

Developing

# TACTICS for LISTENING

THIRD EDITION

Now with  
Tactics for  
Testing

AUDIO   
DOWNLOAD

Jack C. Richards  
with Grant Trew

OXFORD

Developing

# TACTICS for LISTENING

**THIRD EDITION**

Now with  
Tactics for  
Testing

More listening. More testing. More effective.

**Jack C. Richards**

with Grant Trew

**OXFORD**  
UNIVERSITY PRESS



**OXFORD**  
UNIVERSITY PRESS

198 Madison Avenue  
New York, NY 10016 USA

Great Clarendon Street, Oxford OX2 6DP UK

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi  
Kuala Lumpur Madrid Melbourne Mexico City Nairobi  
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trademarks of  
Oxford University Press in certain countries.

© Oxford University Press 2010

Database right Oxford University Press (maker)

### No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted, in any form or by any means,  
without the prior permission in writing of Oxford University Press,  
or as expressly permitted by law, or under terms agreed with the appropriate  
copyright clearance organization. Enquiries concerning reproduction outside  
the scope of the above should be sent to the ELT Rights Department, Oxford  
University Press, at the address above.

You must not circulate this book in any other binding or cover  
and you must impose this same condition on any acquirer.

Any websites referred to in this publication are in the public domain and  
their addresses are provided by Oxford University Press for information only.  
Oxford University Press disclaims any responsibility for the content.

General Manager: Laura Pearson

Editorial Director, International Schools and Adult: Pam Murphy

Executive Publishing Manager: Erik Gundersen

Associate Editor: Jonathan Bucchino

Director, ADP: Susan Sanguily

Executive Design Manager: Maj-Britt Hagsted

Designer (cover and interior): Debbie Lofaso

Electronic Production Manager: Julie Armstrong

Image Manager: Trisha Masterson

Production Coordinator: Elizabeth Matsumoto

Senior Manufacturing Controller: Eve Wong

ISBN: 978-0-19-401385-7

Printed in China

This book is printed on paper from certified and well-managed sources.

10 9 8 7 6 5 4 3 2 1

### ACKNOWLEDGMENTS

*The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:*

*Illustrations by:* Anita Romeo: 87; Christian Musselman: 19, 47, 54; Chris Pavey: 4, 20, 56, 64, 92; Element-Thomson: 58, 82; Geo Parkin: 98, 103, 106; Jacquie O'Neill: 26, 74; John Courtney: 66; Jon Keegan: 8, 36, 52, 72, 91; Kenneth Batelman: 109; Nina Edwards: 39; Terry Wong: 30.

*Commissioned photography by:* Gareth Boden; pg. 2 (talking); Chris King; pg. 50 (basketball).

*The publishers would like to thank the following for their kind permission to reproduce photographs:* Valueline / Punchstock; pg. 2 (watching TV); Fancy / Alamy; pg. 2 (football); John Eder / Getty Images; pg. 3 (movie); Toby Burrows / Digital Vision; pg. 6 (paying bus); Cultura / Punchstock; pg. 6 (subway); Linda Matlow / Alamy; pg. 6 (ticket window); B.O'Kane / Alamy; pg. 6 (airline counter); Peter Titmuss / Alamy; pg. 6 (ferry landing); Pegaz / Alamy; pg. 6 (taxi); Blend Images / Alamy; pg. 7 (calling); Greg Ceo / Getty Images; pg. 7 (taxi counter); Somos Images / Photolibrary.com; pg. 10 (man waving); Blend Images / Punchstock; pg. 10 (woman waving); SW Productions / Getty Images; pg. 11 (helping); Dimitri Vervitsiotis / Getty Images; pg. 12 (peaking); Photodisc / Punchstock; pg. 14 (potluck); Comstock; pg. 14

(barbeque); Pixland / Punchstock; pg. 15 (door); Cultura / Punchstock; pg. 15 (cat); Polka Dot / Punchstock; pg. 15 (talking); Comstock / Punchstock; pg. 15 (looking at painting); Comstock / Punchstock; pg. 15 (video game); Südster Südster / photolibrary.com; pg. 15 (piano); Mlenny / iStockphoto; pg. 16 (barbeque); B. Tanaka / Getty Images; pg. 18 (restaurant); Radius Images / Alamy; pg. 18 (eating); AVAVA / Shutterstock; pg. 22 (gift); EuToch / iStockphoto; pg. 22 (pen); Photodisc; pg. 22 (flowers); emily2k / iStockphoto; pg. 22 (bracelet); AndyL / iStockphoto; pg. 22 (neck tie); Tomas Bercic / iStockphoto; pg. 22 (teapot); wladimir Bulgar isolated / Alamy; pg. 22 (key chain); i love images / Alamy; pg. 23 (store window); Mel Yates / Getty Images; pg. 24 (candy counter); Digital Vision / Punchstock; pg. 27 (flight attendant); Ilja Mašik / Shutterstock; pg. 28 (airplane); Flying Colours Ltd / Getty Images; pg. 30 (eating); Fuse / Getty Images; pg. 31 (dropped); Blend Images / Alamy; pg. 32 (texting in rain); PhotoAlto/James Hardy; pg. 34 (window washer); Pixland / Jupiterimages / Punchstock; pg. 34 (architect); Image Source / Punchstock; pg. 34 (lecture); Valueline / Punchstock; pg. 34 (book store); Rob Walls / Alamy; pg. 34 (hair stylist); Image Source / Punchstock; pg. 34 (flight attendant); comosaydice / Shutterstock; pg. 34 (car mechanic); Arthur S. Aubry / Photodisc; pg. 35 (baker); Andrea Chu / Punchstock; pg. 35 (bellhop); Silvrshooter / iStockphoto; pg. 38 (sit ups); PhotoLink / Photodisc; pg. 40 (biking); Christopher Futcher / iStockphoto; pg. 42 (asking out); MBI / Alamy; pg. 43 (talking); Kharidehal Abhirama Ashwin / Shutterstock; pg. 44 (on phone); Getty Images; pg. 46 (lunch line); Corbis Premium RF / Alamy; pg. 46 (working out); Patrick Clark / Photodisc; pg. 46 (classroom); Manfred Rutz / Getty Images; pg. 46 (advisor); Image Source; pg. 46 (library); Mira / Alamy; pg. 46 (bookstore); Corel; pg. 48 (campus); Fuse / Punchstock; pg. 50 (baseball); Rainer and Simone Hoffmann / Alamy; pg. 50 (reading); cmfotoworks / Shutterstock; pg. 50 (stamps); Pete Pahham / Shutterstock; pg. 50 (gardening); Todd Keith / iStockphoto; pg. 50 (eating); Ferenc Szelepcesenyi / Shutterstock; pg. 50 (orchestra); Moodboard / photolibrary.com; pg. 51 (painter); Blend Images / Punchstock; pg. 51 (gardening); creatas / Punchstock.com; pg. 54 (washing); Plush Studios / Getty Images; pg. 55 (returning shirt); Jupiterimages / Getty Images; pg. 58 (calling); Inspirestock / Punchstock; pg. 59 (checking in); Pierre-Yves Babelon / Shutterstock; pg. 60 (resort); Moviestore collection Ltd / Alamy; pg. 62 (Iron Man); prisms68 / Shutterstock; pg. 66 (construction); Jupiterimages / Getty Images; pg. 66 (roller coaster); Andersen Ross / Getty Images; pg. 67 (afraid in car); Cultura / Punchstock; pg. 68 (afraid of elevator); Heath Korvola / Getty Images; pg. 70 (texting); Yellow Dog Productions / Getty Images; pg. 71 (on phone); Image Source; pg. 74 (museum); Life File Photo Library Ltd / Alamy; pg. 75 (tour bus); E.J. Baumeister Jr. / Alamy; pg. 76 (boy); B.O'Kane / Alamy; pg. 78 (newstand); Jack Hollingsworth / Getty Images; pg. 78 (airline counter); KAKIMAGE / Alamy; pg. 78 (baggage); dbimages / Alamy; pg. 78 (currency exchange); Wm. Baker / GhostWorx Images / Alamy; pg. 78 (restroom); Corbis Premium RF / Alamy; pg. 78 (ticket counter); | apply pictures | / Alamy; pg. 78 (taxi); Mike Chinery / Alamy; pg. 78 (bus stop); Ryan McVay / Getty Images; pg. 79 (ticket counter); dbimages / Alamy; pg. 80 (airport); charles taylor / Shutterstock; pg. 82 (passport); HOLA Images / Punchstock; pg. 82 (male); Photodisc / Punchstock; pg. 83 (guest counter); hxdbzxy / Shutterstock; pg. 84 (hotel room); I to r Kent Knudson/PhotoLink / Photodisc; pg. 86 (heavy traffic); Elena Elisseeva / Shutterstock; pg. 86 (light traffic); Dmitry Kalinovsky / Shutterstock; pg. 86 (road repair); Evgeny Murtola; pg. 86 (car accident); cw from top Hisham Ibrahim / Getty Images; pg. 86 (traffic); Darryl Brooks / Shutterstock; pg. 86 (road closed); Paul Gardner / iStockphoto; pg. 86 (barricades); Jack Dagley Photography / Shutterstock; pg. 86 (car accident); Glowimages / Punchstock; pg. 86 (bridge); Image Source / Alamy; pg. 86 (traffic); Masterfile.com; pg. 88 (bus); Purestock / Alamy; pg. 90 (dorm); MBI / Alamy; pg. 90 (cleaning); Mlenny / iStockphoto; pg. 94 (running); Photodisc; pg. 94 (water fall); rantisekhozdzysz / Shutterstock; pg. 94 (reef); Ilene MacDonald / Alamy; pg. 94 (towing); Medioimages/Photodisc / Getty Images; pg. 94 (hula); Douglas Peebles Photography / Alamy; pg. 94 (volcano); Gaertner / Alamy; pg. 94 (car on road); Full House Images / Getty Images; pg. 95 (Eiffel Tower); Gabrielle Revere/Getty Images; pg. 99 (student); mangostock / Shutterstock; pg. 100 (waiter); corepics / Shutterstock; pg. 100 (cooking); Tom Grill / Shutterstock; pg. 100 (present); Dmitriy Shironosov / Shutterstock; pg. 100 (flight attendant); Anna Lurye / Shutterstock; pg. 100 (airport); Tommaso79 / Shutterstock; pg. 100 (car problem); Masterfile; pg. 101 (student); David Davis Photoproductions RF/Alamy; pg. 103 (student); David Huntley / Shutterstock; pg. 104 (gardening); Lubo / Shutterstock; pg. 104 (reading); Tomasz Nieweglowski / Shutterstock; pg. 104 (kite); Dmitrijs Dmitrijevs / Shutterstock; pg. 104 (hotel desk); Alex Hinds / Shutterstock; pg. 104 (bed); Deklofenak / Shutterstock; pg. 104 (movie); Corbis/Photolibrary; pg. 105 (student); David Davis Photoproductions RF/Alamy; pg. 107 (student); Corbis/Photolibrary; pg. 109 (student); D. Hurst/Alamy, back cover (mp3 player).



# TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

**Conversation Corner** Making plans

**Pronunciation**  
Reduction of *want to*

CD 125 ▶ **Task 1**  
Listen and repeat.

1. A: What do you *want to* eat? B: I *want to* eat pizza.  
2. A: Where do you *want to* go? B: I *want to* go to the Thai restaurant.

▶ **Task 2**  
Read the sentences to a partner. Be sure to reduce *want to*.

**Dictation**  
CD 126 ▶ **Task 1**  
Listen to the conversation. Write the missing words.

A: What do you \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ tonight?

Pronunciation Help	
How we spell it	How we say it
want to	wanna

## More listening

40% more listening activities than before!


**ALL-NEW Conversation Corner** pages provide **Pronunciation** and **Dictation** activities for oral production and listening comprehension practice.

13. When did the man notice the problem with his purchase?  
A. When he bought it  
B. Last week  
C. The day after he bought it  
D. Last month

14. What will the shop do if the man does not have a receipt?  
A. Give him a replacement  
B. Give him a receipt  
C. Fix the hole  
D. Give him a refund

15. What does the man want the shop to do?  
A. Return his money  
B. Repair the tent  
C. Pay for the damage  
D. Exchange it for a similar model

**LISTEN FOR PREPOSITIONS**  
Many tests, like the TOEIC® test, have questions about the locations of objects and people in pictures. Listen carefully for prepositions of place, such as *in, on, next to, and between* when answering these questions.



TOEIC® is a registered trademark of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

105

## More testing

**ALL-NEW Tactics for Testing** section teaches test-taking skills and presents six practice tests in the style of the TOEIC® test and other exams.

**ALL-NEW Testing Program and Resource CD-ROM** provides midterm and final tests in the style of the TOEIC® test and other exams to help students prepare for success.



OXFORD UNIVERSITY PRESS

Students > Tactics For Listening

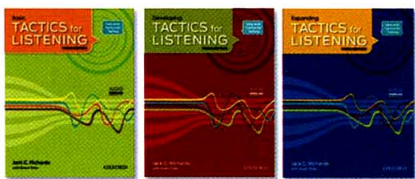
**Audio Download Center**

More listening. More testing. More effective.

The *Tactics for Listening* Audio Download Center allows you to access and download audio files for Listening 3, Pronunciation, and Dictation activities in the Student Book. It also features all audio files for each Tactics for Testing section.

Choose your level >

Basic      Developing      Expanding



© Content and graphics copyright Oxford University Press. All Rights Reserved.

## More effective

**ALL-NEW Audio Download Center**  
At [www.oup.com/elt/tacticsforlistening3e](http://www.oup.com/elt/tacticsforlistening3e), students can download selected Student Book audio for any time, anywhere self-study.



# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
1 The Weekend page 2	Past events	<ul style="list-style-type: none"><li>• Listening for details</li><li>• Listening for opinions</li><li>• Listening for key words</li></ul>	Past <i>-ed</i> verb endings	Talking about the weekend
2 City Transportation page 6	Taxis, trains, and buses	<ul style="list-style-type: none"><li>• Listening for locations</li><li>• Listening for numbers</li><li>• Listening for details</li></ul>	Intonation of <i>Wh</i> -questions	Asking about transportation
3 Neighbors page 10	Getting along with neighbors	<ul style="list-style-type: none"><li>• Listening for reasons</li><li>• Listening for details</li><li>• Listening for opinions</li><li>• Listening for gist</li></ul>	Word stress in compound nouns	Neighborhood gossip
4 Celebrations page 14	Meals and get-togethers	<ul style="list-style-type: none"><li>• Listening for key words</li><li>• Listening for gist</li><li>• Listening for details</li></ul>	Reduction of <i>Wh</i> - + <i>do you</i>	Planning a celebration
5 Restaurants page 18	Food and going out to eat	<ul style="list-style-type: none"><li>• Listening for locations</li><li>• Listening for details</li><li>• Listening for opinions</li><li>• Listening for gist</li></ul>	Reduction of <i>want to</i>	Making plans
6 Gifts page 22	Shopping and department stores	<ul style="list-style-type: none"><li>• Listening for details</li><li>• Listening for decisions</li><li>• Listening for opinions</li><li>• Listening for gist</li></ul>	Syllable stress in names	Buying a gift



Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
7 Air Travel page 26	Instructions for flying	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Reduction of <i>could you</i> and <i>would you</i>	Preparing for takeoff
8 Mishaps page 30	Problems and solutions	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for solutions</li> </ul>	Reduction of <i>did you</i>	Describing a mishap
9 Jobs page 34	Life at work	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for key words</li> <li>• Listening for details</li> </ul>	Intonation of yes/no questions	Describing jobs
10 Keeping Fit page 38	Fitness and exercise	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for reasons</li> <li>• Listening for topics</li> </ul>	Reduction of <i>used to</i> and <i>use to</i>	Asking about past actions
11 Invitations page 42	Accepting or refusing an invitation	<ul style="list-style-type: none"> <li>• Listening for invitations</li> <li>• Listening for acceptances and refusals</li> <li>• Listening for details</li> </ul>	Reduction of <i>Do you</i> and <i>Are you</i>	Giving an invitation
12 Campus Life page 46	Teachers, classes, and campus	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for gist</li> <li>• Listening for opinions</li> </ul>	Intonation of words in a series	Describing likes and dislikes

# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
13 Hobbies and Pastimes page 50	Interests	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for likes and dislikes</li> </ul>	Syllable stress in words	Talking about hobbies
14 Shopping Problems page 54	Returning items	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Reduction of <i>need to</i> and <i>like to</i>	Returning an item
15 Hotel Services page 58	Staying in a hotel	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for key words</li> <li>• Listening for opinions</li> </ul>	Reduction of the vowel sound in <i>can</i>	Asking for help
16 Movies page 62	Movie types	<ul style="list-style-type: none"> <li>• Listening for key words</li> <li>• Listening for times</li> <li>• Listening for opinions</li> <li>• Listening for recommendations</li> </ul>	Linked sounds <i>s</i> and <i>z</i>	Talking about movies
17 Fears page 66	Being afraid	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for problems</li> </ul>	Sentence stress	Describing fears
18 Phone Messages page 70	Voicemails	<ul style="list-style-type: none"> <li>• Listening for information</li> <li>• Listening for details</li> </ul>	Intonation of phone numbers	Saying phone numbers

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
19 Touring a City page 74	Sightseeing	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for recommendations</li> </ul>	Reduction of <i>-est</i> in superlatives	Describing a city
20 Airports page 78	Airport services	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Plural <i>-s</i> endings	Asking directions
21 Hotels page 82	Check-in and rooms	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for requests</li> <li>• Listening for opinions</li> <li>• Listening for complaints</li> </ul>	Intonation for confirming information	Asking for confirmation
22 Traffic page 86	Traffic conditions	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for key words</li> <li>• Listening for solutions</li> <li>• Listening for problems</li> </ul>	Contractions of <i>there is/has</i> and <i>there are</i>	Describing problems
23 Roommates page 90	Getting along with roommates	<ul style="list-style-type: none"> <li>• Listening for key words</li> <li>• Listening for gist</li> </ul>	Word stress for emphasis	Describing people
24 Travel page 94	Vacations	<ul style="list-style-type: none"> <li>• Listening for sequence</li> <li>• Listening for key words</li> <li>• Listening for details</li> </ul>	Reduction of <i>was</i>	Describing a vacation



Units	Testing Focus	Test-taking Skill	Tasks
<b>1 – 4</b> page 98	Focused listening	Establishing the main idea	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
<b>5 – 8</b> page 100	Listening for details	Taking notes as you listen	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul>
<b>9 – 12</b> page 102	Listening for organization	Listening for transitional words	<ul style="list-style-type: none"> <li>• Completing notes based on a conversation</li> <li>• Completing a map based on a talk</li> </ul>
<b>13 – 16</b> page 104	Picture-based questions	Listening for prepositions	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul>
<b>17 – 20</b> page 106	Listening for details	Listening for paraphrasing	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
<b>21 – 24</b> page 108	Question-focused listening	Preparing for the test day	<ul style="list-style-type: none"> <li>• Completing notes based on a conversation</li> <li>• Completing a map based on a talk</li> </ul>



# Series Overview

*Tactics for Listening* Third Edition is a three-level series of listening textbooks for English learners, comprehensively revised and expanded to provide more listening input and a new focus on developing test-taking skills. The three *Tactics for Listening* levels—Basic, Developing, and Expanding—comprise a comprehensive course in listening skills.

## Developing Tactics for Listening

*Developing Tactics for Listening* is the second level of the *Tactics for Listening* series. It is intended for pre-intermediate students who have studied English previously but need further practice in understanding everyday conversational language. There are 24 units, four of which contain completely new content for the Third Edition. *Developing Tactics for Listening* can be used as the main text for a listening course, as a complementary text in a conversation course, or as the basis for structured student self-study.

Each unit features a topic that relates to everyday life such as transportation, neighbors, or campus life. The topics have been chosen for their frequency in conversation and their interest to learners. A wide variety of stimulating and useful activities is included to give students graded practice in listening.

## Student Book

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

Each unit has five sections. The first section, *Getting Ready*, introduces the topic of the unit and presents key vocabulary for the unit listening tasks. The next three sections, *Listening 1*, *Listening 2*, and *Listening 3* are linked to conversations or monologues on the audio program. The *Listening* sections provide task-based, graded listening practice. The final section, *Conversation Corner*, allows students to move from receptive to productive use of language through structured *Pronunciation*, *Dictation*, and *Conversation* practice. All of the *Conversation Corner* content is completely new for the Third Edition.

***Tactics for Testing***, an all-new review and extension section at the end of each Student Book, provides additional listening comprehension practice through two-page lessons. These *Tactics for Testing* materials help students develop better test-taking skills while exposing them to formats from the listening sections of the TOEIC® test, the TOEFL® test, IELTS™, and other exams. A Testing Focus and Test-taking Skill for each lesson help students and teachers get the greatest benefit from *Tactics for Testing*.

A complete Vocabulary Index is also provided in the back of each Student Book.

## Audio Program

The complete audio program for the *Developing Tactics for Listening* Student Book is available as a set of four Class Audio CDs.

New for the Third Edition, the audio tracks for the *Listening 3*, *Pronunciation*, and *Dictation* activities in each unit as well as audio for the *Tactics for Testing* section at the back of the book are also available to students and teachers for download at [www.oup.com/elt/tacticsforlistening3e.com](http://www.oup.com/elt/tacticsforlistening3e.com), providing any time, anywhere listening practice and opportunities for self-study.



## Teacher's Book

The *Developing Tactics for Listening* Teacher's Book provides teaching notes, answer keys, optional activities, audio scripts, and photocopiable Vocabulary Worksheets for each unit. An icon at the bottom of the first page of each Student Book unit reminds teachers that there is a Vocabulary Worksheet available for that unit.

## Testing Program and Resource CD-ROM

Packaged with the Teacher's Book, the *Developing Tactics for Listening* Testing Program and Resource CD-ROM contains reproducible unit quizzes and midterm and final tests. New for the Third Edition, midterm and final tests are also available in the TOEIC® test, the TOEFL® test, and IELTS™ formats as well as in the formats of other major English exams. The Testing Program and Resource CD-ROM also contains reproducible Conversation Worksheets to facilitate additional unit-closing activities.



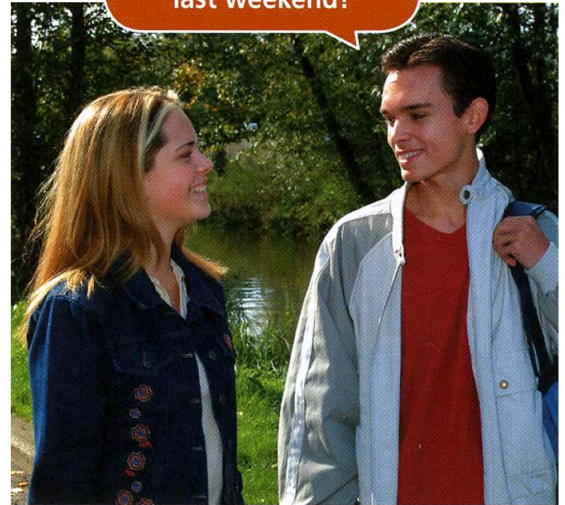
# The Weekend

## Getting Ready

What did you do last weekend?  
Check (✓) your answers and compare them with a partner.

- |  |  |
|--|--|
| <input type="checkbox"/> went to a movie | <input type="checkbox"/> watched a DVD         |
| <input type="checkbox"/> went to the gym | <input type="checkbox"/> went on a date        |
| <input type="checkbox"/> played a sport  | <input type="checkbox"/> went to a nightclub   |
| <input type="checkbox"/> met a friend    | <input type="checkbox"/> played computer games |
| <input type="checkbox"/> watched TV      |  |

What did you do last weekend?



Asking about the weekend

## CD 1-2 Listening 1

What did these people do last weekend? Listen and circle the correct answer.



- She \_\_\_\_\_.
  - went to a club
  - watched TV**
- He \_\_\_\_\_.
  - met a girl
  - went to his sister's house
- He \_\_\_\_\_.
  - went to the gym
  - entered a bodybuilding competition
- He \_\_\_\_\_.
  - played with his nephews
  - went out with a friend
- She \_\_\_\_\_.
  - went to a party
  - went to a movie
- She \_\_\_\_\_.
  - watched a DVD
  - watched baseball on TV



## Listening 2

### CD 1-3 ▶ Task 1

Did these people enjoy their weekend?  
Listen and check (✓) the correct answer.

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



### CD 1-3 ▶ Task 2

Listen again. What did each person do on the weekend? Circle the correct answer.

- He \_\_\_\_\_.
  - watched a science program on TV
  - played video games
  - went to a movie
- He \_\_\_\_\_.
  - stayed at home
  - went to the beach for the weekend
  - went to the mountains
- He \_\_\_\_\_.
  - read lots of interesting magazines
  - used the computer
  - read an interesting book
- She \_\_\_\_\_.
  - played in a band
  - went to a concert
  - played tennis
- She \_\_\_\_\_.
  - stayed home and watched TV
  - studied for an exam
  - went out with friends
- She \_\_\_\_\_.
  - visited friends
  - went to the countryside
  - went out with friends

# Listening 3

## CD 1-4 ▶ Task 1



How was each person's weekend? Listen and circle the correct answer.

- |                 |                     |              |              |
|-----------------|---------------------|--------------|--------------|
| 1. a. so-so     | 2. a. disappointing | 3. a. tiring | 4. a. awful  |
| b. terrible     | b. pleasant         | b. terrific  | b. quiet     |
| <b>c. great</b> | c. boring           | c. wonderful | c. enjoyable |

## CD 1-4 ▶ Task 2

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

	True	False
1. a. She won a contest in a music store.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. She won a trip to Las Vegas.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. They went to a restaurant for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
b. His friend has a very interesting job.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. The park is very far from town.	<input type="checkbox"/>	<input type="checkbox"/>
b. They didn't see any wild birds or butterflies on the trip.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. There were a lot of interesting people at the party.	<input type="checkbox"/>	<input type="checkbox"/>
b. The party ended early.	<input type="checkbox"/>	<input type="checkbox"/>



## Pronunciation

Past tense *-ed* endings

### CD 1-5 ▶ Task 1

Listen and repeat.

1. I liked the movie.
2. I studied for a test.
3. She stayed with us.
4. We wanted to go home.

### ▶ Task 2

Read the sentences to a partner. Be sure to pronounce the past *-ed* verb endings correctly.

Pronunciation Help		
Sounds like /t/	Sounds like /d/	Sounds like /id/
finished	played	visited
helped	traveled	waited
watched	stayed	needed

## Dictation

### CD 1-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Hi, Amy. What did you do this weekend?

B: Oh, not much. I \_\_\_\_\_ home and \_\_\_\_\_ on a project.

A: Is that all?

B: No. I also finished a good book. Later, I \_\_\_\_\_ . What about you?

A: I played tennis. The courts were crowded. I \_\_\_\_\_ a long time to play!

B: What else did you do?

A: Some friends \_\_\_\_\_ to dinner. Later, we went to a club and met a lot of \_\_\_\_\_ .

### ▶ Task 2

Practice the conversation with a partner. Be sure to pronounce the past *-ed* verb endings correctly.

