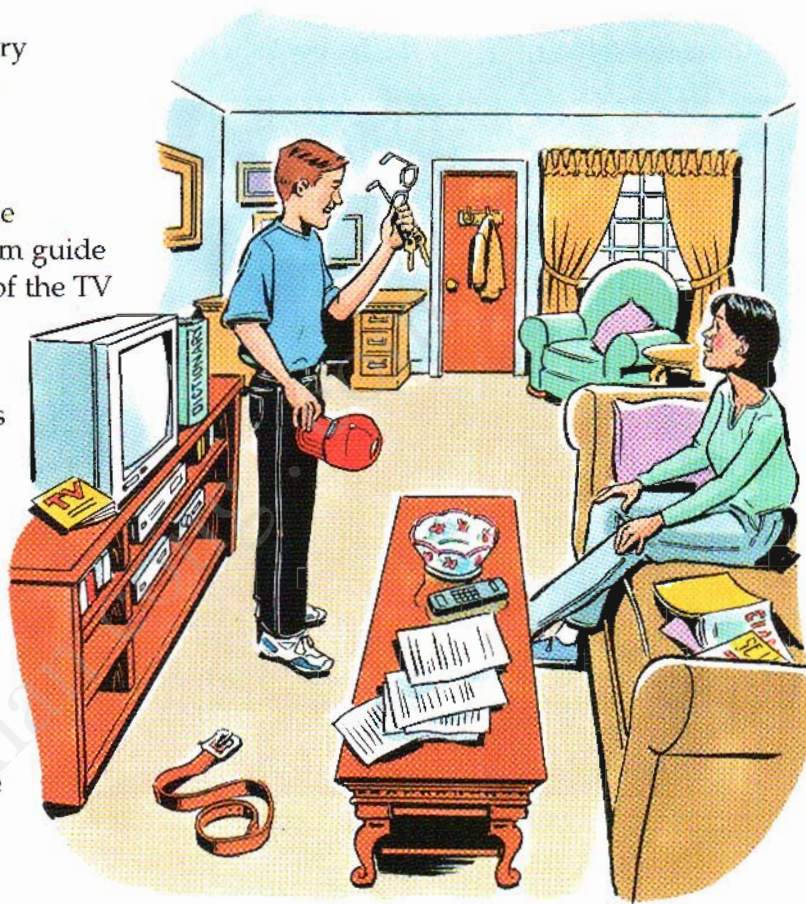


## 4. Let's Listen

### Task 1

Tony is helping Cindy clean up the house. Where should he put the items? Listen and circle the correct answer.

1. the magazines
  - a. on the bookshelf on top of the dictionary
  - b. on the bookshelf next to the dictionary**
  - c. in the dictionary
2. the remote control
  - a. beside the TV on the TV program guide
  - b. on top of the TV next to the TV program guide
  - c. beside the TV program guide in front of the TV
3. the keys
  - a. in a box on top of the desk
  - b. in a box inside one of the desk drawers
  - c. inside a drawer next to a box
4. the baseball cap
  - a. on the hook behind the door
  - b. on the doorknob
  - c. on the floor behind the door
5. the glasses
  - a. inside the case on the coffee table
  - b. on the coffee table next to the papers
  - c. on top of the papers on the coffee table
6. the belt
  - a. on the sofa in front of the window
  - b. on the chair next to the window
  - c. on the floor next to the window



### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. Tony hasn't read the magazines.	<input type="checkbox"/>	<input type="checkbox"/>
2. The remote control has a new battery.	<input type="checkbox"/>	<input type="checkbox"/>
3. The keys are for the office.	<input type="checkbox"/>	<input type="checkbox"/>
4. The baseball cap belongs to Cindy's brother.	<input type="checkbox"/>	<input type="checkbox"/>
5. Cindy needs glasses for reading.	<input type="checkbox"/>	<input type="checkbox"/>
6. Cindy's brother is always very neat.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: Where are the shoes?

### Task 1

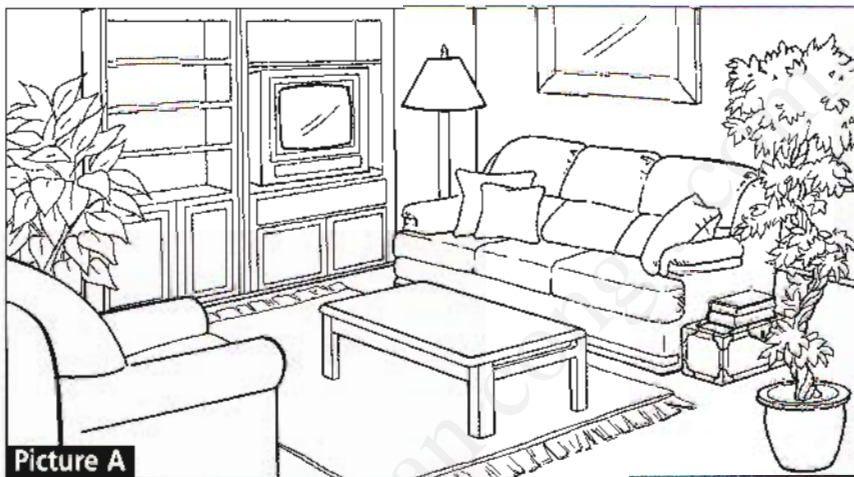
One of you is Student A. The other is Student B.

Student A: Look at your list of items. Draw each item in a different place on Picture A.

Student B: Look at your list of items. Draw each item in a different place on Picture B.

#### Student A's list

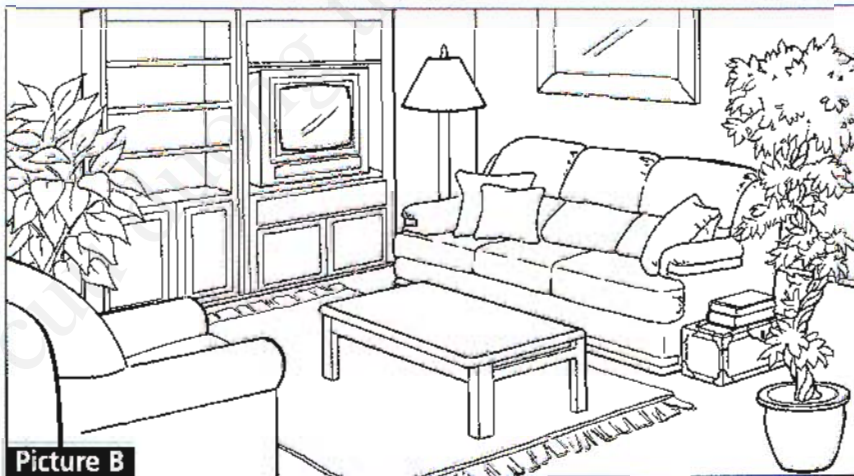
a hat  
glasses  
a wallet



Picture A

#### Student B's list

a pair of shoes  
a book  
a candle



Picture B

### Task 2

Work in pairs. Where did your partner draw the items on his or her picture?

Ask questions and draw them on the other picture.

Example: A: Where are the shoes?

B: The shoes are....

Where is the hat?

A: The hat is....

### Task 3

Work in pairs. Compare your pictures. Are they the same?



# UNIT 9 The Family

## 1. Getting Ready

Write the correct word next to each family member.

uncle    great-grandfather    cousin    aunt    grandparents    niece    nephew    mother-in-law

1. My mother's sister is my aunt \_\_\_\_\_.
2. My father's brother is my \_\_\_\_\_.
3. My parents' parents are my \_\_\_\_\_.
4. My uncle's son or daughter is my \_\_\_\_\_.
5. My brother or sister's son is my \_\_\_\_\_.
6. My brother or sister's daughter is my \_\_\_\_\_.
7. My husband or wife's mother is my \_\_\_\_\_.
8. My grandmother or grandfather's father is my \_\_\_\_\_.

## 2. Let's Listen

People are talking about their families. Listen and number the pictures.



A. ☐



B. ☐



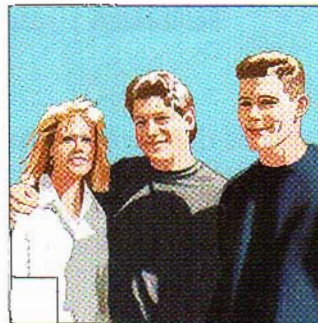
C. ☐



D. ☐



E. ☐



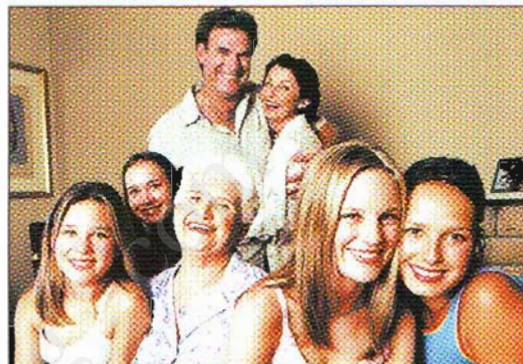
F. ☐

### 3. Let's Listen

#### Task 1

People are talking about their families. How many brothers and sisters do they have? Listen and write the numbers.

	Older brothers	Younger brothers	Older sisters	Younger sisters
1. Stephanie	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>
2. Donna	—	—	—	—
3. Bob	—	—	—	—
4. Rosie	—	—	—	—
5. Tina	—	—	—	—



#### Task 2

Listen again. Circle the correct answer.

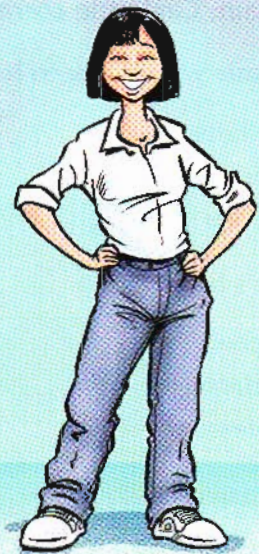
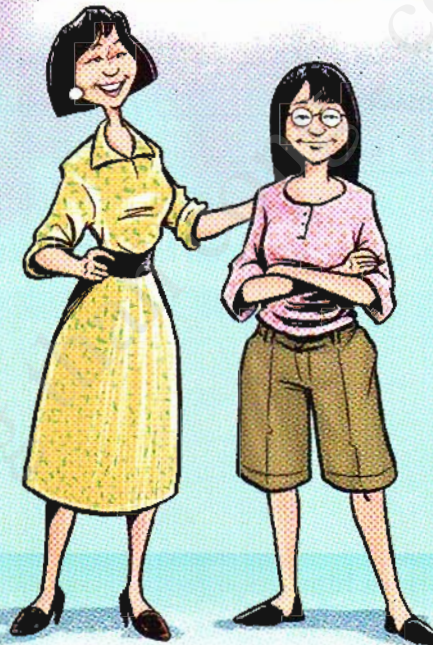
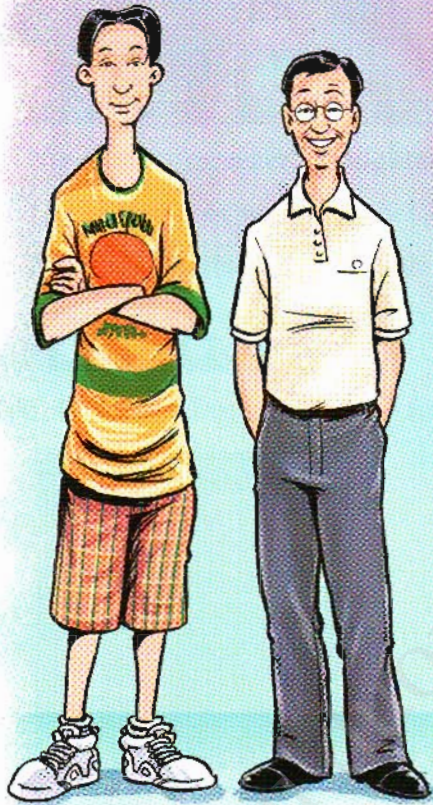
- Stephanie would like to have \_\_\_\_\_.
  - brothers
  - sisters
  - cousins
- Donna's brother is a \_\_\_\_\_.
  - teacher
  - student
  - professor
- Bob's sister \_\_\_\_\_ bosses him around.
  - never
  - sometimes
  - always
- Rosie's friend would like to come from a \_\_\_\_\_ family.
  - small
  - big
  - medium-size
- Tina is \_\_\_\_\_ child.
  - an only
  - a lonely
  - one



## 4. Let's Listen

### Task 1

People are talking about themselves and other family members. Which family member is the speaker most similar to? Listen and check (✓) the correct answer.



	Father	Mother	Sister	Brother
1. Wen-ping	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Michael	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Justin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Susan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Robert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Beth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. How is each family member different from the speaker? Write the letter.

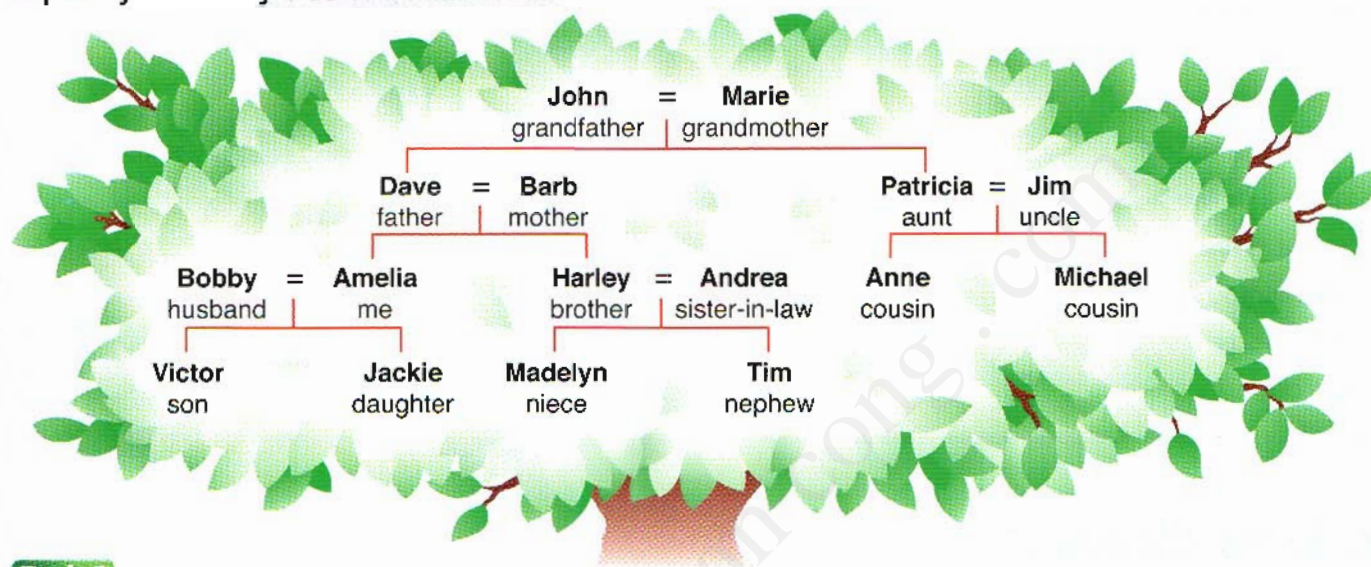
- |                       |   |                               |
|-----------------------|---|-------------------------------|
| 1. Wen-ping's brother | — | a. likes sports.              |
| 2. Michael's brother  | — | b. likes reading and music.   |
| 3. Justin's sister    | — | c. is taller than the father. |
| 4. Susan's father     | — | d. prefers to play cards.     |
| 5. Robert's sister    | — | e. hates flying.              |
| 6. Beth's father      | — | f. isn't interested in music. |



## Over to You: Do you have any brothers or sisters?

### Task 1

Look at this family tree. Then draw your own family tree on a piece of paper. Explain your family tree to a classmate.



### Task 2

Talk to two classmates and find out about their families. Write the information in the chart.

Examples: Do you have any brothers?

What are their names?

How old are they?

Do you have a sister?

What is her name?

How old is she?

Classmate's name:		
Number of brothers	_____	_____
Names	_____	_____
Ages	_____	_____
Number of sisters	_____	_____
Names	_____	_____
Ages	_____	_____
Number of cousins	_____	_____
Names	_____	_____
Ages	_____	_____
Number of aunts and uncles	_____	_____
Names	_____	_____
Ages	_____	_____



# UNIT 10 Entertainment

## 1. Getting Ready

What do you like to do on the weekend? Check (✓) your answers and compare them with a partner.

	Yes	No		Yes	No
exercise at the gym	<input type="checkbox"/>	<input type="checkbox"/>	go shopping	<input type="checkbox"/>	<input type="checkbox"/>
go to a movie	<input type="checkbox"/>	<input type="checkbox"/>	watch sports on TV	<input type="checkbox"/>	<input type="checkbox"/>
rent a video	<input type="checkbox"/>	<input type="checkbox"/>	go to a disco	<input type="checkbox"/>	<input type="checkbox"/>
play computer games	<input type="checkbox"/>	<input type="checkbox"/>	go to a park	<input type="checkbox"/>	<input type="checkbox"/>
play sports	<input type="checkbox"/>	<input type="checkbox"/>	go rollerblading	<input type="checkbox"/>	<input type="checkbox"/>
eat out	<input type="checkbox"/>	<input type="checkbox"/>	other: _____	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Let's Listen

People are talking about entertainment. Listen and number the pictures.



