

Basic

# TACTICS for LISTENING

THIRD EDITION

Now with  
Testing Program  
& Resource  
CD-ROM

## Teacher's Book

Jack C. Richards  
with Grant Trew

More listening. More testing. More effective.

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Executive Design Manager: Maj-Britt Hagsted

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# How to teach a *Tactics for Listening* unit

## Unit-opening Activities

### Vocabulary Worksheet

Use the Vocabulary Worksheet at the back of this Teacher's Book to pre-teach the unit's vocabulary. The Vocabulary Worksheet can be done in class or as homework before the start of a new unit.

## Getting Ready

The purpose of this activity is to introduce the unit topic, pre-teach vocabulary, and activate students' prior knowledge.

- Focus students' attention on the title of the unit. If the term or phrase is unfamiliar to students, teach it to them.
- Pre-teach unfamiliar terms or phrases from the activity.
- Read directions to the students. If necessary, complete the first item to model the activity.
- Have students complete the activity either individually, in pairs, or in small groups.
- Check students' answers, correcting and explaining mistakes.

## Listening 1

The purpose of this activity is to listen to short audio passages, focusing on listening for general context, gist, or main idea.

- Use the vocabulary list to pre-teach any unfamiliar words or phrases.
- Read the first sentence of the directions aloud. The sentence describes the general context of the listening passage.
- Ask students to predict what they might hear based on the description in the directions.
- Read the rest of the directions aloud. They indicate what students should listen for. Make sure students focus on listening for the answer to this question.
- Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage and have students complete the activity.
- Check students' answers. Replay the audio, pausing at appropriate points to show where the answers are given.

## Listening 2

### Task 1

The purpose of this activity is to listen to short audio passages, focusing on listening for general context, gist, or main idea.

- Use the vocabulary list to pre-teach any unfamiliar words or phrases to students.
- Read the first sentence of the directions aloud. The sentence describes the general context of the listening passage.

- Ask students to predict what they might hear based on the description in the direction line.
- Read the rest of the directions aloud. They indicate what students should listen for. Make sure that students focus on listening for the answer to this question.
- Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage and have students complete the activity.
- Check students' answers. Replay the audio, pausing at appropriate points to show where the answers are given.

### Task 2

The purpose of this activity is to listen to short audio passages, focusing on listening for specific details.

- Explain to students that they will listen to the same audio passage that they listened to in Listening 2 Task 1.
- Read the activity directions. Make sure that students understand what piece of information they should listen for. Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage for the students and have them complete the activity.
- Check students' answers. Replay the audio, pausing at appropriate points to show where the answers are given.

## Listening 3

### Task 1

The purpose of this activity is to listen to short audio passages, focusing on listening for general context, gist, or main idea.

- Use the vocabulary list to pre-teach any unfamiliar words or phrases to students.
- Read the first sentence of the directions to the class. The sentence describes general context of the listening passage.
- Ask students to predict what they might hear based on the description in the direction line.
- Read the rest of the directions to the class. They indicate what students should listen for. Make sure students focus on listening for the answer to this question.
- Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage and have students complete the activity.
- Check the students' answers. Replay the audio, pausing at appropriate points to show where the answers are given.



## Task 2

The purpose of this activity is to listen to short audio passages, focusing on listening for specific details.

- Explain to students that they will listen to the same audio passage that they listened to in Listening 3 Task 1.
- Read the directions. Make sure that students understand what piece of information they should listen for. Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage for the students and have them complete the activity. Check the students' answers. Replay the audio, pausing at appropriate points to show where the answers are given.

## Pronunciation

The purpose of this activity is to familiarize students with the intonations, stress patterns, and reductions commonly used by native speakers of English, and to improve students' listening comprehension skills.

### Task 1

- Preview the pronunciation models with the students.
- Play the audio track, focusing the students' attention on the pronunciation point.
- Replay the audio, pausing after each pronunciation example to allow students to repeat it. Repeat this procedure until students can accurately reproduce each example.

### Task 2

Task 2 can either be a discrete listening activity or a pair work activity.

- If Task 2 is a discrete listening activity, play the audio for the students. Have students focus on distinguishing between sounds as directed in the activity. Check the students' answers and replay the audio until all students can correctly distinguish between sounds.
- If Task 2 is a pair work activity, place the students in pairs and have them practice the pronunciation examples in Task 1. Write other sentences focusing on the pronunciation point on the board and have students practice these as well.

## Dictation

The purpose of this activity is for students to improve their discrete listening skills and reinforce their understanding of the pronunciation point through focused dictation practice.

### Task 1

- Pre-read the dictation activity with the students. Ask the students to summarize the conversation to the best of their

ability. If the students lack the language skills to create an effective summary, ask questions to help them identify key details from the conversation.

- Play the audio passage. Instruct students to listen to the complete conversation without filling in the dictation blanks.
- Discuss the conversation with the students again, asking them to revise their previous summaries to include any new information they have heard.
- Replay the conversation. Pause after each line to give students an opportunity to fill in any blanks. If necessary, replay lines until students have successfully filled in the blanks. Check the students' answers.

## Task 2

- Replay the audio passage. Pause after each line and ask students to repeat it as a class. Focus their attention on correctly replicating the pronunciation point.
- Have students practice the conversation in pairs. Circulate through the class to monitor students' pronunciation.
- After students have completed the conversation, have them switch roles and practice it again.

## Conversation

The purpose of this activity is to practice the vocabulary and language models students have learned in the unit in an open conversation.

- Set the context for the students by discussing directions with them. Elicit words or phrases that may be useful in the activity and write them on the board.
- Model a sample conversation for the students using the words and phrases on the board.
- Place students in pairs and have them complete the activity. Circulate through the class monitoring the students' conversations and providing assistance as needed.

## Unit Closing Activities

### Conversation Worksheets

The *Teacher Resource CD-Rom* contains a Conversation Worksheet for each unit of the Student Book. These worksheets provide an additional opportunity for students to practice using the language they have encountered in the unit.

## Unit Tests

The *Teacher Resource CD-Rom* contains a Unit Test for each unit of the Student Book. The Unit Test assesses students' ability to listen for both gist and details, as well as their understanding of the vocabulary and language presented in the unit.

# Unit 1 Introductions and Names

Page 2

## Getting Ready

### Vocabulary

email address      phone number

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. c | 2. e | 3. a | 4. f |
| 5. h | 6. g | 7. d | 8. b |

## Listening 1

CD 1, Track 2

### Vocabulary

give (someone) a call  
how do you spell that?  
It's nice to meet you.  
weekend  
yep

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. b |
| 4. a | 5. b | 6. b |

Page 3

## Listening 2

CD 1, Track 3

### Vocabulary

assignment      register  
checking in      reservation  
get together      semester  
pretty good

## Task 1

### Skill: Listening for context

#### Answers

- |      |      |      |
|------|------|------|
| 1. D | 2. E | 3. C |
| 4. A | 5. F | 6. B |

## Task 2

### Skill: Listening and making predictions

#### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. b | 3. a |
| 4. b | 5. a | 6. c |

### Optional Activity

Put the students into pairs. Have the students listen to the recording again and write a question and an answer about two of the conversations. When everybody is finished, have each pair read their questions aloud for another pair to answer.

Page 4

## Listening 3

CD 1, Track 4

### Vocabulary

accounting      gym  
department      university  
forgotten      wait a minute

## Task 1

### Skill: Listening for names

#### Answers

- |          |         |           |
|----------|---------|-----------|
| 1. Elise | 2. Mick | 3. Hannah |
| 4. Devon | 5. Ike  | 6. Tandy  |

## Task 2

### Skill: Listening and making predictions

#### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. b | 3. d |
| 4. f | 5. e | 6. a |

### Optional Activity

Put the students into small groups and discuss how names are used in their cultures. Ask students to consider the following questions:

- When is it appropriate to use a person's first name?
- Do young people ever call adults by their first names?

Page 5

## Pronunciation

CD 1, Track 5

This pronunciation lesson focuses on linked sounds in words. The objective of this lesson is to increase students' awareness of the linked sounds in everyday English and improve listening comprehension skills.

## Dictation

CD 1, Track 6

## Task 1

#### Answers

- |          |         |          |
|----------|---------|----------|
| 1. name  | 2. Nice | 3. live  |
| 4. phone | 5. Have | 6. great |

## Conversation

Elicit introductory phrases students have heard in Listening 1, 2, and 3. Write the phrases on the board. Model an instruction using each phrase and an appropriate response.

Ask students to introduce themselves to three or four of their classmates. Students may use the sample language on the board for support.

# Unit 2 Describing People

Page 6

## Getting Ready

### Vocabulary

age	short
almost	shoulder-length
blond	straight
curly	tall
dark (hair)	teens
height	thirties
light brown (hair)	twenties
long	

#### Answers

**Age:** about 22; in his twenties; 19 years old; in her thirties; almost 25

**Height:** about 170 cm; tall; short; not very tall

**Hair:** short; long; light brown; blond; dark; curly; shoulder-length; straight

## Listening 1

CD 1, Track 7

### Vocabulary

look about (17 years old)  
rock band  
wear it short/long

### Skill: Listening for topics

#### Answers

- |           |           |
|-----------|-----------|
| 1. Age    | 2. Hair   |
| 3. Height | 4. Age    |
| 5. Hair   | 6. Height |
| 7. Age    | 8. Hair   |

### Optional Activity

Put the students into pairs. Have one person in each pair describe one of the people in the pictures on page 6 while the other student tries to guess who is being described. Tell the students to take turns guessing.

*Note: If you wish, you can use magazine pictures instead of the pictures in the Student Book.*

Page 7

## Listening 2

CD 1, Track 8

### Vocabulary

about average	cousin
actress	glasses
boyfriend	pretty (adv.)

## Task 1

### Skill: Listening for gist

#### Answers

- |      |      |
|------|------|
| 1. a | 2. a |
| 3. a | 4. a |

## Task 2

### Skill: Listening for details

#### Answers

- |          |          |
|----------|----------|
| 1. False | 2. True  |
| 3. False | 4. False |

### Optional Activity

- Put students into pairs. Ask them to take turns talking about the pictures that weren't described in the tapescript – 1b, 2b, 3b, and 4a. When finished, elicit a description of each picture and write any new vocabulary on the board.

Page 8

## Listening 3

CD 1, Track 9

### Vocabulary

dark brown	drive (someone) crazy
kid (child)	lost

## Task 1

### Skill: Listening for details

#### Answers

- |       |       |       |
|-------|-------|-------|
| 1. 9  | 2. 11 | 3. 10 |
| 4. 12 | 5. 10 | 6. 12 |

## Task 2

### Skill: Listening for gist

#### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. f |
| 4. b | 5. c | 6. e |

Page 9

## Pronunciation

CD 1, Track 10

In this pronunciation lesson, the focus is on rising intonation in yes/no questions and falling intonation in their answers. The objective of this lesson is to familiarize students with these changes in intonation, improving listening comprehension and speaking skills.

## Dictation

CD 1, Track 11

## Task 1

#### Answers

- |        |          |          |
|--------|----------|----------|
| 1. Is  | 2. No    | 3. isn't |
| 4. Are | 5. Is he | 6. Yes   |
| 7. is  |          |          |

## Conversation

Write *Age*, *Height*, *Hair*, and *Appearance* on the board. Elicit descriptive words and phrases from students and write them under the appropriate heading. Choose a student and model describing him/her using the terms on the board. Put the students in pairs can have them complete the activity. Students may use the sample language on the board for support.

# Unit 3 Clothes

Page 10

## Getting Ready

### Vocabulary

blouse	shirt
dress	shorts
glasses	shoulder bag
hat	skirt
jacket	sneakers
jeans	suit
pants	tie
sandals	T-shirt
scarf	windbreaker

### Answers

- |       |       |       |
|-------|-------|-------|
| 1. a  | 2. f  | 3. i  |
| 4. e  | 5. d  | 6. k  |
| 7. h  | 8. q  | 9. p  |
| 10. g | 11. o | 12. b |
| 13. c | 14. m | 15. r |
| 16. n | 17. j | 18. l |

## Listening 1

CD 1, Track 12

### Vocabulary

body builder	reddish-blond
long (dress)	tight
muscles	

### Skill: Listening for gist

### Answers

- |      |      |
|------|------|
| 1. h | 2. d |
| 3. g | 4. e |
| 5. c | 6. b |
| 7. f | 8. a |

### Optional Activity

Put the students into pairs. Have one person in each pair describe a person in the picture while the other student tries to guess who is being described. Tell the students to take turns guessing.

*Note: If you wish, you can use magazine pictures instead of the picture in the Student Book.*

Page 11

## Listening 2

CD 1, Track 13

### Vocabulary

comfortable	tight
fit (v.)	too
short	try on (clothes)

## Task 1

### Skill: Listening for gist

### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. d | 3. e |
| 4. c | 5. a | 6. f |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. c | 3. b |
| 4. c | 5. b | 6. a |

Page 12

## Listening 3

CD 1, Track 14

### Vocabulary

boots	necklace
earrings	ring

## Task 1

### Skill: Listening for details

### Answers

- The following are correct:
1. black shoes
  2. brown boots, no rings
  3. shirt, shoulder bag
  4. skirt, black jacket, sandals

## Task 2

### Skill: Listening for details

### Answers

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

### Optional Activity

Divide the class into four groups and have them look at the pictures. Have each group choose one person and prepare a description of him or her. When everyone is finished, have each group describe their person to another group.

Page 13

## Pronunciation

CD 1, Track 15

The focus of this pronunciation lesson is the sound at the end of plural nouns. The objective of this lesson is to familiarize students with different plural sounds, improving listening comprehension and speaking skills.

## Task 2

CD 1, Track 16

### Answers

- |         |        |         |
|---------|--------|---------|
| 1. /iz/ | 2. /s/ | 3. /z/  |
| 4. /z/  | 5. /s/ | 6. /iz/ |

## Dictation

CD 1, Track 17

### Answers

- |          |          |             |
|----------|----------|-------------|
| 1. jeans | 2. going | 3. wear     |
| 4. pants | 5. tie   | 6. any ties |

## Conversation

Elicit clothing words and adjectives used to describe clothing from the students and write these terms on the board. Choose a student and describe his/her clothes using the terms on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 4 Routines

Page 14

## Getting Ready

### Vocabulary

five past ten      twenty to two  
ten after ten

## Task 1

### Answers

- |      |      |
|------|------|
| 1. f | 2. e |
| 3. a | 4. c |
| 5. g | 6. d |
| 7. b | 8. h |

## Task 2

### Answers

- six thirty, half past six
- twelve o'clock, noon, midnight
- seven forty-five, a quarter to eight
- ten fifteen, a quarter after ten

## Listening 1

CD 1, Track 18

### Vocabulary

a quarter to (four)  
Do you have the time?  
New Year  
What's the time?

### Skill: Listening for times

### Answers

- |          |          |
|----------|----------|
| 1. 10:15 | 2. 2:10  |
| 3. 12:00 | 4. 11:30 |
| 5. 3:45  | 6. 7:50  |

### Optional Activity

Put the students in pairs and have them look at the pictures of the watches at the top of the page. Have one student in each pair point to a picture and ask *What time is it?* The other student gives the answer. Have the students switch roles.

Page 15

## Listening 2

CD 1, Track 19

### Vocabulary

a morning person      it depends  
a night person      night shift  
fall asleep      stay up late  
get up

## Task 1

### Skill: Listening for numbers

### Answers

- |                |                |
|----------------|----------------|
| 1. 5:00, 8:30  | 2. 6:15, 12:00 |
| 3. 9:30, 3:00  | 4. 7:45, 1:00  |
| 5. 6:00, 10:00 | 6. 4:00, 8:00  |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. b | 3. b |
| 4. a | 5. b | 6. a |

Page 16

## Listening 3

CD 1, Track 20

### Vocabulary

cereal      subway  
chat (v.)      text (v.)  
hang out      video games  
newspaper

## Task 1

### Skill: Listening for details

### Answers

- |                  |                    |
|------------------|--------------------|
| 1. Peter, Amelia | 2. Peter, Charlie  |
| 3. Peter, Amelia | 4. Amelia          |
| 5. Peter         | 6. Amelia          |
| 7. Peter         | 8. Amelia, Charlie |
| 9. Charlie       | 10. Charlie        |
| 11. Peter        |                    |

## Task 2

### Skill: Listening for details

### Answers

- False, True, False
- True, False, False
- False, True, True

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## Pronunciation

CD 1, Track 21

The focus of this pronunciation lesson is syllable stress in numbers. The objective of this lesson is to help students differentiate between numbers and improve their listening comprehension skills.

## Task 2

CD 1, Track 22

### Answers

- |             |              |
|-------------|--------------|
| 1. forty    | 2. sixteen   |
| 3. eighty   | 4. seventeen |
| 5. nineteen | 6. fourteen  |

## Dictation

CD 1, Track 23

## Task 1

### Answers

- |                             |                    |
|-----------------------------|--------------------|
| 1. five fifteen             | 2. Five fifty      |
| 3. five fifty, five fifteen | 4. six fifty train |
| 5. one fifteen              |                    |

## Conversation

Elicit daily activities from the students and write them on the board. Also write the transitions *First*, *Then*, *After that*, *Later on*, and *Finally* on the board. Model describing your daily routine using the activities and transitions on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 5 Dates

Page 18

## Getting Ready

### Vocabulary

fifteenth	sixteenth
fifth	sixth
first	tenth
fourteenth	third
fourth	thirteenth
second	thirty-first

#### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. e | 3. a |
| 4. b | 5. d |      |

## Listening 1

CD 1, Track 24

### Vocabulary

arrive	vacation
leave	When did you get here?

### Skill: Listening for dates

#### Answers

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Arrived 1 <sup>st</sup> | Will leave 14 <sup>th</sup> |
| 2. Arrived 4 <sup>th</sup> | Will leave 13 <sup>th</sup> |
| 3. Arrived 2 <sup>nd</sup> | Will leave 10 <sup>th</sup> |
| 4. Arrived 5 <sup>th</sup> | Will leave 15 <sup>th</sup> |
| 5. Arrived 3 <sup>rd</sup> | Will leave 31 <sup>st</sup> |
| 6. Arrived 6 <sup>th</sup> | Will leave 16 <sup>th</sup> |

### Optional Activity

Tell the students to write down an imaginary arrival and departure date of their own. Then have them move around the classroom, asking each other about arrival and departure dates. If the students are away from home, these dates could be the actual dates of their arrival and departure.



Page 19

## Listening 2

CD 1, Track 25

### Vocabulary

airport	dental
Are you free?	appointment
book (a flight)	leave from
confirm	Let me know.

## Task 1

### Skill: Listening for dates and times

#### Answers

- 8/3, 9:30 a.m.
- 7/28, 8:00 p.m.
- 8/10, 11:15 a.m.
- 7/26, 3:00 p.m.
- 9/22, 6:00 p.m.
- 8/2, 2:00 p.m.

## Task 2

### Skill: Listening for details

#### Answers

- |          |         |          |
|----------|---------|----------|
| 1. False | 2. True | 3. False |
| 4. False | 5. True | 6. False |

Page 20

## Listening 3

CD 1, Track 26

### Vocabulary

a month ago	next month
barbecue	study
exams	this month
family party	
in two months	

## Task 1

### Skill: Listening for gist

#### Answers

- |        |        |
|--------|--------|
| 1. Yes | 2. No  |
| 3. No  | 4. Yes |

## Task 1

### Skill: Listening for details

#### Answers

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

Page 21

## Pronunciation

CD 1, Track 27

The focus of this pronunciation lesson is pronunciation of ordinal numbers. The objective of this lesson is to help students differentiate between ordinal numbers and improve their listening comprehension skills.

## Task 2

CD 1, Track 28

#### Answers

- |                     |                    |
|---------------------|--------------------|
| 1. 6 <sup>th</sup>  | 2. 2 <sup>nd</sup> |
| 3. 30 <sup>th</sup> | 4. 7 <sup>th</sup> |

## Dictation

CD 1, Track 29

## Task 1

#### Answers

- |                            |                            |
|----------------------------|----------------------------|
| 1. August 16 <sup>th</sup> | 2. August 23 <sup>rd</sup> |
| 3. 22 <sup>nd</sup>        | 4. 27 <sup>th</sup>        |
| 5. 22 <sup>nd</sup>        | 6. 31 <sup>st</sup>        |

## Conversation

Elicit the months of the year and write them on the board. Write *When is your birthday?* and *When is your father's birthday?* on the board. Write answers to these questions on the board as well. Model the questions and answers for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 6 Jobs

Page 22

## Getting Ready

### Vocabulary

businessperson	flight attendant
chef	nurse
construction worker	taxi driver

## Task 1

### Answers

- |      |      |      |      |
|------|------|------|------|
| A. 3 | B. 4 | C. 2 | D. 5 |
| E. 6 | F. 1 | G. 8 | H. 7 |

## Task 2

### Answers

Answers will vary.

## Listening 1

CD 1, Track 30

### Vocabulary

acting	salesperson
nursing	sell
office worker	travel
outside	uniform
receptionist	

### Skill: Listening for gist

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. b | 3. b |
| 4. a | 5. a | 6. b |

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## Listening 2

CD 1, Track 31

### Vocabulary

bookstore	my first week
find a job	not anymore
graduated	still
just started	What are you doing now?
lawyer	

## Task 1

### Skill: Listening for gist

### Answers

- Has the same job
- Has a new job
- Isn't working now
- Has the same job
- Has a new job
- Isn't working now
- Has a new job
- Has the same job

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. e | 2. f | 3. b | 4. h |
| 5. g | 6. c | 7. a | 8. d |

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## Listening 3

CD 1, Track 32

### Vocabulary

be on (one's) feet	perfect
be sick of (something)	the money (salary)
boss	tips
distance	tiring
kids	well-paid
long hours	

## Task 1

### Skill: Listening for attitudes

### Answers

- |        |        |        |
|--------|--------|--------|
| 1. No  | 2. Yes | 3. Yes |
| 4. Yes | 5. No  |        |

## Task 2

### Skill: Listening for key words

### Answers

- |                    |                    |
|--------------------|--------------------|
| 1. Dislikes, Likes | 2. Likes, Dislikes |
| 3. Likes, Dislikes | 4. Dislikes, Likes |
| 5. Dislikes, Likes |                    |

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## Pronunciation

CD 1, Track 33

This pronunciation lesson focuses on syllable stress in jobs. The objective of this lesson is to help students hear syllable stress in jobs and improve their listening comprehension skills.

## Task 2

CD 1, Track 34

### Answers

- |                   |                |
|-------------------|----------------|
| 1. actor          | 2. electrician |
| 3. musician       | 4. doctor      |
| 5. police officer | 6. architect   |

## Dictation

CD 1, Track 35

## Task 1

### Answers

- |                 |              |
|-----------------|--------------|
| 1. receptionist | 2. architect |
| 3. make money   | 4. office    |
| 5. classes      |              |

## Conversation

Ask students to name things that make a job a good one. If students are have trouble thinking of ideas, offer suggestions such as *good salary, short hours, interesting, and opportunity for travel*. Explain the phrase *dream job* to the students and model a description of your dream job using the terms on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 7 Favorites

Page 26

## Getting Ready

### Vocabulary

actor	sports team
athlete	store
movie	TV show
radio station	video game
restaurant	website
singer	

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 36

### Vocabulary

awesome	score a goal
beautiful voice	sneak
finals	take a break
incredible	talk show
professional career	You're kidding!

### Skill: Listening for gist

#### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. c | 3. c |
| 4. b | 5. c | 6. b |

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## Listening 2

CD 1, Track 37

### Vocabulary

gossip	selection
mall	stay in touch
post a video	website

## Task 1

### Skill: Listening for topics

#### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. e | 3. f |
| 4. b | 5. a | 6. d |

## Task 2

### Skill: Listening for details

#### Answers

- |          |         |
|----------|---------|
| 1. False | 2. True |
| 3. False | 4. True |
| 5. False | 6. True |

### Optional Activity

Have students work in small groups and answer the following questions:

- Which of the websites in the listening would you like best? Why?
- What is your favorite website in each of the categories listed in the column on the right? Why?

Page 28

## Listening 3

CD 1, Track 38

### Vocabulary

celebrities	restaurant
Good luck!	store
popular	

## Task 1

### Skill: Listening for topics

#### Answers

- |      |      |      |
|------|------|------|
| A. 5 | B. 6 | C. 2 |
| D. 1 | E. 4 | F. 3 |

## Task 2

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. c | 3. c |
| 4. a | 5. b | 6. a |

### Optional Activity

Put the students into pairs. Have the students listen to the recording again and write a question and an answer about two of the news stories. When

everybody is finished, have each pair read their questions aloud for another pair to answer.

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## Pronunciation

CD 1, Track 39

This pronunciation lesson focuses on intonation of *Wh-* questions. The objective of this lesson is to increase students' awareness of question intonation in everyday English and improve listening comprehension skills.

## Dictation

CD 1, Track 40

## Task 1

#### Answers

1. What's your
2. What's
3. about
4. never seen
5. favorite

### Optional Activity

Put students in pairs. Have them practice the dictation conversation again, this time talking about one of their own favorite TV shows.

## Conversation

- Write *TV shows, websites, movies, radio stations, singers, actors* and *athletes* on the board. Elicit two or three examples of each category from students and write them under the appropriate heading. Model the activity by telling students about your favorite person or thing in one of the categories. Then put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 8 Sports and Exercise

Page 30

## Getting Ready

### Vocabulary

(play) baseball	go to a gym
(play) basketball	ride a bike
(play) golf	run
(play) soccer	ski
(play) tennis	swim
(play) volleyball	windsurf

### Answers

- |       |       |       |
|-------|-------|-------|
| 1. j  | 2. c  | 3. i  |
| 4. a  | 5. d  | 6. f  |
| 7. b  | 8. k  | 9. g  |
| 10. h | 11. e | 12. l |

## Listening 1

CD 1, Track 41

### Vocabulary

favorite	pool
fries	skiing

### Skill: Listening for gist

### Answers

- |      |      |      |
|------|------|------|
| A. 4 | B. 6 | C. 1 |
| D. 3 | E. 5 | F. 2 |

### Optional Activity

Write the following questions on the board:

1. Does Rita like sports?
2. How often does Curtis play tennis?
3. How many times a week does Robert go swimming?
4. How many miles does Jon ride his bicycle each weekend?
5. Does the man go skiing often?
6. How often does Joe walk to McDonald's?

Play the recording again, stopping after each conversation so the students can write the answers to the questions on a piece of paper. Elicit the correct responses and write them on the board. Tell the students it's okay if their answers do not exactly match the ones on the board.

### Answers

1. No, she hates sports.
2. Every day after work.
3. Three times a week.
4. About 20 miles.
5. No, it was his first time.
6. about four times a week.

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## Listening 2

CD 1, Track 42

### Vocabulary

Let's see. work out  
not really

## Task 1

### Skill: Listening for gist

### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. c |
| 4. b | 5. c | 6. c |

## Task 2

### Skill: Listening and making predictions

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. b |
| 4. a | 5. c | 6. c |

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## Listening 3

CD 1, Track 43

### Vocabulary

can't stand	energetic
chess	football fan
during the week	sports club

## Task 1

### Skill: Listening for frequency

### Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1. Exercises a lot    | 2. Exercises a little |
| 3. Never exercises    | 4. Exercises a lot    |
| 5. Exercises a little |                       |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. c | 2. d | 3. e |
| 4. a | 5. b |      |

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## Pronunciation

CD 1, Track 44

This pronunciation lesson focuses on word stress in sentences. The objective of this lesson is to familiarize students with word stress patterns in everyday English and improve their listening comprehension skills.

## Task 2

CD 1, Track 45

### Answers

1. I go to the gym every day.
2. I watch a lot of baseball on TV.
3. What do you do on weekends?
4. Do you play tennis?

## Dictation

CD 1, Track 46

## Task 1

### Answers

- |                 |                         |
|-----------------|-------------------------|
| 1. play, sports | 2. favorite, volleyball |
| 3. fun          | 4. How, play            |
| 5. twice, week  | 6. that                 |

## Conversation

Write *Sports I play* and *Sports I watch* on the board. Write one sport under each heading. Model the activity by explaining why you like each sport, writing any key words or phrases on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 9 Locations

Page 34

## Getting Ready

### Vocabulary

bed	next to
bedside	on top of
behind	plant
between	table
bookcase	window
computer	

### Task 1

#### Answers

4, 2, 6, 3, 5, 1

### Task 2

#### Answers

##### Answers

- on top of the bookcase
- behind the TV
- between the bedside tables
- next to the window
- on the floor
- under the table

## Listening 1

CD 2, Track 2

### Vocabulary

cushions	tennis racket
remote control	

### Skill: Listening for location

#### Answers

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

### Optional Activity

Put the students into pairs. Have them look at the incorrect pictures and describe them using prepositions of place. While one student describes a picture, the other tries to guess which one it is. Have the students take turns describing and guessing.