## Conversation

Work in pairs. What did you do last weekend? Ask and answer questions about your weekend with your partner.



# City Transportation

## Getting Ready

Check (✓) your own answers to the questions below and compare them with a partner.

**How often do you use taxis?**

- every day
- about once or twice a week
- not very often
- other: \_\_\_\_\_

**When do you usually use taxis?**

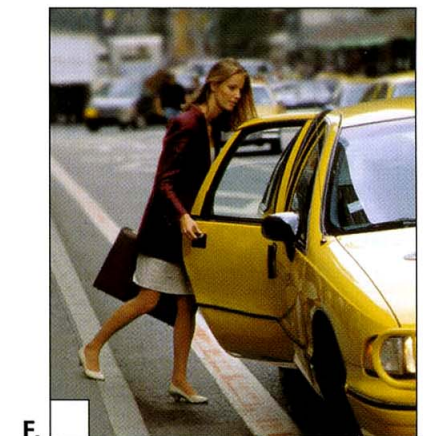
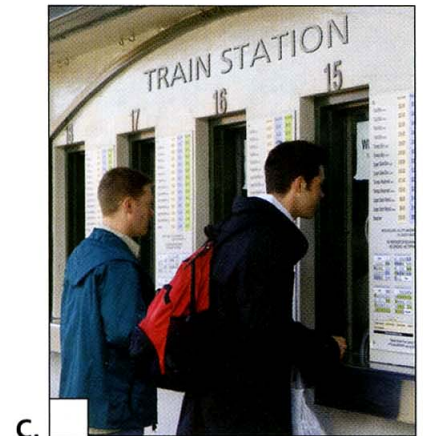
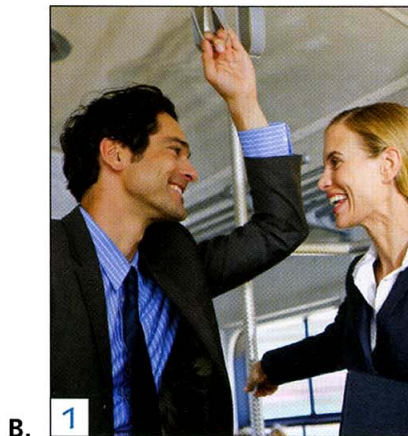
- when I am in a hurry
- when there isn't any other way to get somewhere
- when it is raining
- other: \_\_\_\_\_

**How is the taxi service in your city?**

- excellent
- very good
- okay
- poor

## CD 1-7 Listening 1

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



## ))) Listening 2

### CD 1-8 ► Task 1

Four hotel guests are calling for a taxi. Are these statements true or false?  
Listen and check (✓) the correct answer.



	True	False
1. The caller's flight leaves in four hours.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The caller wants to go to another hotel.	<input type="checkbox"/>	<input type="checkbox"/>
3. The caller needs to catch a train.	<input type="checkbox"/>	<input type="checkbox"/>
4. The caller's friend is going to have a baby soon.	<input type="checkbox"/>	<input type="checkbox"/>

### CD 1-8 ► Task 2

Listen again. How much will each ride cost?  
Circle the correct answer.

- |                |            |
|----------------|------------|
| 1. a. \$14     | 3. a. \$15 |
| <b>b. \$40</b> | b. \$50    |
| 2. a. \$12     | 4. a. \$18 |
| b. \$20        | b. \$80    |



# Listening 3

## CD 1-9 ▶ Task 1



Visitors are talking about taxis. Listen and check (✓) their opinions about taxi service.

	Good	Okay	Not good
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CD 1-9 ▶ Task 2

Listen again. Circle the correct answer.

- The thing she hates the most is that the \_\_\_\_\_.
  - taxis aren't air-conditioned
  - drivers drive too fast
  - drivers are rude
- The thing he likes the most is \_\_\_\_\_.
  - the prices
  - that the taxis are clean
  - the drivers
- The thing he hates the most is that the \_\_\_\_\_.
  - taxis are too expensive
  - drivers don't speak English very well
  - taxis are not very safe
- The thing she likes the most is that the \_\_\_\_\_.
  - taxis are comfortable
  - drivers speak English well
  - drivers take credit cards



## Pronunciation

Intonation of *Wh-* questions

### CD 1-10 ▶ Task 1

Listen and repeat.

1. When does the train leave?
2. How far is it?
3. Where do you get the bus?
4. How much is the fare?
5. What time is your train?
6. How long is the flight?

### ▶ Task 2

Read the questions to a partner. Be sure to use the correct intonation.

### Pronunciation Help

Use falling intonation for *Wh-* questions.

## Dictation

### CD 1-11 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Where do you get the bus \_\_\_\_\_ ?

B: I don't take the bus.

A: Oh. How do you \_\_\_\_\_ ?

B: I take the subway.

A: How often do you \_\_\_\_\_ ?

B: I take it every day.

A: How much \_\_\_\_\_ ?

B: It costs about \$50 a month.

### ▶ Task 2

Practice the conversation with a partner. Be sure to use the correct intonation.

## Conversation

Work in pairs. Think about how you get to school. Ask each other about the ways you get to school.

## Getting Ready

What makes a good neighbor or a bad neighbor? Check (✓) your answers and compare them with a partner.



	Good	Bad
1. Borrows things and doesn't return them	<input type="checkbox"/>	<input type="checkbox"/>
2. Always says "hello" when you see them	<input type="checkbox"/>	<input type="checkbox"/>
3. Often plays loud music	<input type="checkbox"/>	<input type="checkbox"/>
4. Knows what everyone in the neighborhood is doing	<input type="checkbox"/>	<input type="checkbox"/>
5. Likes to gossip about other neighbors	<input type="checkbox"/>	<input type="checkbox"/>
6. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

## CD 1-12 Listening 1

People are talking about their neighbors. Listen and circle each person's opinion.

- Bob thinks his neighbor is \_\_\_\_\_.
  - fun
  - (b.)** inconsiderate
- Jin-suk thinks his neighbors are \_\_\_\_\_.
  - strange
  - nice
- Jennifer thinks her neighbor is \_\_\_\_\_.
  - unfriendly
  - shy
- Douglas thinks his neighbor is \_\_\_\_\_.
  - hardworking
  - nosy
- Susan thinks her neighbor is \_\_\_\_\_.
  - helpful
  - lonely
- Robert thinks his neighbors are \_\_\_\_\_.
  - responsible
  - cheap



## Listening 2

### CD 1-13 ► Task 1

People are talking to their neighbors. Is each person making a request, an offer, or a complaint? Listen and check (✓) the correct answer.

	Offer	Request	Complaint
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### CD 1-13 ► Task 2

Listen again. Circle the correct statement.

- Mrs. Coleman normally carries her own bags.
  - The delivery driver isn't working today.
- Today is Cindy's birthday.
  - The painting is a gift from Cindy's brother.
- Kyle needs to go to work.
  - Mrs. Choi will ask her guests to move their cars.
- Mark and Marissa have met before.
  - Marissa's brother is supposed to help her move.
- Hillary and her husband are going away for business.
  - Hillary and her husband will be away for two weeks.
- Ken has already returned Diane's punch bowl.
  - Ken has borrowed other things that he hasn't returned.

# Listening 3

## CD 1-14 ► Task 1

People are describing their neighbors. Is each statement true or false?  
Listen and check (✓) the correct answer.



	True	False
1. a. She doesn't like her neighbor now.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Her neighbor is elderly.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. He trusts his neighbor.	<input type="checkbox"/>	<input type="checkbox"/>
b. His neighbor still watches his children.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. Her neighbor is often impolite to her.	<input type="checkbox"/>	<input type="checkbox"/>
b. She understands why her neighbor never accepts her invitations.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. The man has always disliked his neighbor.	<input type="checkbox"/>	<input type="checkbox"/>
b. The man has tried to speak to his neighbor about the problem.	<input type="checkbox"/>	<input type="checkbox"/>

## CD 1-14 ► Task 2

Listen again. What changed each person's opinion about their neighbor?  
Circle the correct answer.

- a. Her neighbor stopped a burglar from robbing her house.  
    b. Her neighbor moved away while she was on vacation.
- a. His neighbor refused to watch his children.  
    b. His neighbor forgot to pick up his children from day care.
- a. Her neighbor finally accepted one of her invitations.  
    b. She learned that her neighbor volunteers in his free time.
- a. His neighbor won't mind his own business.  
    b. His neighbor got a new and annoying hobby.



## Pronunciation

Word stress in compound nouns

### CD 1-15 ▶ Task 1

Listen and repeat.

- |                        |                           |                         |
|------------------------|---------------------------|-------------------------|
| 1. <b>l</b> aw firm    | 3. gr <b>o</b> cery bag   | 5. ma <b>i</b> lbox key |
| 2. pu <b>n</b> ch bowl | 4. bu <b>s</b> iness trip | 6. da <b>y</b> care     |

### ▶ Task 2

Read the words to a partner. Be sure to stress the correct syllable in each compound noun.

### Pronunciation Help

Stress the first syllable of the word in a compound noun.

## Dictation

### CD 1-16 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Did you hear about the argument between Steve and Mr. Riley?

B: An argument? But they've been friends for years. What happened?

A: Steve was cutting some \_\_\_\_\_ from that tree in his yard, and one fell on the roof of Mr. Riley's car.

B: Oh, no! You know that car is his \_\_\_\_\_.

A: Right. Well, Steve offered to take it to a \_\_\_\_\_ and pay for the damages.

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

A: Yeah. But Mr. Riley was so angry that he won't even talk to Steve anymore.

### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the correct syllable in each compound noun.

## Conversation

Work in pairs. Think of a disagreement you've had with a neighbor. Tell your partner about it.

# Celebrations

## Getting Ready



Match each meal or party on the left with the correct description on the right. Compare your answers with a partner.

- |                            |   |
|----------------------------|---|
| 1. potluck dinner <u>b</u> | a. A small, quick meal or something eaten between meals                           |
| 2. birthday party ____     | b. A meal in which each guest brings a dish                                       |
| 3. buffet ____             | c. A meal in which food is cooked outside on a grill                              |
| 4. surprise party ____     | d. A party where a person is given gifts and a cake with candles on it            |
| 5. barbecue ____           | e. A meal in which all the food is put out on a table and guests serve themselves |
| 6. snack ____              | f. A party that the guest of honor knows nothing about                            |

## CD 1-17 Listening 1

People are discussing parties. What kind of party are they talking about? Listen and circle the correct answer.

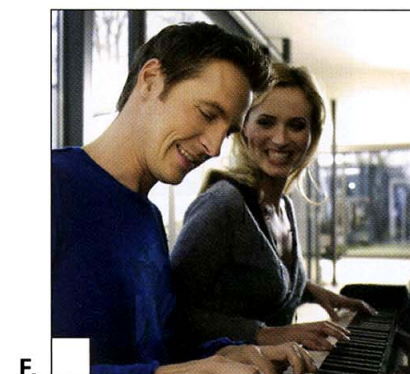
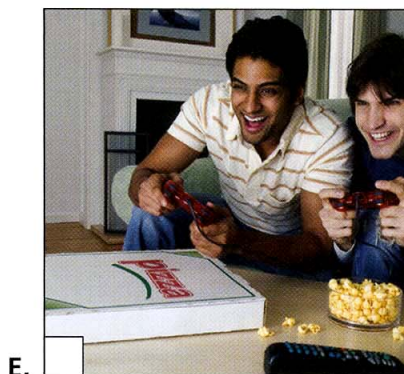
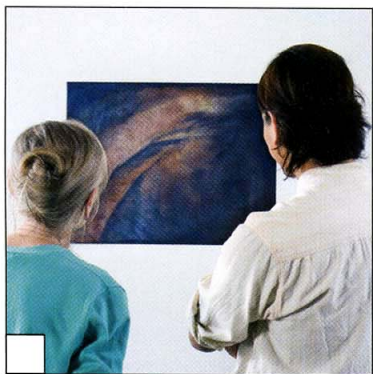
- |                          |                      |                      |
|--------------------------|----------------------|----------------------|
| 1. a. dinner party       | 3. a. surprise party | 5. a. buffet         |
| <b>b.</b> surprise party | b. birthday party    | b. barbecue          |
| 2. a. potluck dinner     | 4. a. buffet         | 6. a. potluck dinner |
| b. barbecue              | b. birthday party    | b. buffet            |



# Listening 2

## CD 1-18 ▶ Task 1

People are talking at parties. Listen and number the pictures.



## CD 1-18 ▶ Task 2

Listen again. Circle the correct answer.

- a. The cake is homemade.  
b. The cake came from a store.  
c. A friend brought the cake.
- a. He'll play now.  
b. He might play later.  
c. He doesn't play.
- a. He bought the game recently.  
b. He played the game all day.  
c. He doesn't like the game.
- a. She has brought the flowers for everyone.  
b. She has brought the flowers for the woman's husband.  
c. She has brought the flowers for the woman.
- a. He bought it.  
b. It was a present.  
c. He painted it himself.
- a. The cat isn't very friendly.  
b. The cat is very friendly.  
c. The cat is tired.

## ))) Listening 3

### CD 1-19 ► Task 1

What did the people do at each party? Listen and circle the correct answer.



1. She \_\_\_\_\_ .
  - a. played party games
  - b. danced
  - c. sang songs
2. He \_\_\_\_\_ .
  - a. watched a home movie
  - b. danced
  - c. ate lots of food
3. She \_\_\_\_\_ .
  - a. danced
  - b. sang songs
  - c. met old friends
4. He \_\_\_\_\_ .
  - a. played games
  - b. ate junk food
  - c. listened to music

### CD 1-19 ► Task 2

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

1. The best thing was  d 
  - a. she learned some Spanish songs.
  - b. there wasn't enough food.
  - c. no one brought music.
  - d. the music.
2. The worst thing was \_\_\_\_
3. The best thing was \_\_\_\_
4. The worst thing was \_\_\_\_



## Pronunciation

Reduction of *Wh-* + *do you*

### CD 1-20 ▶ Task 1

Listen and repeat.