### 3. Let's Listen

#### Task 1

These people are calling friends about the weekend. Are these statements true or false? Listen and check (✓) the correct answer.



True False

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Penny agrees to go to a movie with Bob.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Anne can't come to the party.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ken invites Nancy to a movie.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Anne and Mike are going to see a football game. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Wendy can't go to Jack's house.                 | <input type="checkbox"/> | <input type="checkbox"/> |

#### Task 2

Listen again. Circle the correct answer for each question.

- |   |                             |
|---|-----------------------------|
| 1. When does Bob want to go to the movies?  | 4. When is the game?        |
| a. on the weekend                           | a. on Sunday night          |
| b. on Friday morning                        | b. on Sunday afternoon      |
| c. on Friday night                          | c. on Saturday afternoon    |
| 2. When is the party?                       | 5. When is the movie on TV? |
| a. on Saturday night                        | a. Tuesday night            |
| b. the weekend after next                   | b. Thursday night           |
| c. on Sunday night                          | c. tonight                  |
| 3. When does Ken want to go out with Nancy? |                             |
| a. on Friday morning                        |                             |
| b. on Friday night                          |                             |
| c. on the weekend                           |                             |



## 4. Let's Listen

### Task 1

Listen to these invitations. Does the person accept or refuse? Check (✓) the correct answer.



	Accept	Refuse
1. Bobby	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Melissa	<input type="checkbox"/>	<input type="checkbox"/>
3. Jack	<input type="checkbox"/>	<input type="checkbox"/>
4. Betty	<input type="checkbox"/>	<input type="checkbox"/>
5. Ralph	<input type="checkbox"/>	<input type="checkbox"/>
6. Jill	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. What is each invitation for? Circle the correct answer.

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. a. breakfast | 3. a. coffee  | 5. a. tennis |
| b. dinner       | b. lunch      | b. a drive   |
| c. coffee       | c. dinner     | c. a trip    |
| 2. a. a concert | 4. a. a party | 6. a. a walk |
| b. a play       | b. dinner     | b. a party   |
| c. a movie      | c. a barbecue | c. shopping  |

## Over to You: Are you doing anything on Saturday?

### Task 1

Work in pairs. Number the sentences to make two conversations. Then take turns practicing the conversations.

#### Conversation 1

A

- \_\_\_ Great. See you on Saturday, then.
- \_\_\_ *Police Academy 10.*
- \_\_\_ At 7:30 and 9:30.
- 1 Would you like to see a movie this Saturday?
- \_\_\_ Okay. What time do you want to meet?

B

- \_\_\_ Let's go to the 7:30 show.
- 2 Sure. What movie do you want to see?
- \_\_\_ Let's meet at 7:00 in front of the theater.
- \_\_\_ Great. What time does it start?
- \_\_\_ Yeah. See you on Saturday.

#### Conversation 2

A

- \_\_\_ Are you doing anything on Saturday?
- \_\_\_ Okay. See you at eight.
- \_\_\_ Yeah. Why don't we have a pizza or something?
- \_\_\_ Well, there's a rock concert. Do you feel like going?
- \_\_\_ It starts at around 9 o'clock.

B

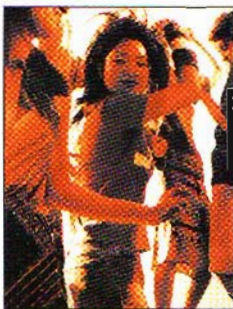
- \_\_\_ Good idea. How about meeting at the pizza parlor at 8 o'clock?
- \_\_\_ See you then.
- \_\_\_ Sure. That sounds great. What time is the concert?
- \_\_\_ Okay. Maybe we could get something to eat before it starts.
- \_\_\_ No, not really.

### Task 2

Work in pairs. Invite your partner to do one of the activities below with you. Arrange a time and a place to meet.



go to a movie



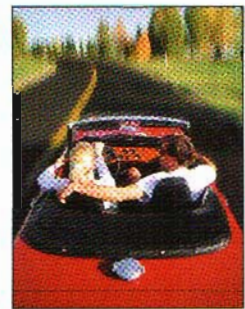
go to a disco



go shopping



go to a game



go for a drive



# UNIT 11 Prices

## 1. Getting Ready

Can you guess the price of these items in a typical American city? Write the prices in the chart. Then write the prices of these items in your city.

75¢	\$9	\$18	\$75	\$250	\$1,200
-----	-----	------	------	-------	---------

	American city's price	Your city's price
1. a movie ticket	\$9	
2. a newspaper		
3. a digital camera		
4. a CD		
5. a pair of sneakers		
6. a laptop computer		

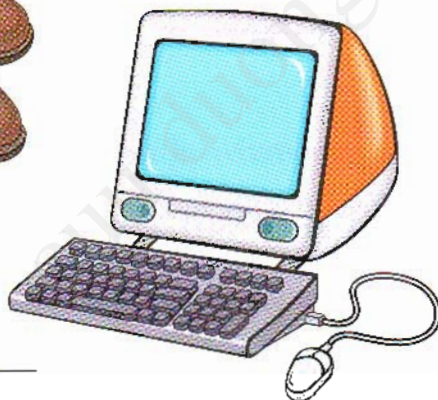
## 2. Let's Listen

### Task 1

Listen to these people asking about prices. Write the price of each item.



1. \$45



2. \_\_\_\_\_



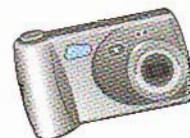
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

### Task 2

Listen again. Did the person buy the item? Check (✓) the correct answer.

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| 1. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 2. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 3. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 4. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 5. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 6. <input type="checkbox"/> yes<br><input type="checkbox"/> no |
|--|--|--|--|--|--|

### 3. Let's Listen

#### Task 1

Listen to cashiers in a store. Write the total amount each person needs to pay and the amount of change each person receives.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. total: <u>      \$7.50      </u>   | 4. total: <u>                    </u> |
| change: <u>      \$12.50      </u>    | change: <u>                    </u>   |
| 2. total: <u>                    </u> | 5. total: <u>                    </u> |
| change: <u>                    </u>   | change: <u>                    </u>   |
| 3. total: <u>                    </u> | 6. total: <u>                    </u> |
| change: <u>                    </u>   | change: <u>                    </u>   |



#### Task 2

Listen again. Check (✓) the two things each person bought.

- |                                   |  |  |
|-----------------------------------|--|--|
| 1. <input type="checkbox"/> soup  | 3. <input type="checkbox"/> newspapers | 5. <input type="checkbox"/> chocolates |
| <input type="checkbox"/> soap     | <input type="checkbox"/> stamps        | <input type="checkbox"/> cake          |
| <input type="checkbox"/> apples   | <input type="checkbox"/> books         | <input type="checkbox"/> soda          |
| <input type="checkbox"/> tomatoes | <input type="checkbox"/> notebook      | <input type="checkbox"/> bread         |
| <input type="checkbox"/> shampoo  | <input type="checkbox"/> magazines     | <input type="checkbox"/> cookies       |
| 2. <input type="checkbox"/> CD    | 4. <input type="checkbox"/> coat       | 6. <input type="checkbox"/> stamps     |
| <input type="checkbox"/> game     | <input type="checkbox"/> T-shirt       | <input type="checkbox"/> magazines     |
| <input type="checkbox"/> video    | <input type="checkbox"/> shoes         | <input type="checkbox"/> newspaper     |
| <input type="checkbox"/> cassette | <input type="checkbox"/> socks         | <input type="checkbox"/> book          |
| <input type="checkbox"/> poster   | <input type="checkbox"/> tie           | <input type="checkbox"/> notebook      |



## 4. Let's Listen

### Task 1

Listen to people talking about prices in the U.S. and prices in their own country. Check (✓) the correct answer.

	Cheaper in their country	Cheaper in the U.S.
1. cars	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. rents	<input type="checkbox"/>	<input type="checkbox"/>
3. clothes	<input type="checkbox"/>	<input type="checkbox"/>
4. air travel	<input type="checkbox"/>	<input type="checkbox"/>
5. tuition	<input type="checkbox"/>	<input type="checkbox"/>
6. hospitals	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. She doesn't own a car in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>
2. He lived in a nicer neighborhood at home than the one he lives in now.	<input type="checkbox"/>	<input type="checkbox"/>
3. She bought a lot of clothes before she moved to the U.S.	<input type="checkbox"/>	<input type="checkbox"/>
4. She travels by plane a lot in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>
5. Public schools in his country are better than those in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>
6. Hospitals and clinics are expensive in his country.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: How much do you spend?

### Task 1

How much do you spend each week on the following things? Complete the chart.

Item	Amount you spend each week
transportation	_____
clothes	_____
music	_____
snack food	_____
drinks	_____
magazines	_____
entertainment	_____
other: _____	_____

### Task 2

Work in groups of three. Take turns asking the members of your group how much they spend. Write their answers in the chart. Then compare your answers with your classmates' answers.

Example: A: Keiko, how much do you usually spend a week on transportation?

B: About \_\_\_\_\_. How about you, Cindy?

C: About \_\_\_\_\_.

Item	Amount each week	
	Name <input type="text"/>	Name <input type="text"/>
transportation	_____	_____
clothes	_____	_____
music	_____	_____
snack food	_____	_____
drinks	_____	_____
magazines	_____	_____
entertainment	_____	_____
other: _____	_____	_____



# UNIT 12 Restaurants

## 1. Getting Ready

Write the words below in the chart. Then add one more item to each list.

salad	apple pie	coffee	carrots	steak	peas	fish	juice
cake	tea	chicken	ice cream	broccoli	soup	shrimp cocktail	

Appetizers	Main dishes	Vegetables	Desserts	Drinks
<i>salad</i>				

## 2. Let's Listen

People are ordering food in a restaurant. Listen and check (✓) each person's order.

1.

MENU	
Appetizers	
<input type="checkbox"/> Vegetable soup	4.50
<input type="checkbox"/> House salad	3.75
Main Dishes	
<input type="checkbox"/> Steak with fries	18.00
<input type="checkbox"/> Roast chicken	9.95
<input type="checkbox"/> Spaghetti with meat sauce	11.00
Desserts	
<input type="checkbox"/> Apple pie	3.75
<input type="checkbox"/> Ice cream	2.75
Drinks	
<input type="checkbox"/> Tea	1.50
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Coffee	1.50
<input type="checkbox"/> Juice	2.00

2.

MENU	
Appetizers	
<input type="checkbox"/> Soup of the day	4.50
<input type="checkbox"/> Greek salad	5.00
Main Dishes	
<input type="checkbox"/> Vegetable plate	9.50
<input type="checkbox"/> Grilled fish with broccoli or peas	13.00
Desserts	
<input type="checkbox"/> Chocolate cake	3.75
<input type="checkbox"/> Ice cream	2.75
Drinks	
<input type="checkbox"/> Iced tea	1.50
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Coffee	1.50
<input type="checkbox"/> Juice	2.00

3.

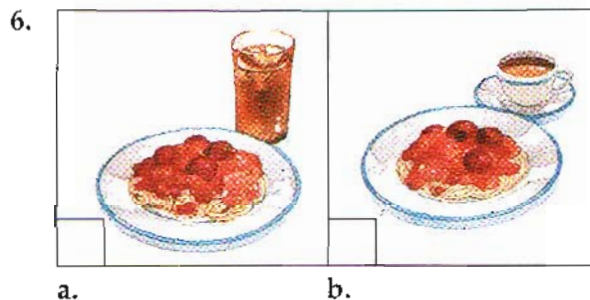
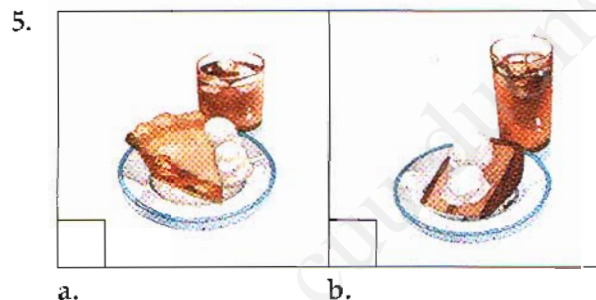
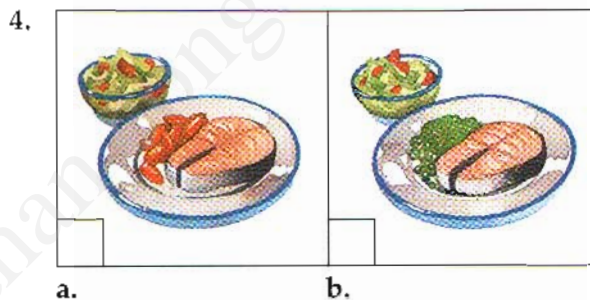
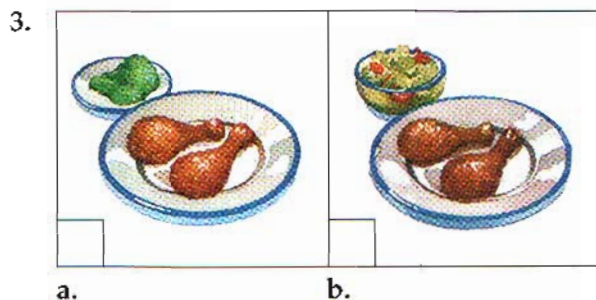
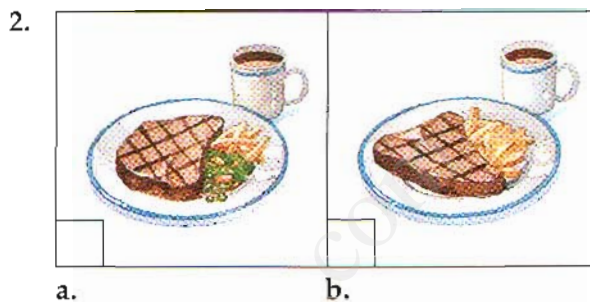
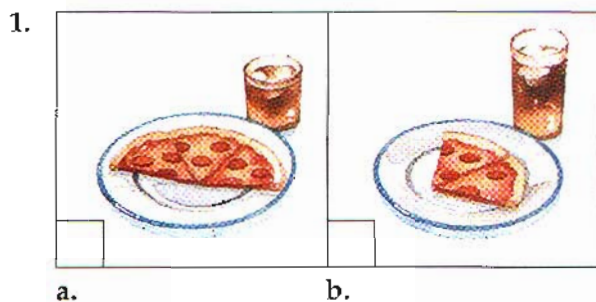
MENU	
Appetizers	
<input type="checkbox"/> Chicken soup	2.75
<input type="checkbox"/> Spinach salad	3.50
Main Dishes	
<input type="checkbox"/> Beef stir-fry	5.95
<input type="checkbox"/> Hamburger with fries	4.95
Desserts	
<input type="checkbox"/> Cheesecake	3.50
<input type="checkbox"/> Fresh fruit	2.75
Drinks	
<input type="checkbox"/> Coffee/Tea	1.50
<input type="checkbox"/> Milk	2.00
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Juice	2.50



### 3. Let's Listen

#### Task 1

People are having dinner. What does the waitress bring them?  
Listen and check (✓) the correct picture.



#### Task 2

Listen again. Was each customer pleased or not pleased with the order?  
Check (✓) the correct answer.

	Pleased	Not pleased
1. pizza	<input type="checkbox"/>	<input type="checkbox"/>
2. steak	<input type="checkbox"/>	<input type="checkbox"/>
3. chicken	<input type="checkbox"/>	<input type="checkbox"/>
4. vegetable	<input type="checkbox"/>	<input type="checkbox"/>
5. chocolate cake	<input type="checkbox"/>	<input type="checkbox"/>
6. spaghetti	<input type="checkbox"/>	<input type="checkbox"/>

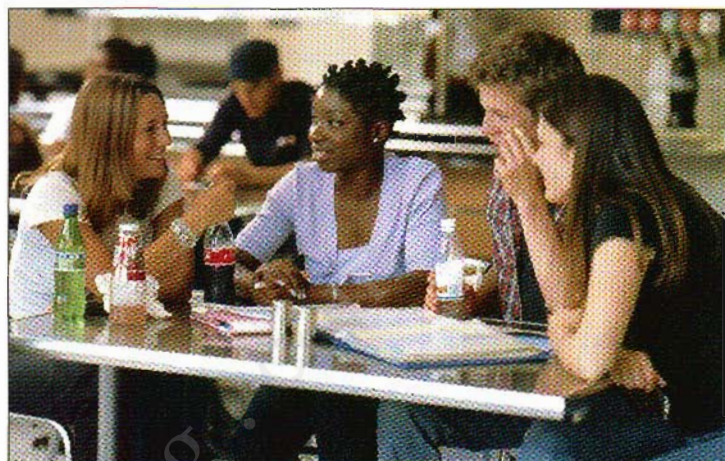


## 4. Let's Listen

### Task 1

People are talking about meals they had at a restaurant. Did they like their meals? Listen and check (✓) the correct answer.