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## Listening 2

CD 2, Track 3

### Vocabulary

across from	magazine rack
against the wall	on the right/left
coffee table	plant stand
corner	to the right/left
dinner table	

### Task 1

### Skill: Listening for details

#### Answers

(from left to right)  
Top row: 7, 5, 3, 1  
Middle row: 8, 2  
Bottom row: 4, 6

### Task 2

### Skill: Listening and making predictions

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. c |
| 5. b | 6. b | 7. c | 8. a |

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## Listening 3

CD 2, Track 4

### Vocabulary

battery	doorknob
belt	drawer
bookshelf	empty
bottom	hang
case	hook
dictionary	remind

### Task 1

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. c |
| 4. a | 5. b | 6. c |

## Task 2

### Skill: Listening for details

#### Answers

- |         |          |          |
|---------|----------|----------|
| 1. True | 2. False | 3. False |
| 4. True | 5. True  | 6. False |

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## Pronunciation

CD 2, Track 5

This pronunciation lesson focuses on contracted negative verb phrases. The objective is to familiarize students with how contracted verbs sound in everyday English and improve their listening comprehension skills.

### Task 2

CD 2, Track 6

#### Answers

- |          |         |
|----------|---------|
| 1. isn't | 2. are  |
| 3. don't | 4. does |

## Dictation

CD 2, Track 7

### Task 1

#### Answers

- |               |                |
|---------------|----------------|
| 1. doesn't    | 2. Don't you   |
| 3. it is      | 4. they aren't |
| 5. don't know |                |

## Conversation

Elicit prepositions of place from the students and write them on the board. Model each preposition of place by using it to describe one object in the classroom. Have students name objects they see in the classroom and write them on the board. Model the activity by describing the location of an object in the classroom to the students. Have the students guess the object. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 10 The Family

Page 38

## Getting Ready

### Vocabulary

aunt	nephew
cousin	niece
grandparents	uncle
great-grandfather	

Answers	
1. aunt	2. uncle
3. grandparents	4. cousin
5. nephew	6. niece
7. mother-in-law	8. great-grandfather.

## Listening 1

CD 2, Track 8

### Vocabulary

in the middle	oldest
look like (somebody)	on the right/left
looks young for (60)	twins
older	

### Skill: Listening for gist

Answers		
A. 4	B. 1	C. 6
D. 2	E. 5	F. 3

### Optional Activity

Put the students into groups. Each student should pretend to be one person in one of the pictures. He or she then describes his or her “family” to the others in the group, and the group guesses which picture is being described.

Page 39

## Listening 2

CD 2, Track 9

### Vocabulary

boss (someone) around	wish
just	youngest
only child	

## Task 1

### Skill: Listening for details

Answers	
1. 0, 0, 3, 0	2. 1, 0, 0, 2
3. 0, 0, 1, 0	4. 0, 2, 1, 1
5. 0, 0, 0, 0	

## Task 2

### Skill: Listening for details

Answers		
1. a	2. b	3. c
4. b	5. a	

### Optional Activity

Tell students to look at their completed charts for Task 1. Have each student secretly choose one of the names as his or her “secret identity.” Then have students stand up and mingle, asking each other about their families and answering using the information in the chart. Have students continue asking and answering until they have guessed the identities of three of their classmates.

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## Listening 3

CD 2, Track 10

### Vocabulary

be really into (something)	library
bird watching	parrots
cage	software
countryside	wild
free time	

## Task 1

### Skills: Listening for similarities

Answers	
1. Sister	2. Mother
3. Father	4. Mother
5. Brother	6. Mother

## Task 2

### Skill: Listening for details

Answers		
1. a	2. f	3. d
4. a	5. b	6. e

### Optional Activity

Arrange the students into groups of four or five people. Have them ask one another which family member they’re most similar to. When finished, find out which family member most students chose.

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## Pronunciation

CD 2, Track 11

This pronunciation lesson focuses on *do*, *does*, and *are*. The objective is for students to learn to recognize these reduced verbs and improve their listening comprehension skills.

## Dictation

CD 2, Track 12

## Task 1

Answers	
1. Do you	2. How
3. What does	4. you like

## Conversation

Ask the students to scan the dictation activity for questions about family and write their responses on the board. Elicit additional questions about family from the students and write them on the board. Model the activity by using the questions on the board to describe your own family. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 11 Entertainment

Page 42

## Getting Ready

### Vocabulary

computer games	gym
eat out	park
exercise	rollerblading
go dancing	

### Answers

Answers will vary.

## Listening 1

CD 2, Track 13

### Vocabulary

action (movie)	sand
ride	

### Skill: Listening for gist

#### Answers

A. 6	B. 4	C. 1
D. 3	E. 5	F. 2

### Optional Activity

Write the following questions on the board.

1. What did the speaker's friend say about the movie?
2. What will the weather be like on Saturday?
3. What time is the game?
4. Who will they go rollerblading with?
5. When will they go shopping?
6. Where will they ride to?

Play the recording again, stopping after each conversation so the students can write the answers to the questions on a piece of paper. Elicit the correct answers and write them on the board. Tell the students that it's okay if their answers do not exactly match the ones on the board.

### Answers

1. He said the story was great.
2. Hot and sunny.
3. 2:00.
4. The guys.
5. Saturday afternoon.
6. The park.

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## Listening 2

CD 2, Track 14

### Vocabulary

fine with me	Some other time,
free	maybe.
I'd love to, but...	Sure.

## Task 1

### Skill: Listening for details

#### Answers

1. True
2. False
3. False
4. False
5. True

## Task 2

### Skill: Listening for details

#### Answers

1. c
2. a
3. b
4. b
5. c

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## Listening 3

CD 2, Track 15

### Vocabulary

appointment	see a movie
downtown	sounds great
go for coffee	

## Task 1

### Skill: Listening for acceptances and refusals

#### Answers

1. Refuse
2. Accept
3. Refuse
4. Accept
5. Refuse
6. Accept

## Task 2

### Skill: Listening for details

#### Answers

1. b
2. c
3. a
4. b
5. a
6. c

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## Pronunciation

CD 2, Track 16

The focus of this pronunciation lesson is the reduction of *can* and *can't* in everyday English. The objective is to help students distinguish between these sounds and improve listening comprehension.

## Task 2

CD 2, Track 17

#### Answers

1. can't
2. can
3. can
4. can't

## Dictation

CD 2, Track 18

## Task 1

#### Answers

1. Sorry
2. can't
3. can go
4. think so
5. you
6. give

## Conversation

Write *Weekend Activities* on the board. Elicit activities the students enjoy and write them on the board. Elicit phrases used in invitations, accepting invitations, and refusing invitations and write them on the board. Model the activity using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 12 Prices

Page 46

## Getting Ready

### Vocabulary

(a pair of) sneakers	laptop
DVD	movie ticket
digital camera	newspaper

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 19

### Vocabulary

camera	on sale
earrings	shoes
I'll take (something)	try (something)
just looking	on

### Skill: Listening for details

#### Answers

- |            |            |
|------------|------------|
| 1. \$55    | 2. \$1,899 |
| 3. \$36.95 | 4. \$26.95 |
| 5. \$14.25 | 6. \$125   |

### Optional Activity

Tell the students to listen again and write down how the speakers say they want to or do not want to buy an item. Play each conversation again. Elicit the answers and write them on the board.

#### Answers

1. No, thanks.
2. That's okay. I'm just looking.
3. Thanks, anyway.
4. I think I will (take them).
5. I'll take them.
6. Well, I'll think about it.

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## Listening 2

CD 2, Track 20

### Vocabulary

altogether	That's (total)
change	two for (a dollar)
That comes to (total)	

## Task 1

### Skill: Listening for numbers

#### Answers

1. Total: \$7.50, Change: \$12.50
2. Total: \$27.90, Change: \$2.10
3. Total: \$9.65, Change: \$10.35
4. Total: \$12.15, Change: \$7.85
5. Total: \$12.49, Change: \$7.51
6. Total: \$18.25, Change: \$1.75

## Task 2

### Skill: Listening for details

#### Answers

1. soup, shampoo
2. DVD, batteries
3. newspapers, magazines
4. T-shirt, socks
5. chocolates, cookies
6. magazines, book

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## Listening 3

CD 2, Track 21

### Vocabulary

afford	public schools
clinic	reasonable
hospital	(price)
keep the price down	rent (v.)
neighborhood	rich
own	tuition
population	twice that
private schools	(amount)

## Task 1

### Skill: Listening for comparisons

#### Answers

1. Cheaper in the U.S.
2. Cheaper in their country
3. Cheaper in the U.S.
4. Cheaper in the U.S.
5. Cheaper in the U.S.
6. Cheaper in their country

## Task 2

### Skill: Listening for details

#### Answers

- |          |          |          |
|----------|----------|----------|
| 1. False | 2. True  | 3. True  |
| 4. True  | 5. False | 6. False |

### Optional Activity

Arrange the students in six groups and have them look at the completed chart for Listening 3 Task 1. Assign each group one of the categories (cars, rents, clothes, etc.) and have them discuss whether those things are cheaper or more expensive in their countries than in the U.S. When everyone is finished have each group share their conclusions with another group.

Page 49

## Pronunciation

CD 2, Track 22

This pronunciation lesson focuses on syllable stress in large numbers. The objective of this lesson is to familiarize students with the stress patterns and rhythms of large numbers and improve listening comprehension skills.

## Dictation

CD 2, Track 23

## Task 1

#### Answers

- |             |               |
|-------------|---------------|
| 1. \$329.99 | 2. \$2,199.99 |
| 3. \$1,000  | 4. \$799      |

## Conversation

Draw a pie chart on the board with the following categories: *Food, Rent, Transportation, Entertainment, Shopping*. Fill in the pie chart with your monthly spending for each category. Model the activity for the class using the pie chart. Ask students to create their own pie charts and complete the activity.

# Unit 13 Restaurants

Page 50

## Getting Ready

### Vocabulary

appetizer	ice cream
apple pie	juice
broccoli	main dish
cake	peas
carrots	salad
chicken	shrimp cocktail
coffee	soup
desserts	steak
drinks	tea
fish	vegetables

#### Answers

**Appetizers:** salad, soup, shrimp cocktail

**Main dishes:** steak, fish, chicken

**Vegetables:** carrots, peas, broccoli

**Desserts:** apple pie, cake, ice cream

**Drinks:** coffee, juice, tea

## Listening 1

CD 2, Track 24

### Vocabulary

cheesecake	soda
fries	spaghetti
grilled	special
iced tea	spicy
order (v.)	stir-fry
roast chicken	

### Skill: Listening for details

#### Answers

1. house salad, spaghetti with meat sauce, tea
2. soup of the day, Greek salad, ice cream, coffee
3. hamburger with fries, milk

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## Listening 2

CD 2, Track 25

### Vocabulary

cola	frozen
delicious	ice cream
dry	send (food) back
fresh	slices (of pizza)
fried	starving

### Task 1

#### Skill: Listening for gist

##### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. b | 3. a |
| 4. b | 5. b | 6. a |

### Task 2

#### Skill: Listening for attitudes

##### Answers

- |                |                |
|----------------|----------------|
| 1. Not pleased | 2. Pleased     |
| 3. Not pleased | 4. Not pleased |
| 5. Pleased     | 6. Not pleased |

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## Listening 3

CD 2, Track 26

### Vocabulary

awful	salty
chocolate mousse	seafood
creamy	steamed vegetables
egg rolls	tasty
oily	tough

### Task 1

#### Skill: Listening for attitudes

##### Answers

- |                   |             |
|-------------------|-------------|
| 1. the appetizer: | Liked       |
| the main dish:    | Didn't like |
| the vegetables:   | Liked       |
| the dessert:      | Liked       |
| 2. the appetizer: | Liked       |
| the main dish:    | Liked       |
| the vegetables:   | Liked       |
| the dessert:      | Didn't like |

- |                   |             |
|-------------------|-------------|
| 3. the appetizer: | Liked       |
| the main dish:    | Liked       |
| the vegetables:   | Didn't like |
| the dessert:      | Liked       |
| 4. the appetizer: | Didn't like |
| the main dish:    | Didn't like |
| the vegetables:   | Liked       |
| the dessert:      | Liked       |

### Task 2

#### Skills: Listening for details

##### Answers

- |          |          |
|----------|----------|
| 1. True  | 2. False |
| 3. False | 4. True  |

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## Pronunciation

CD 2, Track 27

The focus of this pronunciation lesson is contractions *wasn't* and *weren't*. The objective of the lesson is to familiarize students with everyday speech and improve listening comprehension skills.

## Dictation

CD 2, Track 28

### Task 1

##### Answers

- |          |                 |
|----------|-----------------|
| 1. was   | 2. wasn't great |
| 3. spicy | 4. wasn't as    |

## Conversation

Write *Appetizers*, *Main dishes*, *Vegetables*, *Desserts*, and *Drinks* on the board.

Elicit foods from each category and write them on the board. Point to different words on the board and elicit descriptions of them, e.g., *French fries* are *salty*. and write them on the board. Model the activity using the words on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 14 Small Talk

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## Getting Ready

### Vocabulary

end a conversation	It's been great
greet	seeing you again.
Hope to see you again soon.	It's been nice
How have you been?	talking to you.
How's everything?	Keep in touch.
I haven't seen you for a long time.	Nice to see you again.
	Talk to you later.

### Answers

1. End a conversation
2. Greet someone
3. End a conversation
4. Greet someone
5. End a conversation
6. End a conversation
7. Greet someone
8. Greet someone
9. Greet someone
10. End a conversation

## Listening 1

CD 2, Track 29

### Vocabulary

get together	look at the time
got to run	these days
in ages	

### Skill: Listening for greetings and conversation endings

### Answers

1. Greeting someone
2. Ending a conversation
3. Greeting someone
4. Ending a conversation
5. Greeting someone
6. Greeting someone
7. Ending a conversation
8. Greeting someone

## Optional Activity

Play the recording again, stopping after each monologue. Have the students suggest appropriate responses to each greeting or conversation ending.

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## Listening 2

CD 2, Track 30

### Vocabulary

guests	trip (n.)
not too bad	work late

## Task 1

### Skill: Listening for topics

### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. c |
| 5. c | 6. b | 7. c | 8. c |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. c | 3. b | 4. c |
| 5. b | 6. c | 7. c | 8. a |

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## Listening 3

CD 2, Track 31

### Vocabulary

appear (in movies)	look forward to (something)
be a big star	surprise
leave the company	You're kidding!

## Task 1

### Skill: Listening for reactions

### Answers

1. New information
2. Already knows...
3. New information
4. Already knows...
5. Already knows...
6. New information

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. b | 3. a |
| 4. c | 5. a | 6. b |

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## Pronunciation

CD 2, Track 32

The focus of this pronunciation lesson is reductions of *Wh*- questions. The objective of the lesson is to familiarize students with these common reductions in everyday speech and improve listening comprehension skills.

## Dictation

CD 2, Track 33

## Task 1

### Answers

- |               |              |
|---------------|--------------|
| 1. new        | 2. What have |
| 3. how's your | 4. how are   |

## Conversation

Write *Greetings* on the board and elicit phrases that can be used to greet someone you haven't seen in a long time. Write students' responses on the board. Then write *Topics for small talk* on the board and elicit topic ideas from the students. Model the activity using the greetings and one of the topics on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 15 Vacations

Page 58

## Getting Ready

### Vocabulary

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

#### Answers

<b>Didn't like it</b>	<b>Liked it a little</b>
awful	all right
pretty boring	not bad
very disappointing	so-so
nothing special	
terrible	<b>Liked it a lot</b>
	really great
	fantastic
	terrific
	wonderful

## Listening 1

CD 2, Track 34

### Vocabulary

get a tan	quiet
go away (on vacation)	relatives
go out of town	stay home
peaceful	sunshine

### Skill: Listening for gist

#### Answers

1. b	2. a	3. b	4. b
5. b	6. a	7. b	8. a

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## Listening 2

CD 2, Track 35

### Vocabulary

crowded

## Task 1

### Skill: Listening for attitudes

#### Answers

1. no	2. yes	3. no	4. no
5. yes	6. no	7. yes	8. yes

## Task 2

### Skill: Listening for details

#### Answers

1. b	2. d	3. f	4. c
5. h	6. e	7. a	8. g

### Optional Activity

Put students in small groups and ask them to think of their last vacation. Have them describe their vacation to their group, including three good or bad points. Use the recording as a model to help them state these points, e.g., *The food was fantastic. The hotel was disappointing. The museums were too crowded.*

Page 60

## Listening 3

CD 2, Track 36

### Vocabulary

camping	museums
cooking course	sightseeing
fall off (skis)	slept
hard (difficult)	stay on (skis)
kept warm	sunburn

## Task 1

### Skill: Listening for gist

#### Answers

A. 6	B. 4	C. 3
D. 1	E. 2	F. 5

## Task 2

### Skill: Listening for details

#### Answers

1. False	2. True
3. False	4. False
5. False	6. True

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## Pronunciation

CD 2, Track 37

The focus of this pronunciation lesson is different sounds used in past tense verbs. The objective of the lesson is to familiarize students with past tense endings and improve listening comprehension skills.

## Task 2

CD 2, Track 38

#### Answers

1. /d/	2. /id/	3. /t/
4. /d/	5. /t/	6. /id/

## Dictation

CD 2, Track 39

## Task 1

#### Answers

1. rented	2. house
3. walked on	4. shopped for
5. decided	6. want

## Conversation

Write *My favorite vacation* on the board. Elicit questions about your favorite vacation, e.g., *Where did you go?*, *What did you do?*, *How long did you stay?*, etc. from the students and write them on the board. Answer the questions on the board to model the activity. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 16 Apartment Living

Page 62

## Getting Ready

### Vocabulary

bathroom	mattress
bathtub	microwave
bed	piano
bedroom	refrigerator
coffee table	shower
dresser	sofa
kitchen	stove
living room	toilet

### Answers

#### Living room

sofa  
coffee table  
piano

#### Bedroom

bed  
mattress  
dresser

#### Bathroom

toilet  
bathtub  
shower

#### Kitchen

refrigerator  
stove  
microwave

## Listening 1

CD 2, Track 40

### Vocabulary

apartment	huge
comfortable	small

### Skills: Listening for gist

### Answers

A. 2    B. 3    C. 1    D. 4

### Optional Activity

Write the following questions on the board:

1. Why does Ken dislike his apartment?
2. Why does Celia like her apartment?
3. Why does Joe dislike his apartment?
4. What does Ellen dislike about her apartment?

Play the recording again, stopping after each conversation so the students can write the answers to the questions on a piece of paper. Elicit the correct answers

and write them on the board. Tell the students that it's okay if their answers do not exactly match the ones on the board.

### Answers

1. It's pretty small.
2. It's really big.
3. It's very small. / Seven people live with him.
4. She has the small bedroom.

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## Listening 2

CD 2, Track 41

### Vocabulary

floor  
furniture  
take a bath

## Task 1

### Skill: Listening for gist

### Answers

1. b    2. a    3. a    4. a

## Task 2

### Skill: Listening for details

### Answers

- |          |          |
|----------|----------|
| 1. False | 2. False |
| 3. True  | 4. True  |

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## Listening 3

CD 2, Track 42

### Vocabulary

all over (the floor)	find
bookshelf	managed to
cheap	MP3 player
check out	pick up (buy)

## Task 1

### Skill: Listening for details

### Answers

1. bookshelf, TV, dinner table
2. TV, MP3 player
3. TV, dinner table, sofa
4. bookshelf, MP3 player, sofa

## Task 2

### Skill: Listening for details

### Answers

- |                |                |
|----------------|----------------|
| 1. True, False | 2. False, True |
| 3. True, False | 4. True, False |

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## Pronunciation

CD 2, Track 43

The focus of this pronunciation lesson is the contraction of *there* is and *there* are the objective is to familiarize students with this common element of everyday speech and improve their listening comprehension skills.

## Dictation

CD 2, Track 44

## Task 1

### Answers

- |                 |                 |
|-----------------|-----------------|
| 1. There're two | 2. there's also |
| 3. there's      | 4. sale         |

## Conversation

Write *Bedroom*, *Living room*, *Kitchen*, and *Bathroom* on the board. Elicit things typically found in each room and write them on the board. Point to objects in the classroom and use prepositions to describe their locations. Write the prepositions on the board. Model the activity using the language on the board. Put students in pairs and have them complete the activity. They may use the sample language on the board for support.

# Unit 17 Hopes and Plans

Page 66

## Getting Ready

### Vocabulary

be famous  
be rich  
get married  
graduate (from college)  
have children  
travel

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 2

### Vocabulary

actor	pool
at the moment	professional
Better you than me!	singer
dangerous	surf
doctor	yard
garage	

### Skills: Listening for gist

#### Answers

A. 5	B. 6	C. 3
D. 4	E. 1	F. 2

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## Listening 2

CD 3, Track 3

### Vocabulary

babysit	nervous
clothing store	part-time job
excited	relax
hang around	spend time (with someone)
hang out (with someone)	take it easy
make money	unfortunately
movie theater	

## Task 1

### Skills: Listening for plans

#### Answers

1. a	2. b	3. b
4. c	5. b	6. c

## Task 2

### Skill: Listening for attitudes

#### Answers

1. Not looking forward to the summer
2. Not looking forward to the summer
3. Looking forward to the summer
4. Looking forward to the summer
5. Looking forward to the summer
6. Not looking forward to the summer

### Optional Activity

Write these questions on the board:

1. *When will Molly be able to have fun?*
2. *Where will Peter probably work?*
3. *How will Cara stay in touch with her friends?*
4. *Who will John live with this summer?*
5. *What did Nick do last summer?*
6. *What does Julia want to do this summer?*

Play the recording again. Stop after each monologue so students can write the answers. Elicit the answers.

#### Answers

1. Next summer
2. A clothing store or a movie theater
3. She will text them
4. With a Spanish family
5. He had a job
6. Hang out with her friends

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## Listening 3

CD 3, Track 4

### Vocabulary

break up (with someone)	medical
dream about	school
medical degree	right away

## Task 1

### Skill: Listening for details

#### Answers

1. a	2. b	3. b
4. a	5. a	6. b

## Task 2

### Skill: Listening for certainty

#### Answers

1. Not sure	2. Sure
3. Not sure	4. Sure
5. Sure	6. Not sure

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## Pronunciation

CD 3, Track 5

This pronunciation lesson focuses on the reduction of *want to*, *going to*, and *hope to*. The objective of this lesson is to familiarize students with these common reductions and improve listening comprehension.

## Dictation

CD 3, Track 6

## Task 1

#### Answers

1. going to	2. to travel
3. going to	4. like to
5. change	

## Conversation

Write *Job*, *Family*, and *Travel* on the board. Write one plan under each category. Elicit other plans from students for each category and write them on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 18 The Weather

Page 70

## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 3, Track 7

### Vocabulary

expecting  
heavy (rain, snow)  
rain  
the high (temperature)  
the low (temperature)  
weather forecast

### Skill: Listening for gist

### Answers

- |                     |                |
|---------------------|----------------|
| 1. cold, windy      | 2. warm, wet   |
| 3. cloudy, rainy    | 4. windy, cold |
| 5. cloudy, wet, hot | 6. hot, dry    |

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## Listening 2

CD 3, Track 8

### Vocabulary

No way!	snowball fight
pool	swim
put (something) on	

## Task 1

### Skill: Listening and making predictions

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. b |
| 4. b | 5. b | 6. a |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. b |
| 4. a | 5. b | 6. b |

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## Listening 3

CD 3, Track 9

### Vocabulary

coming out  
cooler  
get warmer/cooler  
go down (temperature)  
snowstorm  
storm

## Task 1

### Skill: Listening for gist

### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. a |
| 5. b | 6. b | 7. a | 8. b |

## Task 2

### Skill: Listening for gist

### Answers

- |           |           |
|-----------|-----------|
| 1. Worse  | 2. Better |
| 3. Worse  | 4. Worse  |
| 5. Better | 6. Better |
| 7. Better | 8. Worse  |

## Optional Activity

Have the students listen to the recording again and write down the different ways the speakers ask about the weather. Play the recording, stopping after each conversation to elicit the question, and write it on the board.

### Answers

1. What's it like outside today?
2. How's the weather now?
3. Is it nice outside?
4. What's it like outside?
5. Is it a nice day today?
6. How's the weather?
7. What's the weather like?
8. Is it still snowing?

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## Pronunciation

CD 3, Track 10

This pronunciation lesson focuses on the intonation of words in a list or series. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve listening comprehension.

## Dictation

CD 3, Track 11

## Task 1

### Answers

- |               |             |
|---------------|-------------|
| 1. very hot   | 2. front of |
| 3. small soda |             |

## Conversation

Write *What is the weather like today?* and elicit responses from the students. Then elicit activities that are good to do in that kind of weather. Write these activities on the board. Model the activity for the students using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 19 Shopping

Page 74

## Getting Ready

### Vocabulary

bookstore	necklace
clothing store	running shoes
drugstore	shampoo
envelopes	sporting goods store
grocery store	stationery store
jewelry store	tie
magazines	vegetables

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. f | 2. b | 3. d | 4. a |
| 5. e | 6. g | 7. c |      |

## Listening 1

CD 3, Track 12

### Vocabulary

fresh  
look nice on (somebody)  
mystery  
pair (of shoes)  
play a (CD)

### Skill: Listening for gist

#### Answers

- |      |      |      |
|------|------|------|
| A. 3 | B. 6 | C. 1 |
| D. 5 | E. 4 | F. 2 |

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## Listening 2

CD 3, Track 13

### Vocabulary

Cash or credit?  
customer  
just looking around  
ring (something) up  
salespeople  
take (purchase)

## Task 1

### Skill: Listening for gist

#### Answers

- |        |        |
|--------|--------|
| 1. yes | 2. yes |
| 3. no  | 4. no  |
| 5. yes | 6. yes |
| 7. no  | 8. no  |

## Task 2

### Skill: Listening and making predictions

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. b |
| 5. a | 6. b | 7. a | 8. b |

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## Listening 3

CD 3, Track 14

### Vocabulary

air mail	narrow
be crazy about (something)	pockets
cotton	regular mail
dry clean	short sleeves
fabric	silk
hand wash	stripes
linen	(watch) band
machine wash	blend
	wide

## Task 1

### Skill: Listening for topics

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. b | 3. b |
| 4. a | 5. a | 6. b |

## Task 2

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. a |
| 4. b | 5. b | 6. a |

## Optional Activity

Have the students listen to the first three conversations again and write down the way the customers make requests.

#### Answers

1. Can I try on that shirt, please?
2. I'd like to buy some envelopes.
3. Can I see that watch, please?

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## Pronunciation

CD 3, Track 15

The pronunciation lesson focuses on using word stress to contrast choices, such as *large* or *small*. The objective of the lesson is to familiarize students with common stress patterns in everyday speech and improve both speaking and listening comprehension skills.

## Dictation

CD 3, Track 16

## Task 1

#### Answers

- |                 |                |
|-----------------|----------------|
| 1. just looking | 2. silver band |
| 3. black band   | 4. paying      |
| 5. pay          | 6. cash        |

## Conversation

Elicit items that students commonly shop for and write them on the board. Point to each item and elicit where students can buy it. Write student responses on the board. Choose one thing you commonly shop for from the items on the board and model the activity for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 20 Describing Things

Page 78

## Getting Ready

### Vocabulary

backpack	lost and found
briefcase	strap
checked	striped
design	suitcase
handbag	wallet
initials	wheels
leather	

### Answers

- |      |      |      |
|------|------|------|
| 1. A | 2. E | 3. C |
| 4. D | 5. B | 6. F |

## Listening 1

CD 3, Track 17

### Vocabulary

case	left (v.)
credit cards	sunglasses
frames (glasses)	

### Skill: Listening for gist

### Answers

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

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## Listening 2

CD 3, Track 18

### Vocabulary

aircraft	on board
business papers	plastic
cheap-looking	pull out
handle	running shoes
hurts	

## Task 1

### Skill: Listening for gist

### Answers

- |      |      |      |
|------|------|------|
| A. 6 | B. 3 | C. 4 |
| D. 1 | E. 5 | F. 2 |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. c | 3. b |
| 4. c | 5. b | 6. a |

### Optional Activity

Put the students into pairs. Have the students describe each object in the pictures. Then have them imagine an alternative function for each object (for example, using the umbrella as a cane). When everyone is finished, have each pair share their ideas with another pair.

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## Listening 3

CD 3, Track 19

### Vocabulary

beach bag	novel
coffee shop	passport
driven	pocket knife
get off (the bus)	rings
keys	subway
letter	travel abroad
newsstand	

## Task 1

### Skill: Listening for gist

### Answers

- |             |                |
|-------------|----------------|
| 1. wallet   | 2. glasses     |
| 3. keys     | 4. credit card |
| 5. passport | 6. newspaper   |

## Task 2

### Skill: Listening for details

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. b | 3. b |
| 4. a | 5. b | 6. a |

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## Pronunciation

CD 3, Track 20

The pronunciation lesson focuses on syllable stress in adjectives. The objective of the lesson is to familiarize students with common stress patterns in everyday speech and improve both speaking and listening comprehension skills.