1. *What do you do?*
2. *What do you want?*
3. *Where do you live?*
4. *How do you do?*

Pronunciation Help	
How we spell it	How we say it
What do you	Whadaya
Where do you	Wheredaya
When do you	Whendaya
Who do you	Whodaya
How do you	Howdaya

### ▶ Task 2

Read the questions to a partner. Be sure to reduce *Wh + do you*.

## Dictation

### CD 1-21 ▶ Task 1

Listen to the conversation. Write the missing words.

A: \_\_\_\_\_ want to do for Brandon's birthday?

B: Let's have a party!

A: \_\_\_\_\_ want to have it?

B: How about Saturday night?

A: Okay. Where do you \_\_\_\_\_ it?

B: How about my place?

A: Sounds great. Now, \_\_\_\_\_ want to invite?

B: All of Brandon's friends!

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *Wh + do you*.

## Conversation

Work in pairs. Imagine you are having a party for a classmate. Talk to your partner about the party plans.

**TACTICS FOR TESTING**  
PAGE 98

# Restaurants

## Getting Ready



What are your favorite kinds of restaurants? Check (✓) your answers and compare them with a partner.

- Thai       Mexican       Japanese       fast food  
 French       Korean       Chinese       other: \_\_\_\_\_

## CD 1-22 Listening 1

Where do the people decide to eat? Listen and circle the correct answer.

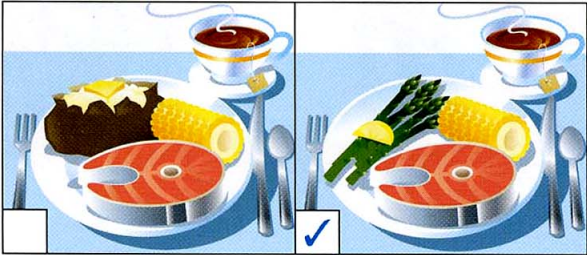
- |  |  |
|--|--|
| 1. a. Chinese restaurant<br><b>(b.)</b> Fast Fried Chicken | 5. a. seafood restaurant<br>b. pizza restaurant    |
| 2. a. Quick Burger<br>b. Pizza Pit                         | 6. a. Mexican restaurant<br>b. Japanese restaurant |
| 3. a. home<br>b. out                                       | 7. a. fast food restaurant<br>b. French restaurant |
| 4. a. steak house<br>b. Korean restaurant                  | 8. a. home<br>b. vegetarian restaurant             |

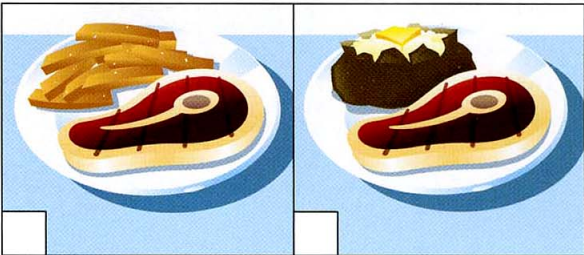


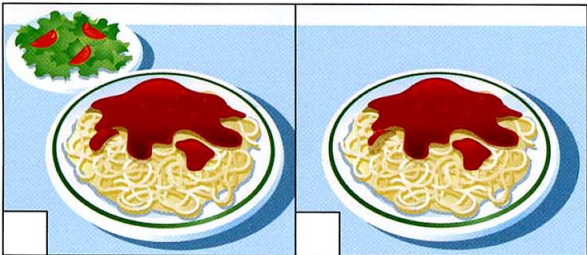
# Listening 2

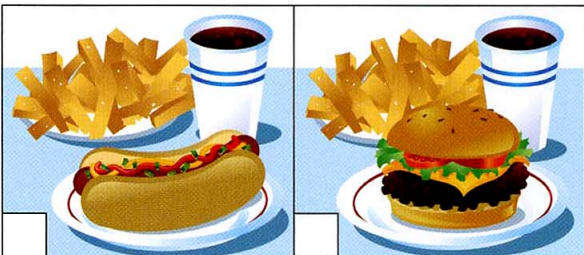
## CD 1-23 ▶ Task 1

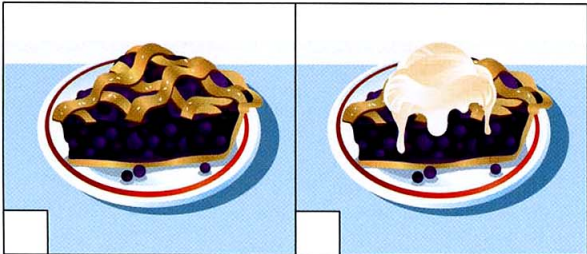
People are ordering food in a restaurant. What does each person order? Listen and check (✓) the correct picture.

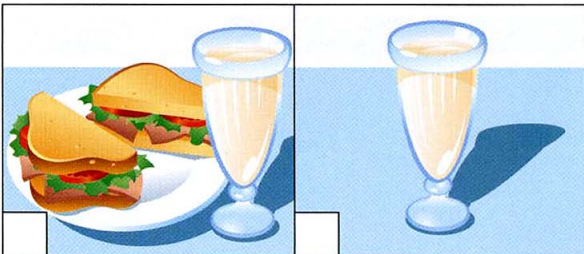
1.  a.  b.

2.  a.  b.

3.  a.  b.

4.  a.  b.

5.  a.  b.

6.  a.  b.

## CD 1-23 ▶ Task 2

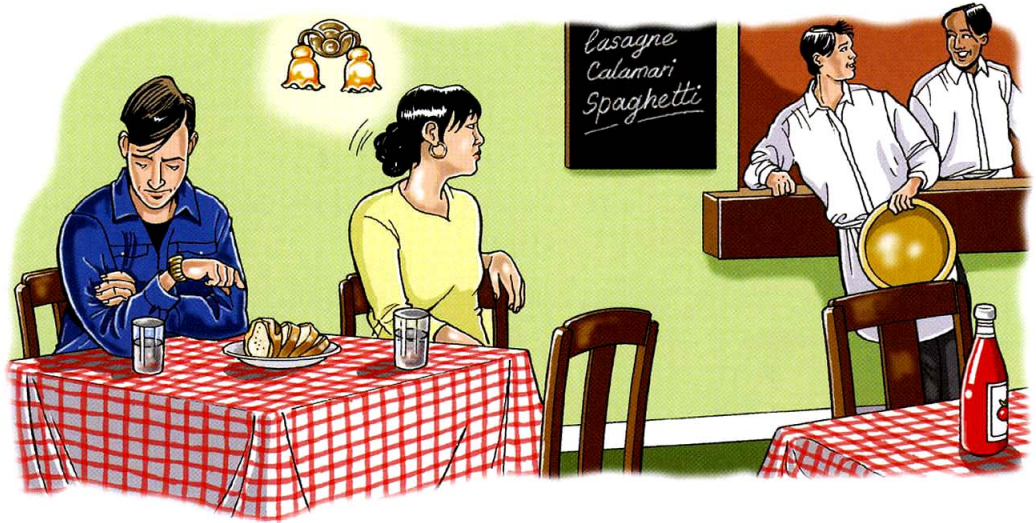
Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. The customer is not very hungry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The customer loves fries.	<input type="checkbox"/>	<input type="checkbox"/>
3. The customer hates spicy food.	<input type="checkbox"/>	<input type="checkbox"/>
4. The customer can't have salt on the fries.	<input type="checkbox"/>	<input type="checkbox"/>
5. The customer wants cold pie.	<input type="checkbox"/>	<input type="checkbox"/>
6. The customer wants lots of sugar in the milkshake.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 1-24 ▶ Task 1

People are talking about restaurants they ate at recently. Listen and check (✓) their opinions about each restaurant.



1.

	Good	Not good
the location	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the interior	<input type="checkbox"/>	<input type="checkbox"/>
the menu	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>
the prices	<input type="checkbox"/>	<input type="checkbox"/>

3.

	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the interior	<input type="checkbox"/>	<input type="checkbox"/>
the menu	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the prices	<input type="checkbox"/>	<input type="checkbox"/>

2.

	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the interior	<input type="checkbox"/>	<input type="checkbox"/>
the menu	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the prices	<input type="checkbox"/>	<input type="checkbox"/>

4.

	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the interior	<input type="checkbox"/>	<input type="checkbox"/>
the menu	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the prices	<input type="checkbox"/>	<input type="checkbox"/>

## CD 1-24 ▶ Task 2

Listen again. Did each person leave a good tip? Check (✓) the correct answer.

1.  yes  
 no

2.  yes  
 no

3.  yes  
 no

4.  yes  
 no



## Pronunciation

Reduction of *want to*

CD 1-25 ▶ **Task 1**

Listen and repeat.

1. A: What do you *want to* eat?      B: I *want to* eat pizza.
2. A: Where do you *want to* go?      B: I *want to* go to the Thai restaurant.

▶ **Task 2**

Read the sentences to a partner. Be sure to reduce *want to*.

### Pronunciation Help

How we spell it	How we say it
want to	wanna

## Dictation

CD 1-26 ▶ **Task 1**

Listen to the conversation. Write the missing words.

- A: What do you \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ tonight?  
 B: Let's go out to eat.  
 A: Where do you \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_?  
 B: I don't know. What about you? What do you want to eat?  
 A: I want to go to the \_\_\_\_\_ \_\_\_\_\_.  
 B: I'm tired of Italian food.  
 A: So, what do you \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_, then?  
 B: Let's order take-out Chinese!

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *want to*.

## Conversation

Work in pairs. Imagine you are meeting your partner for dinner. Talk about where you want to go and what you want to eat.

## Getting Ready

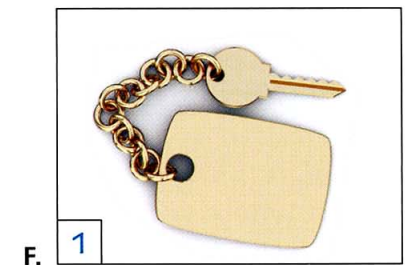
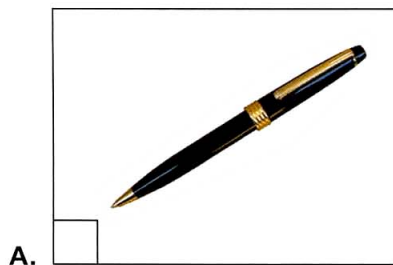


When do you give gifts? Check (✓) your answers and compare them with a partner. Then talk about the kinds of gifts you give for each occasion.

- |   |  |
|---|--|
| <input type="checkbox"/> birthdays          | <input type="checkbox"/> when someone has a baby     |
| <input type="checkbox"/> to say "Thank you" | <input type="checkbox"/> Mother's Day / Father's Day |
| <input type="checkbox"/> weddings           | <input type="checkbox"/> holidays                    |
| <input type="checkbox"/> graduation         | <input type="checkbox"/> other: _____                |

## CD 1-27 Listening 1

What gift does each person decide to buy? Listen and number the pictures.





# Listening 2

## CD 1-28 ▶ Task 1

People are discussing gifts in a store. Listen and check (✓) their opinions about each item.

### 1. Necklace

	Good	Okay	Not good
the style	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Shirt

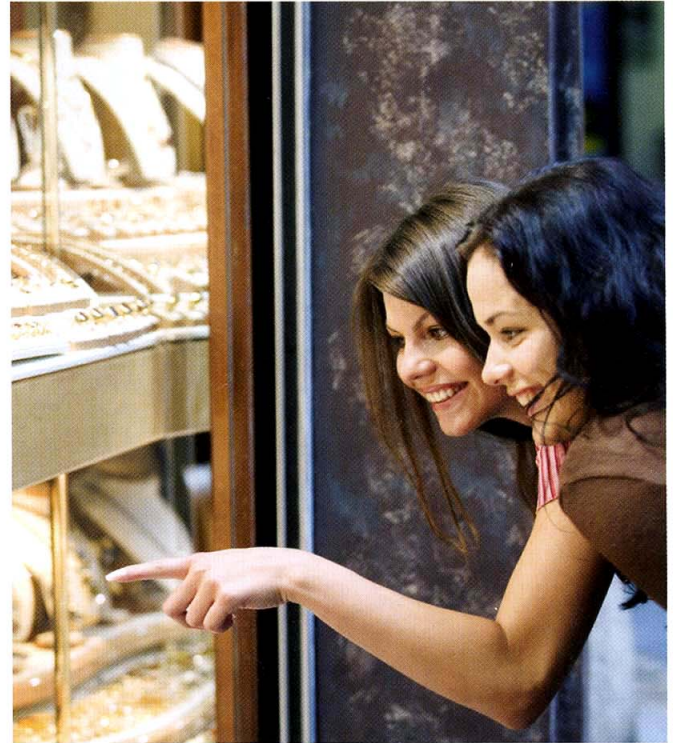
	Good	Okay	Not good
the style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Glasses

	Good	Okay	Not good
the style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Jacket

	Good	Okay	Not good
the style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## CD 1-28 ▶ Task 2

Listen again. Do the people buy the items? Check (✓) the correct answer.

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

## Listening 3

### CD 1-29 ► Task 1

Salesclerks are describing gifts in a store. Listen and circle the correct information about each item.