	Liked	Didn't like
1. the appetizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the main dish	<input type="checkbox"/>	<input type="checkbox"/>
the vegetables	<input type="checkbox"/>	<input type="checkbox"/>
the dessert	<input type="checkbox"/>	<input type="checkbox"/>
2. the appetizer	<input type="checkbox"/>	<input type="checkbox"/>
the main dish	<input type="checkbox"/>	<input type="checkbox"/>
the vegetables	<input type="checkbox"/>	<input type="checkbox"/>
the dessert	<input type="checkbox"/>	<input type="checkbox"/>
3. the appetizer	<input type="checkbox"/>	<input type="checkbox"/>
the main dish	<input type="checkbox"/>	<input type="checkbox"/>
the vegetables	<input type="checkbox"/>	<input type="checkbox"/>
the dessert	<input type="checkbox"/>	<input type="checkbox"/>
4. the appetizer	<input type="checkbox"/>	<input type="checkbox"/>
the main dish	<input type="checkbox"/>	<input type="checkbox"/>
the vegetables	<input type="checkbox"/>	<input type="checkbox"/>
the dessert	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

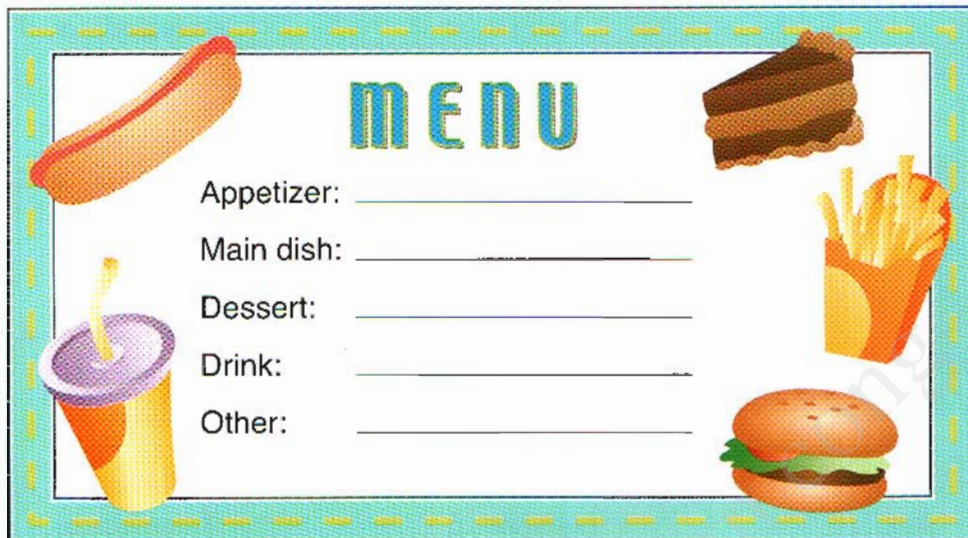
Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. The steak was a little tough.	<input type="checkbox"/>	<input type="checkbox"/>
2. The cake was delicious.	<input type="checkbox"/>	<input type="checkbox"/>
3. The steamed vegetables were perfect.	<input type="checkbox"/>	<input type="checkbox"/>
4. The onion soup was too salty.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: Are you ready to order?

### Task 1

Imagine that you are at your favorite restaurant. What will you order?  
Write the answers in the menu.



**MENU**

Appetizer: \_\_\_\_\_

Main dish: \_\_\_\_\_

Dessert: \_\_\_\_\_

Drink: \_\_\_\_\_

Other: \_\_\_\_\_

### Task 2

Work in pairs. Take turns being a waiter or waitress and a customer.  
Use the suggestions below or use your own words. The waiter or waitress writes the customer's answers on the order pad.

**Waiter or Waitress:**

- Are you ready to order?
- Would you like an appetizer?
- What would you like for your main dish?
- Would you like something to drink?
- Any dessert?
- Anything else?

**Customer:**

- I'd like \_\_\_\_\_.
- I'll have \_\_\_\_\_.



**Order**

Appetizer: \_\_\_\_\_

Main dish: \_\_\_\_\_

Dessert: \_\_\_\_\_

Drink: \_\_\_\_\_

Other: \_\_\_\_\_

**Thank You!**



# UNIT 13 Small Talk

## 1. Getting Ready

Read these expressions. How do people use them in conversation?  
Check (✓) the correct answer.

	Greeting someone	Ending a conversation
1. Keep in touch.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. How have you been?	<input type="checkbox"/>	<input type="checkbox"/>
3. Well, it's been nice talking to you.	<input type="checkbox"/>	<input type="checkbox"/>
4. How's everything?	<input type="checkbox"/>	<input type="checkbox"/>
5. Hope to see you again soon.	<input type="checkbox"/>	<input type="checkbox"/>
6. Well, talk to you later.	<input type="checkbox"/>	<input type="checkbox"/>
7. Hello. Nice to see you again.	<input type="checkbox"/>	<input type="checkbox"/>
8. Hey, how's it going?	<input type="checkbox"/>	<input type="checkbox"/>
9. I haven't seen you for a long time.	<input type="checkbox"/>	<input type="checkbox"/>
10. It's been great seeing you again.	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Let's Listen

Listen to the conversations. Is each person greeting someone or ending a conversation?  
Check (✓) the correct answer.

	Greeting someone	Ending a conversation
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>

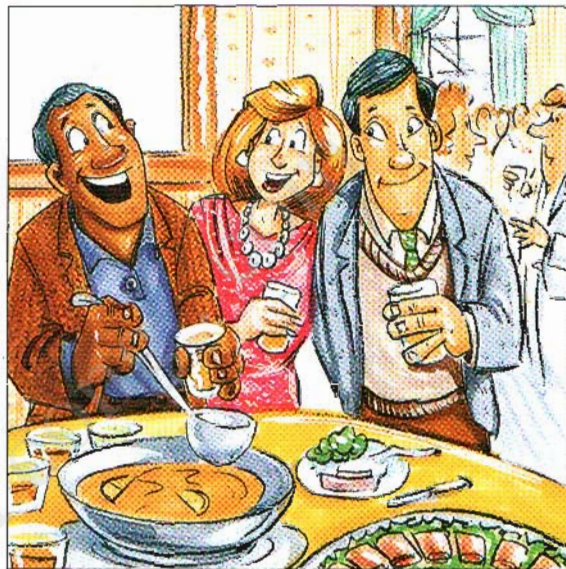


### 3. Let's Listen

#### Task 1

Some guests are talking at a party. What are they talking about? Listen and circle the correct answer.

- |   |   |
|---|---|
| 1. a. the guests<br>b. the music<br>c. friends    | 5. a. a guest<br>b. the party<br>c. the food    |
| 2. a. a guest<br>b. the music<br>c. Jim           | 6. a. a job<br>b. a vacation<br>c. friends      |
| 3. a. the music<br>b. a guest<br>c. an old friend | 7. a. the guests<br>b. her new job<br>c. family |
| 4. a. school<br>b. the man's health<br>c. work    | 8. a. family<br>b. the food<br>c. the guests    |



#### Task 2

Listen again. Which statement is true? Circle the correct answer.

- |  |   |
|--|---|
| 1. a. The woman is having a good time.<br>b. The woman is not enjoying herself.<br>c. The guests are unfriendly.       | 5. a. The man is hungry.<br>b. The man does not want anything to eat.<br>c. The man wants to drink.   |
| 2. a. Jim does not recognize the singer.<br>b. Jim does not like the singer.<br>c. Jim likes the singer.               | 6. a. The man took a train across the U.S.<br>b. The man never travels.<br>c. The man recently took a trip.   |
| 3. a. The man knows the guest.<br>b. The man has not met the guest yet.<br>c. The man does not want to meet the guest. | 7. a. The woman's mother is not working now.<br>b. The woman has a job now.<br>c. The woman's mother has a new job.                                   |
| 4. a. The man does not work now.<br>b. The man is not busy now.<br>c. The man is very busy now.                        | 8. a. The man knows a lot of people at the party<br>b. The man does not know a lot of people at the party.<br>c. The man knows everyone at the party. |

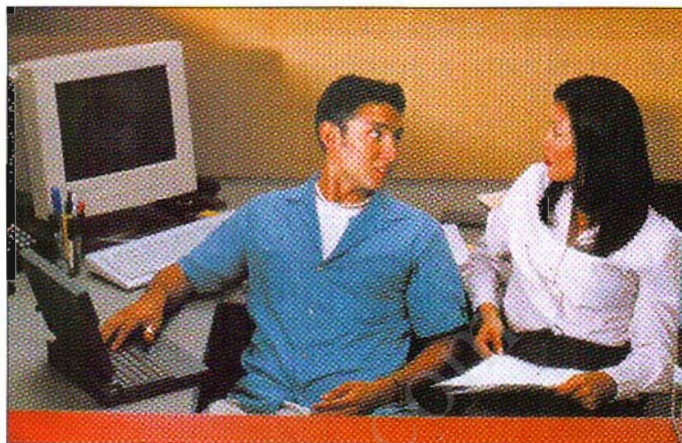


## 4. Let's Listen

### Task 1

Two people are talking. Does the second speaker know the information or is it new information? Listen and check (✓) the correct answer.

	Known information	New information
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



### Task 2

Listen again. Circle the correct answer.

1. a. Cindy has a new job.  
b. Cindy is going to change jobs.  
c. Cindy has just received a big raise.
2. a. The rock concert is next month.  
b. All the tickets have been sold.  
c. They don't like rock music.
3. a. The puppy was a birthday present.  
b. She had a dog before.  
c. She hasn't decided what to call the puppy yet.
4. a. Terry will be arriving later.  
b. Terry hasn't been sick this year.  
c. Terry has the flu.
5. a. He has acted in some movies.  
b. The guy lives in Canada.  
c. Both of them have already seen his movies.
6. a. The exhibition starts next month.  
b. The exhibition is about Walt Disney.  
c. They are not interested in cartoons.

## Over to You: How's your family?

### Task 1

Work in pairs. Match the sentences on the left with the correct responses on the right. Write the letter. Then practice each conversation.

Example: A: How's your family these days?

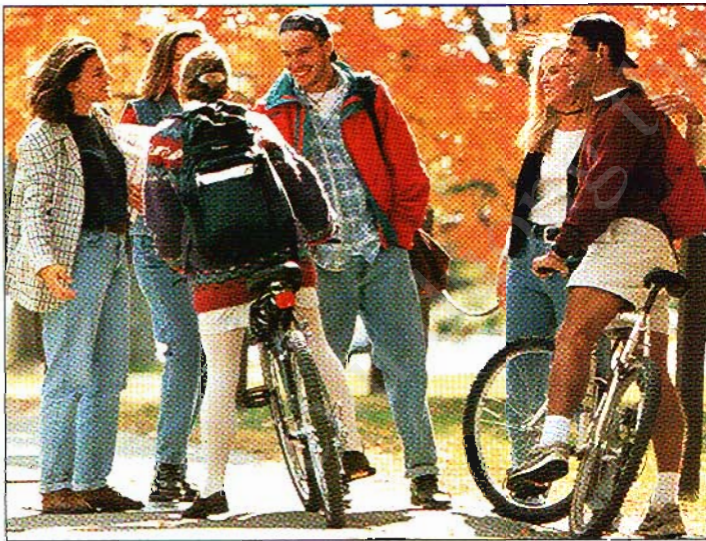
B: They're fine, thanks. How is yours?

A

1. How's your family these days? \_\_\_\_
2. I haven't seen you for a long time. What have you been doing? \_\_\_\_
3. Great to see you. I hope to see you again soon. \_\_\_\_
4. Hey, it's been nice talking to you. Let's keep in touch. \_\_\_\_

B

- a. Oh, not much really. I've been studying a lot.
- b. They're fine, thanks. How is yours?
- c. Yeah, let's talk again soon. I'll call you.
- d. I hope so, too. How about lunch next week?



### Task 2

Work in pairs. Pretend you have not seen your partner for a long time. You meet each other for lunch. Have a conversation with each other using the guidelines below.

1. Greet each other.
2. Ask and answer questions about the weather, your families, and what you have been doing.
3. End the conversation.



# UNIT 14 Vacations

## 1. Getting Ready

When do you use these words and phrases? Write them in the correct lists.  
Then add your own expressions to each list.

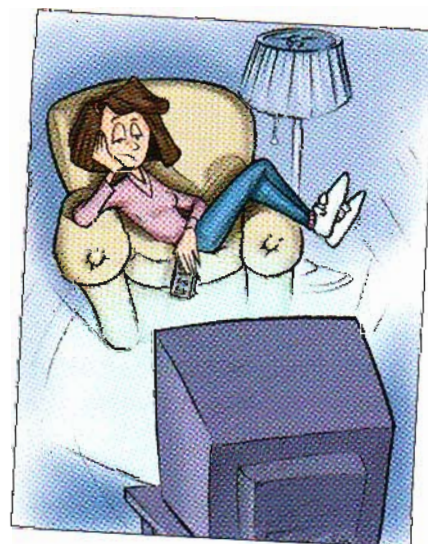
not bad	wonderful	very disappointing	nothing special	awful	all right
so-so	terrific	fantastic	pretty boring	really great	terrible

Didn't like it	Liked it a little	Liked it a lot
	<i>not bad</i>	

## 2. Let's Listen

These people didn't have a good vacation. What did they do? Listen and circle the correct answer.

- a. went away  
b. stayed home
- a. went to Hawaii  
b. went to Okinawa
- a. went away  
b. stayed home
- a. invited relatives to stay  
b. visited relatives
- a. went to the beach  
b. went to the country
- a. went skiing  
b. stayed home
- a. went skiing  
b. stayed home
- a. went to Las Vegas  
b. went to Los Angeles



### 3. Let's Listen

#### Task 1

People are talking about their vacations. Did they enjoy them? Listen and check (✓) the correct answer.



- |  |  |  |  |
|--|--|--|--|
| 1. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 3. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 5. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 7. <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| 2. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 4. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 6. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 8. <input type="checkbox"/> yes<br><input type="checkbox"/> no |

#### Task 2

Listen again. What word completes each statement? Write the correct letter.

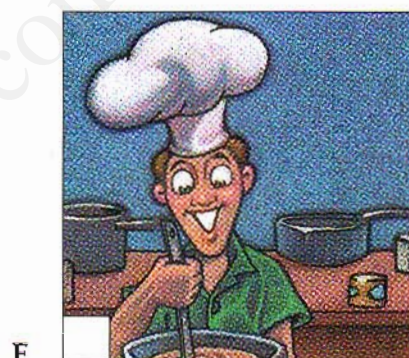
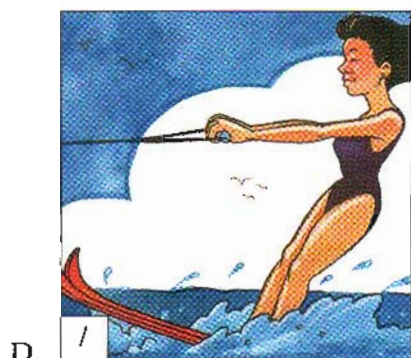
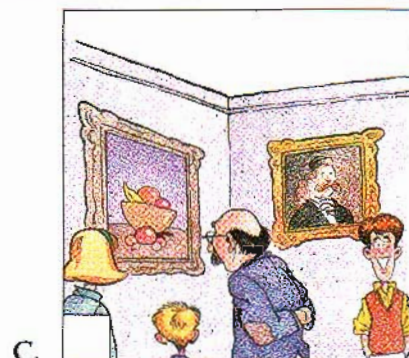
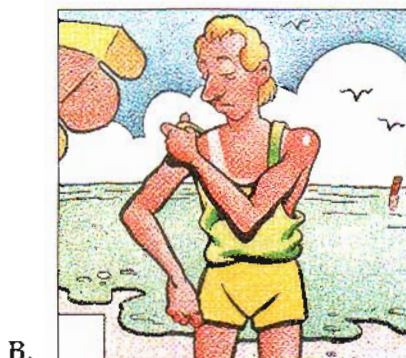
- |   |                  |
|---|------------------|
| 1. The weather was _____.               | a. fantastic     |
| 2. The people were _____.               | b. terrible      |
| 3. The ski trip was _____.              | c. disappointing |
| 4. Their trip to France was very _____. | d. nice          |
| 5. Her trip to the beach was _____.     | e. clean         |
| 6. The hotel wasn't _____.              | f. awful         |
| 7. The shopping in Thailand was _____.  | g. short         |
| 8. His vacation was too _____.          | h. terrific      |



## 4. Let's Listen

### Task 1

People are talking about their vacations. Listen and number the pictures.



### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. She learned to water-ski very slowly.	<input type="checkbox"/>	<input type="checkbox"/>
2. It was cold at night.	<input type="checkbox"/>	<input type="checkbox"/>
3. The museums were interesting.	<input type="checkbox"/>	<input type="checkbox"/>
4. The weather wasn't good.	<input type="checkbox"/>	<input type="checkbox"/>
5. He went to France.	<input type="checkbox"/>	<input type="checkbox"/>
6. They had a comfortable trip.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: Your last vacation

### Task 1

Read the questions below and write the answers.

#### You

1. Where did you go on your last vacation? \_\_\_\_\_
2. When did you go there? \_\_\_\_\_
3. Who did you go with? \_\_\_\_\_
4. How long were you there? \_\_\_\_\_
5. What did you do there? \_\_\_\_\_
6. What did you enjoy the most? \_\_\_\_\_
7. What didn't you like? \_\_\_\_\_
8. What kinds of food did you try? \_\_\_\_\_

### Task 2

Work in pairs. Add two more questions to ask your partner about his or her last vacation. Then interview your partner. Write the answers in the chart.