## Task 2

CD 3, Track 21

### Answers

- |                |                |
|----------------|----------------|
| 1. comfortable | 2. attractive  |
| 3. plastic     | 4. running     |
| 5. beautiful   | 6. interesting |

## Dictation

CD 3, Track 22

## Task 1

### Answers

- cell phone
- every day
- purple
- unusual colors
- information
- pocket

## Conversation

Place four items from the classroom in clear view of all the students. Slowly describe one object, writing descriptive words on the board as you go. Have students guess which item you are describing. Once students have guessed, hold up another object and elicit descriptions of it. Write students' responses on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 21 Directions

Page 82

## Getting Ready

### Vocabulary

block	(traffic) light
corner	on the right/left
go straight for...	take a right/left
go through	turn right/left
intersection	

#### Answers

- |      |      |      |
|------|------|------|
| A. 1 | B. 5 | C. 6 |
| D. 4 | E. 3 | F. 2 |

## Listening 1

CD 3, Track 23

### Vocabulary

(same as Getting Ready vocabulary)

### Skill: Listening for gist

#### Answers

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

### Optional Activity

Have the students work in pairs. Using the *incorrect* maps (1a, 2a, 3b, and 4b), have one student in each pair give directions to one of the four places, without naming the building. The other student says which place he or she is being directed to.

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## Listening 2

CD 3, Track 24

### Vocabulary

end of the block  
go up/down  
on the corner of... and...

## Task 1

### Skill: Listening for details

#### Answers

(from left to right)  
Top row: 3, 6, 1  
Bottom row: 2, 5, 4

## Task 2

### Skill: Listening for details

#### Answers

- |                           |               |
|---------------------------|---------------|
| 1. straight, blocks, turn | 2. on, corner |
| 3. then, up               | 4. from       |
| 5. left, left             | 6. end        |

### Optional Activity

Put the students into pairs. Have one student describe the location of individual buildings on the map, e.g., *It's on the corner of Ford and Second.* The other student points to the building. Have the students take turns describing and guessing.

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## Listening 3

CD 3, Track 25

### Vocabulary

church	intersection
come out of (the subway)	my place
cross	pick up
footbridge	river
gas station	snacks
glass building	supermarket
hotel	tennis racket

## Task 1

### Skill: Listening for sequence

#### Answers

- |               |               |
|---------------|---------------|
| 1. 4, 2, 1, 3 | 2. 3, 4, 1, 2 |
| 3. 4, 1, 3, 2 | 4. 1, 4, 3, 2 |

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Put students into small groups. Using the recording in Listening 3 as a model, have each student give directions to his/her home from the nearest subway or bus stop. The other students write down the important parts. When everyone is finished, have the students compare notes and directions.

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## Pronunciation

CD 3, Track 26

The focus of this pronunciation lesson is the use of rising intonation to confirm information given by another speaker. The objective of this lesson is to make students aware of how intonation can change a statement into an implied question and to improve their listening comprehension skills.

## Dictation

CD 3, Track 27

## Task 1

#### Answers

- |                |           |
|----------------|-----------|
| 1. The tourist | 2. at     |
| 3. light       | 4. On the |

## Conversation

Model the activity for the students by giving directions from your school to your home. Write key phrases such as *turn left, go straight, at the corner of...*, etc. on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 22 People We Know

Page 86

## Getting Ready

### Vocabulary

a little crazy at times	lazy
easygoing	serious
funny	shy
generous	smart
hardworking	sociable
kind	talkative

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 28

### Vocabulary

expect (something)	present
in return	tell jokes
laugh	top student
life story	

### Skill: Listening for gist

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. b | 3. b |
| 4. a | 5. b | 6. a |

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## Listening 2

CD 3, Track 29

### Vocabulary

just like	similar
kind of (a little)	skipped class
party (v.)	smile
perfect for (someone)	

## Task 1

### Skill: Listening for similarities and differences

#### Answers

- |              |              |              |
|--------------|--------------|--------------|
| 1. different | 2. similar   | 3. different |
| 4. similar   | 5. different | 6. similar   |

## Task 2

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. a | 2. a | 3. a |
| 4. b | 5. b | 6. b |

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## Listening 3

CD 3, Track 30

### Vocabulary

be in a bad mood	make funny faces
chew gum	make people laugh
easy to talk to	outgoing
friendly	share
forget	talk to (oneself)
get along	

## Task 1

### Skill: Listening for opinions

#### Answers

1. Likes personality and sense of humor, doesn't like habits
2. Likes habits, doesn't like personality or sense of humor
3. Likes sense of humor, doesn't like personality or habits
4. Likes personality, doesn't like sense of humor or habits

## Task 2

### Skill: Listening for attitudes

#### Answers

- |        |       |       |        |
|--------|-------|-------|--------|
| 1. yes | 2. no | 3. no | 4. yes |
|--------|-------|-------|--------|

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## Pronunciation

CD 3, Track 31

This pronunciation lesson focuses on the differing pronunciations of *s* in third person verbs. The objective of this lesson is to increase students' awareness of these pronunciations and improve listening comprehension skills.

## Task 2

CD 3, Track 32

#### Answers

- |         |        |        |        |
|---------|--------|--------|--------|
| 1. /iz/ | 2. /z/ | 3. /z/ | 4. /s/ |
|---------|--------|--------|--------|

## Dictation

CD 3, Track 33

## Task 1

#### Answers

- |                 |                |
|-----------------|----------------|
| 1. He sits      | 2. talks       |
| 3. laughs       | 4. sounds nice |
| 5. tells jokes  | 6. seems like  |
| 7. a girlfriend |                |

## Conversation

Choose a student in the class or a well-known celebrity. Elicit descriptions of the person's personality from the students and write them on the board. Continue describing other individuals until you have a broad list of descriptive terms on the board. Model the activity by describing someone you have recently met using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Page 90

## Getting Ready

### Vocabulary

beach	noisy
cable car	opera house
Carnival	popular
crowded	romantic
harbor	tourist
modern	tower

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. d | 3. e |
| 4. c | 5. f | 6. a |

## Listening 1

CD 2, Track 34

### Vocabulary

climate	sea
fresh (air)	subway system
polluted	transportation system
reasonable (price)	

### Skill: Listening for attitudes

#### Answers

- |                   |                      |
|-------------------|----------------------|
| 1. Likes it a lot | 2. Likes it a little |
| 3. Likes it a lot | 4. Doesn't like it   |
| 5. Likes it a lot | 6. Likes it a little |

Page 91

## Listening 2

CD 3, Track 35

### Vocabulary

dangerous
lovely
nightclubs
pay a fortune for (something)
scenic
ugly

## Task 1

### Skill: Listening for gist

#### Answers

- |            |           |
|------------|-----------|
| 1. great   | 2. quiet  |
| 3. crowded | 4. great  |
| 5. small   | 6. lovely |
| 7. safe    | 8. large  |

## Task 2

### Skill: Listening for details

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. b |
| 5. a | 6. b | 7. a | 8. b |

Page 92

## Listening 3

CD 3, Track 36

### Vocabulary

comfortable	get around
fantastic	government
for sure	theater

## Task 1

### Skill: Listening for preferences

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

- more exciting New York  
more beautiful Washington D.C.  
cheaper restaurants Washington D.C.  
better theater New York
- huge Los Angeles  
more beautiful San Francisco  
boring San Francisco  
fast-moving Los Angeles

- more beautiful Hong Kong  
more comfortable Singapore  
clean Singapore  
polluted Hong Kong
- more exciting Sydney  
beautiful Sydney  
better prices Melbourne  
more relaxing Melbourne

Page 93

## Pronunciation

CD 3, Track 37

The focus of the pronunciation lesson is sentence stress. The objective of this lesson is to familiarize students with common stress patterns and improve speech and listening comprehension skills.

## Task 2

CD 3, Track 38

#### Answers

- Melbourne is a **relaxing** city.
- The pollution is getting **really bad**.
- Osaka has **lots of nightclubs**.
- This is a **nice place to live**.

## Dictation

CD 3, Track 39

## Task 1

#### Answers

- |              |              |
|--------------|--------------|
| 1. people    | 2. friendly  |
| 3. museums   | 4. nightlife |
| 5. crowded   | 6. stand     |
| 7. pollution | 8. traffic   |
| 9. worse     |              |

## Conversation

Elicit words that can be used to describe cities and living conditions in cities. Write student responses on the board. Have students categorize the terms on the board into "good" and "bad". Model the activity using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 24 Health

Page 94

## Getting Ready

### Vocabulary

arm	head
back	leg
ear	mouth
eye	nose
finger	stomach
foot	teeth
hand	toe

#### Answers

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. j  | 2. b  | 3. e  | 4. d  | 5. c  |
| 6. n  | 7. m  | 8. f  | 9. i  | 10. a |
| 11. l | 12. g | 13. k | 14. h |       |

## Listening 1

CD 3, Track 40

### Vocabulary

broken	left-handed
cut (oneself)	splitting headache
fell down	walked into
hurt	(something)
knife	

### Skill: Listening for gist

#### Answers

- |      |      |      |
|------|------|------|
| A. 6 | B. 4 | C. 1 |
| D. 5 | E. 3 | F. 2 |

Page 95

## Listening 2

CD 3, Track 41

### Vocabulary

can hardly walk	pills
deep cut	pull a muscle
flu	see a doctor
hiking	stiches
painful	twist (one's) ankle

## Task 1

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. d | 2. a | 3. e |
| 4. c | 5. b |      |

## Task 2

### Skill: Listening for details

#### Answers

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. b |
| 4. c | 5. a |      |

### Optional Activity

Tell students to look at the pictures for Listening 1 (SB p. 94) and take turns describing and guessing the people's injuries. Tell the students they can make up any information they don't remember from the recording.

Page 96

## Listening 3

CD 3, Track 42

### Vocabulary

drugstore  
energy  
fall asleep  
have trouble (doing something)  
lately  
made a difference  
sleeping pills  
stressed out  
vitamins

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for advice

#### Answers

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. c | 3. b | 4. b |
|------|------|------|------|

Page 97

## Pronunciation

CD 3, Track 43

The focus of the pronunciation lesson is the reduction of *did you*. The objective of this lesson is to familiarize students with this common reduction and improve speech and listening comprehension skills.

## Dictation

CD 3, Track 44

## Task 1

#### Answers

- |                  |               |
|------------------|---------------|
| 1. did you hurt  | 2. Did you go |
| 3. Did you break |               |

## Conversation

Elicit injuries and write them on the board. Elicit treatments for each injury and write these on the board as well. Model the activity using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Tactics for Testing Notes and Answer Key

## Tactics for Testing Units 1–4

### Answers

- |       |       |
|-------|-------|
| 1. C  | 2. B  |
| 3. A  | 4. B  |
| 5. B  | 6. C  |
| 7. B  | 8. B  |
| 9. A  | 10. A |
| 11. C | 12. B |
| 13. A | 14. C |
| 15. C |       |

## Testing Focus Activity

- Read the testing tip at the bottom of page 99 with the students.
- Look at each picture and ask students to describe what they see. Have the students focus on describing the main action in the pictures.
- Explain that correct answer choices usually describe the main action or general idea of the picture. Incorrect answers often use words that appear in the picture, but incorrectly describe the action of the picture. By previewing the pictures and developing their own description of the action in each one, students can anticipate what they will likely hear in the correct answer choice.

Page 98

## Part 1

CD 4–2

## Procedures

- Read the directions to the students. Explain that they hear a question about each picture and three possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to quickly preview the pictures, focusing on the main action of the picture.
- Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 99

## Part 2

CD 4–3

## Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students to use the answer sheet on the left hand side of page 98 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4–4

## Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.
- Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 5–8

### Answers

- |       |       |
|-------|-------|
| 1. C  | 2. B  |
| 3. B  | 4. C  |
| 5. A  | 6. C  |
| 7. B  | 8. C  |
| 9. B  | 10. A |
| 11. C | 12. A |
| 13. A | 14. C |
| 15. B |       |

## Testing Focus Activity

- Explain question/response items to the students. In question/response items, students hear a question and have to choose the most appropriate response to that question from the answer choices. Write the following example on the board to illustrate the question type to the students:

Q: *When are you going to the pool?*

A. *There isn't any school today.*

B. *I'll probably leave in an hour.*

C. *I go to the pool twice a week.*

- Explain that in question/response items, incorrect answer choices often use words from the question or words that have similar sounds. For example, answer choice A uses the word *school*, which sounds like *pool*, but A is clearly not the correct answer. Similarly, answer choice C uses the word *pool*, which appears in the question, but C is not a logical response to the question.
- Explain that when students answer question/response items, they need to think carefully about how the answer choice responds to the question and not be distracted by similar sounding words in the answer choices.



## Part 1

CD 4-5

### Procedures

- Read the directions to the students. Explain that they will hear three statements and that they will need to choose the statement that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 101

## Part 2

CD 4-6

### Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students not be distracted by words that sounds similar to the question.
- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4-7

### Procedures

- Read the directions to the students. Explain that they will hear a short conversation followed by three questions about the conversation.

- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 9-12

### Answers

- |       |       |
|-------|-------|
| 1. B  | 2. A  |
| 3. B  | 4. C  |
| 5. C  | 6. A  |
| 7. A  | 8. C  |
| 9. C  | 10. A |
| 11. B | 12. C |
| 13. A | 14. C |
| 15. B |       |

## Testing Focus Activity

- Read the testing tip at the bottom of page 103 with the students. Explain that a good test-taking strategy is to cross out answer choices that are obviously incorrect. This way students have a better chance of guessing the correct answer choice if they are unsure of the correct answer.
- As students do Part 2 and Part 3, have them cross out any answer choices they know are incorrect. Then have them try to guess from the remaining answer choices.

Page 102

## Part 1

CD 4-8

### Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and three possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to use the answer sheet on the left hand side of page 102 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 103

## Part 2

CD 4-9

### Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 102 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4-10

### Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 102 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

# Tactics for Testing Units 13–16

Answers		
1. B	2. C	3. B
4. A	5. A	6. A
7. B	8. B	9. A
10. A	11. A	12. C
13. C	14. A	15. C

## Testing Focus Activity

- Read the testing tip at the bottom of page 105 with the students. Explain that it is very important for students to manage their time effectively on standardized tests.
- Write the following example on the board:  
Q: *Do you want to get something to eat?*  
A: *I had lunch a little while ago.*  
B: *No, I don't like pizza.*  
C: *Yes, I had lunch with Susan.*
- Explain to students that the most appropriate answer choice is A. It answers the question indirectly; it doesn't directly give a "yes" or a "no" to the question, but a "no" is implied by the response. Answer choices B and C, on the other hand, both start with *Yes* or *No*, but the actual responses do not match the question. Explain that this is a common tactic on statement/response questions. Students must think carefully about the meaning of every answer choice and how it matches up with the question.

Page 104

## Part 1

CD 4–11

### Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and four possible choices students will need to choose the answer choice that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 105

## Part 2

CD 4–12

### Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4–13

### Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

# Tactics for Testing Units 17–20

Answers		
1. A	2. C	3. A
4. C	5. A	6. B
7. B	8. B	9. B
10. C	11. C	12. A
13. C	14. B	15. A

## Testing Focus Activity

- Read the testing tip at the bottom of page 107 with the students. Explain that listening for key words is a good way of picking up the important details of a listening passage. Write the following conversation on the board:  
M: *Do these glasses go in the kitchen cabinet, or the cabinet in the next room?*  
W: *Water glasses go in the living room cabinet but you can put the juice glasses in there.*  
M: *Why not just keep them in the same place?*  
W: *The water glasses are too tall for that cabinet. See?*
- Ask students to point out what they see as key words from the conversation. Elicit *juice glasses, water glasses, living room cabinet, and too tall*.
- Have students go back to page 103 and look at question 13. Discuss how these key words would help students answer the question.
- Ask students to close their books. Play the conversations in Part 3 for the students and ask them to write down key words from the conversation.
- With books open, look at questions 13–15 on page 103 and discuss how the key words students wrote down will help them answer the questions.

Page 106

## Part 1

CD 4–14

### Procedures

- Read the directions to the students. Explain that they will hear three statements and that they will need to

choose the statement that best matches the picture.

- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 107

## Part 2

CD 4–15

### Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students not to be distracted by words that sound similar to the question.
- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4–16

### Procedures

- Read the directions to the students. Explain that they will hear a short advertisement followed by three questions about the advertisement.
- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 21–24

### Answers

- |       |       |
|-------|-------|
| 1. B  | 2. A  |
| 3. C  | 4. B  |
| 5. B  | 6. C  |
| 7. B  | 8. C  |
| 9. A  | 10. B |
| 11. A | 12. C |
| 13. C | 14. A |
| 15. B |       |

## Testing Focus Activity

- Read the testing tip at the bottom of page 109 with the students. Explain that many test takers accidentally skip a question on their answer sheet or accidentally fill in answers for two questions on the same line. Explain that filling out the answer sheet correctly is an important test-taking skill that students should focus on.
- As students take the test for Units 21–24, instruct them to cover their answer sheet on page 108 with a sheet of paper. Instruct students to uncover each line on the answer sheet only when they are ready to answer that question.

Page 108

## Part 1

CD 4–17

### Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and three possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 108 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 109

## Part 2

CD 4–18

### Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 108 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4–19

### Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.
- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 108 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Use the words and phrases in the box to complete the sentences below.

- a. assignment
- b. checking in
- c. e-mail address
- d. forgotten
- e. get together
- f. phone number
- g. register
- h. reservation
- i. semester
- j. weekend

1. Let me give you my \_\_\_\_\_. It's cnewton@geemail.com.
2. Susan had \_\_\_\_\_ her key, so she couldn't get in her house.
3. If you are free this weekend, let's \_\_\_\_\_ and play soccer.
4. None of the students completed the \_\_\_\_\_, so the teacher was very angry.
5. Before you can \_\_\_\_\_ for classes, you must decide what you want to study.
6. When \_\_\_\_\_ to the hotel, you will need your driver's license and credit card.
7. My grades were excellent last \_\_\_\_\_, and I plan to do even better this term.
8. Bobby and Sue didn't have a \_\_\_\_\_, so they couldn't get a table at the restaurant.
9. My office \_\_\_\_\_ is 555-1598.
10. Jason had a great \_\_\_\_\_. On Saturday he went to a party and on Sunday he played basketball.

## Part 1

Use the words and phrases in the box to complete the paragraph below.

**a. age**   **b. drives him crazy**   **c. looks about**   **d. shoulder-length**   **e. wears his hair**

Marco is a good friend of mine. He \_\_\_\_\_ 22 or 23 but we're both actually the same  
(1)  
\_\_\_\_\_. He's a nice guy but he's a little unusual. He \_\_\_\_\_ really  
(2) (3)  
long. In fact, it's almost \_\_\_\_\_! His father says this \_\_\_\_\_.  
(4) (5)  
His father always says that Marco needs to get a haircut, but he never does it.

## Part 2

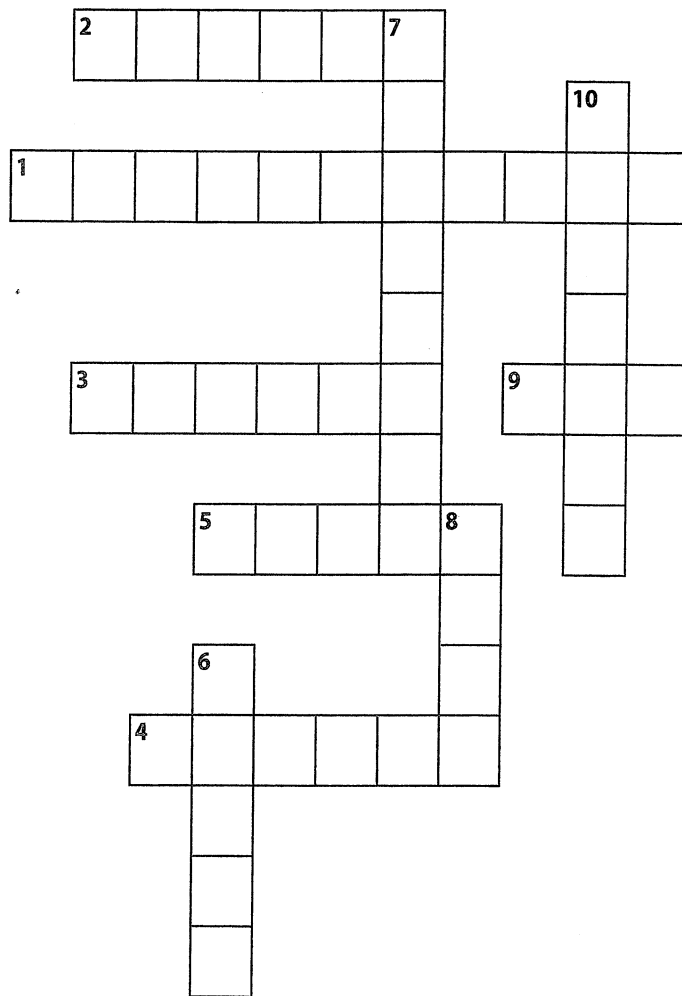
Use the words and phrases in the box to complete the paragraph below.

**a. cousins**   **b. height**   **c. pretty**   **d. straight**   **e. tall**

Stacy is one of my \_\_\_\_\_. She my uncle's oldest daughter. I'm not sure of her  
(1)  
exact \_\_\_\_\_, but she's kind of \_\_\_\_\_. I'd say she's about 165 cm. or  
(2) (3)  
so. She's also extremely \_\_\_\_\_. She's very thin and has long, \_\_\_\_\_  
(4) (5)  
hair. Everyone says that she looks like a model.

Use the words in the box to complete the crossword.

blouse	sandals
dress	shorts
hat	shoulder bag
jacket	sneakers
pants	suit



## ACROSS

1. It's like a large purse.
2. You might wear these in the summer.
3. a woman's shirt
4. You wear one when it's cold outside.
5. A woman might wear one to a party.
9. It goes on your head.

## DOWN

6. jeans, slacks, trousers, etc.
7. You might wear these to go running.
8. A man might wear one to work.
10. You might wear these to the beach.



## Part 1

Find the words and phrases in the box in the word search puzzle.

chat (v)	morning person
fall asleep	night person
get up	night shift
hang out	new year
depends	stay up late

T U O G N A H N Z S G N S R F  
 P T Z U Q R N O R Z O T T A U  
 K J E F L S A S G S A V H E R  
 Q B Q J K N F R R Y A O S Y T  
 J W C H A T A E U J E T S W P  
 X P C T P O P P J A N T R E E  
 S N T U Q T L G N T I L M N K  
 I D T M H A K N V P G Z B T O  
 M E N G T U V I N E H I Y O C  
 G J I E M Y Z N Y J T S Z P U  
 Q N X Y P R O R P O S C U N Z  
 D T T G U E Y O A D H H F D G  
 Q D R C I U D M S E I K P G X  
 F A L L A S L E E P F S S H C  
 J F R I O C Z D P Y T L N E L

## Part 2

Use the words in Part 1 to complete the sentences below.

- Sarah is a \_\_\_\_\_. She never goes to bed before midnight.
- Susan wanted to \_\_\_\_\_ and watch a movie, but she got too tired.
- Sometimes I sleep late and sometimes I don't. It \_\_\_\_\_ on how tired I am.
- If Tom drinks coffee at night, he can't \_\_\_\_\_.
- I'm not a \_\_\_\_\_. I hate to wake up before 10:00 a.m.
- Richard was late to class because he didn't \_\_\_\_\_ on time.
- Molly stayed up all night to \_\_\_\_\_ with her friends online.
- Hillary and her friends like to \_\_\_\_\_ at the shopping mall.
- At midnight on December 31st, many people celebrate the \_\_\_\_\_.
- Hank used to work the \_\_\_\_\_, but now he works during the day.

## Part 1

Use the words in the box to complete the conversation below.

**a. arrive   b. confirm   c. book (v.)   d. leave   e. vacation**

A: Hello, I want to go to Hawaii for \_\_\_\_\_ next week and I need  
(1)  
to \_\_\_\_\_ a flight.  
(2)

B: Okay, sir, I can help you with that. When would you like to \_\_\_\_\_ in Hawaii?  
(3)

A: On the 17th. I'm planning to stay for a week, so I'd like to \_\_\_\_\_ on the 24th.  
(4)

B: I have a ticket for \$1,200. Is that okay?

A: Yes, that's fine.

B: Great. I will send you an e-mail to \_\_\_\_\_ the ticket.  
(5)

## Part 2

Use the words and phrases in the box to complete the conversation below.

**a. appointment   b. barbecue   c. exams   d. let me know   e. study**

A: Hi Chris. What are you doing this weekend?

B: I have final \_\_\_\_\_ next week, so I'm probably going to \_\_\_\_\_  
(1) (2)  
all weekend.

A: Oh, that's too bad. I'm having a \_\_\_\_\_ on Saturday. Are you sure can't come?  
(3)

B: I'd like to, but I really have to get ready for my tests, and I also have an \_\_\_\_\_  
(4)  
Saturday afternoon.

A: Well, if you change your mind \_\_\_\_\_  
(5)

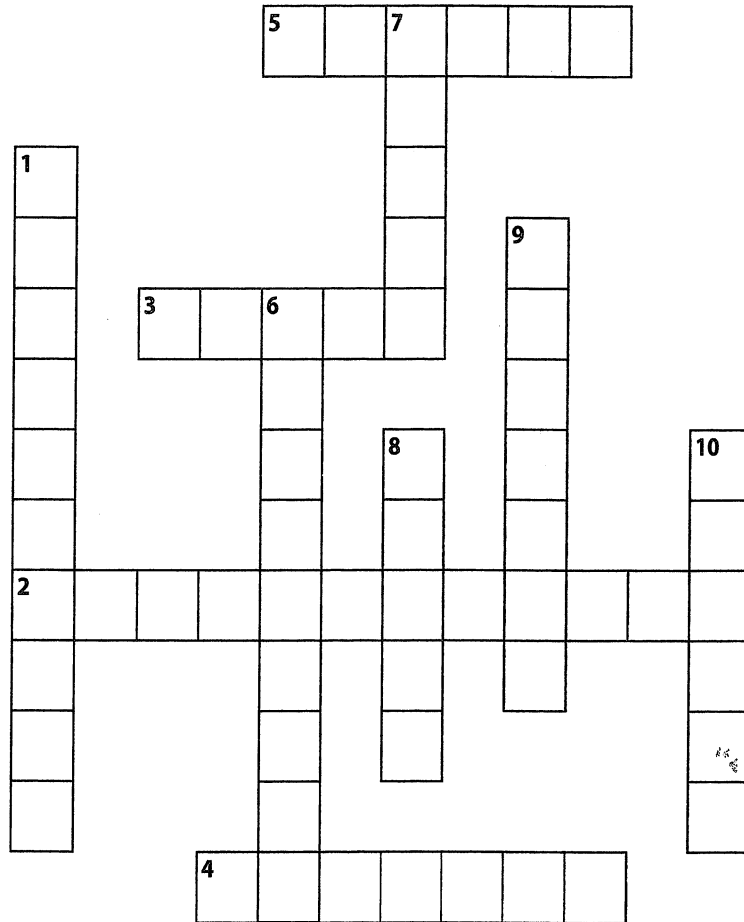
Use the words in the box to complete the sentences below.

- a. businessperson
- b. chef
- c. construction worker
- d. flight attendant
- e. nurse
- f. office worker
- g. receptionist
- h. salesperson
- i. taxi driver
- j. server

1. The \_\_\_\_\_ brought our meals, but she forgot our drinks.
2. You have to be able to drive safely to be a \_\_\_\_\_.
3. The \_\_\_\_\_ checks on the hospital patient every hour.
4. Mark got very strong working as a \_\_\_\_\_.
5. The \_\_\_\_\_ asked everyone to fasten their seatbelts before takeoff.
6. When you first enter the building, the \_\_\_\_\_ will ask if you have an appointment.
7. A good \_\_\_\_\_ always listens to the customer.
8. Marsha always loved to cook, so she became a \_\_\_\_\_.
9. Bill Gates is a very famous \_\_\_\_\_.
10. I would never want to be an \_\_\_\_\_ because I would rather work outdoors.

Use the words in the box to complete the crossword.

actor	singer
athlete	store
movie	TV show
radio station	video game
restaurant	website



## ACROSS

- You might listen to one in the car.
- You can watch one at a theater.
- You can look at one on your computer.
- You can watch one at home.

## DOWN

- a place to eat
- You can play one at home.
- a place to shop
- This person appears in movies.
- This person plays sports.
- This person might be in a band.

Use the words and phrases in the box to complete the sentences below.

- a. can't stand
- b. energetic
- c. go to a gym
- d. in great shape
- e. pool
- f. ride a bike
- g. ski
- h. swims
- i. windsurf
- j. work out

1. When there is enough snow, Hannah loves to \_\_\_\_\_.
2. Tod runs every day, so he's \_\_\_\_\_.
3. You should always wear a helmet when you \_\_\_\_\_.
4. Mark \_\_\_\_\_ in the lake by his house every morning.
5. I love going to the \_\_\_\_\_ on a hot summer day.
6. I don't like to \_\_\_\_\_. I'd rather exercise at home.
7. Doctors say that you should \_\_\_\_\_ for 45 minutes each day.
8. Jennifer \_\_\_\_\_ running. She really hates it.
9. I used to be more \_\_\_\_\_, but now I get tired very quickly.
10. Nate learned to \_\_\_\_\_ at the beach last summer.