1. The chocolates \_\_\_\_\_.
  - a. make a good souvenir
  - b. are imported
  - c. come in two kinds
2. The candles \_\_\_\_\_.
  - a. come four to a box
  - b. are already gift-wrapped
  - c. comes in two different sizes
3. The T-shirts \_\_\_\_\_.
  - a. are popular with teenagers
  - b. come in four styles
  - c. come in four sizes
4. The watches \_\_\_\_\_.
  - a. have bands made in Japan
  - b. come in many sizes
  - c. all look different



### CD 1-29 ► Task 2

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

1. The chocolates b
  - a. are made from natural ingredients.
  - b. aren't right for everyone.
  - c. fit anyone.
  - d. are made from cotton.
2. The candles \_\_\_\_
3. The T-shirts \_\_\_\_
4. The watches \_\_\_\_



## Pronunciation

Syllable stress in names

### Pronunciation Help

Stress the first syllable of most two-syllable names.

### CD 1-30 ▶ Task 1

Listen and repeat. Mark the stressed syllables.

1. Brándon    2. Émily    3. Dávid    4. Kátie    5. Kélly    6. Maríá

### CD 1-31 ▶ Task 2

Listen. Mark the stressed syllables in the names. Then read the sentences to a partner.

1. It's Brían's birthday next week.    3. I'm buying a pen for Christopher.  
 2. What are you getting for Rose?    4. Let's get Hannah some flowers.

## Dictation

### CD 1-32 ▶ Task 1

Listen to the conversation. Write the missing names.

A: I'm going shopping. Do you want to come with me?

B: Yes. I have to buy birthday presents for the twins, \_\_\_\_\_ and \_\_\_\_\_.

A: Oh, that reminds me! We have to get some graduation presents.

B: Right. We need something for \_\_\_\_\_.

A: And \_\_\_\_\_ is graduating, too. We need a present for him.

B: Okay. And as long as we're out, why don't we get the wedding present?

A: You mean for \_\_\_\_\_ and \_\_\_\_\_? Good idea!

### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the names correctly.

## Conversation

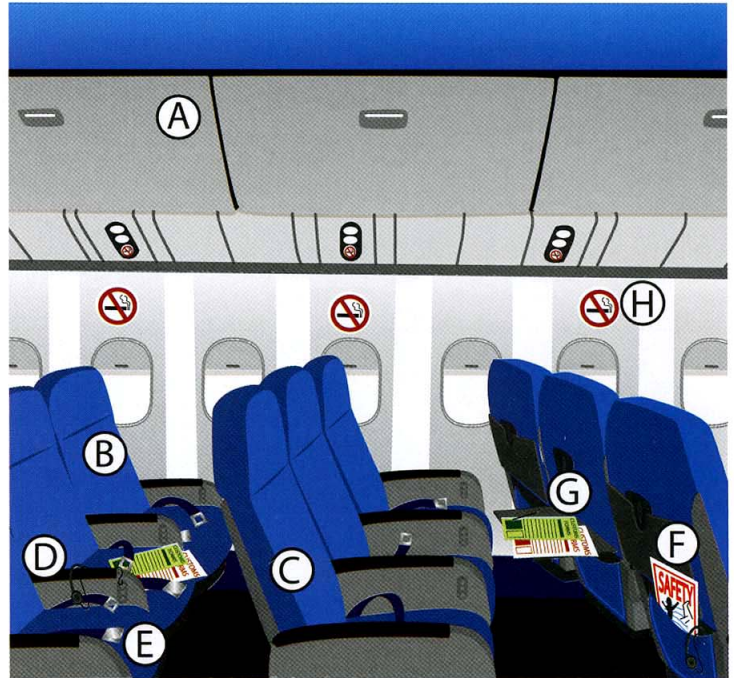
Work in pairs. Make a list of five of your friends.  
 Talk to your partner about buying a gift for each one.

# Air Travel

## Getting Ready

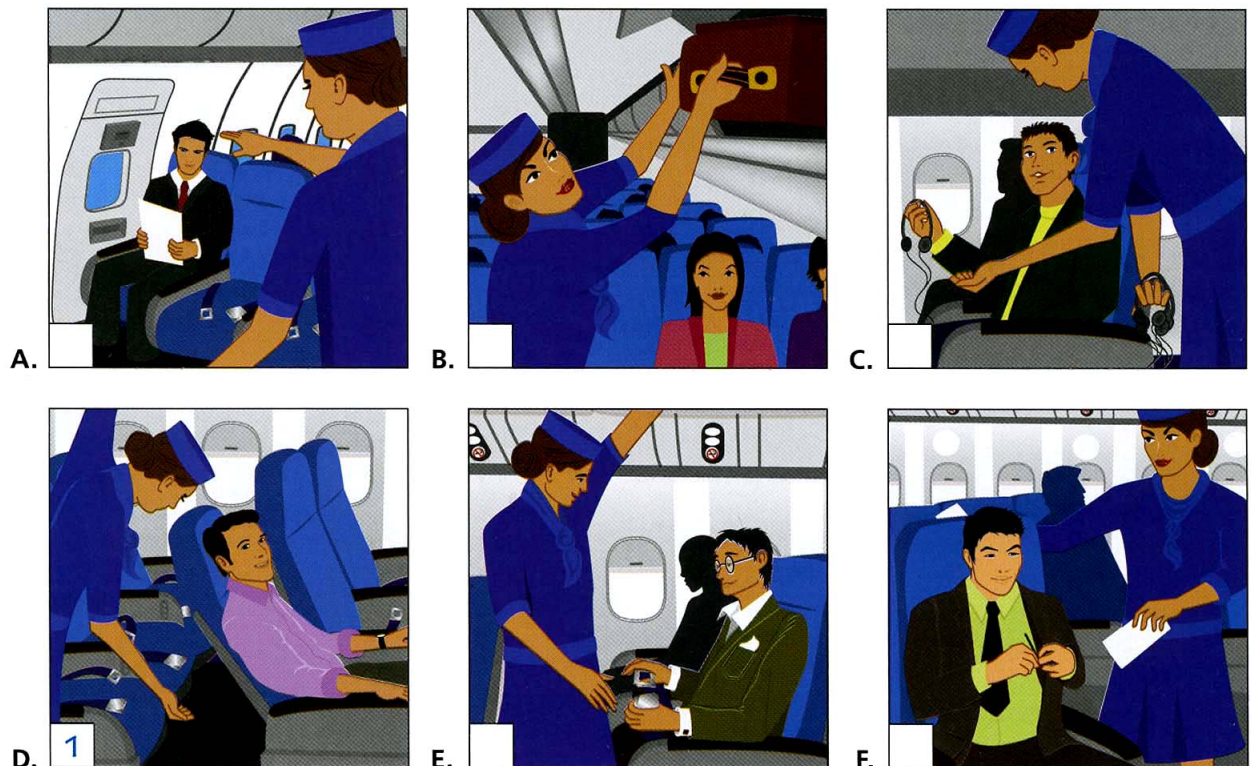
Match each item in the picture with the correct word. Compare answers with a partner.

1. "No Smoking" sign h
2. customs form \_\_\_\_\_
3. headphones \_\_\_\_\_
4. seat belt \_\_\_\_\_
5. aisle seat \_\_\_\_\_
6. window seat \_\_\_\_\_
7. safety instruction card \_\_\_\_\_
8. overhead compartment \_\_\_\_\_



## CD 1-33 Listening 1

A flight attendant is giving instructions. Listen and number the pictures.





## ))) Listening 2

### CD 1-34 ► Task 1

Passengers are discussing a problem with a flight attendant. Listen and circle the correct answer.



- The seat is uncomfortable.
  - The seat is too close to the TV screen.
  - The seat is too far away from the TV screen.
- There's nothing in the seat pocket.
  - There's no safety instruction card in the seat pocket.
  - There isn't a magazine in the seat pocket.
- There's no sound coming through the headphones.
  - The sound from the headphones isn't clear.
  - The passenger didn't get headphones.
- Two passengers have the same seat number.
  - The passenger should be in a different seat.
  - The passenger wants to move to a window seat.

### CD 1-34 ► Task 2

Listen again. Will the flight attendant help each passenger now or later? Check (✓) the correct answer.

- |   |                                 |                                 |                                 |
|---|---------------------------------|---------------------------------|---------------------------------|
| 1. <input type="checkbox"/> now           | 2. <input type="checkbox"/> now | 3. <input type="checkbox"/> now | 4. <input type="checkbox"/> now |
| <input checked="" type="checkbox"/> later | <input type="checkbox"/> later  | <input type="checkbox"/> later  | <input type="checkbox"/> later  |

# Listening 3

## CD 1-35 ▶ Task 1

People are talking about flights. Listen and check (✓) their opinions about each flight.

	Good	Okay	Not good
1. the airport	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the flight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. the airport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the flight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. the airport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the flight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the airport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the flight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## CD 1-35 ▶ Task 2

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

- |                                  |  |
|----------------------------------|--|
| 1. Next time, she won't <u>d</u> | a. try a different airline.                |
| 2. Next time, he'll ____         | b. fly if the weather looks bad.           |
| 3. Next time, she'll ____        | c. get a seat near the front of the plane. |
| 4. Next time, he won't ____      | d. travel during spring break.             |



## Pronunciation

Reduction of *could you* and *would you*

CD 1-36 ▶ **Task 1**

Listen and repeat.

1. *Could you* put your seat back up, please?
2. *Could you* fill out the form?
3. *Would you* bring me a new one?
4. *Would you* give me a hand?

▶ **Task 2**

Read the questions to a partner. Be sure to reduce *could you* and *would you*.

### Pronunciation Help

How we spell it	How we say it
Could you	Couldja
Would you	Wouldja

## Dictation

CD 1-37 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: Excuse me, \_\_\_\_\_ that bag in the overhead compartment?

B: I'm afraid it's a bit heavy. Would you help me?

A: Sure. \_\_\_\_\_.

B: Thanks.

A: Oh, and we're taking off soon. \_\_\_\_\_ turn off your cell phone, please?

And \_\_\_\_\_ your seat back forward, too?

B: No problem. Thanks for your help.

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *could you* and *would you*.

## Conversation

Work in pairs. Think about three things you could ask for on an airplane. Imagine your partner is a flight attendant. Ask for the things on your list. Then switch roles.

# Mishaps

## Getting Ready

A mishap is a small accident. Match each mishap on the left with the solution on the right. Have any of these mishaps happened to you? Compare answers with a partner.



Mishap	Solution
1. You spill something on your clothes. <u>g</u>	a. call a tow truck
2. Your phone falls in a puddle. ____	b. apologize and reschedule
3. You get lost going to an appointment. ____	c. call a locksmith
4. You break a friend's vase. ____	d. call for directions
5. Your sink drain gets clogged. ____	e. offer to buy a new one
6. You get locked out of the house. ____	f. go to the store and exchange it
7. Your car won't start. ____	g. go to the drycleaner
8. You forgot about an appointment. ____	h. call a plumber

## CD 1-38 Listening 1

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





## ))) Listening 2

### CD 1-39 ► Task 1

People are discussing mishaps.  
Listen and circle the correct answer.

- a. He spilled tomato sauce on the floor.  
**b.** He spilled tomato sauce on the rug.
- a. He broke a teapot.  
b. He spilled tea on her clothes.
- a. He has an ink stain on his shirt.  
b. He has a food stain on his shirt.
- a. She lost her jacket.  
b. She spilled coffee on her jacket.
- a. He lost his keys.  
b. He lost his wallet.
- a. There's something wrong with the car.  
b. They're lost.



### CD 1-39 ► Task 2

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

	True	False
1. The woman suggests pouring water on the stain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The man thinks an apology is a good solution.	<input type="checkbox"/>	<input type="checkbox"/>
3. The man doesn't agree with the woman's solution.	<input type="checkbox"/>	<input type="checkbox"/>
4. The woman is going to buy a new jacket.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man is going to call a locksmith.	<input type="checkbox"/>	<input type="checkbox"/>
6. The man is going to call the restaurant for directions.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 1-40 ▶ Task 1

Four people are describing mishaps.  
Listen and check (✓) the correct information.



### 1. Katie

- |                        |  |   |
|------------------------|--|---|
| What is the mishap?    | <input type="checkbox"/> She missed the bus. | <input checked="" type="checkbox"/> She dropped her cell phone. |
| When did it happen?    | <input type="checkbox"/> this morning        | <input type="checkbox"/> this afternoon                         |
| What was the solution? | <input type="checkbox"/> get a new battery   | <input type="checkbox"/> dry it out                             |
| Did it work?           | <input type="checkbox"/> yes                 | <input type="checkbox"/> no                                     |

### 2. Joe

- |                        |   |   |
|------------------------|---|---|
| What is the mishap?    | <input type="checkbox"/> He lost his keys.    | <input type="checkbox"/> He lost his phone. |
| When did it happen?    | <input type="checkbox"/> last night           | <input type="checkbox"/> at lunchtime       |
| What was the solution? | <input type="checkbox"/> go back to the store | <input type="checkbox"/> call the manager   |
| Did it work?           | <input type="checkbox"/> yes                  | <input type="checkbox"/> no                 |

### 3. Hannah

- |                        |  |  |
|------------------------|--|--|
| What is the mishap?    | <input type="checkbox"/> She spilled coffee. | <input type="checkbox"/> She broke a picture.  |
| When did it happen?    | <input type="checkbox"/> this morning        | <input type="checkbox"/> at the end of the day |
| What was the solution? | <input type="checkbox"/> soda                | <input type="checkbox"/> a rug cleaner         |
| Did it work?           | <input type="checkbox"/> yes                 | <input type="checkbox"/> no                    |

### 4. Eric

- |                        |  |  |
|------------------------|--|--|
| What is the mishap?    | <input type="checkbox"/> He got ink on his shirt.  | <input type="checkbox"/> He got food on his shirt. |
| When did it happen?    | <input type="checkbox"/> last week                 | <input type="checkbox"/> yesterday                 |
| What was the solution? | <input type="checkbox"/> take it to the drycleaner | <input type="checkbox"/> pour soda on it           |
| Did it work?           | <input type="checkbox"/> yes                       | <input type="checkbox"/> no                        |

## CD 1-40 ▶ Task 2

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

- |                       |   |
|-----------------------|---|
| 1. Katie <u>b</u>     | a. charges a fee to unlock a door.          |
| 2. Joe's manager ____ | b. was running to catch the bus.            |
| 3. Hannah ____        | c. called his friend for a solution.        |
| 4. Eric ____          | d. knocked some things off her boss's desk. |



## Pronunciation

Reduction of *did you*

CD 1-41 ▶ **Task 1**

Listen and repeat.