#### Your partner

1. Where did you go on your last vacation? \_\_\_\_\_
2. When did you go there? \_\_\_\_\_
3. Who did you go with? \_\_\_\_\_
4. How long were you there? \_\_\_\_\_
5. What did you do there? \_\_\_\_\_
6. What did you enjoy the most? \_\_\_\_\_
7. What didn't you like? \_\_\_\_\_
8. What kinds of food did you try? \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# UNIT 15 Apartment Living

## 1. Getting Ready

Where do you usually find these things in your apartment or house? Put the items in the lists. Then add one more item to each list.

toilet	bed	dresser	shower	refrigerator	piano
stove	sofa	coffee table	mattress	bathtub	microwave



Living room



Bedroom



Bathroom

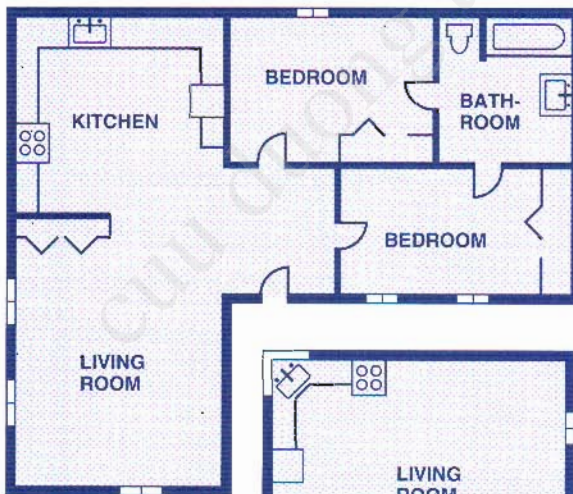


Kitchen

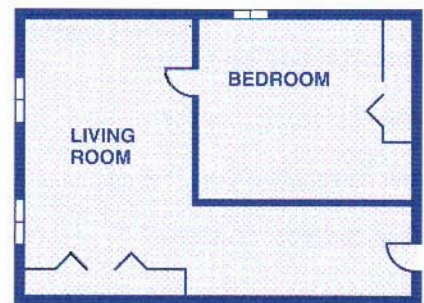
*toilet*

## 2. Let's Listen

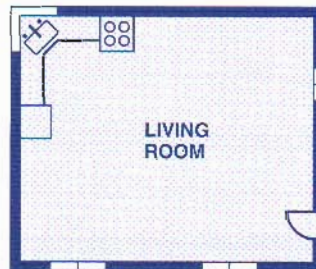
People are describing their apartments. Listen and number the pictures.



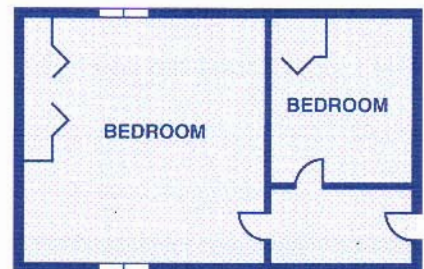
A. ☐



B. ☐



C. ☐





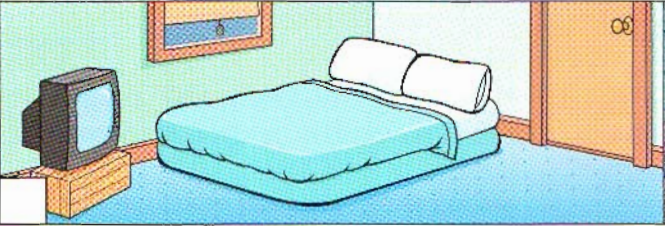
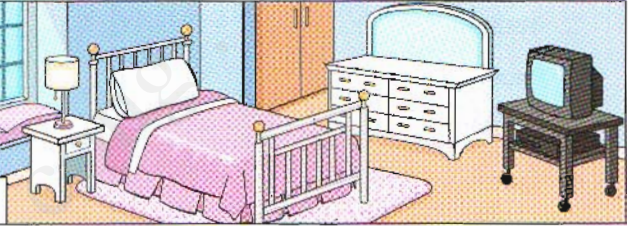
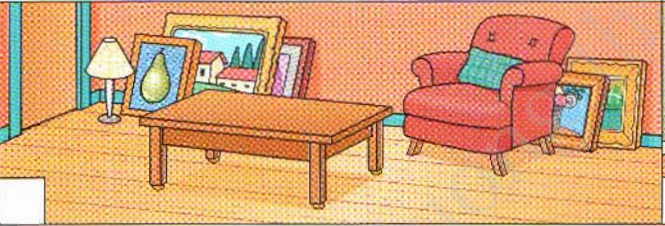


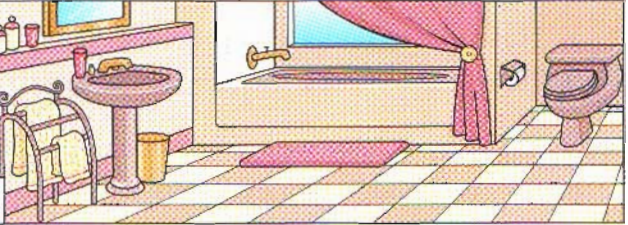
D. ☐



### 3. Let's Listen

#### Task 1

These people are describing rooms in their apartments. Listen and check (✓) the correct picture.

1.  
  - a.
  - b.
2.  
  - a.
  - b.
3.  
  - a.
  - b.
4.  
  - a.
  - b.

#### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

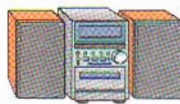
	True	False
1. She doesn't plan to buy anything else for the apartment.	<input type="checkbox"/>	<input type="checkbox"/>
2. He has a new bed.	<input type="checkbox"/>	<input type="checkbox"/>
3. She wants to buy some more furniture.	<input type="checkbox"/>	<input type="checkbox"/>
4. She'll probably take a bath at her friend's place.	<input type="checkbox"/>	<input type="checkbox"/>



## 4. Let's Listen

### Task 1

Listen to people talking about their new apartments. What do they already have?  
Check (✓) the correct answers.



	Bookshelf	TV	Stereo	Dinner table	Sofa
1. Becky	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Paul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sarah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. a. She wants to buy a cheap stereo.	<input type="checkbox"/>	<input type="checkbox"/>
b. She wants a large sofa.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. He wants to find a bigger bookshelf.	<input type="checkbox"/>	<input type="checkbox"/>
b. He wants to find a cheaper dinner table.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. She doesn't have very many books yet.	<input type="checkbox"/>	<input type="checkbox"/>
b. She has enough money to buy a stereo.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. He's waiting for the new TV models.	<input type="checkbox"/>	<input type="checkbox"/>
b. He bought a dinner table last week.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: What's your favorite room?

### Task 1

Think about your favorite room and answer the questions.

1. What is your favorite room?
2. Why is it your favorite room?
3. What does it have in it?
4. How much time do you spend there?
5. What do you like to do there?

---

---

---

---

---

### Task 2

Work in pairs. Describe a room in your home while your partner draws it. Make sure your partner includes the details you describe.

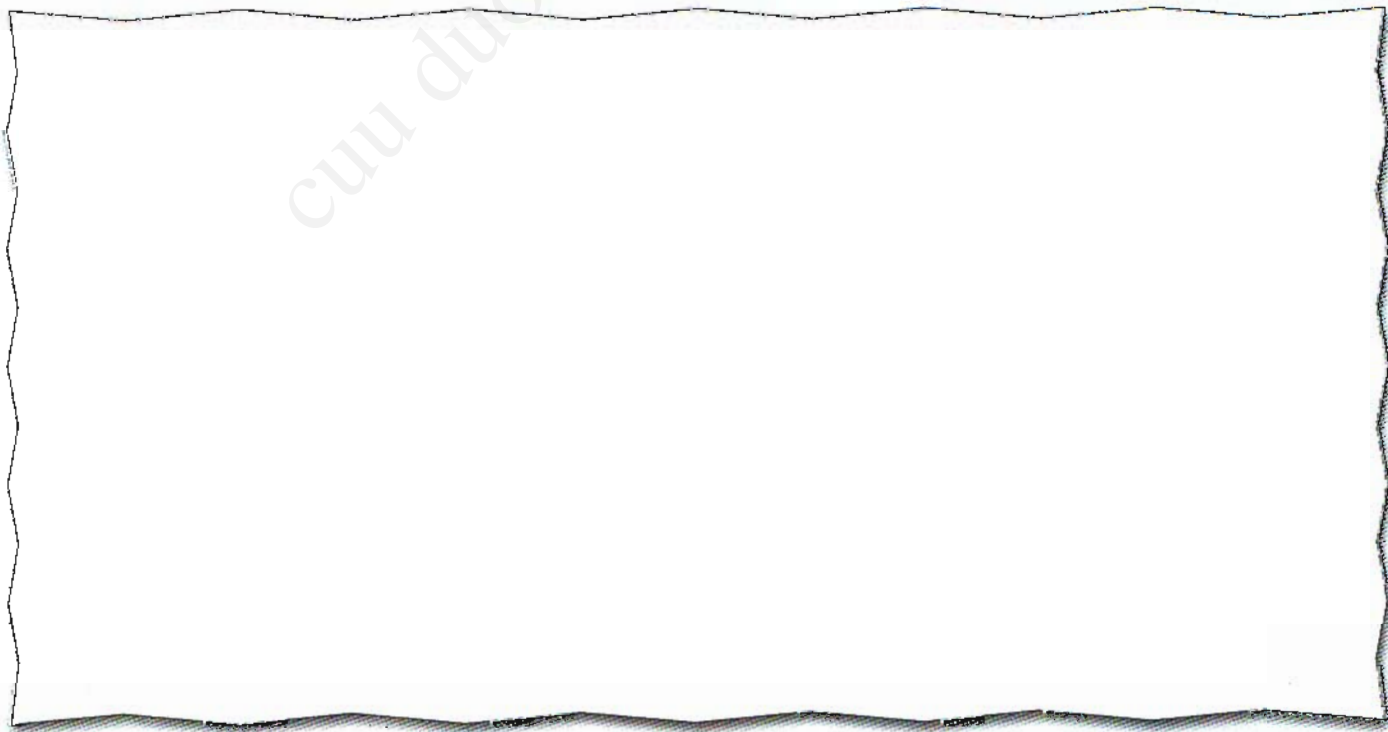
Example: A: There is a sofa in the corner.

B: Here?

A: No. The other corner.

B: Over here?

A: Yes, that's right. And there's a big window above the sofa.





# UNIT 16 Movies

## 1. Getting Ready

What kinds of movies do you like? Check (✓) your answers and compare them with a partner. Add one more kind of movie to the list.

	Like a lot	Like a little	Don't like
animated movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comedy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
western	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
romance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
musical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Let's Listen

These people are talking about movies. What kinds of movies do they like? Listen and check (✓) the correct answers.



	Science fiction	Horror	Comedy	Western	Action
1. Sue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bob	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Andrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

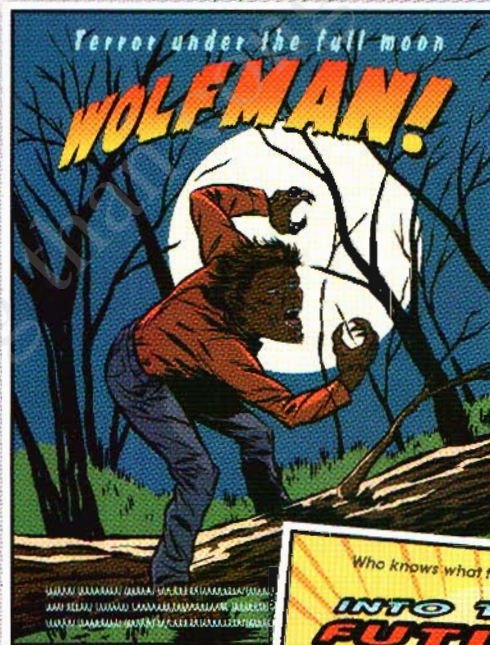
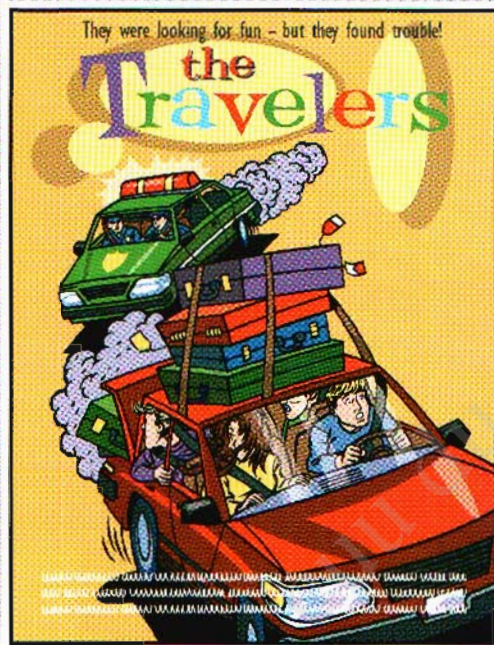


### 3. Let's Listen

#### Task 1

Listen to people talking about movies. Check (✓) the kind of movie they describe.

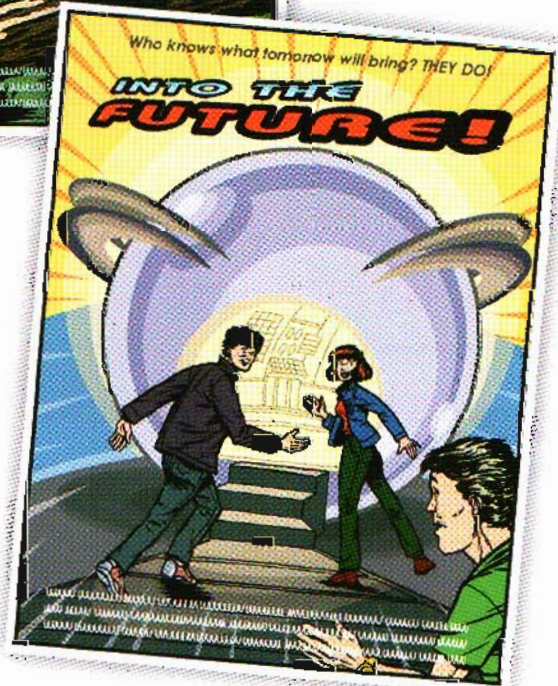
	Science fiction	Horror	Comedy	Romance	Action
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### Task 2

Listen again. Do you think the second speaker will see the movie or not? Check (✓) the correct answer.

	Will see it	Won't see it
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>





## 4. Let's Listen

### Task 1

Listen to people talking about movies they have seen. Check (✓) what they liked about each movie.



	The actors	The story	The music	The special effects
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. Where does each story take place? Write the correct letter.

- |      |                  |
|------|------------------|
| 1. — | a. Kansas        |
| 2. — | b. Africa        |
| 3. — | c. San Francisco |
| 4. — | d. London        |



## Over to You: Movie survey

### Task 1

Answer the questions. Then add two questions of your own.

1. How often do you go to movies?  
(once a week, twice a month, three times a year)
2. What kind of movies do you like?
3. What kind don't you like?
4. Write the name of a movie you really loved.
5. Who were the stars in it?
6. Name an actor you really like.
7. Name an actress you really like.
8. Do you prefer going out to movies or  
watching videos at home?
9. What kind of movie would you like to star in?
10. Who would you choose to star with you? Why?
11. \_\_\_\_\_
12. \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---



### Task 2

Work in groups of four. Ask each other the questions in the chart.



# UNIT 17 The Weather

## 1. Getting Ready

What's the weather like in your town or city? Read the words and write them in the correct column. Then add your own words.

rainy	dry	warm	cloudy	cold	humid
hot	sunny	cool	windy	wet	snowy



May



August



October



December

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 2. Let's Listen

### Task 1

Listen to these weather reports and check (✓) the weather for each city.

City	Weather			
1. Beijing	<input checked="" type="checkbox"/> cold	<input checked="" type="checkbox"/> windy	<input type="checkbox"/> snowy	<input type="checkbox"/> cool
2. Mexico City	<input type="checkbox"/> dry	<input type="checkbox"/> warm	<input type="checkbox"/> cool	<input type="checkbox"/> wet
3. Tokyo	<input type="checkbox"/> humid	<input type="checkbox"/> cloudy	<input type="checkbox"/> windy	<input type="checkbox"/> rainy
4. New York	<input type="checkbox"/> sunny	<input type="checkbox"/> windy	<input type="checkbox"/> wet	<input type="checkbox"/> cold
5. Taipei	<input type="checkbox"/> cloudy	<input type="checkbox"/> cool	<input type="checkbox"/> wet	<input type="checkbox"/> hot

### Task 2



Listen again. Write the temperatures.

City	Low	High
1. Beijing	0°	6°
2. Mexico City	_____	_____
3. Tokyo	_____	_____
4. New York	_____	_____
5. Taipei	_____	_____



### 3. Let's Listen

#### Task 1



These people are asking about the weather. What will they wear or take with them?  
Listen and check (✓) the correct picture.

1.  


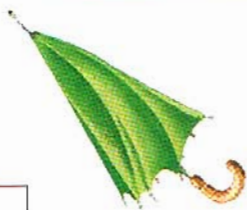
a. ☐ b. ☐

2.  



a. ☐ b. ☐

3.  



a. ☐ b. ☐

4.  

a. ☐ b. ☐

5.  

a. ☐ b. ☐

6.  

a. ☐ b. ☐

#### Task 2

Listen again. Circle the answer that does not describe the weather now.