## Part 1

Find the words in the box in the word search puzzle.

bed	cushions
between	drawer
bookcase	plant
computer	table
corner	window

```

E T N A L P K S I B P E Q P R
T S M M X P N E Z A W W U B E
G F A P P O H K G D K A S E T
H W X C I F B E T W E E N D U
I N Z H K W H P O Q L X L R P
Y C S V I O Z P H Q I O N A M
P U O N T D O Q L P Q N N W O
C P D R F E I B U T B A D E C
U O D S N B R Q P P M I J R U
W O G O W E Z I H A N U X F C
C F V W Z A R E F N X B B M R
Y E X H R O K E L A P J O M P
I A J P U L Y J B B F I Q M M
Z P A W A T S L N W A V S X H
B C B I U N D F A K B T Z F R
    
```

## Part 2

Use the words in Part 1 to complete the sentences below.

- Mike has so many books that he needs another \_\_\_\_\_.
- Jake did his homework on his \_\_\_\_\_ and e-mailed it to his teacher.
- Julie forgot to water her \_\_\_\_\_ and it died.
- If it's too hot, you can open a \_\_\_\_\_.
- This sofa isn't comfortable because the \_\_\_\_\_ are too hard.
- Stacy found her math book in the \_\_\_\_\_ of the room.
- Erik makes his \_\_\_\_\_ each morning after he gets up.
- Tony's glasses were in the top \_\_\_\_\_ of his dresser.
- My house is \_\_\_\_\_ the yellow one and the red one.
- Lucy's mom asked her to clean the \_\_\_\_\_ before dinner.

Choose the correct word for the blank in each sentence.

1. My \_\_\_\_\_ Julie is my mom's sister.
  - a. aunt
  - b. niece
  - c. cousin
  - d. nephew
2. Norman's \_\_\_\_\_ is still alive.  
He's 103!
  - a. nephew
  - b. great-grandfather
  - c. son
  - d. aunt
3. Anna and Rita are \_\_\_\_\_. They look exactly alike.
  - a. cousins
  - b. only children
  - c. twins
  - d. grandparents
4. I only have one \_\_\_\_\_ – my aunt Mary's daughter.
  - a. cousin
  - b. uncle
  - c. niece
  - d. nephew
5. Chris' \_\_\_\_\_ Jim is his dad's brother.
  - a. great-grandfather
  - b. nephew
  - c. grandparent
  - d. uncle
6. Nancy is the \_\_\_\_\_. She's 17 and her brother is 21.
  - a. only child
  - b. twin
  - c. youngest
  - d. nephew
7. Timothy is an \_\_\_\_\_, but he's always wanted a brother or a sister.
  - a. twin
  - b. cousin
  - c. only child
  - d. oldest
8. As the \_\_\_\_\_ child in the family, Tina helps watch her little brothers and sisters.
  - a. youngest
  - b. twin
  - c. niece
  - d. oldest
9. Your parents' parents are your \_\_\_\_\_.
  - a. great-grandfathers
  - b. uncles
  - c. nephews
  - d. grandparents
10. My sister just had a baby girl, so now I have a \_\_\_\_\_.
  - a. cousin
  - b. aunt
  - c. niece
  - d. nephew

## Part 1

Use the words in the box to complete the conversation below.

a. action movies   b. downtown   c. go dancing   d. goes for coffee   e. rents movies

Phillip isn't a very active person. On weekends, his friends like to go \_\_\_\_\_ and \_\_\_\_\_ (1)  
\_\_\_\_\_. But Phillip would rather stay at home in the suburbs. He loves films so he \_\_\_\_\_ (2)  
\_\_\_\_\_ a lot. His favorites are \_\_\_\_\_, but he likes comedies too. \_\_\_\_\_ (4)  
Sometimes he \_\_\_\_\_ (5) at a café with his friends, but he mostly likes to hang out at home.

## Part 2

Use the words and phrases in the box to complete the conversation below.

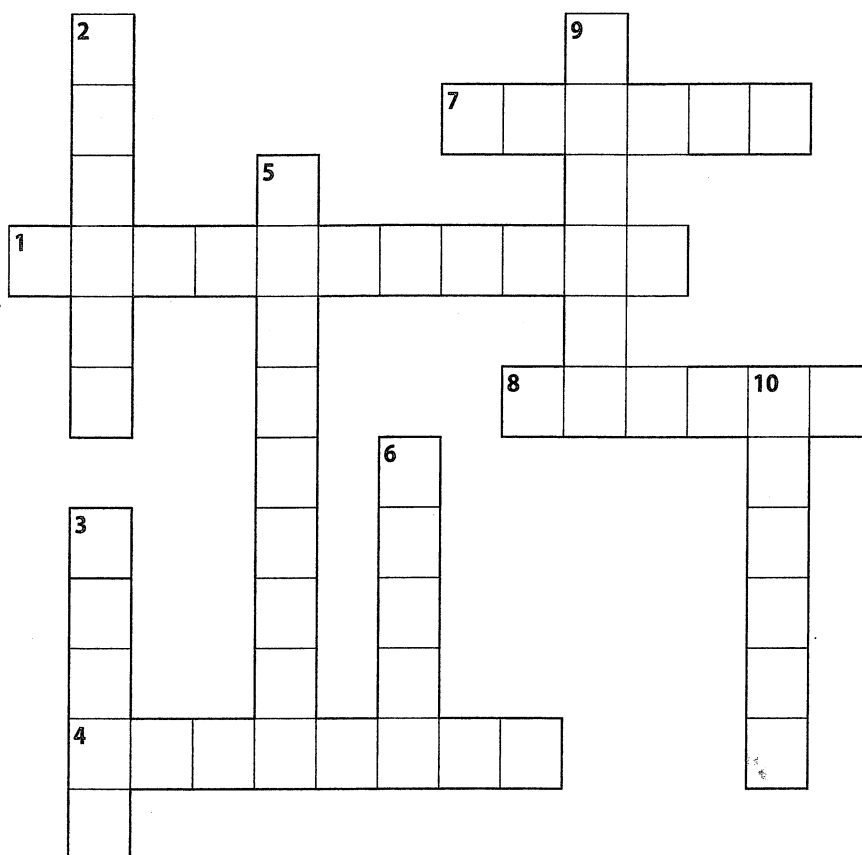
a. computer games   b. eat out   c. exercise   d. park   e. rollerblading

Bridget is a very healthy person. She loves to \_\_\_\_\_, and she works out every day. \_\_\_\_\_ (1)  
On the weekend she goes to the \_\_\_\_\_ and goes \_\_\_\_\_. She doesn't \_\_\_\_\_ (3)  
\_\_\_\_\_ at restaurants because she can cook healthier food at home. She also doesn't \_\_\_\_\_ (4)  
play \_\_\_\_\_ because she'd rather be outside. \_\_\_\_\_ (5)



Use the words in the box to complete the crossword.

afford	movie ticket
camera	newspaper
change	on sale
earrings	shoes
laptop	try on



## ACROSS

1. You can buy one at the theater.
4. a type of jewelry
7. the money you get back when you buy something
8. a small, portable computer

## DOWN

2. to have enough money to buy something
3. If they are too small, your feet will hurt.
5. You read one to learn about the world.
6. to wear something to check its size
9. You take pictures with this.
10. When things are cheaper, they are ...

## Part 1

Find the words in the box in the word search puzzle.

appetizer	grilled
delicious	main dish
desserts	spicy
drinks	stir-fry
fried	vegetables

S U O I C I L E D S V X M A F  
 S T I R F R Y G P I E D P H R  
 Z T K E B E I I E A G P R S I  
 T L R R M D C C W X E F Y I E  
 A K F E W Y T X V T T Z S D D  
 D I U K S P L D I P A E N N R  
 G R E N O S E Z V W B P G I O  
 R M I C U L E X F W L V Z A P  
 Y D U N L R C D T V E I W M T  
 K N B I K D N L M J S M T J P  
 K F R L K S E P H V F Z Y P T  
 Z G R V G I B L F A J P A H B  
 P D X R P P Z X K V X Y H H F  
 A M B G D N Z S J C M N B C R  
 Y J T F A E H B H C P C N W I

## Part 2

Use the words from Part 1 to complete the sentences below.

- Larry hates \_\_\_\_\_ food. He won't eat anything with hot peppers in it.
- You should eat some meat each day, but you should eat more \_\_\_\_\_.
- Walter ordered a steak for his \_\_\_\_\_.
- We're really hungry, so we'll order an \_\_\_\_\_ while we wait for the rest of our food to come.
- Cakes and pies are Jessica's favorite \_\_\_\_\_.
- The cookies Cindy baked were very good, but her apple pie was \_\_\_\_\_.
- If you are thirsty, you can ask the server to bring your \_\_\_\_\_ before your meal arrives.
- I like Chinese \_\_\_\_\_, but not when it's cooked in too much oil.
- You shouldn't eat too many \_\_\_\_\_ foods because they are bad for your heart.
- Chris wanted to make \_\_\_\_\_ salmon, but he didn't have any charcoal for the fire.

Use the words and phrases in the box to complete the sentences below.

- a. got to run
- b. guests
- c. How have you been
- d. in ages
- e. keep in touch
- f. looks forward to
- g. Look at the time
- h. surprise
- i. talk to you later
- j. worked late

1. I'm late for an appointment so I've \_\_\_\_\_, but let's have lunch next week.
2. Melody lives overseas, so she hasn't seen her parents \_\_\_\_\_.
3. The great thing about the Internet is that it helps you \_\_\_\_\_ with old friends.
4. A: \_\_\_\_\_? B: Great, thanks. And you?
5. The hotel worked hard to provide its \_\_\_\_\_ with good service.
6. Oh! \_\_\_\_\_. I have appointment, but it was great to see you again.
7. Barbara really \_\_\_\_\_ yoga class. It's the best part of her week.
8. Cory has a big project to finish. He's \_\_\_\_\_ every day this week.
9. The news was a total \_\_\_\_\_. Everyone was shocked by it.
10. I don't have time right now to chat, but I'll \_\_\_\_\_.

## Part 1

Use the words in the box to complete the paragraph below.

a. awful   b. crowded   c. museums   d. pretty boring   e. sightseeing

Kevin just got back from an \_\_\_\_\_ vacation. In fact, he thinks it was his worst  
(1)  
vacation ever. He went with his older sister, and they have completely different interests. His sister  
loves to go \_\_\_\_\_ and visit \_\_\_\_\_. Kevin, on the other hand, thinks  
(2) (3)  
this is \_\_\_\_\_. In addition, some of places they visited were so \_\_\_\_\_  
(4) (5)  
that Kevin couldn't see any of the art. Next time, he plans to go by himself and spend time on the  
beach instead.

## Part 2

Use the words in the box to complete the paragraph below.

a. get a tan   b. fantastic   c. peaceful   d. sunburn   e. sunshine

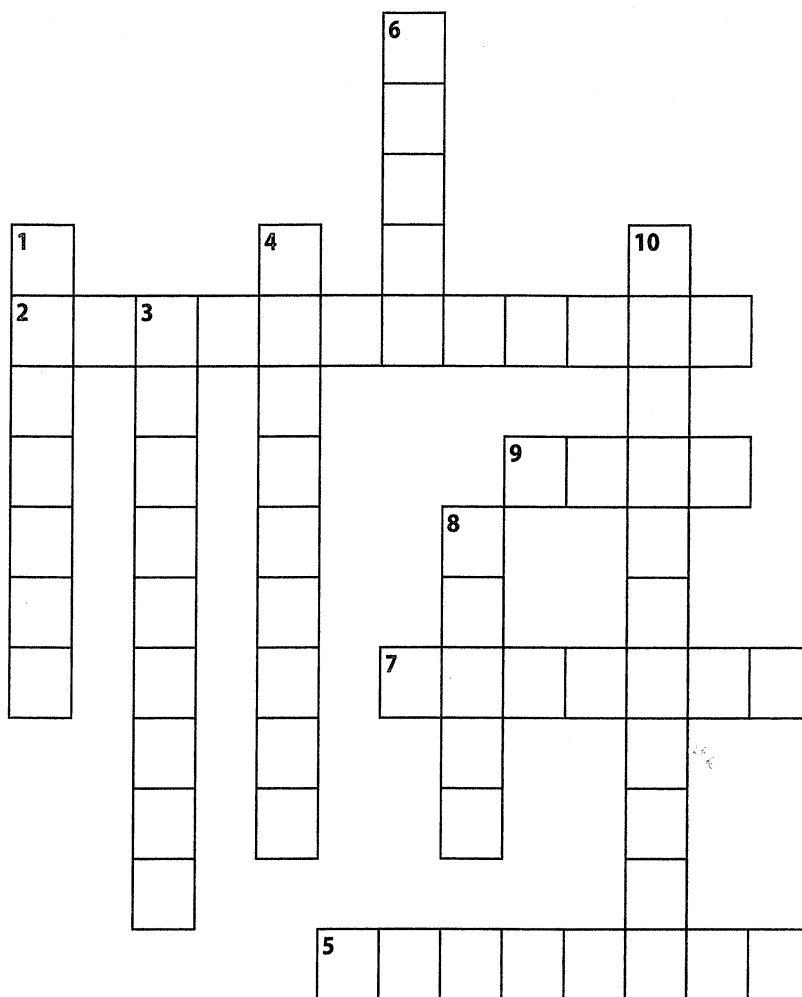
Last year Denise went to Bali for vacation. She really enjoyed it and had a \_\_\_\_\_  
(1)  
time. The beaches were very quiet and \_\_\_\_\_, so she could sit in the  
(2)  
\_\_\_\_\_ all day. The only problem was that she planned to \_\_\_\_\_, but  
(3) (4)  
she was so relaxed she fell asleep in the sun. When she woke up, she had a pretty bad  
\_\_\_\_\_. But other than that, the trip was great!  
(5)

# Vocabulary Worksheet 16

Basic Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

bathtub	microwave
comfortable	piano
dresser	refrigerator
furniture	sofa
mattress	stove



## ACROSS

2. You put food in here to keep it cold.
5. This goes on top of your bed.
7. This is in your bathroom.
9. This goes in your living room and you sit on it.

## DOWN

1. You keep your clothes in this.
3. bed, table, chair, etc.
4. You use this to cook food quickly.
6. This kitchen appliance can use gas or electricity.
8. a musical instrument
10. You want your furniture to be like this.

Choose the correct word to complete each sentence.

1. I'd like to \_\_\_\_\_ to every continent.
  - a. graduate
  - b. travel
  - c. hang around
  - d. dream about
2. One day, Travis hopes to be a \_\_\_\_\_ basketball player.
  - a. excited
  - b. dangerous
  - c. professional
  - d. nervous
3. Elizabeth really wants to \_\_\_\_\_, but her boyfriend hasn't asked her yet.
  - a. get married
  - b. graduate
  - c. take it easy
  - d. make money
4. Brenda doesn't want to have children \_\_\_\_\_, but she would like to when she's a little older.
  - a. nervous
  - b. right away
  - c. unfortunately
  - d. relax
5. Alex would like a house with a big \_\_\_\_\_ for his children to play in.
  - a. yard
  - b. garage
  - c. pool
  - d. movie theater
6. If Steve takes classes during the summer, he can \_\_\_\_\_ early.
  - a. take it easy
  - b. relax
  - c. hang around
  - d. graduate
7. Greg's \_\_\_\_\_ is collecting comics.
  - a. hobby
  - b. garage
  - c. degree
  - d. at the moment
8. Wendy hasn't found a job yet, so she's a little \_\_\_\_\_ about her future.
  - a. excited
  - b. dangerous
  - c. nervous
  - d. professional
9. I don't want to work. I just want to \_\_\_\_\_ and enjoy life!
  - a. take it easy
  - b. break up
  - c. graduate
  - d. dream about
10. Everyone was \_\_\_\_\_ when they learned the movie star would visit their school.
  - a. nervous
  - b. excited
  - c. famous
  - d. rich

## Part 1

Find the words and phrases in the box in the word search puzzle.

cloudy	humid
cool	rainy
cold	snowy
dry	sunny
hot	windy

```

W Q W C C Y R D G K N Y K I J
K I O X O P E F V Y C N X T P
F L N S O D G F A E I I O H X
D U T D L M D T N T X A X X I
J L V O Y H P J H J H R A K C
C R H W H Y K O M A G V N P O
B U O L O V L Q M R A Q Q G T
M N J P N I T V W G E D L G H
S U M J I O R M J M D W F M Y
D F E V N Z L G O Y M U D T R
P I X E I A V H W C V X H C B
N X M O D S U N N Y D U O L C
B E H U S L A U G Y H X H Y K
T O Y G H V R X O J Y U F A L
C Z T I F M A M J L Z F K A L
    
```

## Part 2

Use the words from Part 1 to complete the sentences below.

- We wanted to go to the beach, but it was \_\_\_\_\_ and looked like it might rain.
- It's going to be \_\_\_\_\_ today, so make sure you bring an umbrella.
- The \_\_\_\_\_ weather was perfect for flying kites.
- I love the \_\_\_\_\_ fall weather. It's not too hot and not too cold.
- The Sahara Desert is very \_\_\_\_\_. It gets almost no rain.
- It's \_\_\_\_\_ and clear today, so be careful not to get sunburned.
- It's only 76°F today, but it's so \_\_\_\_\_ that it feels much warmer.
- It's \_\_\_\_\_ outside right now, which makes it hard to drive.
- It's so \_\_\_\_\_ today that I'm going to stay inside in the air conditioning.
- Some parts of Canada can be a bit \_\_\_\_\_ even in the summer.

Use the words and phrases in the box to complete the sentences below.

- a. bookstore
- b. clothing store
- c. drugstore
- d. grocery store
- e. jewelry store
- f. looked nice on (someone)
- g. ring up (something)
- h. sporting goods store
- i. stationery store
- j. swimwear

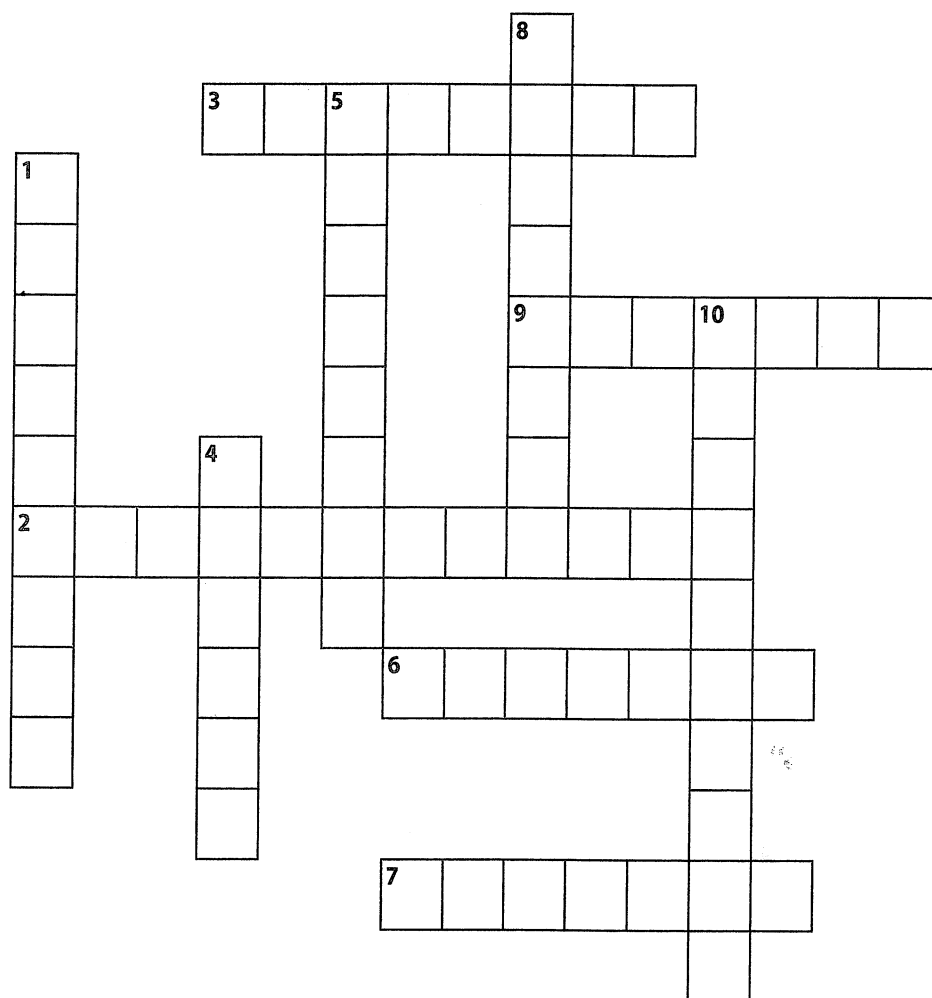
1. Kelly went to the \_\_\_\_\_ to buy envelopes.
2. The department store is having a sale on \_\_\_\_\_ before the summer.
3. Laura thought the dress \_\_\_\_\_ her, but her mother didn't like it.
4. The store was very busy, so we had to wait in line for the clerk to \_\_\_\_\_ our purchases.
5. I have to stop by the \_\_\_\_\_ to pick up some medicine.
6. The \_\_\_\_\_ near Brian's house is okay, but it doesn't have good fruit.
7. Alex loves to read, so working in a \_\_\_\_\_ is the perfect job for him.
8. The \_\_\_\_\_ near my office had a sale, so I bought four new pairs of jeans.
9. Before their camping trip, Amy and Susan went to the \_\_\_\_\_ to get a new tent.
10. When the \_\_\_\_\_ was robbed, the thief took \$20,000 in diamonds.



# Vocabulary Worksheet 20

Use the words in the box to complete the crossword.

backpack	leather
briefcase	plastic
cheap-looking	suitcase
handbag	sunglasses
initials	wallet



## ACROSS

2. appearing to be of poor quality
3. You need one when you take a trip.
6. another name for a purse
7. a material shoes are often made of
9. an inexpensive material

## DOWN

1. A businessman might carry his papers in this.
4. where you keep your money and credit cards
5. CFN, for example
8. A student uses this to carry books.
10. You need these when it is sunny outside.

## Part 1

Use the words and phrases in the box to complete the conversation below.

a. blocks   b. cross   c. go   d. intersection   e. traffic light

A: Hi, Zach. This is Emma. I need to get directions to your house before the party tonight.

B: Oh, sure. Do you know where the \_\_\_\_\_ of 1st Ave. and Maple St. is?  
(1)

A: Uh-huh.

B: Okay. Head south on 1st Ave. You're going to \_\_\_\_\_ three \_\_\_\_\_.  
(2) (3)

A: Okay. What next?

B: At the next \_\_\_\_\_, take a left. Keep going until you \_\_\_\_\_  
(4) (5)  
a small bridge. My house is the second one on the left.

## Part 2

Use the words and phrases in the box to complete the conversation below.

a. come out of   b. corner   c. end of the block   d. footbridge   e. go straight

A: Hello? Is this Ace Electronics?

B: Yes, it is. How can I help you?

A: I need directions to your store.

B: Okay. Take the subway to the 5th Street station. Make sure you \_\_\_\_\_ the south  
(1)  
exit. You will be on the \_\_\_\_\_ of 5th and Broadway.  
(2)

A: Okay. I know where that is.

B: Good. On Broadway \_\_\_\_\_ for four blocks. Take a left on 1st Street and walk to  
(3)  
the \_\_\_\_\_. You'll see a small \_\_\_\_\_. Walk across it and you will  
(4) (5)  
see our store on the other side.

Use the words and phrases in the box to complete the sentences below.

- a. easygoing
- b. funny
- c. generous
- d. hardworking
- d. lazy
- e. serious
- f. shy
- g. smart
- h. sociable
- i. talkative

1. Oliver is kind of \_\_\_\_\_ when you first meet him, but he can be very outgoing around his friends.
2. My younger brother is so \_\_\_\_\_! He never helps with any of the chores.
3. Patty is very \_\_\_\_\_ at work, but on the weekends she likes to relax and joke around.
4. Mike is a nice guy, but he's too \_\_\_\_\_. Sometimes I want to tell him to be quiet.
5. Lisa is very \_\_\_\_\_. She's always giving her friends little gifts.
6. Bill is the most \_\_\_\_\_ person I know. He never gets angry about anything.
7. Katrina is very \_\_\_\_\_. She always has a new joke to tell.
8. Ryan does well at his job because he is so \_\_\_\_\_.
9. Robert has three PhDs, so he must be very \_\_\_\_\_.
10. Linda is very \_\_\_\_\_. She loves being around other people.

## Part 1

Find the words and phrases in the box in the word search puzzle.

beach	opera house
cable cars	popular
harbor	romantic
modern	tourists
noisy	tower

E O O X M H W R B C L R H P R  
 D O C P H B O R J X F P O X V  
 D E L B E M X Q H H H P D Z C  
 Z A J W A R Y I C C H N D D W  
 S A T N S U A H N T P F B M Q  
 R T T X G N N H A I L V C J U  
 N I S R A L U P O P V S A W Y  
 C O M I I M Z W R U Y R B Q T  
 M M I Z R N J V O E S W L R O  
 E R B S R U Q C B X R E E U W  
 S Y C E Y F O S R B E A C H E  
 K R D V D O A T A X X K A G R  
 B O C H U E T L H C W Z R D Z  
 M W H O V B W R H L N P S M P  
 S Y T K V E O O Q F J V K N R

## Part 2

Use the words from Part 1 to complete the sentences below.

- The new, \_\_\_\_\_ hotel looked strange in the old part of town.
- \_\_\_\_\_ are unusual these days, but they used to be a common form of public transportation.
- Richard took his wife to a \_\_\_\_\_ restaurant for her birthday.
- From the top of the \_\_\_\_\_, you can get a great view of the city.
- I still have sand in my shoes from when we went to the \_\_\_\_\_.
- My apartment is too \_\_\_\_\_. In the morning I can hear all of the traffic outside.
- The ships stop in the \_\_\_\_\_ to unload their cargo.
- This is one of the most \_\_\_\_\_ restaurants in the city. Lots of people come here.
- The \_\_\_\_\_ didn't know the city very well, and they quickly got lost.
- I'm going to see a musical at the \_\_\_\_\_.

Choose the correct word to complete each sentence.

1. Joe needs a new chair at work. The one he has now hurts his \_\_\_\_\_.
  - a. back
  - b. finger
  - c. teeth
  - d. stomach
2. When the soccer ball hit Lucy in the face, it broke her \_\_\_\_\_.
  - a. arm
  - b. nose
  - c. ear
  - d. eye
3. Nick hates the small seats in airplanes because he has long \_\_\_\_\_.
  - a. arms
  - b. fingers
  - c. legs
  - d. ears
4. Baseball pitchers have to have strong \_\_\_\_\_ to throw the ball so fast.
  - a. fingers
  - b. feet
  - c. hands
  - d. arms
5. Listening to loud music can damage your \_\_\_\_\_.
  - a. eyes
  - b. head
  - c. ears
  - d. nose
6. The ring was too big, and it fell off the woman's \_\_\_\_\_.
  - a. foot
  - b. finger
  - c. stomach
  - d. back
7. The actress had perfectly white \_\_\_\_\_ and a beautiful smile.
  - a. eyes
  - b. hands
  - c. feet
  - d. teeth
8. After eating so much candy, the child's \_\_\_\_\_ hurt.
  - a. stomach
  - b. back
  - c. head
  - d. hand
9. I have something in my \_\_\_\_\_ and I can't see.
  - a. ear
  - b. mouth
  - c. eye
  - d. nose
10. Frank stepped on a piece of glass and cut his \_\_\_\_\_.
  - a. leg
  - b. arm
  - c. foot
  - d. hand

## Unit 1: Introductions and Names

page 2, CD 1–2

### Listening 1

1.  
A: What's your name?  
B: It's Alina Smith.  
A: Elena?  
B: No, Alina. A-L-I-N-A.  
A: Oh, Alina. It's nice to meet you, Alina.
2.  
A: Your name, please?  
B: Matt Rosenblum.  
A: Rosenblum... How do you spell that, Mr. Rosenblum?  
B: R-O-S-E-N-B-L-U-M.  
A: Okay, thank you.
3.  
A: Could I please have your e-mail address?  
B: Sure, it's natwilson@tmail.com.  
A: Okay... Matt Nilson...  
B: Actually, it's Nat Wilson... n-a-t-w-i-l-s-o-n at tmail dot com.  
A: Nat Wilson. Got it. Thanks.
4.  
A: And your e-mail address is....  
B: It's coolgal@rol.com  
A: Cool pal?  
B: No, cool gal. G-A-L. At R-O-L dot com.
5.  
A: May I have your phone number, please?  
B: Sure. It's 555-2398.  
A: Okay... 555-2358.  
B: Actually, it's nine eight. 2-3-9-8.  
A: Oh, 2-3-9-8. Thank you.
6.  
A: So, could I give you a call sometime?  
B: Sure, that would be great. My cell is 555-7216.  
A: 555-7216?  
B: Yep, that's right.  
A: Okay, I'll give you a call this weekend, then.

page 3, CD 1–3

### Listening 2

1.  
A: Great party, isn't it?  
B: Sure is. So, how do you know Lena?  
A: I'm her brother.

- B: Oh, really? I didn't know she had a brother. My name's Anna, by the way.  
A: Nice to meet you, Anna.