1. *Did you* call a plumber?
2. *Did you* try pouring plain soda on it?
3. *Did you* offer to replace it?
4. *Did you* call a locksmith?
5. *Did you* take it to the dry cleaners?
6. *Did you* buy a new one?

▶ **Task 2**

Read the questions to a partner. Be sure to reduce *did you*.

### Pronunciation Help

How we spell it	How we say it
Did you	Didja

## Dictation

CD 1-42 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: I heard you had a terrible \_\_\_\_\_ . What happened?

B: I slipped on the steps. I dropped my phone and my cup of coffee!

A: Wow! \_\_\_\_\_ your phone?

B: Yes, but I got a new one.

A: What happened to the coffee? \_\_\_\_\_ it?

B: Yes. Now I have a stain on my new pants.

A: Did you take them to the dry cleaners?

B: Yes. I hope \_\_\_\_\_ comes out!

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *did you*.

## Conversation

Work in pairs. Think of two more mishaps. Think of possible solutions for each one. Then take turns describing the mishaps and giving possible solutions.

**TACTICS FOR TESTING**  
PAGE 100

## Getting Ready

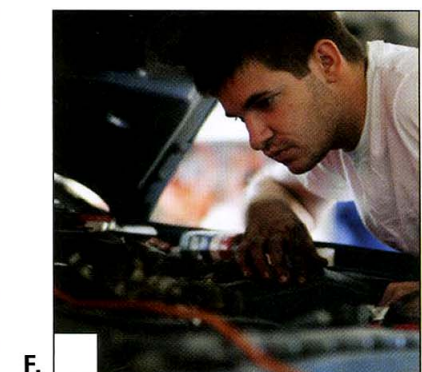
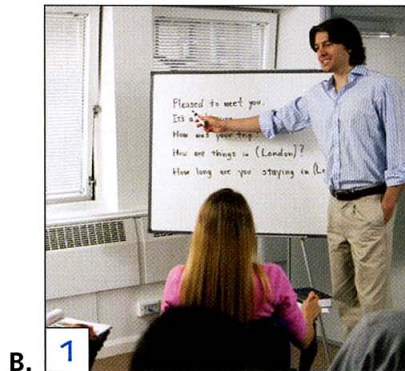
What will you think about when you look for a job?  
Check (✓) your answers and compare them with a partner.

	Very important	Important	Not important
salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vacations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
commuting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interesting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## CD 2-2 Listening 1

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

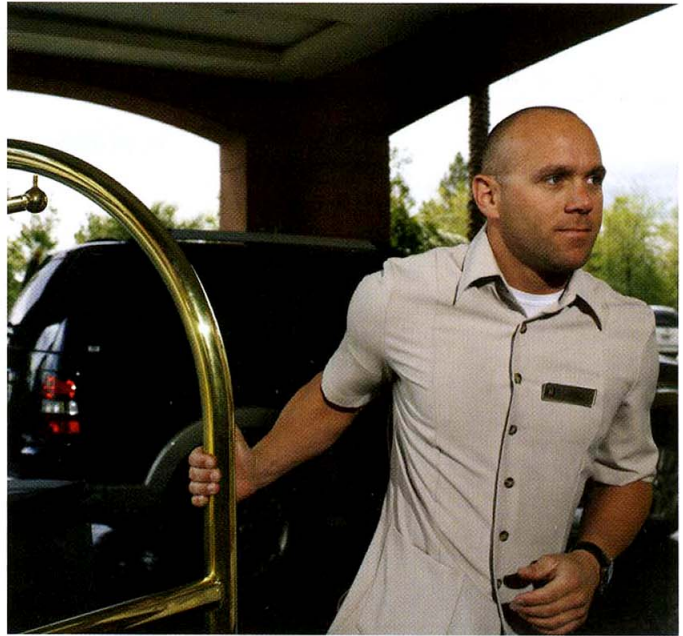




## Listening 2

### CD 2-3 ▶ Task 1

What job does each person have?  
Listen and circle the correct answer.



1.  a. baker  
b. manager
2. a. manager  
b. bellhop
3. a. TV producer  
b. chauffeur
4. a. technician  
b. administrative assistant
5. a. reporter  
b. photographer
6. a. cashier  
b. server

### CD 2-3 ▶ Task 2

Listen again. Circle the correct answer.

1. She \_\_\_\_\_.  
 a. does not have a lot of experience  
b. has been working there awhile  
c. works at a theater
2. He \_\_\_\_\_.  
a. works in the manager's office  
b. meets interesting people  
c. hates the work
3. He \_\_\_\_\_.  
a. sees the TV producer every day  
b. helps with movie productions  
c. doesn't know how to drive
4. She \_\_\_\_\_.  
a. thinks the salary is good  
b. is looking for another job  
c. likes her co-workers
5. He \_\_\_\_\_.  
a. works for a magazine  
b. writes about sports news  
c. isn't famous
6. She \_\_\_\_\_.  
a. works there only part time  
b. is a cashier  
c. doesn't work anymore

## Listening 3

### CD 2-4 ► Task 1

People are talking about their jobs. Which statement is true? Listen and circle the correct answer.

1. He \_\_\_\_\_.
  - a. does all of his work on the telephone
  - b. spends a lot of time talking to people
  - c. has worked there a short time
  - d. is looking for a new job
2. She \_\_\_\_\_.
  - a. has a boss
  - b. works for a large company
  - c. has two big clients
  - d. needs more work
3. He \_\_\_\_\_.
  - a. has a new restaurant
  - b. is very busy on the weekends
  - c. has very little to do
  - d. often does the cooking
4. She \_\_\_\_\_.
  - a. likes meeting people
  - b. doesn't really like traveling
  - c. never has a break during a flight
  - d. doesn't like the money



### CD 2-4 ► Task 2

Listen again. Circle the word that each person uses to describe his or her job.

- |   |                 |             |                 |
|---|-----------------|-------------|-----------------|
| 1. a. hard                                      | 2. a. creative  | 3. a. easy  | 4. a. difficult |
| b. quiet  | b. boring       | b. relaxing | b. easy         |
| <input checked="" type="radio"/> c. interesting | c. easy         | c. lonely   | c. tough        |
| d. boring                                       | d. unsuccessful | d. tough    | d. well-paid    |



## Pronunciation

Intonation of yes/no questions

### Pronunciation Help

Use rising intonation for yes/no questions.

### CD 2-5 ▶ Task 1

Listen and repeat.

- |                              |                        |
|------------------------------|------------------------|
| 1. Do you like it there?     | Is it fun?             |
| 2. Do you enjoy teaching?    | Is it interesting?     |
| 3. Do you work in an office? | Is it a full-time job? |

### ▶ Task 2

Read the questions to a partner. Be sure to use the correct intonation.

## Dictation

### CD 2-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: So, what do \_\_\_\_\_ ?

B: I'm a flight attendant.

A: That sounds interesting. Do you \_\_\_\_\_ a lot?

B: Yes. I've been to over 30 countries. \_\_\_\_\_ ? What do you do?

A: I am a manager in a restaurant.

B: Do you work on \_\_\_\_\_ ?

A: No. I travel on weekends. It's a great job!

### ▶ Task 2

Practice the conversation with a partner. Be sure to use the correct intonation.

## Conversation

Work in pairs. Think of one good job and one bad job. Imagine you have one of these jobs. Take turns asking and answering questions about it. Try to guess what your partner's job is.

# Keeping Fit

## Getting Ready



What do you do to keep fit? Match each goal on the left with the correct suggestion on the right. Compare your answers with a partner.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. have a healthier diet <u>c</u> | a. do lots of sit-ups                |
| 2. tighten stomach muscles ____   | b. join a health club with a pool    |
| 3. put on weight ____             | c. eat less meat and more vegetables |
| 4. swim regularly ____            | d. lift weights every other day      |
| 5. get some outdoor exercise ____ | e. take up jogging                   |

## CD 2-7 Listening 1

People are talking about New Year's resolutions. What is each person going to do? Listen and circle the correct answer.

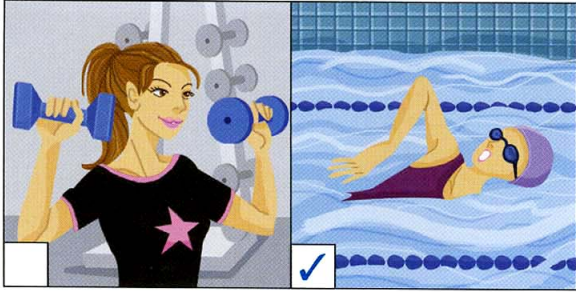
- |   |                       |                        |
|---|-----------------------|------------------------|
| 1. <input checked="" type="radio"/> a. do more exercise | 3. a. do more walking | 5. a. eat less meat    |
| b. put on weight  | b. take up jogging    | b. lose some weight    |
| 2. a. learn to swim                                     | 4. a. join a gym      | 6. a. take up jogging  |
| b. give up smoking                                      | b. put on weight      | b. start doing sit-ups |




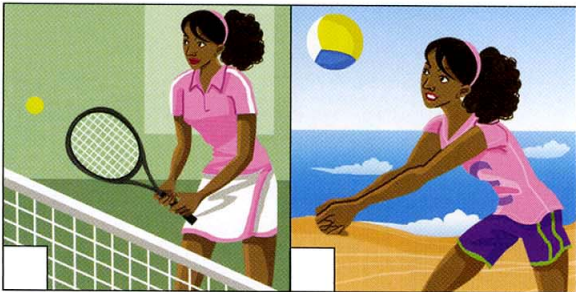
# Listening 2


## CD 2-8 ▶ Task 1

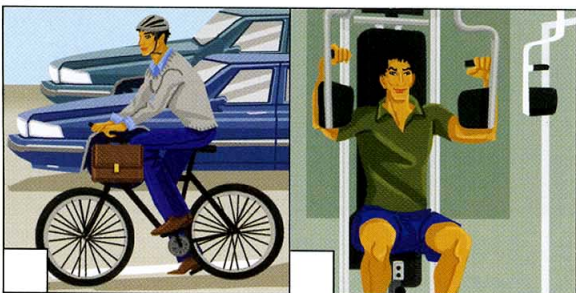
Which kind of exercise does each person prefer now? Listen and check (✓) the correct picture.

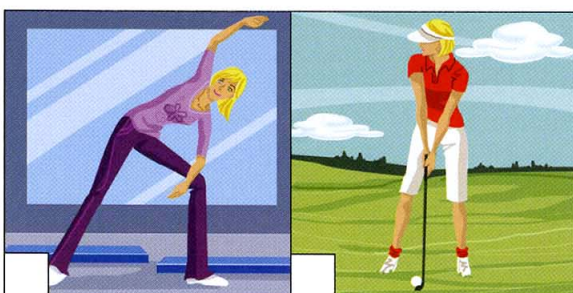
1.  a.  b.

2.  a.  b.

3.  a.  b.

4.  a.  b.

5.  a.  b.

6.  a.  b.

## CD 2-8 ▶ Task 2

Listen again. Circle the reason each person likes the kind of exercise he or she does now.

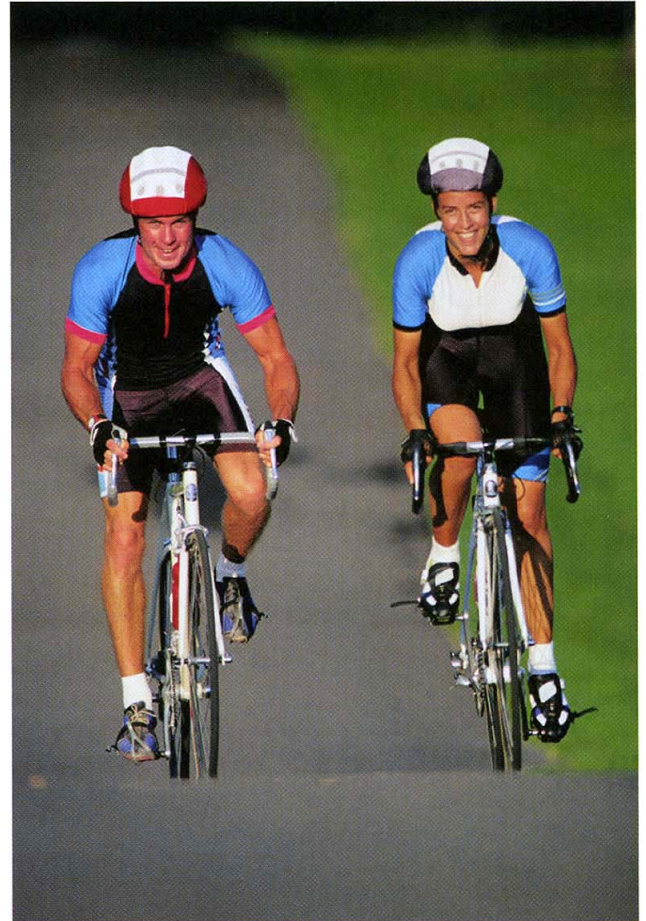
1. a. It's not fun.  
 b. It's a good place to meet people.
2. a. He does it indoors.  
 b. He listens to the ocean as he does it.
3. a. It's fun.  
 b. It's not easy to find a place to play.
4. a. It's easy to do it.  
 b. She can do it almost anywhere.
5. a. It took a short time to learn.  
 b. He doesn't usually ride it on busy streets.
6. a. It's cheap to do.  
 b. It's not as easy as it looks.