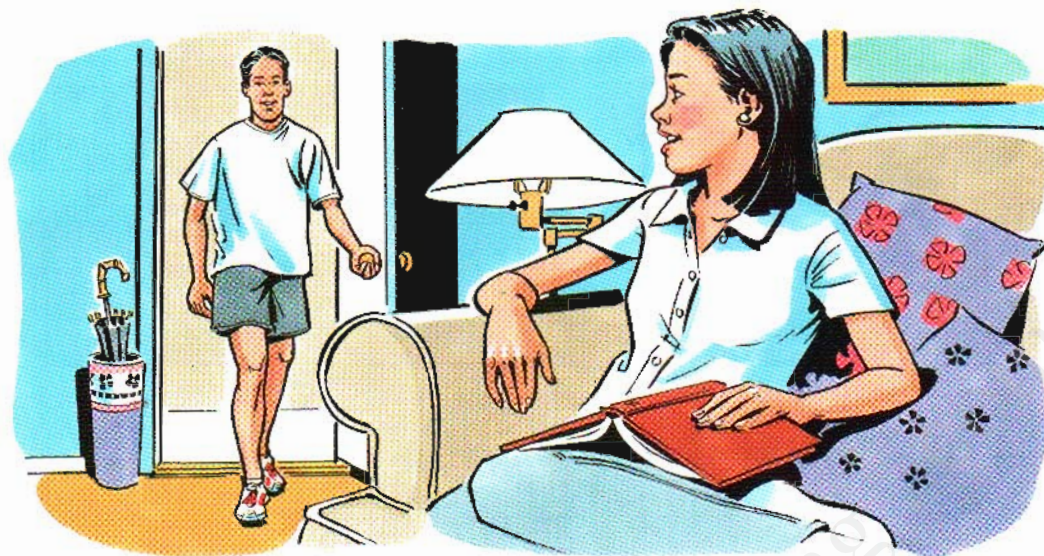
- |                     |                  |                     |
|---------------------|------------------|---------------------|
| 1. a. It's raining. | 2. a. It's cold. | 5. a. It's humid.   |
| b. It's windy.      | b. It's warm.    | b. It's raining.    |
| c. It's cloudy.     | c. It's snowing. | c. It's hot.        |
| 2. a. It's cloudy.  | 4. a. It's icy.  | 6. a. It's snowing. |
| b. It's nice.       | b. It's nice.    | b. It's windy.      |
| c. It's sunny.      | c. It's raining. | c. It's cold.       |



## 4. Let's Listen

### Task 1

These people are talking about the weather. What is it like now?  
Listen and circle the correct answer.



1. a. It's warm.  
b. ☒ It's windy.
2. a. It's windy.  
b. It's getting warmer.
3. a. The sky is dark.  
b. It's sunny.
4. a. It's windy.  
b. It's sunny.
5. a. It's cold.  
b. It's really nice.
6. a. It's raining.  
b. It's not raining.
7. a. It's getting cooler.  
b. It's hot.
8. a. It's raining.  
b. It's snowing.

### Task 2

Listen again. Is the weather getting better or worse? Check (✓) the correct answer.

	Better	Worse		Better	Worse
1.	<input type="checkbox"/>	<input type="checkbox"/>	5.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	7.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>

## Over to You: Fun things to do

### Task 1

Work in pairs. Think of two fun things to do on each of the days below. Write them in the chart.

Example: A fun thing to do on a cool, sunny spring day is go hiking.

Type of day	Activities	
1. a cool, sunny day	_____	_____
2. a cool, rainy day	_____	_____
3. a hot, rainy day	_____	_____
4. a hot, sunny day	_____	_____
5. a cold, snowy day	_____	_____
6. a cold, sunny day	_____	_____

### Task 2

Work in groups of four. Now compare your activities with two other pairs. Which activities did they have that you did not? Write those activities in the chart.

Type of day	Activities	
1. a cool, sunny day	_____	_____
2. a cool, rainy day	_____	_____
3. a hot, rainy day	_____	_____
4. a hot, sunny day	_____	_____
5. a cold, snowy day	_____	_____
6. a cold, sunny day	_____	_____



# UNIT 18 Shopping

## 1. Getting Ready

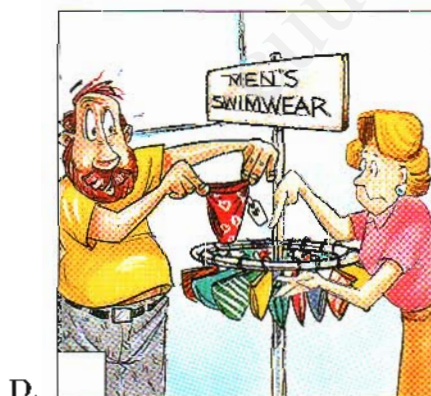
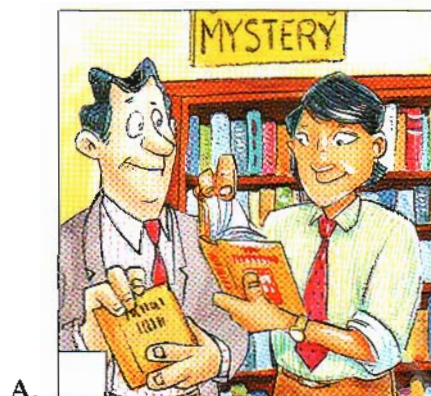
Where can you buy the items below? Match the item on the left with a store on the right. Write one more item you can buy in each store.

- |                        |                         |       |
|------------------------|-------------------------|-------|
| 1. CD <u>c</u>         | a. jewelry store        | _____ |
| 2. magazines _____     | b. bookstore            | _____ |
| 3. tie _____           | c. music store          | _____ |
| 4. necklace _____      | d. clothing store       | _____ |
| 5. vegetables _____    | e. grocery store        | _____ |
| 6. envelopes _____     | f. sporting goods store | _____ |
| 7. running shoes _____ | g. stationery store     | _____ |



## 2. Let's Listen

People are talking as they shop. Listen and number the pictures.



### 3. Let's Listen

#### Task 1

Customers are talking to salespeople in a store. Do the customers make a purchase? Listen and check (✓) the correct answer.



- |  |  |  |  |
|--|--|--|--|
| 1. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 3. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 5. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 7. <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| 2. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 4. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 6. <input type="checkbox"/> yes<br><input type="checkbox"/> no | 8. <input type="checkbox"/> yes<br><input type="checkbox"/> no |

#### Task 2

Listen again. What do you think the clerk says next? Circle the correct answer.













- |  |   |
|--|---|
| 1. a. Okay. It's \$37.50 with tax.<br>b. Let me know if you need help. | 5. a. Let me put it in a box for you.<br>b. Let me check.                         |
| 2. a. You're welcome.<br>b. Cash or credit?                            | 6. a. Great! Let me know if I can help you.<br>b. Great! I'll ring it up for you. |
| 3. a. You're welcome.<br>b. Can I show you something else?             | 7. a. Let me know if you need help.<br>b. How many do you need?                   |
| 4. a. Why not?<br>b. Okay. Let me know if I can help you.              | 8. a. Would you like to pay with cash?<br>b. We may get more next week.           |



## 4. Let's Listen

### Task 1

These people are asking about items in a store. Listen and check (✓) the item they talk about.

- |  |   |
|--|---|
| 1. <br>a. <input type="checkbox"/>    | <br>b. <input checked="" type="checkbox"/> |
| 2. <br>a. <input type="checkbox"/>   | <br>b. <input type="checkbox"/>          |
| 3. <br>a. <input type="checkbox"/>    | <br>b. <input type="checkbox"/>            |
| 4. <br>a. <input type="checkbox"/>   | <br>b. <input type="checkbox"/>          |
| 5. <br>a. <input type="checkbox"/>  | <br>b. <input type="checkbox"/>          |
| 6. <br>a. <input type="checkbox"/> | <br>b. <input type="checkbox"/>        |

### Task 2

Listen again. Circle the correct answer.

- |  |   |
|--|---|
| 1. a. You can machine-wash the shirt.<br>b. It's best to dry clean it.<br>c. You can hand-wash it.                                     | 4. a. The man likes both ties.<br>b. The woman prefers the striped tie.<br>c. The tie is a gift for someone.                |
| 2. a. They are regular mail envelopes.<br>b. They can also be used for air mail.<br>c. They can be used for air mail and regular mail. | 5. a. The blouse is made of cotton.<br>b. The blouse is made of cotton and linen.<br>c. The blouse is made of linen.        |
| 3. a. The man wants the watch for himself.<br>b. It's not a woman's watch.<br>c. Either a man or a woman can wear the watch.           | 6. a. The large apples aren't very sweet.<br>b. Both types of apples are usually sweet.<br>c. They don't like sweet apples. |

## Over to You: Where's a good place to buy...?

Work in groups of four. Where is a good place in your town or city to buy the items listed? Write suggestions for each item. Then compare your suggestions with those of another group.

Example: A: Where's a good place to buy \_\_\_\_ ?

B: Well, you can buy them at \_\_\_\_ .

C: You can also get them at \_\_\_\_ .

D: I think the best place is \_\_\_\_ .

A: I think so, too.

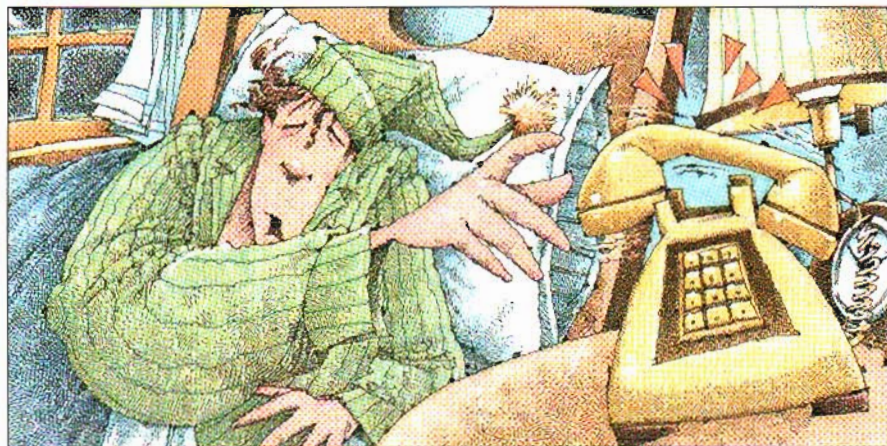
Item	Your group's suggestions	Other group's suggestions
jeans	<hr/> <hr/>	<hr/> <hr/>
books	<hr/> <hr/>	<hr/> <hr/>
shoes	<hr/> <hr/>	<hr/> <hr/>
birthday cards	<hr/> <hr/>	<hr/> <hr/>
computer software	<hr/> <hr/>	<hr/> <hr/>
cameras	<hr/> <hr/>	<hr/> <hr/>
sports equipment	<hr/> <hr/>	<hr/> <hr/>
jewelry	<hr/> <hr/>	<hr/> <hr/>
CDs	<hr/> <hr/>	<hr/> <hr/>
makeup	<hr/> <hr/>	<hr/> <hr/>



# UNIT 19 Using the Telephone

## 1. Getting Ready

Match the questions on the left with the answers on the right.



- |   |   |
|---|---|
| 1. May I ask who is calling? <u>e</u>   | a. 319-8216.  |
| 2. What number did you want? ____       | b. Yes, just a minute, please.                      |
| 3. Do you want to leave a message? ____ | c. No, it isn't. I think you have the wrong number. |
| 4. Is this 891-2168? ____               | d. No, I'll call back. Thanks.                      |
| 5. Can I speak to Michael, please? ____ | e. This is Tom Foster.                              |

## 2. Let's Listen

Which statement about each telephone call is true? Listen and circle the correct answer.

- |                            |   |
|----------------------------|---|
| 1. a. Joe is busy.         | 4. a. It's a wrong number.                |
| b. It's a wrong number.    | b. Sylvia is out.                         |
| 2. a. Sandy is not free.   | 5. a. Mrs. Brown can't come to the phone. |
| b. Sandy is not in.        | b. Mrs. Brown is home.                    |
| 3. a. It's a wrong number. | 6. a. Tony can't come to the phone.       |
| b. Brian is not home.      | b. Tony is in.                            |



### 3. Let's Listen

#### Task 1

Read these telephone messages. Then listen and correct the mistakes in each message.

1.

message

Anne—  
Mary  
~~Harry~~ Brown called.  
Her number is 914-6522.  
Please call her  
back tomorrow.

2.

message

John—  
Helen called.  
Her number is 614-5553.  
Meet her at 12 o'clock  
tomorrow at the library.

3.

message

Peter—  
Jean called.  
English exam will  
be on Thursday  
in Room 240.

4.

message

Patrick—  
Jon called.  
Tonight's party  
is at 7:00 at  
the Plaza Hotel.

#### Task 2

Listen again. Circle the correct information.

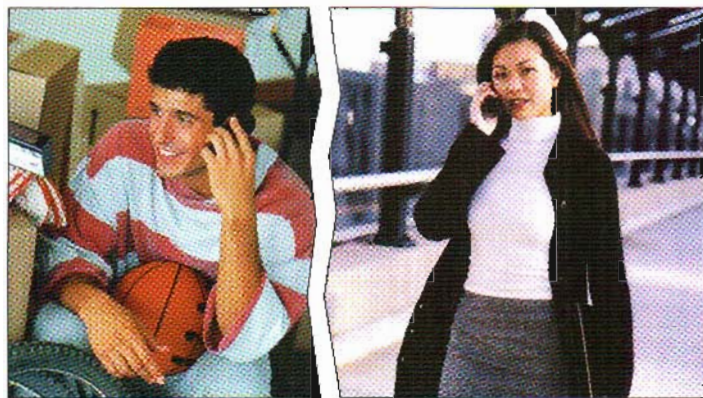
1. a. Anne is in, but she can't come to the phone.  
b. Anne isn't in now.  
c. Anne won't be back tonight.
2. a. John is still at school.  
b. John is out buying books.  
c. John doesn't know Ellen.
3. a. Peter is making dinner.  
b. Peter is out for the evening.  
c. Peter will be back soon.
4. a. Patrick is sleeping.  
b. Patrick will call back tonight.  
c. Patrick is eating dinner.



## 4. Let's Listen

### Task 1

Listen to each conversation. What is each call about? Circle the correct answer.



- |  |   |
|--|---|
| 1. a. an apology for missing a movie<br><b>b. an invitation to a movie</b><br>c. a cancellation of a movie | 4. a. a request to change a meeting time<br>b. an offer to change a meeting time<br>c. a promise to change a meeting time |
| 2. a. a suggestion about a stereo<br>b. a request to borrow a stereo<br>c. a complaint about a stereo      | 5. a. a suggestion about where to have dinner<br>b. an apology for missing dinner<br>c. a complaint about dinner          |
| 3. a. a complaint about a date<br>b. an invitation to go on a date<br>c. a cancellation of a date          | 6. a. a complaint about helping Becky move<br>b. an invitation to help Becky move<br>c. a promise to help Becky move      |

### Task 2

Listen again. Is each person pleased or not pleased after getting the call?  
Check (✓) the correct answer.

- |   |   |
|---|---|
| 1. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased | 4. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased |
| 2. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased | 5. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased |
| 3. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased | 6. <input type="checkbox"/> pleased<br><input type="checkbox"/> not pleased |

## Over to You: Can I leave a message, please?

### Task 1

Work in pairs. Number the sentences in A and B to make a telephone conversation. Then practice the conversation with your partner.

A

- \_\_\_ Okay. I'll give her the message.
- \_\_\_ I'm sorry. She's not at home right now.
- \_\_\_ Sure. Just let me get a pen and some paper.
- 1 Hello.
- \_\_\_ You're welcome. Good-bye.
- \_\_\_ Does she have your telephone number?

B

- \_\_\_ Yes, she does.
- \_\_\_ Good-bye.
- \_\_\_ Can you tell her that Bob called? And please ask her to call me back.
- 2 Hello. Can I speak to Cindy, please?
- \_\_\_ Oh, can I leave a message, please?
- \_\_\_ Thanks very much.

### Task 2

Work in pairs. Think of three people you called last week and complete the charts. Then take turns asking and answering the questions in the charts.