2.  
A: Good morning, I'd like to register for English class.  
B: All right... which level?  
A: Let's see, I took Level 5 last semester... so Level 6, I guess.  
B: Okay.... level 6. And your name?  
A: Sylvia Gomez.  
B: Sylvia Gomez... Could I please have your e-mail address, Sylvia?

3.  
A: Hello, could I have a dinner reservation for this evening, please?  
B: Certainly. For what time?  
A: Uh, 7:00?  
B: Let me see... 7:00... for how many people?  
A: Four.  
B: Yes, we do have a table for four at 7:00.  
A: Great.

4.  
A: Hey, Liza!  
B: Dana! It's great to see you! How are you?  
A: Pretty good. And you?  
A: Not bad, not bad. Hey, we should get together sometime, maybe have coffee.  
B: Yeah, let's do that!

5.  
A: Good evening. Welcome to the Ocean Breeze Hotel. Are you checking in?  
B: Yes, I have a reservation for tonight.  
A: Okay. May I have your name, please?  
B: Yes, it's Chuck Bellington.

6.  
A: Hi, Alina?  
B: Yes?  
A: This is Marta, from English class.  
B: Oh, hi Marta.  
A: Listen, I wasn't in class on Friday. Could you tell me the homework assignment?  
B: Yeah sure, but I'm not at home right now... could I e-mail it to you?  
A: Sure, that would be great.

page 4, CD 1–4

### Listening 3

1.  
A: Hi, Jack!  
B: Hi... uh....

- A: Elise... from math class.  
B: Oh, of course. How are you, Denise?  
A: Actually, it's Elise. E-L-I-S-E.  
B: Oh, Elise. Sorry about that.

2.  
A: Hey, Sarah! How are you?  
B: Oh, hi,... I'm sorry, I've forgotten your name.  
A: It's Mick.  
B: Oh, that's right. Nick.  
A: Actually it's Mick, with an M. M-I-C-K.  
B: Mick. Got it. So, Mick, are you going to the gym this weekend?

3.  
A: Mike! Hello!  
B: Oh, hello, uh...  
A: Hannah. We met at Ellie's party.  
B: Oh, right! How are you doing, Anna?  
A: Pretty good! Actually my name's Hannah, not Anna – H-A-N-N-A-H.

4.  
A: Excuse me... don't I know you from somewhere?  
B: I think so... you look familiar... do you go to Eastern University?  
A: No, I don't... wait a minute, don't we wait at the same bus stop every morning?  
B: Oh, that's right! But I'm always too tired to talk... My name's Stacy, by the way.  
A: Hi, Stacy. I'm Devon.  
B: Nice to meet you, Evan.  
A: Oh, actually it's Devon. D-E-V-O-N.

5.  
A: Excuse me, aren't you Beth Fileo's son – Mike, right?  
B: Yes, I am. Actually it's Ike... no M, just I-K-E.  
A: Oh, Ike. Sorry about that. I'm Liz Jones. I work with your mother.  
B: Oh, of course. Good to see you again, Ms. Jones.

6.  
A: Hi, Tony. How are you?  
B: Oh, I'm fine thank you. I'm sorry, I should know your name...  
A: Tandy. I work in the accounting department.  
B: Oh, that's right. How've you been, Mandy?  
A: Actually, it's Tandy – T-A-N-D-Y. It's an unusual name, I know!

## Pronunciation

1. My name is Tim.
2. My e-mail address is timr@tmail.com
3. I live in New York.
4. I have reservation for tonight.

CD 1-6

## Dictation

- A: Fun party, isn't it?  
 B: Sure is. My name is Emma, by the way.  
 A: It's nice to meet you, Emma. I'm Justin.  
 B: Nice to meet you, Justin. Do you live in L.A.?  
 A: No, I'm from San Francisco. I'm visiting my sister here.  
 B: Oh, I love San Francisco. I go there sometimes for work.  
 A: Really? Call me next time you're there. Let me give you my phone number.  
 B: Okay, hope to see you again! Have a great time here in L.A.!

## Unit 2: Describing People

Page 6, CD 1-7

## Listening 1

1.  
 A: So is your boss young?  
 B: He's in his thirties, I guess. About 35.
2.  
 A: It's pretty long.  
 B: What color is it?  
 A: It's light brown. And it's a little curly.
3.  
 A: He's really not very tall, about 5 feet 8 inches.  
 B: Oh yeah. That's not so tall.
4.  
 A: He looks about 17.  
 B: No, he's older than that. He's almost 25.  
 A: No, I don't believe it. He doesn't look that old.
5.  
 A: She likes to wear it really short.  
 B: Yeah? And is it straight or curly?  
 A: Curly. Really curly. You can't miss her when you see her.
6.  
 A: Is she short?  
 B: No, she's really tall. About 6 feet.

7.

- A: Is she in her teens or her twenties?  
 B: I think she's in her twenties. She's really nice. Do you want to meet her?  
 A: Yeah, sure.

8.

- A: It's not very long but it is very straight. And sometimes it's green!  
 B: Green!  
 A: Yeah. He sings in a rock band, I think.

page 7, CD 1-8

## Listening 2

1.  
 A: What does your girlfriend look like, Tony?  
 B: Ella? Oh, she's tall. And she has long, dark brown hair.
2.  
 A: Tell me about your boyfriend, Anne.  
 B: Well, his name's Daniel. He's 17. Let me see... Well, he has curly blonde hair. He's not very tall – about average. But he's really good-looking.
3.  
 A: So, Matt, what's the new girl in class look like?  
 B: She's pretty tall, about 170 centimeters. She wears glasses, and has short curly hair. I think she's about 20.  
 A: What's her name?  
 B: I can't remember. Anne, I think.
4.  
 A: So tell me about your cousin, Paul.  
 B: Well, she's very pretty.  
 A: Really! Is she blonde?  
 B: No, she has dark brown hair. Everybody likes her. She's an actress.  
 A: Really? I'd like to meet her.

page 8, CD 1-9

## Listening 3

1.  
 A: Excuse me. I've lost my little boy. We were looking at microwaves and he was bored and...  
 B: Calm down, sir. Can you describe him?  
 A: Yes. He's nine. Really cute.  
 B: And what color is his hair?  
 A: Dark brown.  
 B: Okay. Let's see where he is. Just sit down and relax.
2.  
 A: It's my son. We were looking for some pants for my husband. Now I can't find him.  
 B: Don't worry, ma'am. We'll find him. How old is he?

A: He's eleven.

- B: I see. And what color is his hair?  
 A: It's light brown. And he's wearing a green shirt.  
 B: Don't worry. We'll find him for you.

3.

- A: Excuse me. I can't find my daughter. I was buying these clothes at the register, and she was right behind me, and now she's gone!  
 B: Don't worry, I'm sure we'll find her. So, how old is she?  
 A: She's ten.  
 B: Okay, and what color is her hair?  
 A: It's blonde... and kind of long. And straight.

4.

- A: My daughter was here a minute ago, and now I can't find her.  
 B: She's probably in the toy section. Can you describe her?  
 A: Yes, she's twelve years old.  
 B: And what color hair does she have?  
 A: Brown. And it's very curly.  
 B: All right. Let's go to the toy section and see if she's there.

5.

- A: Has anyone seen a young kid?  
 B: How old, sir?  
 A: He's ten. He's always getting lost. Drives me crazy.  
 B: Where did you last see him?  
 A: Over by the video equipment.  
 B: What color is his hair?  
 A: Blonde, and pretty long. Too long!

6.

- A: Excuse me. I've lost my daughter!  
 B: Is she around 13, about average height, with red hair?  
 A: Why, yes.  
 B: She's looking for you – over there, in the shoe department.  
 A: Thanks a lot!

page 9, CD 1-10

## Pronunciation

1.  
 A: Are you Abby's sister?  
 B: Yes, I am.
2.  
 A: Does he wear glasses?  
 B: Yes, he does.
3.  
 A: Is she in her twenties?  
 B: No, she isn't.

page 9, CD 1-11

## Dictation

- A: What does your new boyfriend look like, Jenna?

B: Well, he's really good-looking.  
 A: Oh? Is he tall?  
 B: No, he isn't. He's pretty short.  
 A: Really? Are you taller than him?  
 B: No, we're about the same height. Let's see... and he has curly brown hair.  
 A: He sounds cute. Is he about your age?  
 B: Yes, he is. And we have the same birthday.

## Unit 3: Clothes

page 10, CD 1-12

### Listening 1

1.  
 A: Which is David?  
 B: David? There he is. He's wearing a jacket and tie. And he has reddish-blond hair.  
 A: Okay. Thanks.
2.  
 A: I'm looking for Monica.  
 B: Oh, she's wearing a long dress. And she wears glasses.  
 A: Does she have long hair?  
 B: No, it's not really long.
3.  
 A: Which one is Nick?  
 B: He's wearing a dark suit and a tie... and sneakers.  
 A: Sneakers? Okay. Thanks.
4.  
 A: I'm looking for Emma.  
 B: There she is, over there. She's wearing white pants and a red blouse.  
 A: The one with a scarf?  
 B: Yeah.
5.  
 A: Who's Andrew?  
 B: He's wearing shorts and a T-shirt. He has short blond hair.  
 A: Oh, I see him. Thanks.
6.  
 A: I'm looking for Kate.  
 B: Mm... There she is. She's wearing a yellow skirt, a blue blouse and red sandals.  
 A: Thanks.
7.  
 A: Is Mary here tonight?  
 B: Yes, she is. See her over there? She's wearing jeans and a green shirt.  
 A: Jeans and a green shirt.  
 B: Yes, and she's wearing a funny hat.
8.  
 A: Where's Ben?  
 B: Oh, the bodybuilder. He's wearing sneakers, shorts and a tight shirt, as usual.

A: A tight shirt?  
 B: Yeah, he likes to show off his muscles!

page 11, CD 1-13

### Listening 2

1.  
 A: How are the pants, sir?  
 B: I think they're too short. What do you think?  
 A: Yes. I think you're right. They certainly are too short.  
 B: Can you get me a longer pair?
2.  
 A: Do you like this blouse?  
 B: Well, I think it's a little too big.  
 A: I guess so. Yes, it's pretty big.  
 B: You definitely need a smaller one.
3.  
 A: Are the sneakers comfortable?  
 B: Well, I think they're a little small for me.  
 A: Too small? Let me find a bigger pair.
4.  
 A: Are those jeans alright?  
 B: I'm afraid they're too big for me.  
 A: Okay, then let's find a smaller pair.
5.  
 A: How does the T-shirt fit? Is it too tight?  
 B: Do you have a looser one?
6.  
 A: How do you like the sandals?  
 B: Too big, I'm afraid.  
 A: Too big? Let me find a smaller size.

page 12, CD 1-14

### Listening 3

1.  
 Sonia was very well dressed. She had on a jacket and long, dark blue skirt. She was also wearing a yellow blouse. She wasn't carrying a bag, but she did have a small wallet with her. Oh, and I remember she had nice gold earrings. I also remember her shoes. She was wearing black shoes with very high heels.
2.  
 Matt was very casually dressed. He was wearing some really old jeans – you know, the ones with holes in them – with a wide leather belt and a blue shirt with buttons. He had on some boots too, high brown ones. They looked really nice. He was also wearing glasses. He usually wears a couple of big rings, but he was only wearing one today.

3.  
 Kevin was wearing a yellow shirt and green tie. I didn't like the tie, but I liked the shirt. He also had on brown pants. He was wearing sneakers with long white socks – kind of cute, actually. And he had a leather bag over one shoulder.

4.  
 Amy looked really good. She had on a long skirt and a beautiful black jacket. And she had some expensive glasses on. She also had on a collared shirt. She didn't have a bag. She was wearing sandals.

page 13, CD 1-15

### Pronunciation, Task 1

1. pants
2. jackets
3. sneakers
4. earrings
5. blouses
6. purses

CD 1-16

### Pronunciation, Task 2

1. dresses
2. hats
3. shoes
4. windbreakers
5. skirts
6. glasses

page 13, CD 1-17

### Dictation

- A: What are you going to wear to the party?  
 B: I'm not sure. I might wear jeans.  
 A: Really? Ann and Liz are wearing dresses.  
 B: Oh. Well, maybe I'll wear a black skirt. So, what are you going to wear?  
 A: Oh, probably nice pants and a tie.  
 B: But you don't have any ties, do you?  
 A: Oh, that's right. Maybe I can borrow one.

## Unit 4: Routines

page 14, CD 1-18

### Listening 1

1.  
 A: Excuse me, what's the time?  
 B: Uh, it's ten fifteen.  
 A: Thanks.
2.  
 A: Do you have the time?  
 B: Let me see. Yeah. It's ten after two.  
 A: Two ten? Thanks.



3.  
A: What time is it now?  
B: Hey, it's exactly twelve o'clock.  
Midnight. Happy New Year!

4.  
A: Can you tell me the time, please?  
B: Yeah, it's eleven thirty.  
A: Wow, I'm late. Thanks.

5.  
A: Do you know what time it is?  
B: Yeah. It's a quarter to four.  
A: Thanks a lot.

6.  
A: I'm late again. What time is it now?  
B: It's seven fifty.  
A: Class starts at eight. I've only got ten minutes.

**page 15, CD 1-19**

**Listening 2**

1.  
A: Hey, Sandra, do you want to go to the movies tonight?  
B: Maybe... what time?  
A: How about the nine fifteen show?  
B: Oh, that's too late for me... I usually go to bed at eight thirty.  
A: So early?  
B: Yeah.... I have to get up at five a.m. to study before school.  
A: Five a.m.? Why don't you study at night?  
B: I don't like to stay up late. I'm a morning person.

2.  
A: You look tired, John.  
B: Yeah, well, I'm always tired.  
A: Really? What time do you go to bed?  
B: Usually around midnight. I like to stay up late. But I have to get up at six fifteen to go to work.

3.  
A: Do you want to go running tomorrow morning, Sam?  
B: It depends... what time?  
A: How about six o'clock?  
B: Six o'clock? I don't get up until around nine thirty!  
A: Wow, you get a lot of sleep!  
B: Not really.... I usually stay up until about three in the morning.

4.  
A: Are you a morning person or a night person, Grace?  
B: Oh, definitely a night person.  
A: Really?  
B: Yeah, I can't fall asleep before midnight. I usually go to bed around one a.m.  
A: Huh. Do you sleep late in the morning?

- B: Not really. I usually get up at a quarter to eight.

5.  
A: Did you watch the eleven o'clock news last night, Mia?  
B: No... I was asleep. I usually go to bed around ten.  
A: Ten o'clock? That's pretty early, isn't it?  
B: Yeah, well, I'd like to stay up later... but I have to get up at six a.m. to go to work.

6.  
A: Hi, James, what's new?  
B: Well, I got a new job a few weeks ago.  
A: Really? Congratulations! How do you like it?  
B: Well, it's great, except for the hours. I work the night shift.  
A: Oh, no! When do you sleep?  
B: Well, I go to bed at eight in the morning. I sleep all day, and get up at four in the afternoon.

**page 16, CD 1-20**

**Listening 3**

1.  
Peter: Let's see. I get up at five fifteen every morning and go running. Then, after I have a shower and a quick breakfast, I take the subway to work. I usually do some work on the subway. I get to work at seven in the morning, and I usually work until eight at night. After I get home, I have dinner. Then I read the newspaper before bed. I usually go to bed about eleven o'clock.

2.  
Amelia: I'm pretty busy these days. I get up early, around six thirty, then have breakfast – usually cereal and a big cup of tea. Then I take the bus to school. While I'm on the bus, I usually text my friends. Let's see, I have classes from 9:00 until 3:00. After classes, I go home and study for a few hours. Then I have dinner with my family. After dinner, I play video games for an hour or so, then chat with my friends online. Finally, I take a shower, then go to bed – usually around ten o'clock.

3.  
Charlie: My routine? Well, I'm looking for a job at the moment, so I don't have much of a routine. Every day is a little different. But I usually get up around eleven. Then I go running. After that I have a big lunch – I'm always hungry because I don't have breakfast. After lunch I play video games for a couple of hours. Then I go online to look for jobs – but no luck yet! After that I usually watch some TV, then have dinner.

In the evening I usually hang out with friends and play some more video games. I usually go to bed at one or two in the morning.

**page 17, CD 1-21**

**Pronunciation, Task 1**

1. thirteen
2. fifteen
3. sixteen
4. thirty
5. fifty
6. sixty

**page 17, CD 1-22**

**Pronunciation, Task 2**

1. forty
2. sixteen
3. eighty
4. seventeen
5. nineteen
6. fourteen

**page 17, CD 1-23**

**Dictation**

- A: You look tired, Jake.  
B: Yeah, I'm always tired. I have to get up at five fifteen every day.  
A: Five fifty? Why so early?  
B: Not five fifty, five fifteen. Anyway, I go running before work, then I have to catch a six fifty train to the city.  
A: Oh, I see. So, do you go to bed early?  
B: No, I'm a night owl. Last night I was up until one fifteen.  
A: That's not enough sleep, Jake! Maybe you should get a new job.

**Unit 5: Dates**

**page 18, CD 1-24**

**Listening 1**

1.  
A: Have you been here long?  
B: No, we arrived a few days ago, on the first of the month.  
A: And how long are you staying?  
B: We're staying exactly two weeks. We leave on the 14th.

2.  
A: When did you get here?  
B: I arrived on the 4th.  
A: Will you be here long?  
B: Until the 13th. Not long enough, really.

3.  
A: Did you just arrive?  
B: I arrived on July 2nd.  
A: Are you enjoying your vacation?  
B: Oh, yes. But it's too short. I leave on the 10th.

4.  
A: When did you arrive?  
B: We got in on the 5th.  
A: How long are you staying?  
B: We're leaving on the 15th. We're just staying ten days.

5.  
A: Did you just arrive?  
B: We got here on the 3rd.  
A: And do you plan to stay long?  
B: Yes, we're not leaving until the end of the month.  
A: The 31st?  
B: That's right.

6.  
A: When did you arrive?  
B: On the 6th.  
A: And when are you leaving?  
B: On the 16th.

page 19, CD 1-25

## Listening 2

1.  
This is Dr. Costello's office. We're calling to change your dental appointment to August 3rd at 9:30 in the morning. Thank you.

2.  
Hi, Jack. It's Julia. I'm calling about Nicole's birthday party. It's on July 28th at 8 p.m. Are you free? I'll call you later.

3.  
Hello, Jack. This is Aunt Betty. How are you, darling? Listen, I'm coming to town next month and I'd love to see you. I'm arriving on August the 10th at 11:15 in the morning. I'll call you from the airport. Bye!

4.  
Hi, Jack. This is Peter. Listen, I can't play tennis on Saturday. Are you free Sunday afternoon, July 26th, around three?

5.  
Hello, Jack. This is Sam. I'll be back from my trip on Tuesday, September 22nd. Let's meet in my office that Tuesday around 6 p.m., okay? Let me know.

6.  
This is Star travel. We've booked your flight to New Orleans for next month. You leave on August 2nd on flight 101 from Kennedy Airport at 2 p.m.

page 20, CD 1-26

## Listening 3

1.  
A: Isn't it your birthday this month, Henry?  
B: Hey! It was a month ago.

- A: Oh! Sorry! I forgot all about it. So, did you have a big party or something?  
B: No. I had to study because of the exams at school.

2.  
A: Have you had your birthday yet, Eva?  
B: No. It's in two months.  
A: Oh, that's right. So what are you planning to do this time?  
B: I'm going to New York with my mom and dad.

- A: Hey! Fabulous!  
3.  
A: Have you had your birthday yet, Julia?  
B: No. It's not 'til next month. Don't forget this time!  
A: Don't worry. I won't.  
B: I'm planning to have a barbecue.

4.  
A: Is your birthday this month or next month, Luke? I can't remember.  
B: Oh, it was a month ago.  
A: Really. So, how was it?  
B: It was okay, but very quiet. I had a family party at home.  
A: Oh, that sounds nice.

page 21, CD 1-27

## Pronunciation, Task 1

1. first
2. second
3. third
4. fourth
5. fifth
6. sixth
7. seventh
8. eighth
9. ninth
10. tenth
11. twentieth
12. thirty-first



page 21, CD 1-28

## Pronunciation, Task 2

1.  
A: When is your birthday, George?  
B: It's on March sixth.  
2.  
A: When's your birthday, Kelly?  
B: It's January second.  
3.  
A: Hey Abby, isn't tomorrow your birthday?  
B: Not, it's not until the thirtieth.  
4.  
A: Dan, do you remember when Helen's birthday is?  
B: Hmm... I think it's October seventh.

page 21, CD 1-29

## Dictation

- A: When are you going on vacation, Nick?  
B: We're leaving on August sixteenth.  
A: And when are you coming back?  
B: On August twenty-third.  
A: Oh, no. That means you'll miss my party on the twenty-second.  
B: What do you mean? I'll be back before the twenty-seventh.  
A: I said the twenty-second, not the twenty-seventh, but maybe I can change the date. Are you free on the thirty-first?

## Unit 6: Jobs

page 22, CD 1-30

## Listening 1

1.  
I'm a salesperson. I sell computers. I like my job. It's really interesting. And I meet lots of interesting people.  
2.  
Yes, I like it a lot. I like acting in front of lots of people. One day I hope to write a book about my work.  
3.  
It's an interesting job, and it's good for me because I love travel and flying. I visit lots of countries every year. And well – I know it's silly, but I like my uniform.  
4.  
It's a good job for me because I like food and I love cooking. Lots of famous people come to our restaurant, too.  
5.  
Nursing is a good job for me. I like helping people – you know, sick people.

6.  
I like my work because I work outside. It's hard work, but the pay's good and it keeps me in shape.

page 23, CD 1-31

## Listening 2

1.  
A: Hi, Ryan.  
B: Oh, hi.  
A: Are you still working in the bank?  
B: Yeah.  
2.  
A: Where are you working now, Bridget?  
B: I just started as a chef in an Italian restaurant. Come and try my food.  
A: Sounds great – I'd love to!

3.  
A: Are you still at school, Jake?  
B: No, I graduated from college last month.  
A: Congratulations! And what are you doing now?  
B: Nothing much. I'm tired. I'm taking a long vacation.

4.  
A: What do you do, Marie?  
B: Me? I'm a lawyer.  
A: How long have you been doing that?  
B: For about five years. Do you need a good lawyer?  
A: Well, not yet!

5.  
A: Are you a receptionist, Suzanne?  
B: Yes, I am.  
A: Do you like the people you work with?  
B: Well, it's my first week on the job, so I'm not sure yet.

6.  
A: Are you still a tennis instructor, Rose?  
B: No, I'm not. I didn't like it.  
A: So what are you doing now?  
B: Well, I'm trying to find a new job.

7.  
A: Do you work in an office, Patrick?  
B: Not anymore. Now I'm an English teacher. I just had my first class.  
A: Really? How was it?  
B: It was terrific!

8.  
A: Are you still working at the bookstore, Alison?  
B: Yeah, but I don't like it. I have to stand all day and I get so tired.  
A: I'm sorry to hear that!

page 24, CD 1-32

## Listening 3

1.  
A: So how do you like your job, Chris?  
B: Well, it was okay at first, but now, after two years, I don't like it.  
A: Oh, why is that?  
B: It's boring. I do the same thing every day. I'm really sick of it.  
A: So why don't you change jobs?  
B: I'm well-paid. I like the money!  
A: Oh, I see. But you should leave if you're not happy.  
B: Yeah, maybe I should.

2.  
A: Do you like teaching children, Alexa?  
B: Oh, yes! I love working with kids. They're so much fun.  
A: Well, I guess you have the perfect job!

- B: Yeah, I like it a lot. There's just one thing I don't like.  
A: What's that?  
B: The distance to school. It's too far away. It takes me an hour to drive there every day.  
A: Wow. That must be awful!  
B: It is, but the schools that are near me aren't as good.

3.  
A: How's your new job going, Anna?  
B: Good, thanks. I really like it.  
A: What do you like best about it?  
B: I think it's the people I work with. They are so nice.  
A: People make all the difference in the job, don't they?  
B: They sure do. The only trouble is, I have to travel a lot. I'm away from home about two weeks every month.  
A: Yeah, that can be difficult.  
B: It is. I hope I won't have to travel so much next year.

4.  
A: Do you enjoy being a salesperson, Rachel?  
B: Yes, I do like it. I get to meet so many people.  
A: Is it hard work?  
B: Yes, it can be. I don't like the long hours. I'm always really tired when I get home at night.  
A: That's too bad. Why don't you quit?  
B: Because I think my boss is great to work for.

5.  
A: How long have you been working in a restaurant, Martin?  
B: For more than five years.  
A: Wow. You must really enjoy it.  
B: Oh no, I don't enjoy it at all. It's hard work and pretty tiring, too. I'm on my feet all night.  
A: Oh, I see.  
B: But the tips are great. I really should find a better job soon, though.

page 25, CD 1-33

## Pronunciation, Task 1

1. server
2. flight attendant
3. teacher
4. construction worker
5. businessperson
6. receptionist

page 25, CD 1-34

## Pronunciation, Task 2

1. actor
2. electrician
3. musician

4. doctor
5. police officer
6. architect

page 25, CD 1-35

## Dictation

- A: My job is so boring. I really don't like being a receptionist.  
B: Really? Maybe you should try something new.  
A: I don't know. I've always wanted to be an architect, but I'd have to go back to school.  
B: So do it!  
A: I can't. I need to make money, so I can't quit my job.  
B: Could you work part time in an office and also take classes?  
A: Well, maybe. I'll think about it.

## Unit 7: Favorites

page 26, CD 1-36

## Listening 1

1.  
A: Sorry, I can't go out tonight. I'm staying home to watch "The World's Greatest Talent".  
B: Really? Huh. I've never seen that.  
A: You're kidding! You have to watch it! Tonight's the finals! Everyone's going to be watching it!  
B: Okay, okay. Maybe I will.

2.  
A: Isn't she amazing?  
B: Yeah, she has a beautiful voice.  
A: And she writes such great songs.  
B: Yeah. She's so creative.

3.  
A: She's incredible.  
B: Yeah, she's the best. Did you know she started playing when she was only two years old?  
A: Two? I was still learning to walk at that age!  
B: Yeah. And she started playing professionally when she was only 16, and I think she's scored something like a hundred goals in her professional career.

4.  
A: What are you doing? Studying?  
B: Well, sort of. I'm taking a little break. Hey, take a look at this. It's really cool. You have to sneak past the guards and shoot King Everest to get to the next level. I only started playing it a few days ago and I've already gotten to the fourth level.

A: Awesome! Can I have a turn?! I'll bet I can get to the fourth level on my first try!

5.

A: Hey, Sam, want to go to Giovanni's tonight?

B: Giovanni's? I don't think I've ever been there.

A: You haven't? They have the best pizza in the world!

B: They do? Well then let's go right now! I'm really hungry.

6.

A: Can you change the station? Let's listen to ninety seven point nine.

B: Oh, come on, I want to listen to this sports talk show. What's so great about ninety seven point nine, anyway?

A: Well, they play the top hits – only new stuff.

B: Right. ONLY the top hits. Don't you get tired of listening to the same ten songs all day?

A: No, not if they're my favorite songs!

page 27, CD 1–37

## Listening 2

1.

This website is great. They have a great selection – rock, rap, jazz... old, new, international –and it's not as expensive as other sites. I've downloaded hundreds of songs!

2.

This is my favorite website because it helps me stay in touch with my friends and family. Also I've made lots of new friends. The only problem is that I spend too much time on it when I should be studying!

3.

This site is so much fun! I'm always finding really funny videos. I haven't posted any of my own videos yet, though. I'll probably start doing that soon.

4.

This is a great website for planning vacations. It has lots of terrific information about interesting places to visit, hotels, and how to get good deals.

5.

I hardly ever go to the mall. Why should I? I can buy almost everything I need at this website. They have a big selection, they deliver quickly, and their prices are the best on the Internet. Sometimes they offer free shipping, too.

6.

I like to know what's happening in the world, so I check out this site every day while I'm eating breakfast. I also really like the celebrity gossip news! I just found out today that Jeb Hawkes and Alison Romano broke up last week while they were starring in a movie together.

page 28, CD 1–38

## Listening 3

1.

...and this weekend the country's most popular movie was The Terror in August. It made \$20 million dollars. It seems Americans want to be really scared!

2.

Spring is here! The Freeville Blue Jays first game of the season is always a fun event for our town. And this year, Freeville's favorite team is giving away free baseballs for one night only.

3.

...and what is the favorite store of your favorite celebrities? Star Rocker Clothes, of course! And next week they're having their once-a-year sale – everything is 50% off!

4.