# Listening 3

## CD 2-9 ► Task 1

People are talking about exercise. Listen and check (✓) the activities they do or do not do now.

	Does	Doesn't do
<b>1. Brandon</b>		
a. swimming	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. jogging	<input type="checkbox"/>	<input type="checkbox"/>
c. bicycling	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Alicia</b>		
a. jogging	<input type="checkbox"/>	<input type="checkbox"/>
b. aerobics	<input type="checkbox"/>	<input type="checkbox"/>
c. weightlifting	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Ian</b>		
a. tennis	<input type="checkbox"/>	<input type="checkbox"/>
b. golf	<input type="checkbox"/>	<input type="checkbox"/>
c. weightlifting	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Katie</b>		
a. weightlifting	<input type="checkbox"/>	<input type="checkbox"/>
b. swimming	<input type="checkbox"/>	<input type="checkbox"/>
c. jogging	<input type="checkbox"/>	<input type="checkbox"/>



## CD 2-9 ► Task 2

**Listen again.** What sport does each person want to try? Write the correct letter.

- |                     |             |
|---------------------|-------------|
| 1. Brandon <u>b</u> | a. swimming |
| 2. Alicia ____      | b. tennis   |
| 3. Ian ____         | c. biking   |
| 4. Katie ____       | d. golf     |



### Pronunciation

Reduction of *used to* and *use to*

CD 2-10 ▶ **Task 1**

Listen and repeat.

1. I *used to* lift weights.
2. I *didn't use to* exercise.
3. She *used to* play tennis.
4. He *didn't use to* eat right.
5. We *used to* take walks.
6. They *didn't use to* run.

▶ **Task 2**

Read the sentences to a partner. Be sure to reduce *used to* and *use to*.

### Dictation

CD 2-11 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: What did you do in the past that you don't do now?

B: Well, I didn't \_\_\_\_\_ \_\_\_\_\_ workout very much.

A: So what do you do now?

B: Now, I run every day in the park. I used to \_\_\_\_\_ \_\_\_\_\_, but now I love it!

A: I \_\_\_\_\_ \_\_\_\_\_ weights and use the machines at the gym.

B: And now?

A: Now I ride my bike a lot. I didn't \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ outdoors, but now I really enjoy it.

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *used to* and *use to*.

### Conversation

Work in pairs. Think about something you do now that you didn't use to do. Then tell your partner about it.

Pronunciation Help	
How we spell it	How we say it
used to	usetə
use to	usetə

# Invitations

## Getting Ready

Do people use these responses to accept or refuse an invitation? Check (✓) your answers and compare them with a partner.



	Accept	Refuse
1. Sorry, I'd love to, but I have other plans.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Thanks. I'd love to.	<input type="checkbox"/>	<input type="checkbox"/>
3. That sounds great. Thanks.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sorry, I don't think I can.	<input type="checkbox"/>	<input type="checkbox"/>
5. Maybe some other time.	<input type="checkbox"/>	<input type="checkbox"/>
6. Sure. That sounds great.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'd love to, but . . .	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-12 Listening 1

What is each invitation for? Listen and circle the correct answer.

- |   |   |
|---|---|
| 1. a. go to see a movie<br>b. go for a snack      | 4. a. go somewhere before class<br>b. go to a cafe  |
| 2. a. go to the health club<br>b. go to the beach | 5. a. come over for dinner<br>b. go to a restaurant |
| 3. a. see a movie<br>b. rent a DVD                | 6. a. rent a DVD<br>b. go to the movies             |



## ))) Listening 2

### CD 2-13 ► Task 1

Does each person accept or refuse the invitation? Listen and circle the correct answer.



- |                                  |                           |                           |
|----------------------------------|---------------------------|---------------------------|
| 1. a. accept<br><b>b.</b> refuse | 3. a. accept<br>b. refuse | 5. a. accept<br>b. refuse |
| 2. a. accept<br>b. refuse        | 4. a. accept<br>b. refuse | 6. a. accept<br>b. refuse |

### CD 2-13 ► Task 2

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

	True	False
1. Melanie doesn't like musicals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Jake goes to the park often.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sarah has stayed home every night this week.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ben doesn't have tickets to the game.	<input type="checkbox"/>	<input type="checkbox"/>
5. Jen studies Spanish.	<input type="checkbox"/>	<input type="checkbox"/>
6. Steven only wants to see the match.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 2-14 ► Task 1

Listen to the invitations on Erin's voicemail. Are the statements true or false? Check (✓) the correct answer.



	True	False
1. a. The invitation is to watch a baseball game.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Friends from school will be there.	<input type="checkbox"/>	<input type="checkbox"/>
c. They'll go out to eat.	<input type="checkbox"/>	<input type="checkbox"/>
d. The meeting time is 9:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. The invitation is for lunch on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
b. It's a surprise birthday party for Meg.	<input type="checkbox"/>	<input type="checkbox"/>
c. The meeting time is noon.	<input type="checkbox"/>	<input type="checkbox"/>
d. Everyone should bring a gift.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. It's an invitation to the theater.	<input type="checkbox"/>	<input type="checkbox"/>
b. The concert is on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
c. An Australian rock group is playing.	<input type="checkbox"/>	<input type="checkbox"/>
d. They'll have dinner before the concert.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. The invitation is to play tennis.	<input type="checkbox"/>	<input type="checkbox"/>
b. Some friends are meeting on Sunday afternoon.	<input type="checkbox"/>	<input type="checkbox"/>
c. The meeting time is 2:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>
d. Afterwards, they'll have dinner and see a movie.	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-14 ► Task 2

Listen again. Should Erin call back or will the person call her again? Circle the correct answer.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. <b>a.</b> Erin should call. | 3. <b>a.</b> Erin should call. |
| b. The caller will call again. | b. The caller will call again. |
| 2. <b>a.</b> Erin should call. | 4. <b>a.</b> Erin should call. |
| b. The caller will call again. | b. The caller will call again. |



### Pronunciation

Reduction of *Do you* and *Are you*

CD 2-15 ▶ **Task 1**

Listen and repeat.

1. *Do you* have any plans?
2. *Do you* want to go?
3. *Do you* like tennis?
4. *Are you* sure?
5. *Are you* free?
6. *Are you* coming?

▶ **Task 2**

Read the questions to a partner. Be sure to reduce *Do you* and *Are you*.

Pronunciation Help	
How we spell it	How we say it
Do you	Doya
Are you	Areya

### Dictation

CD 2-16 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: Hey, Jen. \_\_\_\_\_ this weekend?

B: Maybe. Do you have some plans?

A: Yes. \_\_\_\_\_ pop music?

B: Sure. Why?

A: I've got tickets for the pop music festival at Reed Hall. \_\_\_\_\_ to come with me?

B: Do you have \_\_\_\_\_ night or Saturday night?

A: Saturday night.

B: Great! I'd love to!

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *Do you* and *Are you*.

### Conversation

Work in pairs. Think of an event and plan the time and date. Take turns inviting each other to the event and accepting the invitation.

## Getting Ready

Match each place with the pictures below. Compare your answers with a partner.

a. classroom

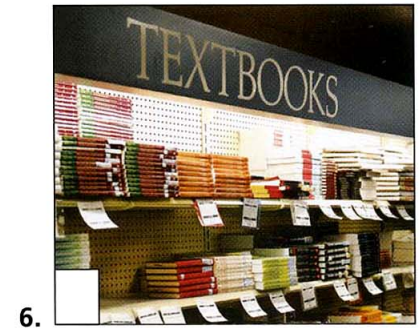
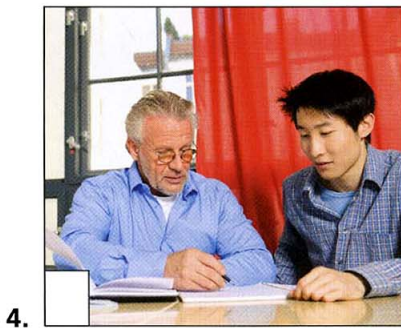
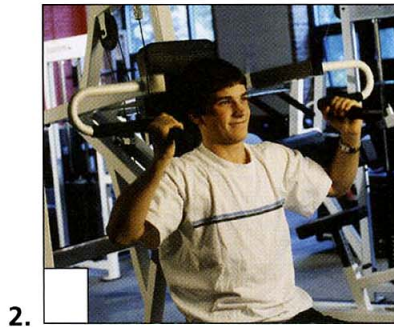
b. library

c. campus bookstore

d. gym

e. cafeteria

f. professor's office



## CD 2-17 Listening 1

Where is each conversation taking place? Listen and circle the correct answer.

1. a. campus bookstore

b. cafeteria

3. a. classroom

b. professor's office

5. a. professor's office

b. classroom

2. a. library

b. campus bookstore

4. a. cafeteria

b. campus bookstore

6. a. classroom

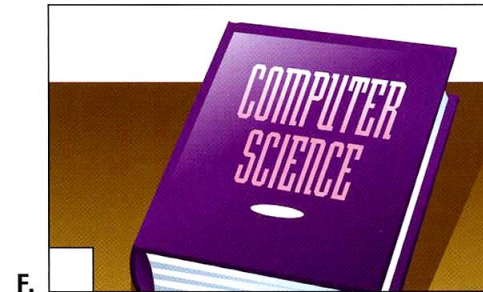
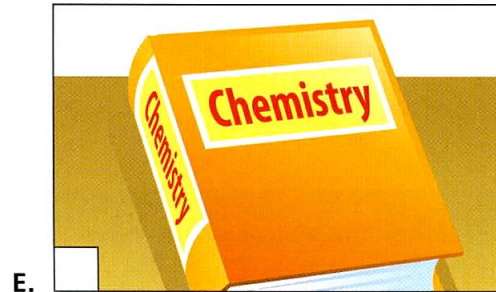
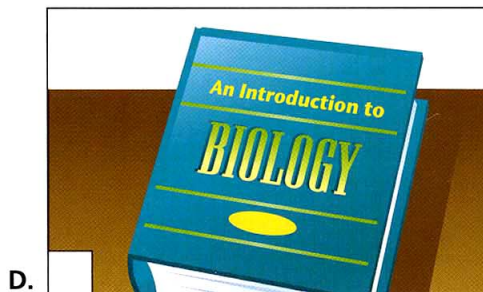
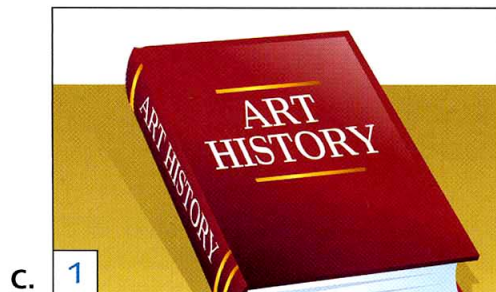
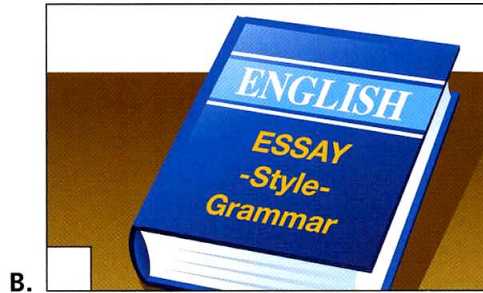
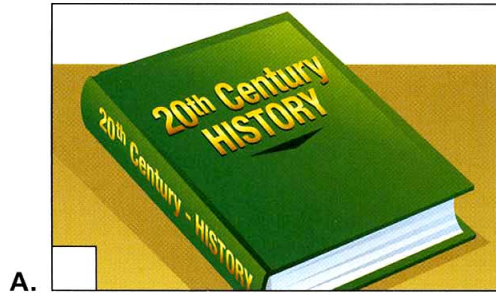
b. gym



# Listening 2

## CD 2-18 ► Task 1

People are discussing classes they are taking. Listen and number the pictures.



## CD 2-18 ► Task 2

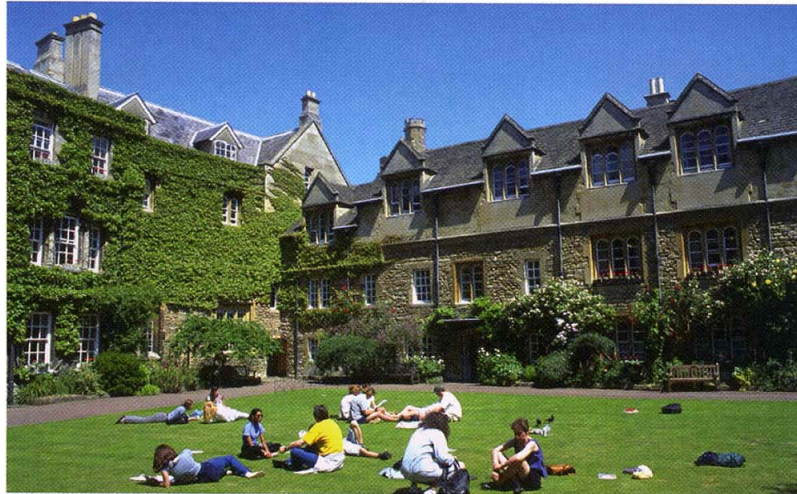
Listen again. Are the statements true or false? Listen and check (✓) the correct answer.