#### Call 1

Who did you call? \_\_\_\_\_  
When did you call? \_\_\_\_\_  
Why did you call? \_\_\_\_\_

#### Call 2

Who did you call? \_\_\_\_\_  
When did you call? \_\_\_\_\_  
Why did you call? \_\_\_\_\_

#### Call 3

Who did you call? \_\_\_\_\_  
When did you call? \_\_\_\_\_  
Why did you call? \_\_\_\_\_





# UNIT 20 Describing Things

## 1. Getting Ready

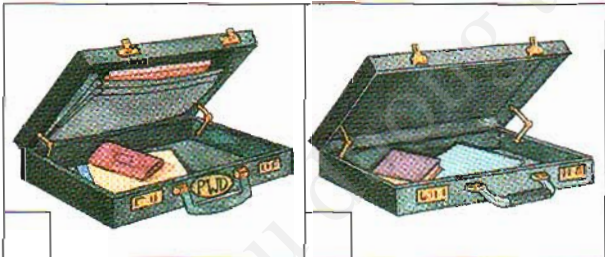
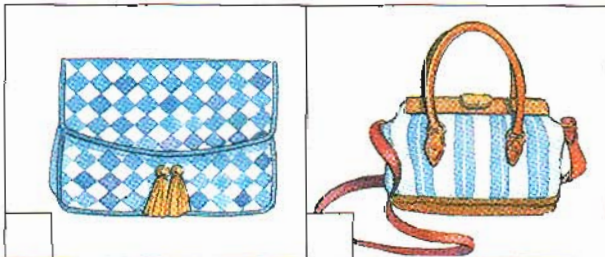
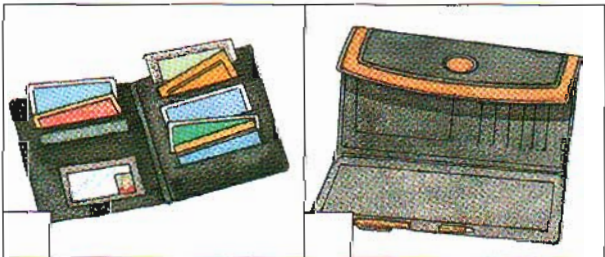
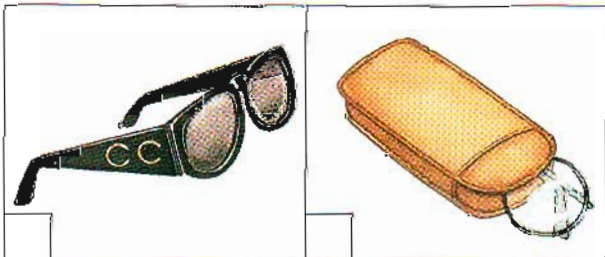
Find these items in the picture. Write the letter next to each item.



1. a briefcase with initials A
2. a handbag with a leather strap
3. a small suitcase with a checked design
4. a large suitcase with wheels
5. a backpack with a striped design
6. a wallet without initials

## 2. Let's Listen

These people are describing items they left in a taxi. Listen and check (✓) the correct picture.

1. 
  - a. ☐
  - b. ☐
2. 
  - a. ☐
  - b. ☐
3. 
  - a. ☐
  - b. ☐
4. 
  - a. ☐
  - b. ☐

### 3. Let's Listen

#### Task 1

People are describing these items. Listen and number the pictures.



A. ☐



B. ☐



C. ☐



D. ☐



E. ☐



F. ☐

#### Task 2

Listen again. Why does each person like the item? Circle the correct information.

1. a. She wears it every day.  
b. The sun hurts her eyes.  
c. It's good for windy days.
2. a. It's made of plastic.  
b. It's small.  
c. It's great for work.
3. a. It's small.  
b. It's big.  
c. She uses it while she runs.
4. a. It's cheap.  
b. It's not easily seen.  
c. She likes the colors.
5. a. It doesn't have wheels.  
b. It's good for traveling.  
c. It's very big.
6. a. They're comfortable.  
b. They're new.  
c. He likes the color.



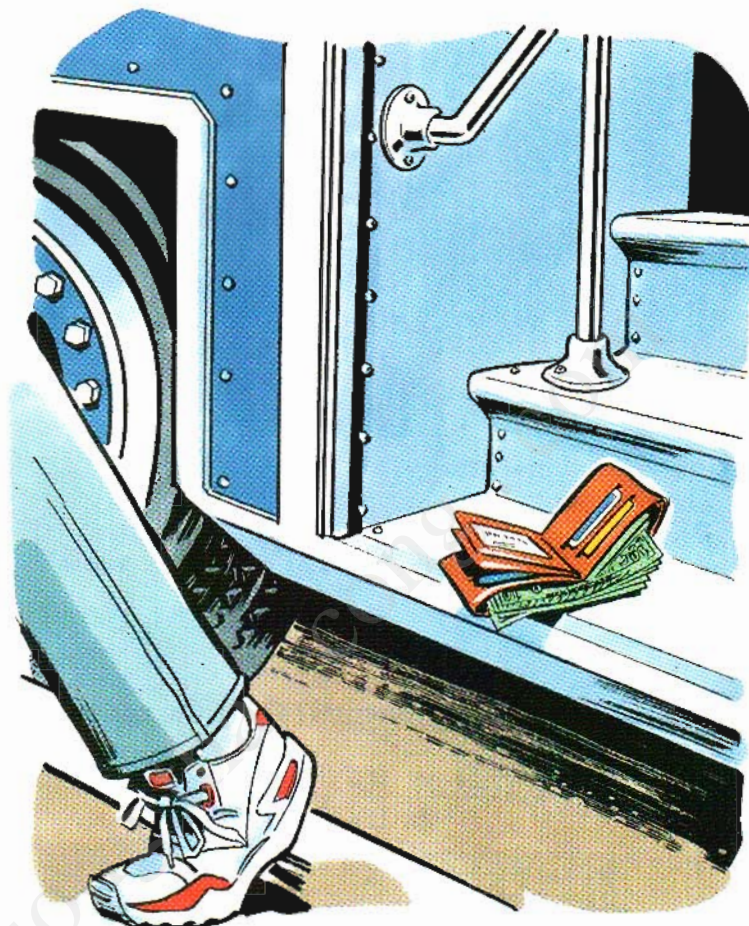
## 4. Let's Listen

### Task 1

People are talking about items they lost. Listen and check (✓) the item each person describes.

#### Lost items

1. ☒ wallet  
☐ suitcase  
☐ beach bag
2. ☐ shoes  
☐ keys  
☐ glasses
3. ☐ keys  
☐ rings  
☐ pocket knife
4. ☐ suitcase  
☐ credit card  
☐ passport
5. ☐ passport  
☐ suitcase  
☐ jacket
6. ☐ novel  
☐ newspaper  
☐ letter



### Task 2

Listen again. Where was each item lost? Circle the correct answer.

- |                                     |   |                                   |
|-------------------------------------|---|-----------------------------------|
| 1. a. the bus<br>b. the car         | 3. a. the school<br>b. the house                | 5. a. at home<br>b. at the office |
| 2. a. the bus<br>b. the coffee shop | 4. a. the department store<br>b. the restaurant | 6. a. the subway<br>b. at home    |

## Over to You: What does it look like?

### Task 1

Work in pairs. Take turns describing one of the items in each set of pictures. Can your partner guess which item you are describing?

Example: A: It's a leather briefcase with the initials MGL on it.

B: Is it A?

A: No, it doesn't have a long strap.

B: Oh, then is it B?

A: Yes, it is.

1.



A.



B.



C.

2.



A.

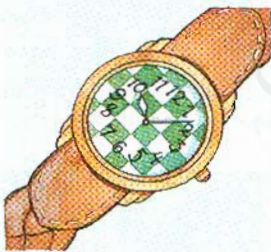


B.

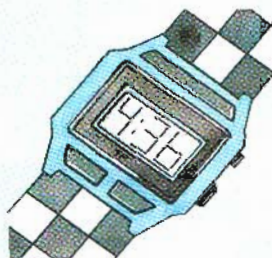


C.

3.



A.



B.



C.

### Task 2

Work in pairs. Think of three items in your classroom. Give short clues and have your partner try to guess the items.

Example: A: It's rectangular.

B: Is it the teacher's desk?

A: No, it isn't. It's smaller.

B: Is it your desk?

A: Yes, it is.

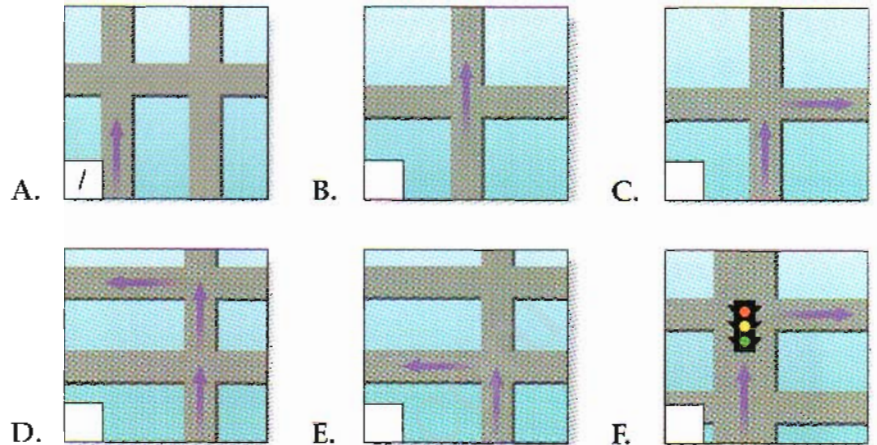


# UNIT 21 Directions

## 1. Getting Ready

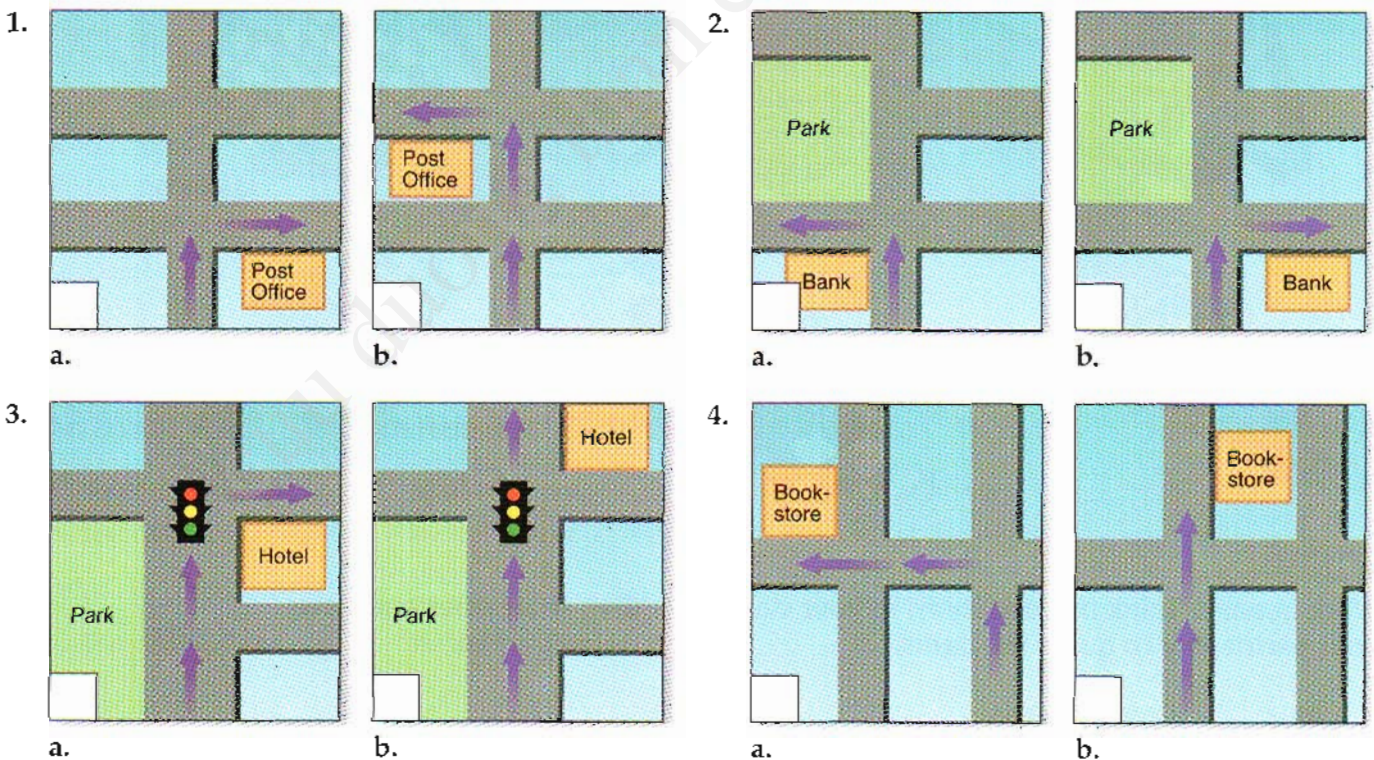
Match each direction with a map. Write the number next to each map.

- Go straight up the block.
- Turn right at the light.
- Take the first street on the left.
- Go straight for two blocks. Then turn left.
- Go through the intersection.
- Take a right at the corner.



## 2. Let's Listen

People are giving directions. Listen and check (✓) the correct map.



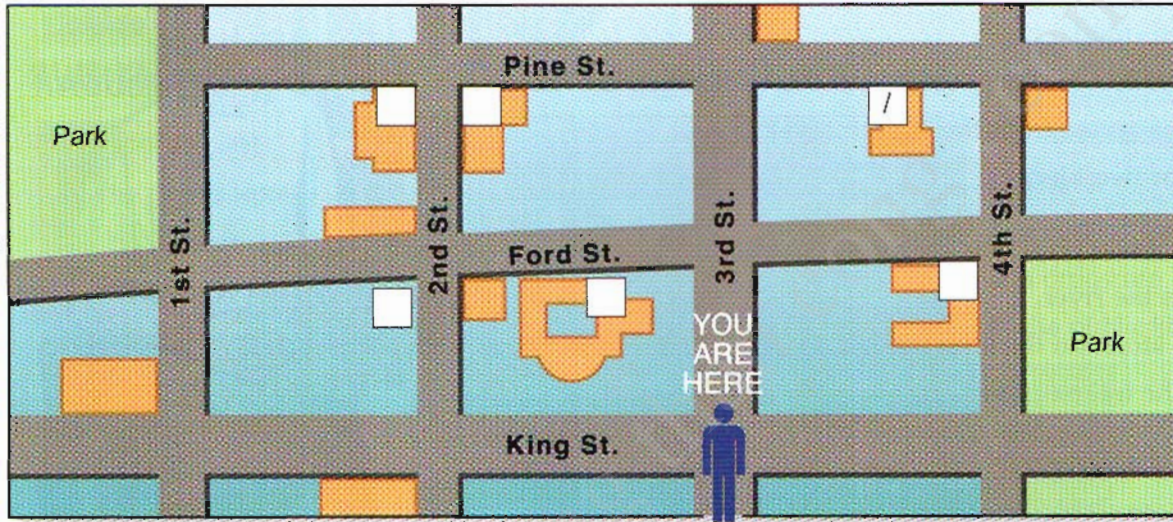


### 3. Let's Listen

#### Task 1

Look at the map and listen to the directions. Write the number of each place on the map as you listen.

- |                          |                       |
|--------------------------|-----------------------|
| 1. a bank                | 4. the post office    |
| 2. the Peking Restaurant | 5. the tourist office |
| 3. a supermarket         | 6. the art museum     |



#### Task 2

Listen again. Complete the statements for each set of directions.

- Go straight up Third Street for two blocks and turn right on Pine Street.
- It's \_\_\_\_\_ your left, on the \_\_\_\_\_ of Ford and Second.
- Go left \_\_\_\_\_ King and \_\_\_\_\_ go \_\_\_\_\_ Second Street for two blocks.
- It's not far \_\_\_\_\_ here.
- Go up Third Street and turn \_\_\_\_\_ on Ford. It's in the first big building you see on your \_\_\_\_\_.
- Go to the \_\_\_\_\_ of the block.



## 4. Let's Listen

### Task 1

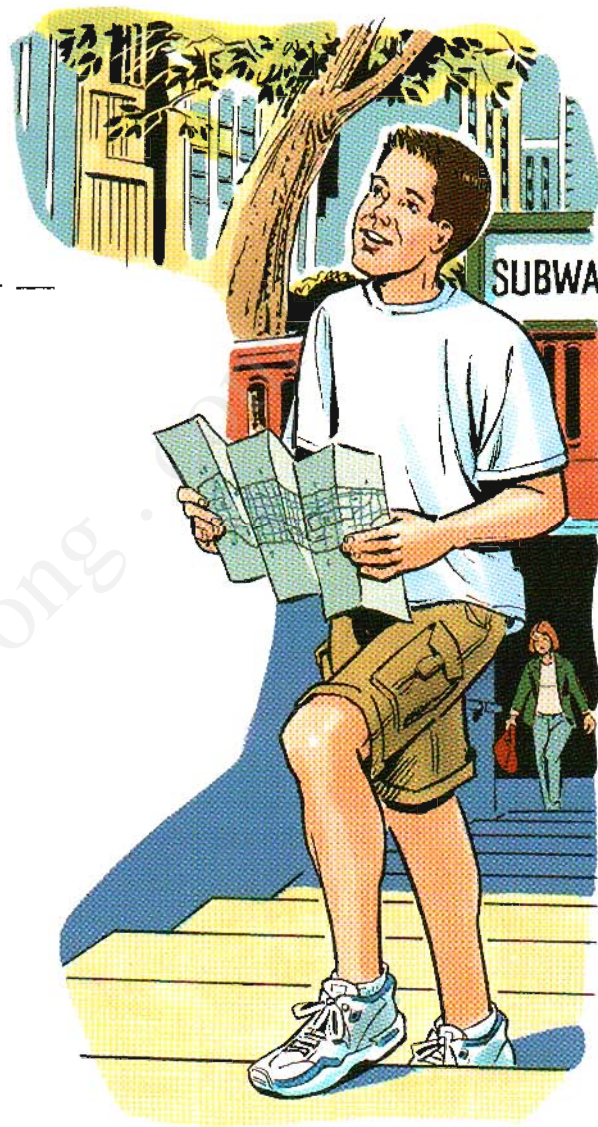
People are giving directions to their homes. Number the directions in the correct order.