Every girl's new favorite band is the Brady Brothers. Their 2 concerts in Boston sold out in five minutes, so they've added 2 more shows. Good luck getting tickets!

5.

...and the new favorite restaurant in town is Super Burger. Everyone is going there to try the new menu. Even celebrities are going! Get there before it opens at 11:00 or you won't get a table!

6.

And for the third week in a row, the most popular TV show in America is The Island. Everyone seems to love the exciting adventures of Captain Smith. Will you be watching on Sunday?

page 29, CD 1–39

## Pronunciation

1. What's your favorite TV show?
2. Who's your favorite actor?
3. Why do you like it?
4. When do you usually watch TV?

page 29, CD 1–40

## Dictation

A: What's your favorite TV show, Ryan?

B: Oh, probably My Crazy Life.

A: Really? What's it about?

B: Well, it's a drama about a group of friends. It has a lot of romance.

A: Huh. I've never seen it. Who's in it?

B: Max Fox and Lindsay Jones.

A: Oh, Max is one of my favorite actors! When is it on?

B: It's on Thursdays at 9:00. Or you can watch it online.

## Unit 8: Sports and Exercise

page 30, CD 1–41

## Listening 1

1.

A: Do you play sports on weekends, Rita?

B: No, I hate sports.

A: Really? So what do you do on weekends?

B: Uh, I watch my favorite programs on TV.

A: Well, that's not too tiring!

2.

A: Do you like sports, Curtis?

B: Sure, I play a lot of sports.

A: So, what sports do you play?

B: Well, everything. Baseball, volleyball, swimming—but my favorite sport is tennis.

A: Oh yeah?

B: Yeah, I play every day after work.

3.

A: You're in great shape, Robert.

B: Thanks.

A: So, how do you do it?

B: Well, I go to the pool about three times a week, and I swim for about two hours.

A: Two hours? Are you practicing for the Olympic Games or something?

4.

A: How do you keep in shape, Jon?

B: Me? I travel.

A: What do you mean, you travel?

B: Well, I ride my bike about 20 miles every weekend.

5.

A: Wow! What happened?

B: I went skiing.

A: Gee. That looks pretty bad.

B: Yeah.

A: Do you ski often?

B: No. It was my first time.

6.  
A: Do you get much exercise, Joe?  
B: Yes, I do. I walk a lot.  
A: Where?  
B: To McDonald's. Yeah, I walk there about four times a week to get a hamburger and fries.

page 31, CD 1-42

## Listening 2

1.  
A: You look like you're in great shape, David.  
B: Well, I go to the gym every day after work, and on Saturdays, too. I love it. Do you work out?
2.  
A: Do you play a lot of sports?  
B: Yes, I do.  
A: Do you like volleyball?  
B: Yeah, I play volleyball during the week.  
A: Want to play with me and my friends tonight?
3.  
A: You're in good shape, Zach. Do you play a lot of sports?  
B: Yes, I do. I love sports. I play volleyball on Thursdays, and on Saturdays and Sundays I play tennis.  
A: Which one do you like best?
4.  
A: Do you like playing sports?  
B: Nah, not really. I don't like exercising at all. But I do watch a lot of baseball on TV!  
A: You really should get some exercise.
5.  
A: What kinds of sports do you play?  
B: Let's see. Well, in the summer I enjoy windsurfing. But I don't do anything in the winter.  
A: Why not?

page 32, CD 1-43

## Listening 3

1.  
I think exercise is so important to good health. There's a really good sports club near my school. During the week, I play tennis there for an hour before school starts. On weekends, I usually work

out at the gym near my house for a few hours. I also play baseball with some friends from school. It's so much fun!

2.  
I don't like jogging or doing anything too energetic. I prefer taking walks. I like to take a short walk every day through the park across from my house. Sometimes my boyfriend goes with me. It's nice to talk and look at the flowers and trees. On Sunday, I like to swim, but for only about a half hour. I sleep the rest of the weekend.

3.  
I am a big soccer fan, but I only watch it on TV. I can't stand playing it! There are great games to watch on weekends. I also enjoy watching tennis. I'd like to learn someday, but I don't like to sweat. I love chess and often play with my younger sister. She's really good at it and usually wins. On weekends, I love to play video games with some of my friends.

4.  
I just love to exercise! I like many different sports. Let's see....I like swimming a lot. I get up very early, around 5 a.m., and swim for two hours from Monday to Friday. I also enjoy basketball and play with a group of friends from work every Tuesday night. And I've also started playing golf this year. Before playing, I jog to warm up.

5.  
I enjoy exercise, but I don't do it as much as I should. I meet a friend every Wednesday and we play tennis. I'm not a very good player, but it's fun and we usually play for an hour. On weekends, I like to bike around our neighborhood. I guess I spend an hour or two doing that. Oh, and I love baseball, but only watching it while sitting on the couch eating popcorn!

page 33, CD 1-44

## Pronunciation, Task 1

- I play tennis a lot.
- I like to take walks.
- What sports do you play?
- Do you like watching sports?

page 33, CD 1-45

## Pronunciation, Task 2

- I go to the gym every day.
- I watch a lot of baseball on TV.
- What do you do on weekends?
- Do you play tennis?

page 33, CD 1-46

## Dictation

- A: Do you play any sports, Nick?  
B: Yes, I love playing sports. But my favorite sport is volleyball.  
A: Really? Are you on a team?  
B: Yeah, I am. It's a lot of fun.  
A: How often do you play?  
B: Oh, about twice a week. So, how about you? Do you play sports?  
A: Well, it depends. Do you think playing video games is a sport?  
B: Umm.... I'm not sure about that.

## Unit 9: Locations

page 34, CD 2-2

## Listening 1

1.  
A: Mom, have you seen my magazine?  
B: I think it's in the living room next to the TV.
2.  
A: Now where's today's newspaper? I can't find it anywhere.  
B: Oh, I was reading it. It's on the sofa, between the cushions.
3.  
A: Do you know where the remote control is?  
B: Look in the living room. I think I saw it in front of the TV.  
A: Oh, yeah.
4.  
A: Where's my tennis racket? Did Dad borrow it again? I wish he'd ask me.  
B: I saw it in your bedroom, under your bed.  
A: Oh, yeah. That's right.

page 35, CD 2-3

## Listening 2

1.  
A: Do you think I should put the magazine rack next to the window?  
B: No. Not next to the window. I'd put it in the corner next to the sofa. It will look nice there.
2.  
A: Where do you think I should put the coffee table? Should I put it next to the sofa?  
B: I think it will be better in front of the sofa. It'll be more useful there, I think.

3.  
A: What about the plant stand? It might be nice next to the window.  
B: Yes, next to the window, either on the left or on the right.  
A: I think I'll put it on the right.

4.  
A: Now what about the bookshelf? It's so big!  
B: Hmm. What do you think?  
A: How about next to the door, against the wall?  
B: To the left of the door?

5.  
A: Now I need to find a place for this old chair that my mom gave me.  
B: How about over there?  
A: You mean in front of the window?

6.  
A: We still have to find a place for this end table.  
B: Yes, where can we put it?  
A: How about next to the sofa, in the corner near the door?  
B: Yes, good. Is that okay now?

7.  
A: Where is a good place for the TV?  
B: How about in the far left corner, to the left of the window?  
A: Yeah, that sounds good. I'll put it there. There. How does it look?

8.  
A: What about the dinner table?  
B: Maybe we can put the dinner table against the wall, across from the sofa. In the middle of the wall.  
A: Across from the sofa, against the wall. Is that what you mean?

### page 36, CD 2-4

## Listening 3

1.  
A: Do these magazines go on the bookshelf?  
B: Yes. Put them on the bookshelf, please. On the top is fine.  
A: Should I put them beside the dictionary?  
B: Yes, next to the dictionary will be fine.  
A: I'd like to read these magazines later. They look interesting.

2.  
A: What about the remote control for the TV?  
B: Put it beside the TV.  
A: There's a magazine there, the TV program guide. Should I put it on top of the magazine?  
B: That's fine. And remind me to get a new battery for the remote when we go downtown.  
A: Okay.

3.  
A: These look like your car keys. Where do you usually keep them?  
B: They're my extra apartment keys, actually. Just put them in one of the drawers in the desk.  
A: The top two drawers are already full of stuff, so I'll put them in the bottom drawer for you. They'll be inside an empty box.  
B: Okay.
4.  
A: Do you want me to put this baseball cap away?  
B: Yeah. Just put it behind the door.  
A: Where? Should I hang it on the doorknob?  
B: No, on the hook behind the door. It will be fine there, thanks.  
A: I didn't know you wore a baseball cap.  
B: It's not mine. It's my brother's.

5.  
A: Do you need these glasses?  
B: Not right now. I only use them for reading. Do you see the case they go in?  
A: I don't see it.  
B: Oh, never mind. Leave them on the coffee table, next to those sheets of paper.  
A: Okay.
6.  
A: There's a belt lying on the floor here.  
B: Oh yes, that's my brother's. He leaves his clothes everywhere. It drives me crazy!  
A: Should I put it somewhere?  
B: Leave it on the chair. He always sits there.  
A: Okay. The chair next to the window?  
B: That's right.

### page 37, CD 2-5

## Pronunciation, Task 1

1. is
2. isn't
3. do
4. don't
5. are
6. aren't
7. does
8. doesn't

### page 37, CD 2-6

## Pronunciation, Task 2

1. It isn't on top of the TV.
2. Your glasses are on the desk.
3. I don't know where the newspaper is.
4. Does it look good in front of the window?

### page 37, CD 2-7

## Dictation

- A: Why doesn't anyone ever clean up this mess? Have you seen my purse?  
B: Don't you usually keep it in the desk drawer?  
A: Yes, but it isn't there now.  
B: Oh, there it is, on the table.  
A: Oh, great. Thanks. Okay, now... do you know where my keys are?  
B: Well, I know they aren't on the hook where they belong.  
A: Wait a minute... uh, I think I left them in the car. But I don't know where the car is!

## Unit 10: The Family

### page 38, CD 2-8

## Listening 1

1.  
A: That's me in the middle. That's my oldest niece, Megan, on the right. She's in her second year of college. And that's my nephew, on the left. He just finished high school.  
B: Oh, he's handsome.
2.  
A: That's me in the middle.  
B: Who are the other two?  
A: Those are my brothers, Nigel and Trevor. They're twins.  
B: How old are they?  
A: They're fifteen.
3.  
A: That's me and my parents.  
B: Boy! You look just like your dad.  
A: No, I don't.

4.  
A: This is a picture of my son and daughter.  
B: Is your daughter younger than your son?  
A: Yes, much younger. He's 24.  
B: How old is your daughter?  
A: She's 12.  
B: That's a big difference.

5.  
A: These are my parents and that's my grandmother on the left.  
B: How old is she?  
A: She's 80.  
B: She looks young for 80.

6.  
A: This is my father with my mom, my grandmother, my sister, and my cousin.  
B: Which one is your mother?  
A: The one all the way on the right.  
B: Oh, yes.

## Listening 2

1.  
A: Do you have any brothers and sisters, Natalie?  
B: No brothers. I wish I did. But I have three sisters.  
A: Really!  
B: Yeah. And I'm the youngest.  
A: Poor you!
2.  
A: Tell me about your family, Abby.  
B: Well, I have one brother—he's older than me.  
A: What does he do?  
B: He's a student. And I have two younger sisters.  
A: Wow. You have a big family.
3.  
A: Do you have any brothers or sisters, Ben?  
B: Just one—my sister, Anna.  
A: Is she older than you?  
B: Yes, she is. She always bosses me around!
4.  
A: Tell me about your family, Rosie.  
B: Well, I come from quite a big family. I have two brothers, both of them younger than me.  
A: Really? Do you have any sisters?  
B: Yeah. I have one older and one younger sister.  
A: You're lucky. I wish I came from a big family.
5.  
A: Do you come from a big family, Tim?  
B: No, I'm an only child. It's just me and my parents.

page 40, CD 2-10

## Listening 3

1.  
Both of my parents are taller than me. My dad is pretty tall, but my brother is even taller than my dad. Together they look like a basketball team! My sister and I are the short ones in the family.
2.  
My brother isn't interested in music at all. He's into cars, like my dad. But I'm not interested in cars. I play the guitar and the piano. I guess I love music because of my mum. She sings beautifully. She plays the piano really well, too.
3.  
I love animals. I keep a couple of parrots in a big cage in my room. I love

taking photographs of wild birds when I'm in the countryside. My dad and I often go away for the weekend and we have a great time birdwatching. My sister thinks I'm crazy. When my sister has free time, she loves to play cards. I can't stand card games.

4.  
I enjoy reading. I read a lot of books and I love going to the library. My dad likes outdoor things. He's really into sports and swimming, and he always tells me I should get more interested in sports. But mom tells me that reading is the best way to learn. She always gives me books that she's been reading.

5.  
I'm very interested in computers. I'm always teaching myself new computer programs and I have a lot of great software. My brother and I spend all our free time in computer stores and online. My sister is more interested in the arts. She likes music and she loves to read. She hates computers!

6.  
I love traveling. My mother and I go to a different place every year. Both of us love to learn new things about cultures. My father never goes with us because he hates flying. My older sister is in college, so she stays home and studies while we're away. Sometimes I wish my sister and my father would travel with us because I miss them.

page 41, CD 2-11

## Pronunciation

1. Do you have any brothers?
2. What does he do?
3. Who do you look like?
4. What are their names?

page 41, CD 2-12

## Dictation

- A: Do you have a big family, Eva?  
B: Kind of. I have a younger brother and an older sister.  
A: Really? How old are they?  
B: Let's see... my brother is eighteen and my sister is twenty-five.  
A: Oh. What does your sister do?  
B: She's a chef.  
A: A chef? What a cool job! How do you like her food?  
B: I haven't tried it, actually. She lives in California.

# Unit 11: Entertainment

page 42, CD 2-13

## Listening 1

1.  
A: So do you think we should go and see it?  
B: Yes, I think so. I hear it's very good. My friend said the story is great.  
A: Yeah... I've heard it's full of action.

2.  
A: What's the weather going to be like on Saturday?  
B: Hot and sunny.  
A: Oh, good, so let's go then. It'll be perfect for swimming.  
B: Yeah. But I just want to lie on the sand and sleep.

3.  
A: What time is the game?  
B: It's at two o'clock.  
A: Great. Are you playing?  
B: Sure.

4.  
A: What do you want to do this weekend?  
B: I don't know. What do you want to do?  
A: I don't know.  
B: Hey, I know. Let's get the guys and go rollerblading.  
A: Okay.

5.  
A: What do you need to buy?  
B: Well, I need some new jeans.  
A: And I need some shirts.  
B: Okay. Let's go on Saturday afternoon.

6.  
A: Want to come with me on Saturday?  
I don't think it'll be too hot. It's great exercise.  
B: Okay. I'll pack a lunch. Maybe we can ride to the park and have a picnic.  
A: Great idea.

page 43, CD 2-14

## Listening 2

1.  
A: Hello.  
B: Hi, Emma. This is Nate.  
A: Hi, Nate. How's it going?  
B: Pretty good, thanks. Hey, would you like to go to a movie on Friday night?  
A: A movie? Sure. I think I'm free Friday night. What movie do you want to see?



2.  
A: Hello.  
B: Hi, Anne. This is Mary.  
A: Oh, hi, Mary. How are you?  
B: Great. Look, I'm calling about the weekend. I'm having a party.  
A: A party. That sounds fun. When?  
B: On Saturday night.  
A: Saturday night is fine with me.  
B: Great.

3.  
A: Hello.  
B: Hello, Rachel. This is Jake.  
A: Oh, hi Jake.  
B: I'm calling about Friday night. Are you doing anything?  
A: I don't think so.  
B: Great. How about going dancing with me?  
A: Dancing? Sure. Thanks. You know I love to dance. What time?

4.  
A: Hello.  
B: Hi, Anne. This is Michael.  
A: Hi, Michael. What's up?  
B: There's a soccer game on Sunday afternoon.  
A: A soccer game?  
B: Yeah. Would you like to go?  
A: Oh, sorry. I'm not free on Sunday.  
B: Oh, well, some other time, maybe.

5.  
A: Hello.  
B: Hi, Jack. This is Kate.  
A: Oh, hi Kate.  
B: Hey, there's a good movie on TV tonight. Do you want to come over and watch it with me?  
A: Oh, I'd love to, but I can't tonight. I have too much work to do.

page 44, CD 2-15

### Listening 3

1.  
A: Josh, would you like to go out for dinner Thursday?  
B: Thursday? Oh, I'd love to, but I have to meet my sister for dinner.  
A: Oh, well, some other time, then.  
B: Sure.

2.  
A: Melissa, would you like to see a movie on Saturday?  
B: That sounds great. What time?  
A: At 9:30?  
B: All right.

3.  
A: Hey, Jack, let's go for coffee after class on Monday.

B: Oh, sorry. I have to go downtown. I have an appointment.

A: Oh, okay.

4.  
A: Olivia, do you want to come over to my house for dinner Wednesday?  
B: Thanks, I'd love to. What time?  
A: Around 6:30.  
B: Okay. See you then.

5.  
A: Hey, Adam, let's play tennis on Sunday afternoon.  
B: Sunday afternoon? I can't. I'm going away for the weekend. Maybe some other time?  
A: Sure.

6.  
A: Hey, Jen. I'm going shopping Friday night. I need a new dress. Want to come?  
B: Friday night? Okay, I'm not doing anything special.  
A: Good. Let's go after work.  
B: Fine.

page 45, CD 2-16

### Pronunciation, Task 1

1. I can come to your play.  
2. I can't come to your party.  
3. They can go to the beach with us.

page 45, CD 2-17

### Pronunciation, Task 2

1. We can't go to the movies tonight.  
2. You can do whatever you want today.  
3. I can go to the soccer game with you.  
4. She can't meet me for dinner.

page 45, CD 2-18

### Dictation

A: How about going to a movie on Saturday night?  
B: Saturday night? Sorry, I can't. I have to work.  
A: Oh, that's too bad.  
B: Yeah. I can go to the movies Friday night, though. Are you free then?  
A: Yes, I think so. Can you check what's playing? I can't find my phone.  
B: Okay, let's see... How about *The Monster's Return*? There's a 7:30 show.  
A: That sounds good. Think you can give me a ride?  
B: Sure. I'll pick you up around seven. See you Friday.

## Unit 12: Prices

Page 46, CD 2-19

### Listening 1

1.  
A: Can I help you?  
B: Yes, how much are these shoes?  
A: They're on sale. Let's see... They're \$55.  
B: Uh-huh.  
A: Do you want to try them on?  
B: No, thanks.

2.  
A: How much is this computer?  
B: It's on sale for \$1,899.  
A: \$1,899!  
B: Do you want to buy it?  
A: That's okay. I'm just looking.

3.  
A: This tie isn't bad. How much is it?  
B: It's \$36.95.  
A: \$36.95. Well, maybe I don't really need a tie. Thanks, anyway.

4.  
A: These shorts are nice, aren't they?  
B: Yes, and they're only \$26.95. Do you want to take them?  
A: Yeah, I think I will.

5.  
A: How much are these earrings?  
B: They're only \$14.25.  
A: They're nice. I'll take them.  
B: Okay.

6.  
A: That camera looks interesting. How much is it?  
B: It's on sale. It was \$145, but now it's only \$125.  
A: Hmm. Well, I'll think about it.

page 47, CD 2-20

### Listening 2

1.  
Let's see. Soup. That's two for a dollar. And a bottle of shampoo—\$6.50. So that comes to \$7.50 and your change is \$12.50.

2.  
Okay, now—let me see what you've got. The DVD— a good one, one of my favorite movies — is \$22.95, and the batteries are on sale for \$4.95. So, let me see.... That comes to \$27.90. So here's your change, two dollars and ten cents.

3.  
Yes, can I help you? Okay. Let's see. The newspapers are \$1.50, and the magazines will cost another... \$8.15. Yes, so that's, let me see, \$9.65, right? Here's your change, \$10.35.



4.  
So you're taking the T-shirt—nice choice. The color looks good on you. Okay, that's \$8.95, then the socks. They're another \$3.20, so that's \$12.15, and here's your change, \$7.85.

5.  
Mmm, I like chocolates, too. Okay, that's \$9.50 for the chocolates. And chocolate chip cookies, too. Mmm. You really do like chocolate. The cookies are \$2.99. So that's \$12.49. And here's your change, \$7.51.

6.  
Is this all? Okay. Let's see. Now the magazines are \$6.25. And you're taking the book? That's \$12.00. So that comes to \$18.25 altogether. And here's your change. That's a dollar seventy-five.

**page 48, CD 2-21**

### Listening 3

1.  
I could never buy a car at home because we pay a very high tax on cars. Only rich people can really afford to buy a car at home. Here in the U.S., I drive a nice new car and I can easily afford it. You don't have to be rich to own a car, which is great.

2.  
At home it only costs about \$300 a month to rent a nice apartment. That's what I used to pay for a four-room apartment in a good neighborhood. Here in the U.S., I pay more than twice that for a much smaller apartment, and it's not in a very nice neighborhood.

3.  
I bought a lot of clothes in my country before I moved to the U.S. because everyone told me how expensive American clothing is. I was kind of surprised that I could get nice clothes here for very reasonable prices. In fact, it costs me less for clothes here than it used to cost me at home.

4.  
In my country, not a lot of people travel by plane because it costs more than most people can afford. But the U.S. is such a big country and the population is large, so you have a lot of people traveling by plane. That's what keeps the prices down. That means I can afford to fly here and I do it all the time. I couldn't do that at home.

5.  
Most people send their children to private schools at home because the public schools are not very good. You have to pay a lot to do that, so it's a big expense for many

people. Public schools are better in the U.S., and they're free, so most people here send their children to public schools.

6.  
Here in the U.S. you need to have health insurance because it costs a lot to see a doctor or to enter a hospital. At home, you don't have to pay much to see a doctor or go to a hospital because most of the clinics and hospitals are run by the government.

**page 49, CD 2-22**

### Pronunciation

1. a thousand
  2. one thousand
  3. two hundred and twenty-seven
  4. two hundred twenty-seven
  5. four thousand-six hundred and eighteen
  6. four thousand-six hundred eighteen
- page 49, CD 2-23*

**page 49, CD 2-23**

### Dictation

- A: Excuse me. I need a new computer.  
What's the price range for your laptops?
- B: Well, our lowest-priced laptop is only three hundred twenty-nine ninety-nine. Our highest-priced model costs two thousand one hundred ninety nine ninety nine.
- A: That's expensive! Can you tell me about the low-priced one?
- B: Well, it's fine for basic use, if you don't play games much.
- A: Well, I am a big gamer, but I don't want to spend over a thousand dollars, though.
- B: This model has a lot of power, and it only costs seven hundred ninety nine dollars. It's very popular.
- A: Hmm, let me take a look.

## Unit 13: Restaurants

**Page 50, CD 2-24**

### Listening 1

1.  
A: Are you ready to order?  
B: Yes, I'd like to start with the salad, please.  
A: Okay. And what would you like for your main dish?  
B: Hmm. I'll have the spaghetti. Is it good?  
A: I've never tried it. Anything to drink?  
B: Tea, please.  
A: And how about dessert?  
B: Not today, thanks.
2.  
A: Hi there. What can I get you today?

B: Well, let me see. I'll just have some soup and a salad.

A: Sure. Soup and salad. Our special today is grilled fish, and that comes with broccoli or peas.

B: No, thanks. Not today. I'm not very hungry. But I would like some chocolate ice cream for dessert.

A: Sure. Anything to drink?

B: Coffee, and some water, please.

3.

A: Hi! Have you decided yet?

B: Is the beef stir-fry very spicy?

A: Yes, it's pretty hot.

B: Hmm. I think I'll have a hamburger then. And a glass of milk.

A: Anything for dessert? The cheesecake is excellent.

B: No, thanks.

**page 51, CD 2-25**

### Listening 2

1.

A: There you are, sir. Two slices of pizza and a large cola.

B: Thank you. Hmm.

C: How does it look?

B: Okay, I guess, but I think I should have ordered three or four slices. These slices are much smaller than I expected.

2.

A: And here's your order. Steak with french fries and coffee.

B: Thanks. I can't wait to eat. I'm starving.

C: It looks okay. How is it?

B: Let me try. Oh, just perfect.

3.

A: Sorry to keep you waiting. One order of fried chicken with broccoli.

B: Thanks. Oh my! This chicken looks pretty dry.

C: Really. How does it taste?

B: I'm afraid it's not very fresh. I think it must have been frozen.

C: Let's send it back.

4.

A: There's your order, ma'am. Fish, salad, and peas.

B: Oh. But you told me today's vegetable was broccoli.

C: You don't like peas, do you?

B: No, I don't. I hate peas!

5.

A: And here's your dessert. Chocolate cake and a large cola.

B: Great.

C: Wow. That cake looks good. I wish I had ordered it.

B: Do you want to try it? It's delicious.

C: Just a taste. Mmm. Fabulous.

6.  
A: Did you order the spaghetti?  
B: That's right.  
A: Good. Here you are. And here's your cola.  
B: Thanks. I don't think I made a very good choice.  
C: Really?  
B: Yeah. I think I can make better spaghetti than this.

page 52, CD 2-26

## Listening 3

1.  
I went to a new steak restaurant last night that opened near my house. I love trying new places. To start the meal, I had an interesting appetizer. It was some kind of seafood with a spicy sauce on it... Mmm! The main dish, of course, was steak. It was very small and a little tough, though. However, the vegetables were great—nice and fresh, but not too oily. The final thing was the best—the dessert! It was apple pie with a lot of ice cream on it. I know that I shouldn't eat so many sweets, but it was delicious!

2.  
Have you ever tried that seafood restaurant on Main Street? You should—it's great! I go there often. In fact, I went there last weekend. To begin, I had a salad. It was nice and fresh with a great house dressing. My main dish was a fish that I had never tried. I really enjoyed the spices it was cooked in. The vegetables were good—very fresh and tasty. For dessert, I had chocolate cake. It's usually very delicious, but this time, it was much too sweet. I couldn't eat more than two bites! That's okay, though, because I'm on a diet.

3.  
My new girlfriend took me to a Chinese restaurant in her neighborhood the other night. It was pretty good. First we had some egg rolls. They were the best I had ever tasted. Then we ordered the beef and pepper stir-fry. It came in a very interesting sauce—spicy, but not too spicy. We also ordered the steamed vegetables, but they were awful. They were really too soft. The dessert was a big bowl of fresh fruit. Some of the fruit I had never seen. It was fantastic—and so was my date!

4.  
For lunch, my co-worker and I went to a nice little French restaurant near our office. He didn't feel like eating much, so he just had a small salad. I had a large meal, though. First, I had the onion

soup, but it was much too salty. For my main dish, I had a piece of pork. It was too dry and had no taste. The vegetables were perfect, though—broccoli and peas. Those are my favorites. Finally, I had a large bowl of chocolate mousse. It was just like the chocolate mousse I had in France during my last vacation—very creamy and delicious. I think I'll have it next time, too.

page 53, CD 2-27

## Pronunciation

1. The pie was delicious.
2. The French fries were really salty.
3. The steak wasn't cooked enough.
4. The vegetables weren't very fresh.

page 53, CD 2-28

## Dictation

- A: How was your dinner, Evan?  
B: It was delicious! How about yours?  
A: Actually, it wasn't great. My vegetables were overcooked.  
B: Really?  
A: Yeah, and the potatoes weren't spicy enough.  
B: Oh, that's too bad. And you know, the service wasn't as fast as it usually is here.  
A: Yeah, I guess you're right. Let's eat somewhere else next time.

## Unit 14: Small Talk

page 54, CD 2-29

## Listening 1

1.  
Oh, hello, Michael. I haven't seen you in ages. How is everything with you these days?
2.  
It's been great seeing you again. Gee, look at the time. I've got to run. Talk to you later.
3.  
How are you, anyway? It's so nice to see you. What have you been doing lately?
4.  
It's been really nice talking to you. Let's get together again soon, okay?
5.  
Oh, hi. I've been thinking about you. I haven't seen you in such a long time. How's everything?
6.  
Where have you been? It's been ages. How's it going with you?
7.  
Listen. I hope to see you again soon. Let's have lunch sometime, okay?
8.  
How have you been? And how's your family? It's so nice to see you again.

page 55, CD 2-30

## Listening 2

1.  
A: Hey, how's it going? Are you enjoying the party?  
B: Yes, I am. The people here are really nice.  
A: Really. Everyone is so friendly.
2.  
A: Hi, Tim. How's everything?  
B: Everything's fine, thanks.  
A: Hey, hear that? That's Taylor Swift. Isn't she great?  
B: Yes, she's really good.
3.  
A: Who's that over there? Have you met her?  
B: No, I haven't met her before. But I think I will now. Nice talking to you.
4.  
A: So, how are you, anyway?  
B: Okay. Not too bad.  
A: How's everything at work?  
B: Fine, but I'm very busy. I have to work late nearly every night.
5.  
A: I think I'll get something to eat. The food looks good. Can I get you something?  
B: No, I'm not hungry right now, thanks.  
A: Okay, talk to you later.
6.  
A: Hey, hi. I've been thinking about you. I haven't seen you in ages. Did you have a good trip?  
B: Yeah, it was great. I took a train across Canada. Then I drove to Disneyland.  
A: Wow! That's great.
7.  
A: Hey, great to see you. How have you been?  
B: Fine, thanks.  
A: How are your parents?  
B: Oh, Mom and Dad are fine, thanks. Mom just started a new job.  
A: Oh, really?
8.  
A: Hi. How have you been?  
B: Oh, fine, thanks.  
A: Do you know everyone here?  
B: Yeah, almost everyone.