1. Go down the street and my house is on the left. \_\_\_\_  
Walk past the hotel for two blocks. \_\_\_\_  
Come out of the subway. 1  
You'll see a small street on the right. \_\_\_\_
2. Cross the footbridge. \_\_\_\_  
Go down the street on the other side of the footbridge. \_\_\_\_  
Get off the bus across from the supermarket. \_\_\_\_  
Walk north for two blocks. \_\_\_\_
3. Go down the street until you see the supermarket. \_\_\_\_  
Walk towards the river. \_\_\_\_  
Take the first street on the left. \_\_\_\_  
Go through the intersection. \_\_\_\_
4. Get off the bus across from the school. \_\_\_\_  
Go down the street until you see a church. \_\_\_\_  
Turn right just past the gas station. \_\_\_\_  
Walk north for about four blocks. \_\_\_\_

### Task 2

Listen again. What should each person bring?  
Circle the correct answer.

- |              |                  |
|--------------|------------------|
| 1. a. food   | 3. a. vegetables |
| b. CDs       | b. chips         |
| c. videos    | c. fruit         |
| 2. a. snacks | 4. a. sneakers   |
| b. soda      | b. balls         |
| c. music     | c. racket        |



## Over to You: I'm looking for...

Ask your partner directions to the places on your list. Write the correct letter or number on your map.

Example: Student A: Excuse me. I'm looking for the Grand Hotel.

Student B: The Grand Hotel? Okay. Go straight up 1st street...

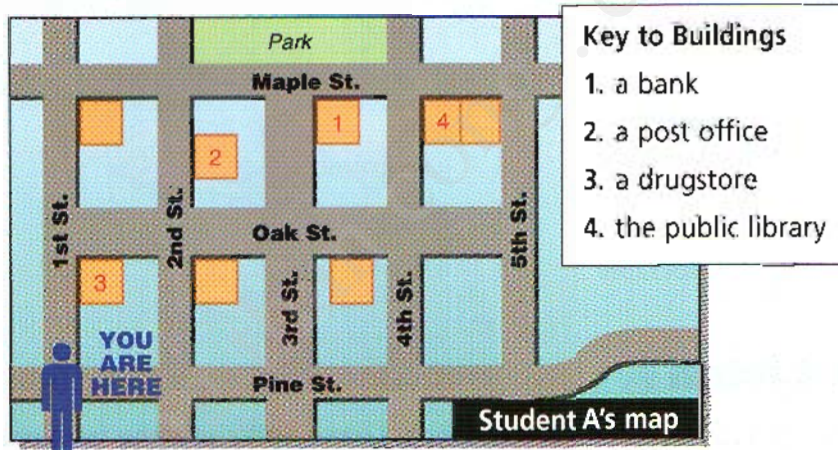
Student B: Excuse me. I'm trying to find a bank.

Student A: A bank? Let's see. Go up 1st Street...

Student A:

### Student A's List

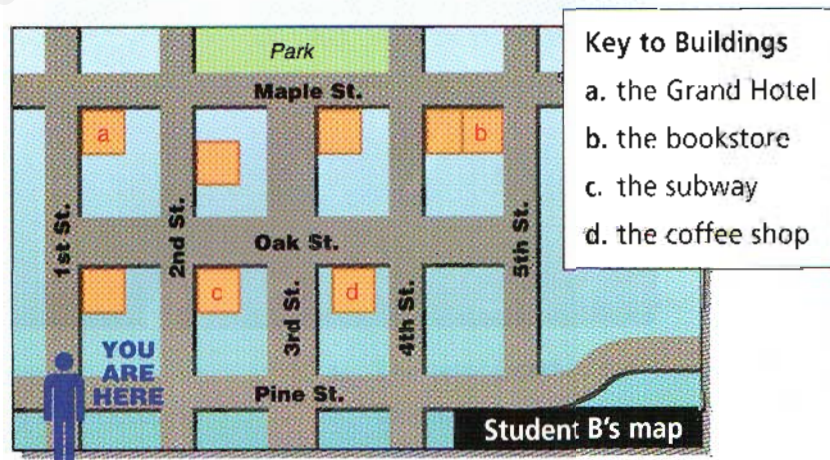
- the Grand Hotel
- the bookstore
- the subway
- the coffee shop



Student B:

### Student B's List

- a bank
- a post office
- a drugstore
- the public library





# UNIT 22 People We Know

## 1. Getting Ready

What's your best friend like? Check (✓) words on the list that describe him or her. Compare answers with a partner.

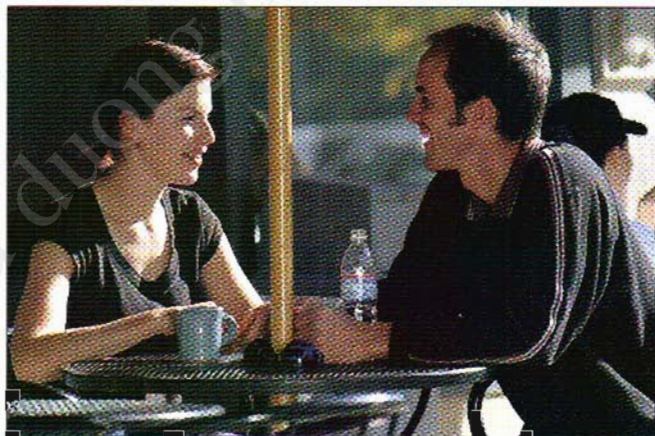


- |                                    |                                   |  |                                   |
|------------------------------------|-----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> shy       | <input type="checkbox"/> funny    | <input type="checkbox"/> easygoing               | <input type="checkbox"/> generous |
| <input type="checkbox"/> talkative | <input type="checkbox"/> smart    | <input type="checkbox"/> a little crazy at times | <input type="checkbox"/> lazy     |
| <input type="checkbox"/> serious   | <input type="checkbox"/> sociable | <input type="checkbox"/> hardworking             | <input type="checkbox"/> kind     |

## 2. Let's Listen

These people are talking about new friends. Listen and circle the best word or phrase to describe each person.

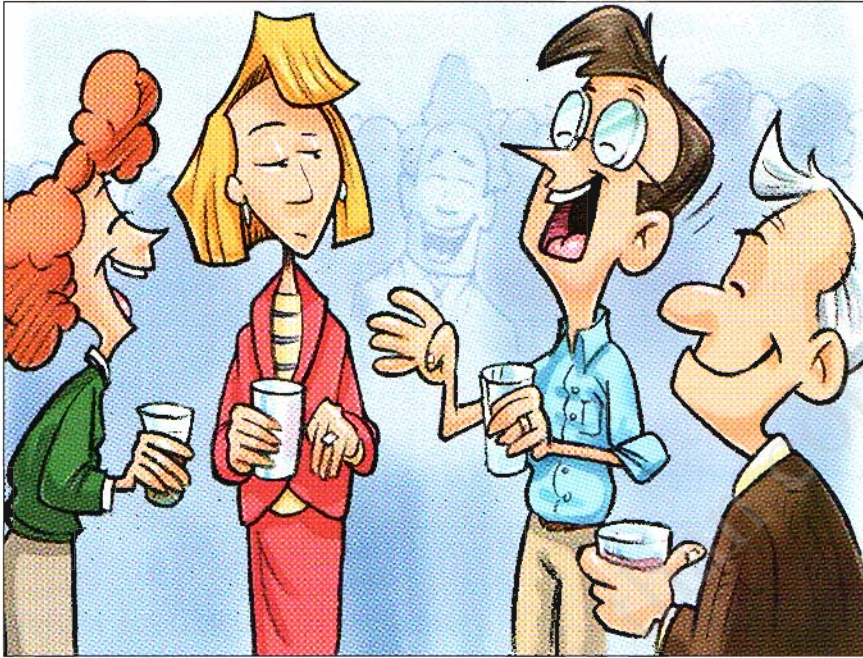
- serious
  - funny
- shy
  - talkative
- serious
  - crazy
- smart
  - not talkative
- serious
  - sociable
- generous
  - hardworking



### 3. Let's Listen

#### Task 1

Are the people in each conversation similar or different? Listen and check (✓) the correct answer.



- |   |   |   |
|---|---|---|
| 1. <input type="checkbox"/> similar<br><input type="checkbox"/> different | 3. <input type="checkbox"/> similar<br><input type="checkbox"/> different | 5. <input type="checkbox"/> similar<br><input type="checkbox"/> different |
| 2. <input type="checkbox"/> similar<br><input type="checkbox"/> different | 4. <input type="checkbox"/> similar<br><input type="checkbox"/> different | 6. <input type="checkbox"/> similar<br><input type="checkbox"/> different |

#### Task 2

Listen again. What do you think is true about each person? Circle the correct answer.

- |   |   |
|---|---|
| 1. a. Mr. Grant is funny.<br>b. Mrs. Grant loves to have fun.                       | 4. a. Wendy's boyfriend is very serious all the time.<br>b. Wendy loves to have fun.                |
| 2. a. Neither brother likes studying<br>b. Both brothers go to school every day.    | 5. a. Both teachers are very easygoing.<br>b. Both teachers just started teaching at the school.    |
| 3. a. Mr. Roberts doesn't talk a lot.<br>b. It's difficult to talk to Mrs. Roberts. | 6. a. The wife finishes work earlier than her husband.<br>b. The husband works as hard as the wife. |



## 4. Let's Listen

### Task 1

Mary is telling Anne about people at her school. What does she like or not like about each person? Listen and check (✓) the correct answer.



	Likes	Doesn't like
1. personality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sense of humor	<input type="checkbox"/>	<input type="checkbox"/>
habits	<input type="checkbox"/>	<input type="checkbox"/>



	Likes	Doesn't like
2. personality	<input type="checkbox"/>	<input type="checkbox"/>
sense of humor	<input type="checkbox"/>	<input type="checkbox"/>
habits	<input type="checkbox"/>	<input type="checkbox"/>



	Likes	Doesn't like
3. personality	<input type="checkbox"/>	<input type="checkbox"/>
sense of humor	<input type="checkbox"/>	<input type="checkbox"/>
habits	<input type="checkbox"/>	<input type="checkbox"/>



	Likes	Doesn't like
4. personality	<input type="checkbox"/>	<input type="checkbox"/>
sense of humor	<input type="checkbox"/>	<input type="checkbox"/>
habits	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Listen again. Does Anne want to know each person? Check (✓) the correct answer.

1. ☐ yes      2. ☐ yes      3. ☐ yes      4. ☐ yes  
☐ no      ☐ no      ☐ no      ☐ no

## Over to You: What are you like?

### Task 1

What are you like? Check (✓) the answers in the chart.

You are...	Very	A little	Not at all
shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easygoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hardworking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
crazy at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talkative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2

Work in pairs. What's your partner like? Guess by checking (✓) your answers in the chart.

Your partner is...	Very	A little	Not at all
shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easygoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hardworking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
crazy at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talkative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now ask your partner about his or her qualities. Circle the qualities you guessed correctly and tell your partner what you guessed.

Example: A: Do you think you're shy?

B: Yes, I think I'm very shy.

A: I guessed you aren't shy at all./I guessed right.

How many did you guess correctly? \_\_\_\_



# UNIT 23 Places

## 1. Getting Ready

Match the statements with the correct cities.

a. Paris      b. Rio de Janeiro      c. Hong Kong      d. San Francisco      e. Sydney      f. Montreal

1. It's a beautiful city with a very famous beach. Thousands of people attend Carnival here every year.

b

2. It's a popular city for tourists from all over the world. It is famous for its cable cars.

—

3. It's a beautiful city on a harbor. It has a famous opera house.

—

4. It's a noisy city and it's very crowded. People there speak English and Chinese.

—

5. It's a modern city where people speak both French and English. It has very cold winters.

—

6. It is a romantic city with some beautiful old buildings. It has a very famous tower.

—



## 2. Let's Listen

Do the people like the cities they live in? Listen and check (✓) the correct answer.

	Likes it a lot	Likes it a little	Doesn't like it
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### 3. Let's Listen

#### Task 1

Listen to people talking about cities. What is each city like? Check (✓) the correct answer.



- |  |   |   |   |
|--|---|---|---|
| 1. <input type="checkbox"/> great<br><input type="checkbox"/> safe<br><input type="checkbox"/> cheap       | 3. <input type="checkbox"/> noisy<br><input type="checkbox"/> clean<br><input type="checkbox"/> crowded | 5. <input type="checkbox"/> small<br><input type="checkbox"/> crowded<br><input type="checkbox"/> noisy | 7. <input type="checkbox"/> ugly<br><input type="checkbox"/> dangerous<br><input type="checkbox"/> safe   |
| 2. <input type="checkbox"/> crowded<br><input type="checkbox"/> quiet<br><input type="checkbox"/> polluted | 4. <input type="checkbox"/> boring<br><input type="checkbox"/> great<br><input type="checkbox"/> cheap  | 6. <input type="checkbox"/> boring<br><input type="checkbox"/> small<br><input type="checkbox"/> lovely | 8. <input type="checkbox"/> expensive<br><input type="checkbox"/> large<br><input type="checkbox"/> small |

#### Task 2

Listen again. Circle what each person says about each place.

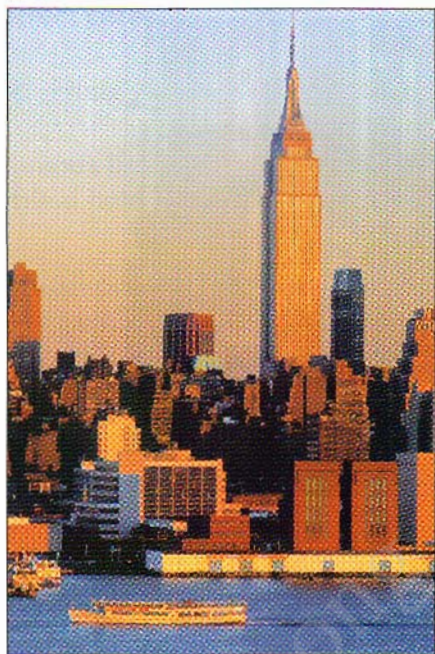
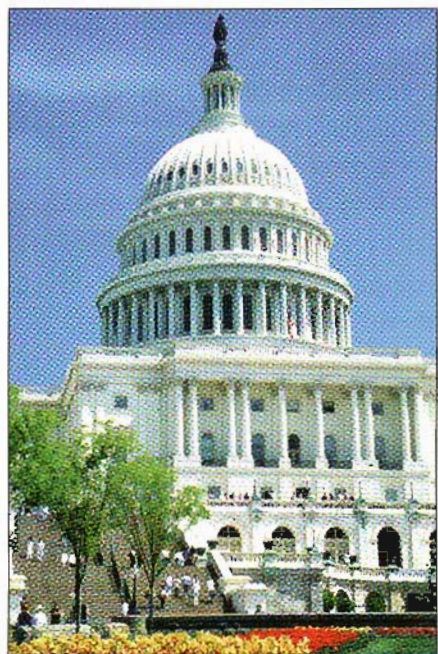
- |  |  |
|--|--|
| 1. a. There aren't many interesting places to visit.<br>b. There is a lot to do. | 5. a. It's pretty small and quiet.<br>b. It's crowded and noisy. |
| 2. a. People are noisy in the street.<br>b. It's nice and quiet.                 | 6. a. It's not a pretty city.<br>b. The scenery is beautiful.    |
| 3. a. The air isn't clean.<br>b. The streets are not crowded.                    | 7. a. It's good for families.<br>b. It's dangerous.              |
| 4. a. Everything is cheap.<br>b. Everything is expensive.                        | 8. a. It's a small city.<br>b. It has great nightlife.           |



## 4. Let's Listen

### Task 1

People are comparing two cities. Listen and circle the city each person prefers.



1. a. Washington, D.C.  
b. New York
2. a. Los Angeles  
b. San Francisco
3. a. Singapore  
b. Hong Kong
4. a. Sydney  
b. Melbourne

### Task 2

Listen again. Which city do the words describe? Check (✓) the correct answer.

1.

	Washington, D.C.	New York
more exciting	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
cheaper restaurants	<input type="checkbox"/>	<input type="checkbox"/>
better theater	<input type="checkbox"/>	<input type="checkbox"/>
2.

	Los Angeles	San Francisco
huge	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
boring	<input type="checkbox"/>	<input type="checkbox"/>
fast-moving	<input type="checkbox"/>	<input type="checkbox"/>
3.

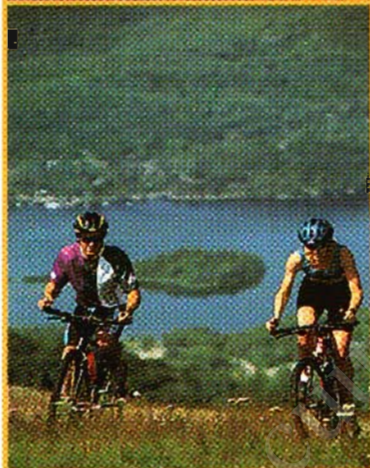
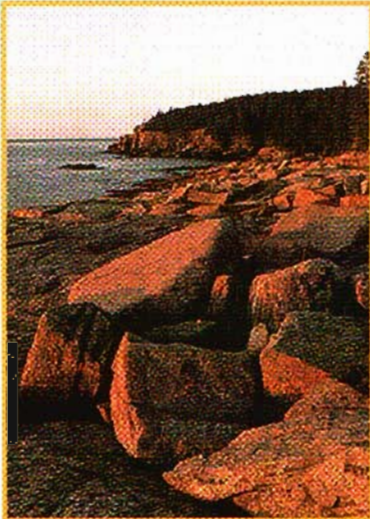
	Singapore	Hong Kong
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
more comfortable	<input type="checkbox"/>	<input type="checkbox"/>
clean	<input type="checkbox"/>	<input type="checkbox"/>
polluted	<input type="checkbox"/>	<input type="checkbox"/>
4.