## Listening 3

1.  
A: Hey, I was just talking to Molly. Did you know she's leaving the company?  
B: Really? You're kidding!  
A: Yeah, she's decided to change jobs. She wants to become an airline pilot.  
B: An airline pilot? Wow. That's a surprise.
2.  
A: I'm really excited about the rock concert next week. I'm glad I got my tickets early, because I heard that all the tickets had been sold.  
B: I heard that, too. I'm looking forward to the concert. It should be great!
3.  
A: I got a really cool present for my birthday.  
B: Oh yeah? What is it?  
A: My parents gave me a bird—a yellow canary. She's so cute. I've always wanted a bird. I love when they sing.  
B: That's awesome. So what are you going to call her?  
A: Polly.
4.  
A: Oh, hey, Claire just texted me. She says she's sick. That's why she's not here tonight.  
B: Yeah. I spoke to her dad this morning, and he said she has a really bad case of the flu. She's had it for about a week.  
A: Sometimes it takes a long time to get over the flu. Claire has been sick a couple of times this year.  
B: I know. It's too bad.
5.  
A: That guy over there just moved here from Canada. I was talking to him a while ago. He's really interesting. He's an actor and he's already appeared in a couple of movies.  
B: Yeah, so he was telling me. He mentioned the names of his movies, but I haven't seen any of them.  
A: Maybe one day he'll be a big star.
6.  
A: There's a really interesting exhibition at the museum this month. It's all about Walt Disney and the story of how he started making cartoons.  
B: Is that right? I haven't been to the museum for a long time.  
A: You should go and take a look at it. I'm sure you'll find it really interesting.  
B: I think I will. Thanks for letting me know.

## Pronunciation

1. How's your family?
2. How are you?
3. How have you been?
4. What have you been doing?

## Dictation

- A: Hi, Angela! I haven't seen you for a long time. What's new?  
B: Oh, not much really. I've been studying a lot. What about you? What have you been up to?  
A: Uh, not much. I did visit Gina last week.  
B: Oh, nice. So, how's your sister these days?  
A: She's fine, thanks.  
B: And how are your parents?  
A: Oh, they're pretty busy, but doing well.

## Unit 15: Vacations

## Listening 1

1.  
A: Did you have a good vacation?  
B: Not bad. I decided not to go away. I just stayed home and watched TV.  
A: You call that a vacation?
2.  
A: How was your vacation?  
B: So-so.  
A: Where did you go?  
B: I went to Hawaii.  
A: And?  
B: Well, I went for the sunshine, but it rained every day! So I couldn't get a tan.  
A: Hey. That's tough!
3.  
A: How was your vacation?  
B: Very disappointing.  
A: Oh, what did you do?  
B: Nothing. I stayed home and helped my father fix his car.  
A: Oh, no!
4.  
A: Did you do anything interesting on your vacation?  
B: Mmm. Well, I went out of town for a few days. I visited my brother and his family.  
A: Did you have a nice time?  
B: It was terrible. The kids were fighting all the time.
5.  
A: When did you get back from your trip?  
B: Last week.

- A: So did you go to the beach?  
B: Not this time. I rented a house in the country. It was really quiet and peaceful. And really boring! And the birds woke me up at six o'clock every morning.

6.  
A: What did you do on your vacation? Did you stay home?  
B: No, I went skiing.  
A: Really. Did you have a good time?  
B: It was great—until I broke my leg!
7.  
A: How was your vacation?  
B: Vacation? Oh, that!  
A: Did you go to the beach?  
B: No, I had to stay home and study for my exam.  
A: Sounds awful.  
B: It was. And I failed the exam!
8.  
A: Did you go to California for your vacation?  
B: No, I went to Nevada.  
A: To Las Vegas?  
B: Yeah, Las Vegas.  
A: That's great. How was it?  
B: It was all right until I spent all my money!

## Listening 2

1.  
A: Did you have a nice vacation?  
B: It was nothing special. The weather was terrible.  
A: That's too bad.
2.  
A: Did you enjoy your trip to Vancouver?  
B: Yeah, it was fantastic. The people are so nice.
3.  
A: How was your ski trip?  
B: Awful.  
A: Why?  
B: There was no snow!
4.  
A: So how was your trip to France?  
B: Very disappointing. It was so crowded everywhere. We couldn't even get a hotel room.  
A: That's too bad. You should never go in July.  
B: Now you tell me!
5.  
A: When did you get back from the beach?  
B: Last weekend. I had a terrific time. I swam every day and I learned how to windsurf.  
A: Great!

6.  
A: Did you have a nice vacation?  
B: It was terrible. The food was awful.  
And the hotel wasn't clean at all.  
A: Oh, that's too bad.

7.  
A: So how was your trip to Thailand?  
B: I had a wonderful time. The shopping was fantastic. And the people were great.  
A: Sounds like you had fun.  
B: I did.

8.  
A: Did you have a great vacation?  
B: Really great! But it was too short.  
A: Really. How long was it?  
B: Only a month.  
A: A month! You're lucky!

### page 60, CD 2-36

## Listening 3

1.  
A: Is this you?  
B: Yes, it is.  
A: Wow! It looks really fun, but hard.  
How do you stay on them?  
B: In the beginning, you don't. You fall off all the time. But you learn pretty quickly. I had a wonderful time.
2.  
A: What are you doing here?  
B: My friends and I went camping.  
It was really great. But it got very cold at night. This is how we kept warm.
3.  
A: What did you do?  
B: Oh, I went sightseeing and visited all the museums.  
A: Oh, that sounds interesting.  
B: Actually, it was pretty boring. I hate museums.
4.  
A: Oh, this must have been a wonderful vacation.  
B: Yes, it was fantastic. The weather was perfect. And the water was so clear.  
A: Wow. Look at you. You're all red.  
B: Yes, I got a terrible sunburn.
5.  
A: What are you doing here?  
B: Oh, I took a cooking course in Italy.  
A: Terrific. So what can you make now?  
B: Spaghetti and meatballs!
6.  
A: Did you travel the whole way in this?  
B: Yes, we did. It was really very comfortable to travel in. We slept in it, too.

### page 61, CD 2-37

## Pronunciation, Task 1

1. It rained every day.
2. I rented a house.
3. I walked on the beach every morning.

### page 61, CD 2-38

## Pronunciation, Task 2

1. I listened to music all day.
2. I heated the cold spaghetti.
3. I jumped in the lake.
4. We traveled to Hawaii on our vacation.
5. I shopped at an outdoor market.
6. We waited three hours for our flight to leave.

### page 61, CD 2-39

## Dictation

- A: How was your vacation, Julia?  
B: It was great! I rented a house with some friends at the beach.  
A: That sounds like fun!  
B: It was. I walked on the beach every morning, and I learned to windsurf.  
A: Nice. Did you stay at the beach the whole time?  
B: No, we visited a cute town nearby.  
We shopped for souvenirs and ate ice cream.  
A: Sounds wonderful.  
B: It was. In fact, I've decided I want to live near the beach!

## Unit 16: Apartment Living

### page 62, CD 2-40

## Listening 1

1.  
A: What's your apartment like, Ken?  
B: It's comfortable, but it's pretty small.  
There's only one room.  
A: Really? Don't you have a bedroom?  
B: No, I sleep in the living room.  
A: What about your cat?  
B: She sleeps in the living room, too!  
Right next to me.
2.  
A: What's your new apartment like, Celia?  
B: It's really big. I love it.  
A: How many rooms does it have?  
B: Lots. It's got two bedrooms, a living room, and a huge kitchen and bathroom.  
A: Sounds great. So, when can I come and stay with you?

### 3.

- A: Do you like your apartment, Joe?  
B: Not really. It's very small.  
A: Really?  
B: Yeah, there's just one bedroom and a living room.  
A: That isn't so small. How many people live with you?  
B: Seven!  
A: Seven! Wow!
4.  
A: Do you live with your sister, Ellen?  
B: Yes, I do.  
A: What's your place like?  
B: It's nice. There are two bedrooms, a big one and a small one.  
A: That's great.  
B: Yes, but I have the small one.  
A: Oh.

### page 63, CD 2-41

## Listening 2

1.  
A: Does the kitchen have everything you need, like a stove and a refrigerator?  
B: There's a stove, but not a refrigerator. I need to buy one.
2.  
A: You don't have a bed in your bedroom?  
B: Well, I have a TV. But for now, I only have a mattress on the floor.  
A: Really?
3.  
A: We don't have much furniture yet.  
We don't even have a sofa in the living room.  
B: Hey. I've one I can sell you.  
A: Really? Great.
4.  
A: The bathroom is very small. There's just a shower and a toilet.  
B: You can come and take a bath at my place any time.  
A: Thanks, I probably will.

### page 64, CD 2-42

## Listening 3

1.  
The bookshelf looks really good in the living room. And the TV is just fine. When I find an MP3 player, I'm going to put it in the bookshelf. I don't have an MP3 player now because I want to find a cheap one. I'm going to check out the sales next week. I have a dinner table, but I still need a sofa. Now I have to sit at the dinner table to watch TV. My living room is small, so I want a small sofa.

2.  
If you have an old bookshelf you aren't using, I'd be really happy to buy it! I haven't been able to find one that is the right size. All the ones I looked at were too big. Right now there are books all over the floor and the sofa. But I managed to pick up a TV and MP3 player at a moving sale last weekend. I still need to find a dinner table. All the ones I looked at in the stores were too expensive.

3.  
I was thinking about getting a bookshelf, but I don't have many books yet, so I guess I can wait. I was lucky. I got a really cheap used TV the other day. It only cost \$50 and it works really well. It's nice to have something to watch. Right now I don't have enough money to buy an MP3 player. The dinner table is very nice and big enough for six people. I bought a cheap sofa, too. It's really comfortable.

4.  
The bookshelf is good, though it's probably a little too big for the living room. I need a TV, but I'm waiting for the new models. I have a good MP3 player. So that's good. However, I still haven't bought a dinner table. I saw a great one last week. The sales clerk said that they're having a big sale next week, so I'm waiting for that. For now, I'm eating my meals while sitting on the sofa.

page 65, CD 2-43

## Pronunciation

1. There's a small yard.
2. There's only one bathroom.
3. There're four bedrooms in my apartment.
4. There're three windows in my living room.

page 65, CD 2-44

## Dictation

- A: What's your new apartment like, Matt?  
B: It's perfect. It's just the right size. There're two bedrooms, a living room, and a kitchen.  
A: Nice!  
B: Yeah. Oh, and there's also an office.  
A: Wow, it sounds big! Do you have furniture yet?  
B: Not yet, but there's a sale going on at Furniture World this weekend.  
A: Great. Let me know if you need help with anything.

# Unit 17: Hopes and Plans

page 66, CD 3-2

## Listening 1

1.  
A: I hope to be famous someday.  
B: Really? Famous for what?  
A: Oh, it doesn't really matter. Maybe I'll be a singer, or an actor... or maybe a professional baseball player.  
B: Well, good luck!
2.  
A: I don't care about making a lot of money. I just want to have a job that I love.  
B: Really? What kind of work do you want to do?  
A: I'm not sure yet. Maybe be a doctor. But I want to be look forward to going to work every day.
3.  
A: I love children. I hope to have a big family.  
B: Oh? How many children do you want to have?  
A: Oh, maybe four or five.  
B: Four or five? Better you than me!
4.  
A: I've always dreamed of learning to surf.  
B: Surf? Isn't surfing difficult? And dangerous?  
A: Well, yeah, but I've heard it's lots of fun. I really want to try it.  
B: Okay, okay. But maybe you should learn to swim first.  
A: Yeah, I guess so.

5.  
A: I really hope to graduate from college.  
B: That's great. What college do you want to go to?  
A: Oh, I'm still in high school. I'm studying for my exams at the moment.  
B: Oh. Well, study hard. And good luck!

6.  
A: My dream is to have a big house someday.  
B: Really?  
A: Yeah. I want four bedrooms, a big yard, a 3-car garage, a pool...  
B: Hey, sounds nice. Can I come visit?

page 67, CD 3-3

## Listening 2

1.  
Well, unfortunately this summer I'm going to study for my exams. I'd like to take a vacation, but this is my last summer

for studying... my exams are next spring. Next summer I can have fun!

2.  
I'm going to try to get a part-time job. I think I might work at a clothing store or a movie theater. I wish I could just relax this summer, but I really need to make money.
3.  
I'm going to visit my grandparents this summer. I haven't seen them for a few years, and it'll be great to spend time with them. I'll miss my friends, but I know we'll text all the time as usual!
4.  
I'm going to study Spanish in Spain this summer. I'm going to live with a Spanish family, so I'll have to speak Spanish all the time. I'm kind of nervous, but really excited. I hope to make lots of new friends and improve my Spanish!
5.  
Actually, I don't have big plans for the summer. I'll probably just hang around at home and play video games and sleep a lot. I'm always studying during the school year, and I had a job last summer, so it'll be nice to just relax and take it easy for a change.
6.  
I'm going to spend most of the summer babysitting for my little sister. My parents both have to travel a lot for work, and my sister is too young to stay home by herself. It's not really fair; I'd rather hang out with my friends.

page 68, CD 3-4

## Listening 3

1.  
A: So, Jake, any plans for after you graduate?  
B: Well, I don't think I want to get a job right away. I might want to travel.  
A: Really? Where do you want to go?  
B: Well, it would be great to go to Africa... and maybe South America. Oh, and China.  
A: Wow!  
B: But I'll have to make some money first, I guess... maybe get a job...
2.  
A: What are you doing after you graduate, Libby?  
B: I'm going to medical school.  
A: You're kidding... more school?  
B: Yeah, it'll take six years to get my medical degree.  
A: Well, good for you. I know you'll be a great doctor.

3.

- A: What are you going to do after you graduate, Mary?  
B: I might try to find my own apartment.  
A: Where do you want to live?  
B: I'm not sure. I want to live near my family, but I dream about living close to the beach.  
A: That's a hard decision.  
B: It will probably be difficult to find an apartment by the beach.

4.

- A: What are you going to do after you graduate, Matt?  
B: I'm going to be an actor. I'm moving to Hollywood next week!  
A: Do you have an acting job already?  
B: Oh, that's going to be a surprise!

5.

- A: What are you planning to do after graduation, Zach?  
B: I'm getting married!  
A: Really! That's exciting! You and Eva are such a perfect couple!  
B: Eva? We broke up last year! I'm marrying my new girlfriend, Elizabeth.  
A: Wow! Things change fast!

6.

- A: I can't believe we're graduating next week.  
B: Neither can I. So, what are you going to do next, Kristin?  
A: I have no idea. I've been looking for a job, but haven't had any luck.  
B: What kind of job do you want?  
A: Oh, just about anything. I don't know....

**page 69, CD 3-5**

## Pronunciation

1. I'm going to graduate next month.
2. I want to travel this summer.
3. I hope to be rich someday.

**page 69, CD 3-6**

## Dictation

- A: What are you going to do after you graduate, Evan?  
B: Well, I hope to travel around the world.  
A: Really? Cool! Where do you want to go?  
B: Let's see... first I'm going to go to Singapore, then Australia.  
A: That's so exciting. Are you going to travel alone?  
B: Well, I'd like to travel with a friend. Hey, do you want to come with me?  
A: That would be great! But I'm going to start a new job in August.  
B: Oh. Well, let me know if you change your mind.

# Unit 18: The Weather

**page 70, CD 3-7**

## Listening 1

1.

And here is today's weather forecast for the international traveler. Let's start with Beijing. It will be a cold day in Beijing today, and windy. The low will be zero and the high will be 6 degrees.

2.

Mexico City will be warm and wet, with a low of 23 degrees Centigrade and a high of 28.

3.

Tokyo is expecting cloudy weather with heavy rain. The low will be 4 degrees and the high 12.

4.

New York is going to have a windy day. It will be very cold with a low of minus 10 and a high of zero.

5.

In Taipei it will be cloudy, wet, and hot today. The low will be 20 degrees and the high will be 30.

6.

Expect another hot, dry day in Los Angeles – still no rain in the forecast. The low will be 80 degrees and the high 95.

**page 71, CD 3-8**

## Listening 2

1.

- A: Are you going out?  
B: Yes. Later. What's the weather like outside?  
A: Not very nice. Cloudy and windy. I think it's going to rain later.  
B: Oh, really? It was sunny this morning.

2.

- A: Let's go out for a walk. It's so nice and sunny.  
B: Yes, it is. Not a cloud in the sky. Just let me put this on.

3.

- A: Are you going out in this snow?  
B: Yes, I have to go downtown.  
A: Well, wear something warm. It's really cold outside.

4.

- A: Is it cold outside?  
B: Not really. It's raining a little, but it's still nice.

5.

- A: It's really hot and humid today.  
B: It sure is. It must be at least 95 degrees out there!

A: I think I'll go to the pool for a swim.

6.

- A: Oh, look. It's snowing.  
B: Great. Let's get our things and have a snowball fight.  
A: No way! It's too cold for me.  
B: Come on. There's no wind. It'll be nice.

**page 72, CD 3-9**

## Listening 3

1.

- A: How's the weather?  
B: The temperature is going down, and it's turned very windy. I think it's going to rain a lot tonight.

2.

- A: How's the weather now?  
B: It's much warmer now than it was this morning. And the wind has stopped, too. I think I'll go out for a walk.

3.

- A: Is it nice outside?  
B: It was nice when I got up this morning, but now the sky is very dark. I think it's going to rain.

4.

- A: What's it like outside?  
B: It's getting very windy now. I don't think it's a good idea to go out. I think we're going to have a bad storm.

5.

- A: Is it a nice day today?  
B: It's much nicer now. It was so cold and windy this morning, but it's really nice outside now. And it's getting warmer, too.

6.

- A: What's it like outside today?  
B: It was cold and wet earlier, but now it's stopped raining and the sun is coming out.

7.

- A: What's the weather like?  
B: It was terrible this morning when I woke up—very hot and humid. I'm glad it's getting cooler now.

8.

- A: Is it still snowing?  
B: It sure is. We're going to have a really bad snowstorm. Let's not go out today.

**page 73, CD 3-10**

## Pronunciation

1. In Taipei it will be cloudy, wet, and hot today.
2. Tomorrow it's going to be sunny, hot, and humid.
3. Remember to wear your boots, jacket, and hat.

**Dictation**

- A: What's the weather like outside?  
 B: It's sunny, humid, and very hot.  
 I think it's about 98 degrees.  
 A: That sounds awful!  
 B: Do you want to go to the beach? Ann, Jo, and Jo's sister are going.  
 A: No, thanks. It's too hot for the beach.  
 I'm going to stay inside and read, drink ice water, and sit in front of the air conditioner.  
 B: We might stop by Super Burger on the way home. Can I get you anything?  
 A: That would be great. I'd like a cheeseburger, fries, and a small soda.

**Unit 19: Shopping****Listening 1**

- A: I think these are too big. Do you have a smaller pair?  
 B: Yes, we do. What size are those?  
 A: These are 9 ½.  
 B: Let me find a smaller pair.  
 Um—much smaller.
- A: How much is this?  
 B: It's \$399.  
 A: \$399. That's very expensive.  
 B: It does look very nice on you.  
 A: Thank you.  
 B: Actually, it may be on sale soon.  
 A: Okay. I'll check back next week.
- A: Oh, I haven't read this. Is it good?  
 B: I think so.  
 A: Is it a mystery?  
 B: Well. Actually I haven't read it, but I think so.  
 A: Just what I need. I'll take it.
- A: Are these fresh?  
 B: Yes, they are.  
 A: They look delicious.  
 B: Why don't you try one?  
 A: Really? Okay. Mmm. These are good.
- A: I think this one is fine. It'll be great for the beach. What do you think?  
 B: Yes, it's a great color on you.
- A: Excuse me, do you know if this shampoo is on sale?  
 B: Yes, it's buy one, get one for half price.  
 A: Oh, that's a good deal. Thanks.

**Listening 2**

- A: Could I help you with anything today, madam?  
 B: Well. I really like this blouse. Do you have it in another design?  
 A: Yes, we do.  
 B: Great! I'll take it, then.
- A: Do you need any help, sir?  
 B: Yes, actually, I do. These are a small and they're too tight. Do you have a medium?  
 A: Yes.  
 B: Great! I'll take them.
- A: These are the most beautiful watches in the store.  
 B: They really are nice. How much is this one?  
 A: It's \$2,500. Would you like to buy it?  
 B: No, thanks. It's too expensive for me.
- A: Need any help this morning?  
 B: No, I'm just looking around for some gift ideas, thanks.
- A: Those are really nice dresses.  
 B: Yes, they certainly are. I love the design. Do you have one in a size 12?  
 A: Yes, we do. Would you like to take it?  
 B: Yes, please.
- A: Do you need any help?  
 B: Yes. I want to buy a shirt for my husband. Do you have anything in cotton?  
 A: Yes, we do. Look at these.  
 B: They're perfect! I'll buy the gray one.
- A: Good afternoon, ma'am. Can I help you find anything?  
 B: Oh, I'm not sure what I want. I'll just look around for a while, thanks.
- A: May I help you with anything, or are you just looking?  
 B: I'd like these green gym shorts, please. Do you have them in a large?  
 A: I'm afraid we don't.  
 B: Oh, that's too bad.

**Listening 3**

- A: Can I try on that shirt, please?  
 B: This one?  
 A: No, not the one with the short sleeves. The other one.

B: Here you are.

A: Thanks. Can this be machine washed, by the way?

B: No, it's silk, so you should dry-clean it. It's not a good idea to wash it by hand or machine-wash it.

2.

A: I'd like to buy some envelopes.

B: Which ones? These big ones?

A: No, those are too big. Do you have any smaller ones?

B: How about these?

A: Yes, they look like a better size. Can they be used for air mail letters?

B: No. These are meant for regular mail.

3.

A: Can I see that watch, please?

B: The one with the narrow band?

A: No. The one with the wide band. Is this a man's watch? I'm looking for a gift for my girlfriend.

B: Actually, anyone can wear it. It's not just for a man.

A: Hmm. It's nice.

4.

A: I love that tie.

B: I'm not crazy about stripes myself.

A: No, no—the pink and white one.

B: Oh. I don't like that, either.

A: It's kind of fun. It's for my brother's birthday. He likes things that are a little different.

5.

A: Can I see that blouse?

B: The one without the pockets?

A: No, the other one.

B: Here you are.

A: What fabric is this? Is it cotton?

B: I think it's a linen and cotton blend.

6.

A: I'd like to get some apples.

B: How about these big ones?

A: I don't think they're very sweet. The smaller ones are usually sweeter.

B: Okay. Let's get some of these small ones.

**Pronunciation**

- Would you like a large or a small coffee?
- Are you paying with cash or credit?
- Can this be machine-washed or should I dry clean it?
- Do you like this blue coat or the red one?

**Dictation**

A: May I help you with something, or are you just looking?

B: Can I see that watch, please?

- A: The one with the silver band?  
 B: No, the one with the black band.  
 A: Certainly. Here you are.  
 B: Thanks. Yes... this is perfect. I'll take it.  
 A: It's a very nice choice. Will you be paying with credit today?  
 B: No, I'd like to pay with cash.

## Unit 20: Describing Things

page 78, CD 3-17

### Listening 1

1.  
 A: Hello. City Taxi.  
 B: Yes, I left a computer bag in a taxi coming back from the airport.  
 A: Can you describe it?  
 B: Yes, it's brown leather, with the initials PWD on it.
2.  
 A: Hello. City Taxi.  
 B: Hello, has anyone turned in a lady's handbag? I left one in a taxi about an hour ago.  
 A: Can you describe it?  
 B: Yes, it's a wide bag with thin blue and brown stripes.
3.  
 A: Hello.  
 B: Is this City Taxi?  
 A: Yes, it is.  
 B: I'm calling about a wallet. I think I left it in a taxi this morning. It's a black wallet. It had all my credit cards in it.  
 A: Oh, dear.
4.  
 A: Hello. City Taxi.  
 B: Hello. I left a pair of glasses in a taxi this morning.  
 A: Sunglasses? Black frames with initials on them?  
 B: No. No, they're regular glasses. They were in a brown leather case. I can't see a thing without them.  
 A: Sorry. They're not here.

page 79, CD 3-18

### Listening 2

1.  
 I wear it instead of sunglasses because sunglasses make me look so stupid. I always wear it when it's sunny outside. If I don't wear it, the sun hurts my eyes. It's not too good on windy days, though.
2.  
 It's excellent for work because it's pretty big and I can get my laptop and all my

business papers in it. It's not one of those cheap-looking plastic ones. It's made of real leather.

3.  
 I use it to put my things in when I play sports. It's pretty big, so I can get all my clothes and my running shoes into it.
4.  
 It's an expensive one, but I use it a lot because it's very wet here in the fall. I love the colors, too. People can easily find me in a crowd when I'm using it.
5.  
 It's great when you're on a trip somewhere, especially when you're taking a flight, because you can take it on board an aircraft. It's not very big, so you can put it in the overhead compartment or under the seat in front of you. It also has wheels and a handle that you can pull out.
6.  
 They're very comfortable for jogging or walking. That's good because I jog and walk a lot. I've had them for about three years. I hate the color. But I'll use them until I can afford a new pair.

page 80, CD 3-19

### Listening 3

1.  
 It's a brown leather one. I keep all my money and my credit cards in it. I usually keep it in my back pocket. It probably fell out when I was getting off the bus. I hope I get it back because it also has my ID card in it, and that's very important.
2.  
 I'm always losing them or putting them down and forgetting where I put them. I think I was wearing them when I was on the bus. Then I stopped for a cup of coffee at a coffee shop. I think I took them off then because I don't need them when I read, and I was reading a magazine. Yes, maybe that's where they are.
3.  
 I'm sure I had them when I left school because I remember putting them in my purse. I'm sure I had them when I came home or I couldn't have driven the car or opened the front door. So that means they're somewhere inside the house.
4.  
 I'm sure I used it to pay the bill at the restaurant when I had lunch there. After that I went to the department store, and I think I used it when I bought my jacket. I'm sure that's the last time I used it, so it's probably there.

5.  
 I usually keep it at home in a drawer in my desk because I only use it when I travel internationally. But it's not there, so I wonder where I put it. Oh, maybe I left it at the office when I came back from my trip to France. I think that's where it is, because I went straight from the airport to my office.

6.  
 I thought it was in my computer case. I usually put it there when I get one from the newsstand and then read it when I get home. Now I remember! I was on the subway! I took it out to read the sports section. I'm sure I left it there.

page 81, CD 3-20

### Pronunciation, Task 1

1. leather wallet
2. expensive sunglasses
3. regular glasses
4. colorful backpack

page 81, CD 3-21

### Pronunciation, Task 2

1. comfortable chair
2. attractive person
3. plastic toys
4. running water
5. beautiful sunset
6. interesting book

page 81, CD 3-22

### Dictation

- A: Hello. City Taxi.  
 B: Hello, has anyone turned in a cell phone? I think I left mine in a taxi this morning.  
 A: Well, our taxi drivers find lots of cell phones every day. Can you describe it?  
 B: Yes, it's purple. And it's in an orange case.  
 A: Hmm.... Those are unusual colors. Let's see... no, I'm sorry, we don't have it.  
 B: Are you sure? I have to find it... it has all my important information in it. Wait – what's that? Oh, it's in my jacket pocket!

## Unit 21: Directions

page 82, CD 3-23

### Listening 1

1.  
 A: Excuse me. Where's the post office?  
 B: The post office? Go straight for two blocks and then turn left. It's on the left.



A: Up this street two blocks and left?  
B: That's correct.

2.

A: Can I help you?  
B: I'm looking for the bank.  
A: Well, take a right at the first corner, and it's on your right.  
B: Okay, thanks.

3.

A: Can you help me? I'm looking for a hotel.  
B: Okay. Go straight up two blocks and turn right at the light. You'll see a hotel on your right.  
A: Thanks.  
B: You're welcome.

4.

A: Excuse me. Is there a bookstore around here?  
B: Yes. Take the first street on the left. Go through the next intersection. You'll see the bookstore on the right. You can't miss it.

**page 83, CD 3-24**

## Listening 2

1.

A: Excuse me. Is there a bank near here?  
B: Yes, there is. Go straight up Third Street for two blocks and turn right on Pine Street. The bank is on the right.

2.

A: Excuse me, I'm looking for the Peking Restaurant.  
B: Oh, sure. I know where it is. It's one of my favorite restaurants. Go left here on King Street. Then turn right onto Second Street. Walk up Second Street for a block. It's on your left, on the corner of Ford and Second.

3.