	Sydney	Melbourne
more exciting	<input type="checkbox"/>	<input type="checkbox"/>
beautiful	<input type="checkbox"/>	<input type="checkbox"/>
better prices	<input type="checkbox"/>	<input type="checkbox"/>
more relaxing	<input type="checkbox"/>	<input type="checkbox"/>



## Over to You: Create a travel brochure

Work in pairs. Complete the travel brochure about a place you know.  
Then compare your travel brochure with another pair.



# IT DOESN'T GET

*any better than this!*



Have you visited \_\_\_\_\_ lately?

Come and visit us soon. We promise you a great vacation.

We have great places for you to visit such as \_\_\_\_\_

Our hotels are good, too. You can choose from \_\_\_\_\_

And there are a lot of interesting things to do and see here  
such as \_\_\_\_\_

And you'll like our food. Don't forget to try \_\_\_\_\_

Shopping is good, too. You can buy \_\_\_\_\_

So come and visit us soon! We look forward \_\_\_\_\_  
to seeing you in \_\_\_\_\_

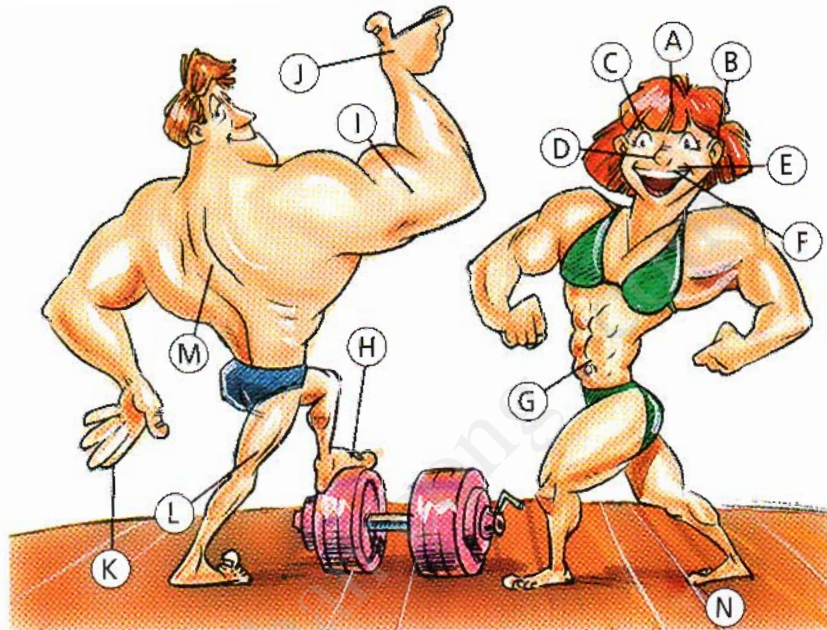


# UNIT 24 Health

## 1. Getting Ready

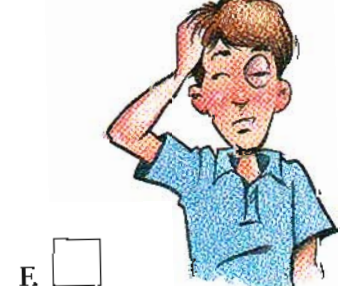
Match each word with the body part in the picture. Write the correct letter.

1. hand J
2. ear
3. mouth
4. nose
5. eye
6. foot
7. back
8. teeth
9. arm
10. head
11. leg
12. stomach
13. finger
14. toe



## 2. Let's Listen

People are talking about health problems. Listen and number the pictures.

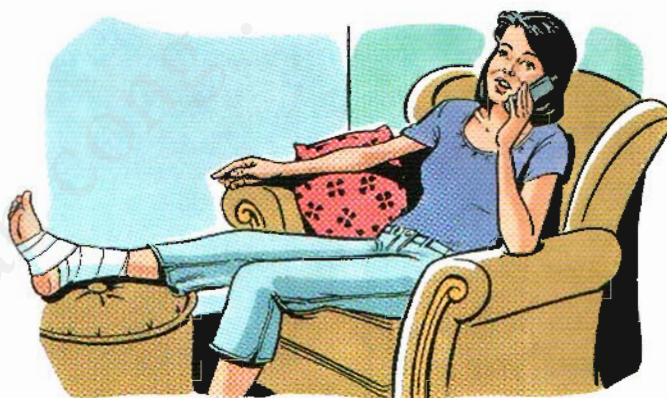
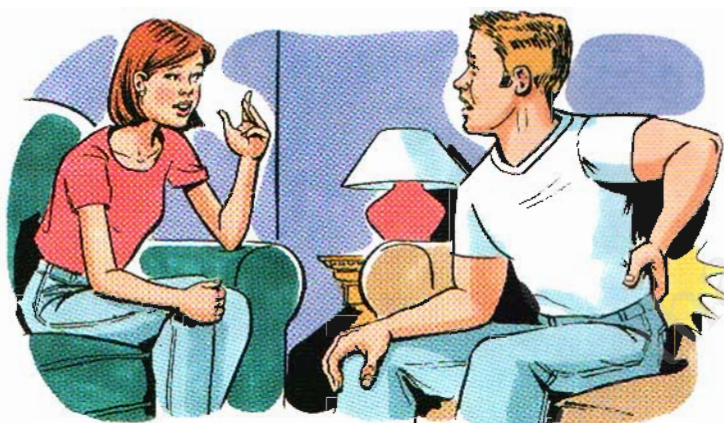


### 3. Let's Listen

#### Task 1

Listen to people talking about health problems. What is each person's problem?  
Write the correct letter.

1. Rick    \_\_\_            a. a twisted ankle
2. Judy    \_\_\_            b. a cut
3. Nancy   \_\_\_            c. a stomachache
4. Tom    \_\_\_            d. a backache
5. Renee   \_\_\_            e. the flu



#### Task 2

Listen again. When did the problem start? Circle the correct answer.

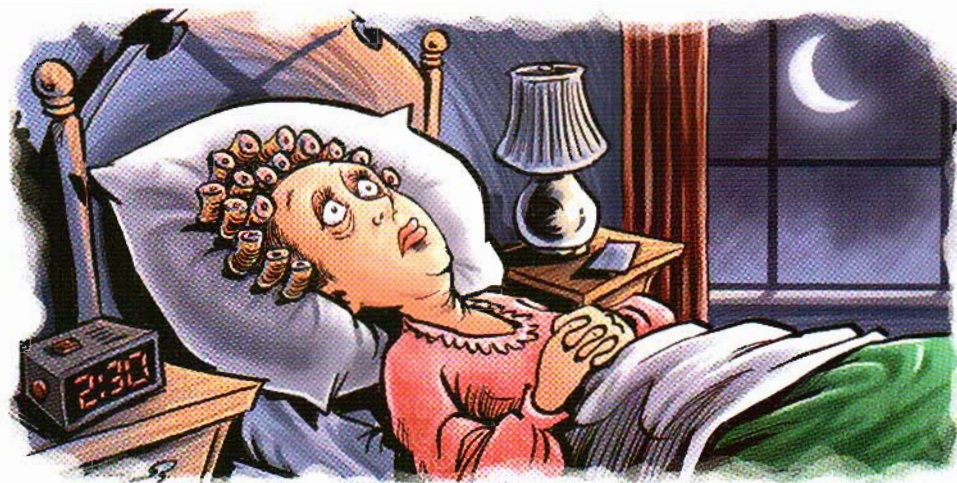
- |                    |                   |                 |
|--------------------|-------------------|-----------------|
| 1. a. last weekend | 3. a. yesterday   | 5. a. last week |
| b. yesterday       | b. last week      | b. last night   |
| c. two days ago    | c. a few days ago | c. today        |
| 2. a. yesterday    | 4. a. today       |                 |
| b. two days ago    | b. last night     |                 |
| c. today           | c. a few days ago |                 |



## 4. Let's Listen

### Task 1

Listen to people describing a health problem to a friend. What phrase completes each statement? Circle the correct answer.



1. Lately, she \_\_\_\_\_.
  - a. easily falls asleep
  - b. can't fall asleep
  - c. sleeps all night
2. Lately, he doesn't \_\_\_\_\_.
  - a. take any vitamins
  - b. feel tired
  - c. have any energy
3. She gets very bad \_\_\_\_\_.
  - a. backaches
  - b. headaches
  - c. pains in her eyes
4. He's getting a lot of \_\_\_\_\_ this year.
  - a. toothaches
  - b. stomachaches
  - c. colds

### Task 2

Listen again. Circle what the friend suggests for each problem.

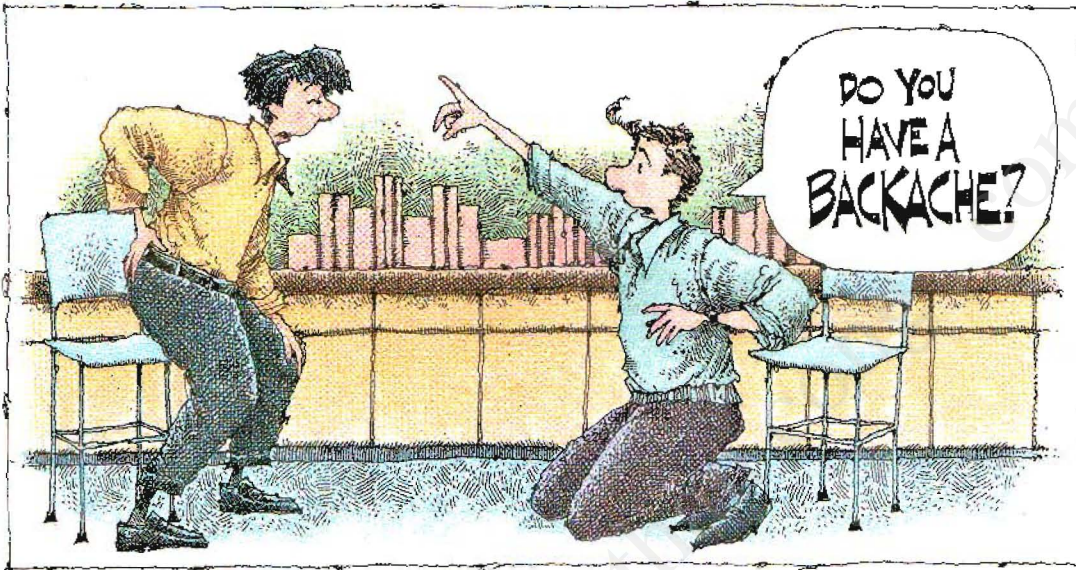
1.
  - a. get something from the drug store
  - b. get up and do something
  - c. take sleeping pills
2.
  - a. get more sleep
  - b. see the doctor
  - c. take vitamins
3.
  - a. buy a new computer
  - b. sit in a different way
  - c. stop using the computer
4.
  - a. take vitamin C
  - b. go to the doctor
  - c. get more exercise

## Over to You: Guess what's wrong

### Task 1

Work in pairs. Take turns. One person acts out a health problem. The other person guesses what it is. Use the health problems below or use your own ideas.

a headache	a cold	the flu	a backache	a stomachache
a toothache	an earache	a sore throat	a sore knee	



### Task 2

Work in pairs. List five tips to stay healthy. Share them with another pair.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



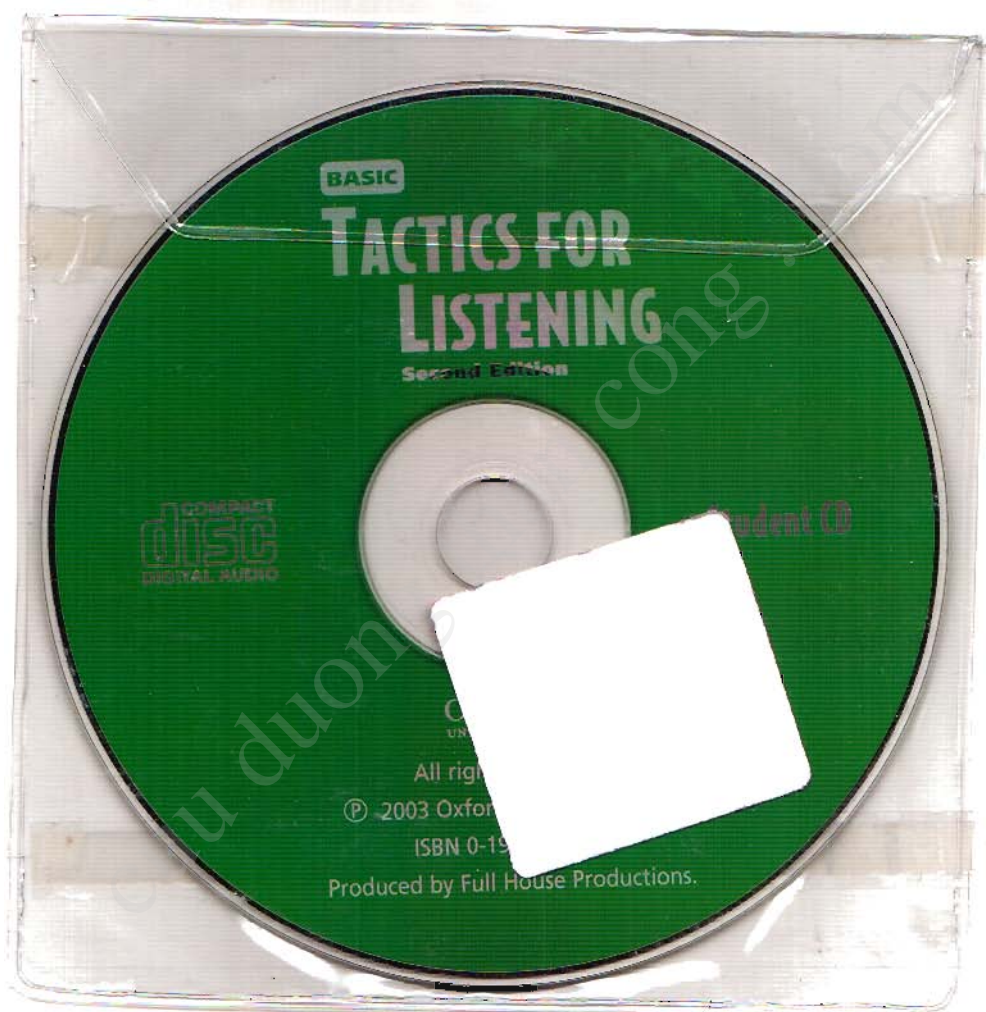


**BASIC**

# TACTICS FOR LISTENING

Second Edition

Student CD



This CD contains the final **Let's Listen** tasks for each unit in the Student Book.

Track	Content	Track	Content	Track	Content
1	Introduction	10	Unit 9, Page 36	19	Unit 18, Page 72
2	Unit 1, Page 4	11	Unit 10, Page 40	20	Unit 19, Page 76
3	Unit 2, Page 8	12	Unit 11, Page 44	21	Unit 20, Page 80
4	Unit 3, Page 12	13	Unit 12, Page 48	22	Unit 21, Page 84
5	Unit 4, Page 16	14	Unit 13, Page 52	23	Unit 22, Page 88
6	Unit 5, Page 20	15	Unit 14, Page 56	24	Unit 23, Page 92
7	Unit 6, Page 24	16	Unit 15, Page 60	25	Unit 24, Page 96
8	Unit 7, Page 28	17	Unit 16, Page 64		
9	Unit 8, Page 32	18	Unit 17, Page 68		



**BASIC**

# TACTICS FOR LISTENING

**Second Edition**

*Basic Tactics for Listening* is the first book of a comprehensive three-level listening skills course for adult and young adult learners of American English. It is intended for students who have studied English previously but who need further practice in understanding simple conversational language.

*Basic Tactics for Listening* can be used as the main text for a listening course, as a complement to a speaking course, or as the basis for a language laboratory course.

## KEY FEATURES OF TACTICS FOR LISTENING

- High-interest topics that engage and motivate students
- Fun, natural-sounding recordings that reflect everyday situations
- Easy-to-use, task-based activities
- Practice in both top-down and bottom-up listening skills
- Optional conversation activities in each unit

## KEY FEATURES OF THE NEW EDITION

- ✓ New follow-up listening activities for more in-depth practice
- ✓ Expanded "Over to You" sections for extra speaking practice
- ✓ A Student CD for extra practice outside the classroom
- ✓ Photocopiable speaking activities for each unit
- ✓ Midterm, final, and unit tests with CDs

## COMPONENTS

<i>Basic Tactics for Listening</i> Student Book with CD	0-19-438451-9
<i>Basic Tactics for Listening</i> Teacher's Book with CD	0-19-438453-5
<i>Basic Tactics for Listening</i> Class Cassettes (3)	0-19-437527-7
<i>Basic Tactics for Listening</i> Class CDs (3)	0-19-437528-5
<i>Basic Tactics for Listening</i> Test Booklet with CD	0-19-438830-1

## OTHER LEVELS IN THE SERIES

*Developing Tactics for Listening* Second Edition  
*Expanding Tactics for Listening* Second Edition

**OXFORD**  
UNIVERSITY PRESS

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

ISBN 0-19-438451-9



9 780194 384513