A: I'm trying to find a supermarket.  
B: A supermarket? Okay. Go left down King and then go up Second Street for two blocks. It's on the left, on the corner of Pine and Second.  
A: Thanks.

4.

A: How can I get to the post office?  
B: Oh, it's not far from here. Go up Third Street and turn right on Ford. Walk down Ford and you'll see it on your right, on the corner of Ford and Fourth.

5.

A: I'm looking for the Tourist Office.  
B: Okay. Go up Third Street and turn left on Ford. It's in the first big building you see on your left.

6.

A: Can you tell me how to get to the Art Museum?  
B: The Art Museum? Sure. Go up Third Street for two blocks and then turn left on Pine Street. Go to the end of the block. The museum is on your left, on the corner of Second and Pine Street.

**page 84, CD 3-25**

## Listening 3

1.

So when you come out of the subway, look for a tall glass building. That's a hotel. Walk past that for two blocks and you'll see a small street on the right. That's my street. There's a grocery store on the corner. Go down the street and my place is the fourth house on the left. Maybe bring some music with you, because I don't have any dance music for the party.

2.

My place is fairly easy to find. Get off the bus across from the supermarket. When you get to the supermarket, could you pick up some snacks? Then walk north for two blocks. You'll see a footbridge. Cross that footbridge and you'll see a small street when you get to the other side. Go down the street, and on the corner you'll see an apartment building. That's my place.

3.

My apartment building is near the river. When you come out of the subway, walk towards the river and you'll see an intersection. Go through the intersection and take the first street on the left. Go down the street until you see a supermarket. My house is right next to it. If you can, could you bring some fruit to go with dinner?

4.

I live in an apartment building close to the high school. Get off the bus across from the school and walk north for about four blocks. You'll see a gas station on your left. Turn right just past the gas station and go down the street until you see a church. My building is across from the church. Don't forget to bring your tennis racket.

**page 85, CD 3-26**

## Pronunciation

1.

A: Is there a post office near here?  
B: A post office?

2.

A: Could I please have a map?  
B: A map?

3.

A: Do you know where the restrooms are?  
B: The restrooms?

4.

A: I'm trying to find a supermarket.  
B: A supermarket?

**page 85, CD 3-27**

## Dictation

A: Excuse me. I'm looking for the tourist office.  
B: The tourist office? It's not far from here. Go right on Brentwood Road, then left at the light.  
A: Left at the light?  
B: Yes, that's right. Then it's about halfway down the block on the right.  
A: On the right?  
B: Yes. You can't miss it.

## Unit 22: People We Know

**page 86, CD 3-28**

## Listening 1

1.

A: So tell me about your new friend, Ella. What's she like?  
B: She's really neat. She's great to be with because she makes me laugh all the time.  
A: Oh yeah?  
B: Yeah, she's always telling jokes.

2.

A: What's your friend Lauren like?  
B: She's nice.  
A: Is she shy?  
B: Shy? You must be kidding. She tells her whole life story to everyone she meets.

3.

A: Do you know Thomas Brown?  
B: Oh, sure. I like Tom.  
A: Yeah, me too. He makes me laugh. He's always doing crazy things.  
B: Yeah, I know.

4.

A: Have you spoken to the new guy in our class, Luke?  
B: Yes, I have.  
A: What's he like?  
B: Boy, he's really interesting. He speaks six languages and was the top student at his school.  
A: Oh, great!  
B: No, you'll like him. He's really friendly and easy to talk to.

5.

A: Do you and your boyfriend go out a lot, Kelsey?

B: Oh sure, he loves going out and meeting people. We go to parties all the time.

A: He sounds like a lot of fun.

B: Of course. That's why he's my boyfriend.

6.

A: Look what my friend Mary gave me for my birthday. Isn't this a beautiful blouse?

B: That's really nice. And she gave me a great present for my birthday, too. She loves giving things to people.

A: Yeah, she does. And she doesn't expect anything in return.

**page 87, CD 3-29**

## Listening 2

1.

A: Mr. Grant is really funny, isn't he? He loves telling jokes. And he's so easygoing.

B: I know. Then there's Mrs. Grant. She never seems to smile. I wonder why she's so serious all the time.

2.

A: Where are Nat and his brother today?

B: I think they've skipped class again.

A: Really? They're always doing that.

B: Yeah. They aren't serious about studying, that's for sure. All they like to do is sit at home and play computer games.

3.

A: What are your new neighbors like?

B: Mr. and Mrs. Roberts? Well, they seem nice. I've spoken to Mrs. Roberts several times. She's very easy to talk to. But I haven't spoken much to her husband. He's kind of shy and not very talkative.

4.

A: Have you met Wendy's new boyfriend?

B: Yeah, I like him.

A: Me, too. I think he's perfect for Wendy.

B: He sure is. They're so sociable. They both love partying and they're both a little crazy at times.

A: That's for sure.

5.

A: How do you like the new teachers?

B: Well, Mr. Williams is very easygoing, and he's really smart, too.

A: Yeah, I know. And what about Miss Vaughn?

B: She's not as easy to get to know. She's not as easygoing as Mr. Williams. She seems very serious.

A: Yeah. I think so, too.

6.

A: What's your brother's wife like?

B: She's just like my brother—serious and hardworking. She's at the office every night until around 9:00. And so is he.

A: They sound like the perfect couple.

**page 88, CD 3-30**

## Listening 3

1.

A: Hey Anna, there's a guy in my Spanish class who's really cool. He's really friendly and easy to talk to. He just always seems happy.

B: Oh, really? He must have a lot of friends.

A: Yes, I think he does. He tells really funny jokes all the time, too. I'm always laughing in class.

B: Really? He sounds great!

A: Well, he is, but he forgets his book every day. Then he asks to share mine. I hate that!

B: Sounds like we have a lot in common. I always forget my book, too. I'd love to meet him. Why don't you introduce us some time?

2.

A: There's this new girl in class named Rosie. She always looks like she's in a bad mood. I don't know if she's just very shy or what.

B: Really?

A: Yeah, when someone tells a really funny joke, we all laugh, but she doesn't seem to think it's funny.

B: No way!

A: But she is very good at music. She always practices the piano after school.

B: That's nice. But I don't think I could get along with her, because laughing and having fun are important to me.

3.

A: There's this guy who sits in front of me on the bus sometimes. He never talks to anyone. He just sits there and talks to himself.

B: Huh. That's weird.

A: Yeah. He likes to make people laugh, though. He's always making funny faces and making animal noises and things like that. Sometimes he's really funny.

B: That does sound funny.

A: But you know, he always chews gum really loudly. I really hate that!

B: Me, too!

4.

A: There's a really cute guy from Canada on the basketball team!

B: Oh, yeah?

A: Yeah. And he's really outgoing. Very friendly, too.

B: Tell me more.

A: Well, it's difficult to get him to laugh. He doesn't seem to enjoy any jokes. I guess he's pretty serious. But he's very good-looking.

B: Hmm. Sounds cute. Do you know if he has a girlfriend?

A: I'm sure he has lots. He always asks a new girl out on a date every weekend. I don't like guys like that.

B: Yeah, but as long as he's cute, I don't mind.

**page 89, CD 3-31**

## Pronunciation, Task 1

1. makes
2. speaks
3. loves
4. plays
5. practices
6. watches

**page 89, CD 3-32**

## Pronunciation, Task 2

1. He watches a lot of TV.
2. He chews gum really loudly.
3. She loves baking cookies.
4. He takes the bus to school.

**page 89, CD 3-33**

## Dictation

A: Hey Molly, have you met the new guy in our class? He sits right next to me.

B: No, I haven't. What's he like?

A: He's really outgoing. He talks and laughs a lot.

B: Really? He sounds nice.

A: Yeah, he is. And he's funny. He tells jokes every day after class. He's pretty cute, too.

B: It seems like you're interested in him...

A: Well, I am. But he already has a girlfriend.

## Unit 23: Places

**page 90, CD 3-34**

## Listening 1

1.

A: How do you like where you're living?

B: Oh, I love it. There's so much to do here. And I have a lot of friends here, too.

2.

A: What's your city like?

B: Well, the good thing is there are a lot of things to do here. There are good

theaters and restaurants. The trouble is it's getting very polluted, so it's not as nice as it used to be.

3.

A: Do you enjoy where you're living?

B: Well, I enjoy a lot about it. The city has a very nice climate. It's never too hot or too cold. And it's a safe place to live.

4.

A: What's it like to live in this city?

B: Well, it's very noisy and crowded. And the pollution is getting really bad. And I think we have one of the worst transportation systems in the world. I'd love to live somewhere else.

5.

A: How is it here, anyway? Is this a nice place to live?

B: Oh, I'm really glad we moved here. The air is fresh and the people are very friendly. Rents are pretty reasonable, and it's a very safe city, too. That's so important. Also, it's close to the sea, so it's great in the summer.

6.

A: Do you enjoy living here?

B: Some things are okay. The restaurants are pretty good, and the subway system is pretty good, too, but it's very old and not very clean. The weather also isn't that great. It's very hot and humid in the summer and pretty cold in the winter. But in general, it's not too bad.

page 91, CD 3-35

## Listening 2

1.

A: So tell me about Tokyo. What's it like?

B: I love it. There are so many great things to do. I'm busy all the time.

2.

A: Do you like living here?

B: Well, It's okay. One thing I do like is that there's very little noise. People don't walk down the street with loud radios or anything. It's pretty nice.

3.

A: Do you like it here?

B: It's okay. But it's awfully crowded and the air is so dirty. To tell you the truth, I'm thinking about moving.

4.

A: What's it like living in New York?

B: Oh, it's really a great city, but you have to pay a fortune for everything.

5.

A: Is Auckland a very big city? Is it crowded?

B: Not really. It's really quite small. It's never very crowded or noisy. In fact, it's like a small town in many ways.

6.

A: So what's San Francisco like? I hear it's very scenic.

B: Yes, it is. The Golden Gate Bridge is great any time of the year. The parks and the ocean are beautiful, too. It really is a very lovely city.

7.

A: What's your hometown like? Is it a nice place to live?

B: It's great, especially for families with children. It's pretty and quiet and it isn't dangerous at all.

8.

A: Is Osaka a big place?

B: Sure. That's why I like it. Lots of people. Lots of nightclubs and discos. I don't like small cities.

page 92, CD 3-36

## Listening 3

1.

New York has great museums, and so does Washington. But Washington feels more serious because the government is there, so it isn't as exciting as New York. Washington is more beautiful for sure, and the restaurants are cheaper there. But you know, I love theater, and New York is the best! Washington is okay, but I love New York!

2.

Los Angeles is a huge place. You need a car to get around. San Francisco is more beautiful and it's a great place for a weekend, but I get bored there after a few days. I enjoy the fact that in Los Angeles everything moves really fast. I love living here.

3.

Hong Kong may be more beautiful than Singapore because it's got that fantastic harbor, but I like Singapore better. It's smaller, so I think it's more comfortable. It's easy to get around and everything is very clean. Hong Kong is pretty polluted and it's always very crowded.

4.

Melbourne is smaller than Sydney. It has a lot of lovely old buildings and great restaurants. Sydney is more exciting and probably more beautiful, but I think it's too busy and too expensive. Melbourne prices are better and it's a more relaxing place. That's why I prefer Melbourne.

page 93, CD 3-37

## Pronunciation, Task 1

1. It's a noisy city.
2. It's very crowded.
3. Everything is cheap.
4. The parks are beautiful.

page 93, CD 3-38

## Pronunciation, Task 2

1. Melbourne is a relaxing city.
2. The pollution is getting really bad.
3. Osaka has lots of clubs.
4. This is a nice place to live.

page 93, CD 3-39

## Dictation

A: So, how do you like living here?

B: Well, it's okay. The people are really friendly.

A: That's true.

B: And there are lots of great museums and nightlife.

A: Yeah, the nightlife is terrific. I go out all the time.

B: But it's too crowded for me, and I can't stand the pollution.

A: I know what you mean. The traffic gets worse every year!

## Unit 24: Health

page 94, CD 3-40

## Listening 1

1.

A: What happened to your foot, John?

B: Oh, I hurt it when I was playing soccer.

A: Wow. Can you walk on it?

B: Yes, but it's really difficult.

2.

A: What happened to you?

B: Oh, I didn't have my glasses on so I walked into a door.

A: No!

B: It's true. Isn't it crazy? Now I have a splitting headache.

3.

A: How did you do that?

B: I fell down playing basketball. I put out my arm to stop myself, and this is what happened.

A: Is it broken?

B: Yes.

4.

A: Did you hurt yourself?

B: Yes, I was rollerblading in the park. I fell and landed on my wrist.

A: You should be more careful.

B: I know, and now it's difficult for me to eat, because I'm right-handed.

5.

A: How's your back?

B: Terrible.

A: Why don't you lie down and rest?

Would you like a massage?

B: Great idea. Thanks.

6.

A: Hey, what happened to your ear?

B: Huh?

A: What's wrong with your ear?

B: Sorry, I can't hear you. I hurt my ear at the gym.

page 95, CD 3-41

## Listening 2

1.

I have an awful backache. I was lifting heavy weights at the gym yesterday and I think I must have pulled a muscle. If it doesn't get better soon, I'll have to see the doctor.

2.

I was hiking up a mountain yesterday and I slipped and twisted my ankle as we were going down a steep path. It's so painful I can hardly walk. I bandaged it, but it still hurts. If it isn't better tomorrow, I'll go to the doctor.

3.

I flew back from Australia last week and I think I caught the flu from someone on the plane. The only time I get the flu is after a long flight. I've been taking pills for it, but I still feel sick.

4.

I went out to dinner a few days ago with a friend. We went to a very good seafood restaurant, but I think there was something wrong with the fish because my stomach really started hurting. I had to go to the hospital to get some medicine for it because it hurt so much. It's much better now.

5.

I was working in the garden last week and I cut my leg. It was a pretty deep cut, so I had to go to the doctor. She put some stitches in it. They'll be in for another week.

page 96, CD 3-42

## Listening 3

1.

A: I've really been having trouble sleeping lately.

B: That's too bad.

A: Yeah, I go to bed, but I often can't fall asleep. Do you ever have that problem?

B: Yeah, I sometimes do, too, especially if I'm feeling very worried or stressed out.

A: So what do you do for it? Do you take sleeping pills?

B: I don't like the idea of sleeping pills, so I usually get up and watch TV or read until I feel tired. Then I go back to bed. Why don't you try it?

A: Yeah, I will.

2.

A: I've been feeling very tired lately, like I have no energy.

B: Really? I used to have that problem.

A: Oh yeah? Do you think I should see a doctor?

B: It may not be anything serious. Have you tried taking vitamins?

A: No, I haven't.

B: Taking vitamins always helps me when I'm tired.

3.

A: I've been getting really bad backaches.

B: Is that right?

A: Yeah. Sometimes the pain is so bad I can hardly move.

B: Do you spend a lot of time in front of the computer?

A: Yes, I do.

B: That's probably causing it. I used to get that problem, too.

A: So did you stop using the computer?

B: No, I didn't need to. But I changed the way I sat, and that made a difference. Here. Let me show you.

4.

A: I'm getting a lot of colds this year.

B: Really?

A: Yeah! About once a month.

B: That's too bad.

A: I've been taking vitamin C, but it doesn't help.

B: Well, maybe you should go to the doctor.

A: Maybe you're right. Can you recommend a good one?

page 97, CD 3-43

## Pronunciation

1. Did you cut yourself?
2. How did you break your arm?
3. Did you go to the doctor?
4. Why did you go to the doctor?

page 97, CD 3-44

## Dictation

A: How did you hurt your leg, Craig?

B: Oh, I tripped and fell when I was playing soccer.

A: Ouch. Did you go to the hospital?

B: Yes, I did. My leg really hurt, so I got x-rays.

A: Really? Did you break your leg?

B: No, it's just a sprain. But I won't be able to play soccer for the rest of the season.

A: Oh, no. That's too bad.

## Tactics for Testing Units 1-4

Page 98, CD 4-2

### Part 1

1.

Q: What class are the children taking?

A. A science class.

B. An English class.

C. A math class.

2.

Q: Which statement about the girls is correct?

A. Mary is taller than Cathy.

B. The girls are twins.

C. They are wearing glasses.

3.

Q: What does Kay's son look like?

A. He is short with curly hair.

B. He is tall with straight hair.

C. He is tall with short hair.

4.

Q: What's the woman carrying?

A. She's carrying a bag.

B. She's carrying an umbrella.

C. She's carrying a purse.

5.

Q: What time is it?

A. It's half past ten.

B. It's nine thirty.

C. It's ten o'clock.

6.

Q: Which sentence best describes the girl?

A. She always goes to bed early.

B. She doesn't like to stay up late.

C. She's a night person.

Page 99, CD 4-3

### Part 2

7.

Q: Could I have your e-mail address?

8.

Q: So, how do you know Graham?

9.

Q: What does your boyfriend look like?

10.  
Q: What are you wearing for tonight's dance?
11.  
Q: What time do you usually start work?
12.  
Q: Excuse me, do you have the time?

Page 99, CD 4-4

### Part 3

13.  
M: Hello, I'd like to check in please. My name is Hartman.  
W: Of course, Mr. Hartman. Here's your room key, room 412.  
M: Thank you. Can someone help me with my suitcase?  
W: Of course, sir.
14.  
W: Can you help me? I'm looking for my son. I was just looking at some sweaters and when I turned around he was gone.  
M: OK, don't panic ma'am. Can you describe him for me?  
W: He's ten years old, and very tall. He has short, light brown hair, and he is wearing a striped t-shirt.
15.  
W: How is the jacket, sir?  
M: It feels a little too tight around the chest. What do you think?  
W: Well, that style is designed to be form fitting. I think it suits you.  
M: Hmm. The price is right, but I can't imagine wearing it for very long. Can you bring a larger size?

## Tactics for Testing Units 5-8

Page 100, CD 4-5

### Part 1

1.  
A. The man is holding the handles.  
B. The woman is eating the birthday cake.  
C. He is blowing out the candles.
2.  
A. The men are carrying the bricks.  
B. They are construction workers.  
C. They're shoveling sand into the hole.
3.  
A. He's examining the patient.  
B. He's wearing a white coat.  
C. He is folding the paper.

4.  
A. He's listening to music.  
B. There is a concert in the park.  
C. He's playing an instrument.
5.  
A. She's playing ping pong.  
B. She's changing her chair.  
C. She's putting the ball on the table.
6.  
A. He's relaxing on the floor.  
B. He's lifting heavy weights.  
C. He's doing some exercises.

Page 101, CD 4-6

### Part 2

7.  
Q: Did you just arrive?  
A. Yes, it's still alive.  
B. We got here on the 12th.  
C. They just left.
8.  
Q: Isn't it your birthday tomorrow, Andrew?  
A. Happy birthday!  
B. It was a great party.  
C. Actually, it was yesterday.
9.  
Q: Are you still working in city hall?  
A. No, it's not working.  
B. No, I quit last month.  
C. It's in the middle of the city.
10.  
Q: What grade are you in now, Jack?  
A. I just started in the fifth.  
B. I don't like the gray one.  
C. I get good grades.
11.  
Q: Why don't you change jobs?  
A. Yes, it was a nice change.  
B. There are lots of good jobs available.  
C. I'm pretty happy where I am.
12.  
Q: Don't you just love this movie?  
A. It's not one of my favorites.  
B. Because the story is boring.  
C. I love to watch movies.
- Page 101, CD 4-7
- Part 3
- M: How did you get that amazing job working at the aquarium?  
W: I studied oceanography, and after I finished I traveled to Australia and worked as a tour guide at the Great Barrier Reef for a year. I met the aquarium owner over there and applied for the job when I came back. I've been there for five months now.

M: You're so lucky. I've always wanted to work with dolphins.

## Tactics for Testing Units 9-12

Page 102, CD 4-8

### Part 1

1.  
Q: Where is the remote control?  
A. It's on the TV.  
B. It's under the coffee table.  
C. It's next to the sofa.
2.  
Q: Where is Joe's umbrella?  
A. to the right of the door  
B. next to the window  
C. on the hall table
3.  
Q: Who are George and Irene?  
A. They are Steve's parents.  
B. They are Steve's grandparents.  
C. They are Steve's cousins.
4.  
Q: What is Kathy's younger brother interested in?  
A. He's into music.  
B. He's into video games.  
C. He's into soccer.
5.  
Q: What is Marta going to do on Monday?  
A. She's going to go to the beach.  
B. She's going to attend the school carnival.  
C. She's going to take a test.
6.  
Q: How much is the T-shirt?  
A. It's \$13.19.  
B. It's \$30.19.  
C. It's \$13.90.

Page 103, CD 4-9

### Part 2

7.  
W: What's the matter, Carl?  
M: Have you seen my keys, mom?  
W: Go and look on the coffee table.
8.  
W: I've nearly finished moving in.  
M: Yes, it's looking pretty good.  
W: Where do you think I should put the plant?
9.  
M: What are you doing?  
W: Just looking at some family pictures.  
M: Who's the girl in this photo?

10.  
W: I'm so glad it's Friday.  
M: What do you want to do this weekend?  
W: Let's go to the sunset concert at the beach.

11.  
M: I haven't been out for ages.  
W: Well, are you doing anything this Friday night?  
M: Sorry, I have to work late.

12.  
W: Can I help you sir?  
M: How much is that tie?  
W: It's on special today – only \$18.

**Page 103, CD 4–10**

### Part 3

13.  
M: Do these glasses go in the kitchen cabinet, or the cabinet in the next room?  
W: Water glasses go in the living room cabinet but you can put the juice glasses in there.  
M: Why not just keep them in the same place?  
W: The water glasses are too tall for that cabinet. See?

14.  
W: Do you have any brothers or sisters, Jonathan?  
M: I have four brothers, and three sisters.  
W: Wow! That must have been pretty crazy for you growing up.  
M: It wasn't too bad. I was the oldest, so I had my own room.

15.  
W: How much is this television?  
M: Well, the official price is \$1899, but right now it's on sale for \$1699.  
W: I was thinking of spending no more than \$1500.  
M: I don't think we can go that low, but I guess we could make it \$1650.

## Tactics for Testing Units 13–16

**Page 104, CD 4–11**

### Part 1

1.  
Q: What did the man order?  
A. He ordered steak.  
B. He ordered seafood.  
C. He ordered salad.

2.  
Q: Which dish did the waiter just bring?  
A. He brought the appetizer.  
B. He brought the main dish.  
C. He brought the dessert.

3.  
Q: Where are these people?  
A. They're in a meeting.  
B. They're at a party.  
C. They're in a restaurant.

4.  
Q: How was the weather on Josh's vacation?  
A. It was awful.  
B. It was fine.  
C. It was terrific.

5.  
Q: Which room is this?  
A. It's the kitchen.  
B. It's the living room.  
C. It's the bathroom.

6.  
Q: What is Jolene's bedroom like?  
A. There's a bed, a desk and two windows.  
B. There are two beds, a window but no desk.  
C. There's a bed, a bookshelf and a window.

**Page 105, CD 4–12**

### Part 2

7.  
Q: Are you ready to order, Ma'am?

8.  
Q: Have you decided what you want to eat yet?

9.  
Q: How's it going?

10.  
Q: Did you have a nice time on your winter vacation?

11.  
Q: Which one is your cousin?

12.  
Q: Do you live with your parents, Kylie?

**Page 105, CD 4–13**

### Part 3

13.  
M: What are you going to have?  
W: I thought I might start with the buffalo wings, then the salmon for my main dish.  
M: Buffalo wings? Buffaloes don't have wings...  
W: Silly! They're chicken wings in spicy sauce.

14.  
W: How's it going? I haven't seen you in ages.  
M: Yeah, are you still working at that CD store?  
W: No, it closed down. I have a part-time job in a shoe store now.  
M: Really? I need some new shoes. Can you get me a discount?

15.  
W: Welcome back. Did you have a good time in Morocco?  
M: It's a beautiful country and the people are so friendly.  
W: Sounds good. And the food?  
M: Ah, not so good. I got sick eating from a street vendor.

## Tactics for Testing Units 17–20

**Page 106, CD 4–14**

### Part 1

1.  
A. They are in the library.  
B. The students are taking an exam.  
C. The rooms are fully booked.

2.  
A. The people are leaving the store.  
B. They are opening the umbrellas.  
C. It's raining in the city.

3.  
A. They're playing in the snow.  
B. It's snowing very hard.  
C. They're putting on warm clothes.

4.  
A. They're getting their hair cut short.  
B. They're wearing new shirts.  
C. They're checking the size of the blouse.

5.  
A. She's looking in her handbag.  
B. Her bag is very heavy.  
C. She's looking for her bag.

6.  
A. He's closing the computer.  
B. He's wearing a striped shirt.  
C. He's carrying the laptop.

**Page 107, CD 4–15**

### Part 2

7.  
Q: What do you want to do when you grow up?  
A. I'm growing tomatoes.  
B. I hope to be a veterinarian.  
C. I have to do my homework.

8.  
Q: Don't you just love this weather?  
A. Not a cloud in the sky.  
B. No, I don't like it at all.  
C. I don't know whether it's outside.

9.  
Q: What would you most like to do?  
A. I'm most like my father, I guess.  
B. My dream is to be a champion skier.  
C. I wouldn't like to miss it.

10.  
Q: What's the temperature going to be today?  
A. I'm fine today, thanks.  
B. He's much better than yesterday.  
C. It'll be hot and humid again.

11.  
Q: Do you have these shoes in a smaller size?  
A. No, I think they're too small.  
B. What's wrong with the color?  
C. One moment ma'am, I'll check.

12.  
Q: Does this design come in black?  
A. I'm afraid not, sir.  
B. The style is back in fashion.  
C. Of course, please come in.

Page 107, CD 4-16

### Part 3

If you are looking for shoes to wear in the most rugged, extreme weather conditions, then Flexors are the ones for you. Their revolutionary design keeps rain away from your feet while at the same time letting them breathe naturally. The thermal lining allows users to wear the shoes in sub-zero conditions, and the heavy duty cushioned soles keep you in comfort wherever you walk. These practical shoes are available now for just \$129.99. Go to [www.flexorshoes.com](http://www.flexorshoes.com) to get yours now.

## Tactics for Testing units 21-24

Page 108, CD 4-17

### Part 1

1.  
Q: How do you get to the hotel?  
A. Go straight for one block then turn right.  
B. Take the first left and it's on the right.  
C. Go through the intersection and it's on the right.

2.  
Q: Which house is Jerry's house?  
A. It's the third one on the left.  
B. It's the second one on the right.  
C. It's the first one on the left.

3.  
Q: What is Casey like?  
A. She's kind of shy.  
B. She's very serious.  
C. She's really sociable.

4.  
Q: Which statement about this city is correct?  
A. It's very scenic.  
B. It's very crowded.  
C. It's very clean.

5.  
Q: What happened to Glen?  
A. He hit his head on a door.  
B. He hurt his leg playing football.  
C. He broke his arm climbing.

6.  
Q: What is wrong with Paul?  
A. He has a stomachache.  
B. He has a broken arm.  
C. He has a toothache.

Page 109, CD 4-18

### Part 2

7.  
W: How do I get to the post office?  
M: Go straight for two blocks then turn right.  
W: Two blocks then right?

8.  
M: I wonder if you can help me.  
W: What's the problem?  
M: I'm looking for the Golden Dragon restaurant.

9.  
M: So, tell me about the new guy in the class.  
W: He's from Sweden, but he speaks English pretty well.  
M: What's he like?

10.  
W: So, you've been living in London for about a month. What's it like?  
M: It's a great city. There are lots of things to do.  
W: Sounds good. Is there anything you don't like about it?

11.  
M: Can you tell me a little about Hong Kong?  
W: Well, it is a busy city and there's a beautiful skyline.  
M: How about the climate?

12.  
W: What seems to be the problem, Mr. Hall?  
M: I've been feeling really tired and run down.  
W: It may be nothing serious. Have you been working too hard?

Page 109, CD 4-19

### Part 3

13.  
M: You look a little lost. Can I help?  
W: Oh, thanks. I'm looking for the museum of technology.  
M: Oh, yes, I know it well. It's not far. Just go straight until the church and turn right. When you get to the post office turn left. You can't miss it.  
W: Thanks a lot.

14.  
W: Do you know Arnold Smithson?  
M: The guy with the red hair? Yeah, I've known him since elementary school.  
W: He's really funny. He told me a great story about his vacation.  
M: Yeah, he makes me laugh too. His brother is really quiet and smart, however.

15.  
W: You've been living in Los Angeles for about a year now, right? What's it like?  
M: Well, the traffic can be heavy, but there is so much to see and do.  
W: I thought it was supposed to be dangerous?  
M: I haven't had any trouble, and the weather is warm all year round.

**Getting started (Windows/Mac):** Insert the CD-ROM. For Windows, the software will start automatically. For Macs, double click on the file to start. After accepting the license agreement and choosing a test type, click on a quiz or test to open or print it. For help, please e-mail [elt.cdsupport.uk@oup.com](mailto:elt.cdsupport.uk@oup.com).

Quiz Audio CD		Quiz Audio	Content	Test Audio	Content
Quiz Audio	Content				
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