	True	False
1. There isn't much reading in this class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Students do experiments in this class.	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher in this class is unfair.	<input type="checkbox"/>	<input type="checkbox"/>
4. There's a lot of homework for this class.	<input type="checkbox"/>	<input type="checkbox"/>
5. The professor is interesting.	<input type="checkbox"/>	<input type="checkbox"/>
6. This class meets in a lab.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 2-19 ▶ Task 1

People are talking about their schools. Listen and check (✓) their opinions about each school.



1.

	Positive	Negative
campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>
teachers	<input type="checkbox"/>	<input type="checkbox"/>
schedule	<input type="checkbox"/>	<input type="checkbox"/>
students	<input type="checkbox"/>	<input type="checkbox"/>

3.

	Positive	Negative
classes	<input type="checkbox"/>	<input type="checkbox"/>
students	<input type="checkbox"/>	<input type="checkbox"/>
clubs	<input type="checkbox"/>	<input type="checkbox"/>
campus	<input type="checkbox"/>	<input type="checkbox"/>

2.

	Positive	Negative
campus	<input type="checkbox"/>	<input type="checkbox"/>
gym	<input type="checkbox"/>	<input type="checkbox"/>
teachers	<input type="checkbox"/>	<input type="checkbox"/>
schedule	<input type="checkbox"/>	<input type="checkbox"/>

4.

	Positive	Negative
teachers	<input type="checkbox"/>	<input type="checkbox"/>
campus	<input type="checkbox"/>	<input type="checkbox"/>
schedule	<input type="checkbox"/>	<input type="checkbox"/>
students	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-19 ▶ Task 2

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

1. The teachers c
  2. The gym \_\_\_\_
  3. The campus \_\_\_\_
  4. The students \_\_\_\_
- a. is modern and looks nice.
  - b. are different here.
  - c. are not interested in teaching.
  - d. has an outdoor cafe.



## Pronunciation

Intonation of words in a series

### CD 2-20 ▶ Task 1

Listen and repeat.

1. I like the campus, the classes, and the teachers.
2. She likes the food, the people, and the sports.
3. I don't like my schedule, my teachers, or the homework.

### ▶ Task 2

Read the sentences to a partner. Be sure to use the correct intonation.

### Pronunciation Help

When listing a series, use falling intonation for the last item in a series and rising intonation for earlier items.

## Dictation

### CD 2-21 ▶ Task 1

Listen to the conversation. Write the missing words.

A: So, how do you like your school?

B: Well, I like some things, but I \_\_\_\_\_ things.

A: Such as?

B: I like the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_. But I don't like the food, the gym, or the clubs. How about you?

A: Just the opposite! I really like the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_.

B: What don't you like?

A: I guess I \_\_\_\_\_ the classes, the teachers, and the homework!

### ▶ Task 2

Practice the conversation with a partner. Be sure to use the correct intonation.

## Conversation

Work in pairs. What do you like about your school? What don't you like about your school? Take turns talking about what you like and dislike about your school.

**TACTICS FOR TESTING**  
PAGE 102

# Hobbies and Pastimes

## Getting Ready

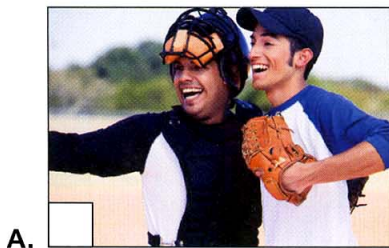


Who would most enjoy these hobbies and pastimes? Check (✓) your answers and compare them with a partner. There may be more than one answer.

	Young child	Teenager	Adult	Retired person
gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collecting comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surfing the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-22 Listening 1

People are talking about hobbies and pastimes. Listen and number the pictures.





## Listening 2

### CD 2-23 ▶ Task 1



Which activity does each person enjoy doing now? Listen and circle the correct answer.

- |                              |                              |                             |
|------------------------------|------------------------------|-----------------------------|
| 1. Zach                      | 3. Brian                     | 5. Danielle                 |
| a. playing basketball        | a. watching videos           | a. painting                 |
| <b>b. painting</b>           | b. hiking                    | b. writing children's books |
| c. hiking                    | c. playing video games       | c. reading                  |
| 2. Erica                     | 4. Evan                      | 6. Marcus                   |
| a. collecting baseball cards | a. collecting stamps         | a. reading the newspaper    |
| b. collecting comic books    | b. collecting paintings      | b. playing golf             |
| c. gardening                 | c. collecting baseball cards | c. reading books            |

### CD 2-23 ▶ Task 2

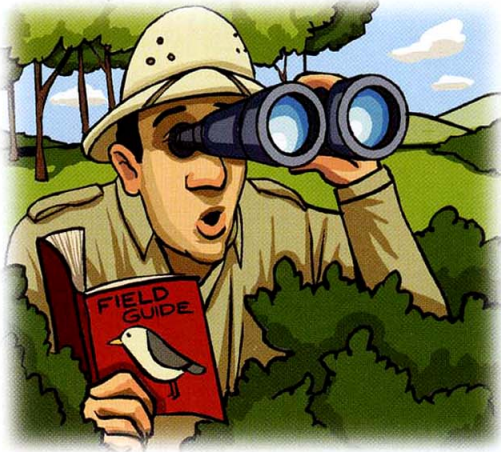
Listen again. What does each speaker like best about his or her current hobby or pastime? Write the correct letter.

- |                  |                              |
|------------------|------------------------------|
| 1. Zach <u>d</u> | a. the flowers               |
| 2. Erica ____    | b. looking at his collection |
| 3. Brian ____    | c. creating pictures         |
| 4. Evan ____     | d. using bright colors       |
| 5. Danielle ____ | e. looking at the blue sky   |
| 6. Marcus ____   | f. making great friends      |

# Listening 3

## CD 2-24 ► Task 1

People are talking about their interests. Listen and check (✓) two suitable hobbies for each person.



1. Steve
  - surfing the Internet
  - gardening
  - bird watching
  - hiking
2. Christine
  - music
  - bird watching
  - gardening
  - cooking
3. Joe
  - sports
  - hiking
  - music
  - surfing the Internet
4. Amy
  - hiking
  - reading
  - sports
  - surfing the Internet

## CD 2-24 ► Task 2

Listen again. What is one activity each person likes doing? Circle the correct answer.

1.  a. enjoying nature
  - b. hiking
  - c. sitting in a cafe
2.  a. bird watching
  - b. visiting the countryside
  - c. getting together with friends
3.  a. surfing the Internet
  - b. exercising
  - c. playing the guitar
4.  a. learning something new
  - b. going to parties
  - c. working out at the gym



## Pronunciation

Syllable stress in words

### CD 2-25 ▶ Task 1

Listen and repeat.

1. báseball      2. cóoking      3. gárdening      4. réstaurants      5. híking      6. páinting

### CD 2-26 ▶ Task 2

Listen. Mark the stressed syllable in the underlined words. Then read the sentences to a partner.

1. He collects cómic books.      2. They love pláying golf.      3. She enjoys watching videós.

## Dictation

### CD 2-27 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What do you do in your free time, Lara?

B: I used to enjoy \_\_\_\_\_, but now I like \_\_\_\_\_ and \_\_\_\_\_.

A: Oh, not me! I enjoy collecting things. I collect \_\_\_\_\_ cards.

B: Do you do anything else?

A: Yes, I really enjoy \_\_\_\_\_ the Internet and listening to \_\_\_\_\_.

B: Do you play any sports?

A: I go \_\_\_\_\_ and \_\_\_\_\_ in the winter. How about you?

B: I like summer sports. I enjoy \_\_\_\_\_ and \_\_\_\_\_.

### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the correct syllable in the missing words.

## Conversation

Work in pairs. Think about your own hobbies and pastimes. Ask and answer questions about them with your partner.

### Pronunciation Help

Tap your desk as you say the words. It will help you hear which syllables are stressed.

# Shopping Problems

## Getting Ready

Have you ever had these problems? Check (✓) your answers and compare them with a partner.

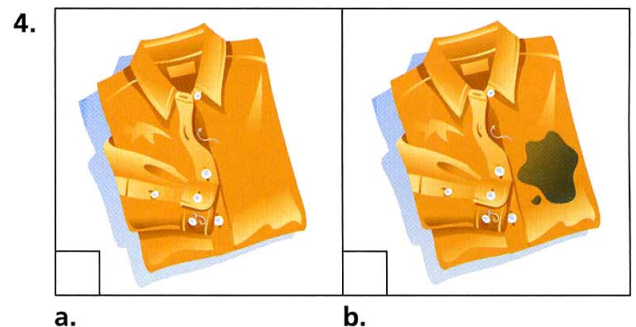
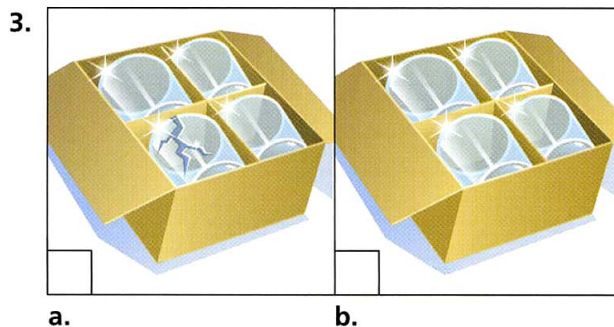
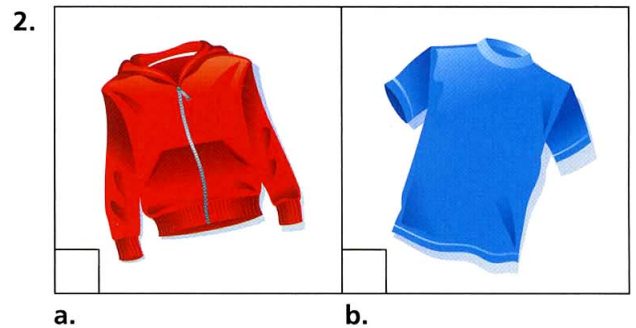
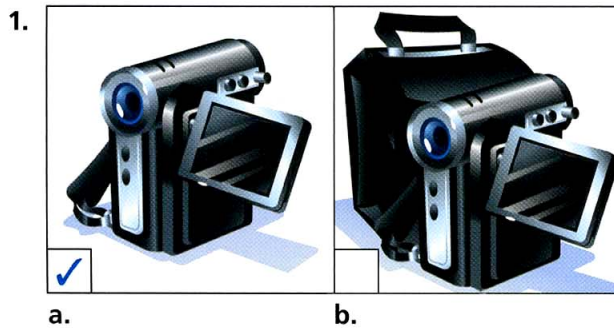
You bought something that \_\_\_\_\_.

- shrank when you washed it
- had a missing part
- was the wrong size
- didn't work
- changed color when you washed it
- was damaged
- was poorly made
- other: \_\_\_\_\_



## CD 2-28 ))) Listening 1

Which item did each person receive? Listen and check (✓) the correct picture.





# Listening 2

## CD 2-29 ► Task 1

Customers are describing a problem. Listen and circle the correct answer.

1.  a. She needs a bigger size.  
 b. She needs a smaller size.
2.  a. The shoes are too small.  
 b. The shoes are damaged.
3.  a. The lock is missing.  
 b. The lock isn't working.
4.  a. The band is too big.  
 b. The band is broken.
5.  a. The shirt has shrunk.  
 b. The buttons have come off the shirt.
6.  a. The back doesn't close.  
 b. The shutter is broken.



## CD 2-29 ► Task 2

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

	True	False
1. The clerk asks the customer to come back tomorrow.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The clerk asks for the receipt.	<input type="checkbox"/>	<input type="checkbox"/>
3. The customer has to bring the briefcase back in a few days.	<input type="checkbox"/>	<input type="checkbox"/>
4. The customer should call the clerk by tonight.	<input type="checkbox"/>	<input type="checkbox"/>
5. The clerk asks the customer to fill out a form.	<input type="checkbox"/>	<input type="checkbox"/>
6. The customer needs to show the clerk the guarantee.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 2-30 ▶ Task 1



People are talking about shopping. Listen and circle the correct information about each person.

- She enjoyed going to the store.
  - There were good bargains.
  - She bought many things.
- He didn't like the clothes he bought.
  - He didn't buy much.
  - Most of the things he bought were good.
- The camera cost nearly \$250.
  - The camera doesn't work well.
  - The camera cost more at an online store.
- She thought the prices were reasonable.
  - She bargained when she bought them.
  - Her friend got things for a higher price.

## CD 2-30 ▶ Task 2

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

- Next time, she won't b
  - comparing prices before buying something.
  - go shopping during a big sale.
  - bargain.
  - wait for the sales at home.
- Next time, he'll save his money and \_\_\_\_
- Next time, he'll spend more time \_\_\_\_
- Next time, she'll be sure to \_\_\_\_



## Pronunciation

Reduction of *need to* and *like to*

### CD 2-31 ▶ Task 1

Listen and repeat.

1. I *need to* return this.
2. You *need to* show me the guarantee.
3. He *needs to* get another size.
4. I'd *like to* exchange these shoes.
5. She'd *like to* get a refund.
6. We'd *like to* get another one.

### ▶ Task 2

Read the sentences to a partner. Be sure to reduce *need to* and *like to*.

## Dictation

### CD 2-32 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Can I help you?

B: Yes, I'd \_\_\_\_\_ this shirt. I need to get a larger one.

A: No problem.

B: And the color is wrong. I'd like to find a \_\_\_\_\_.

A: That's fine. Oh, and do you have your receipt?

B: Uh-oh, I think I forgot it. I \_\_\_\_\_ go home and get it.

A: Yes, I \_\_\_\_\_ your receipt.

B: Okay, I'll be right back.

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *need to* and *like to*.

## Conversation

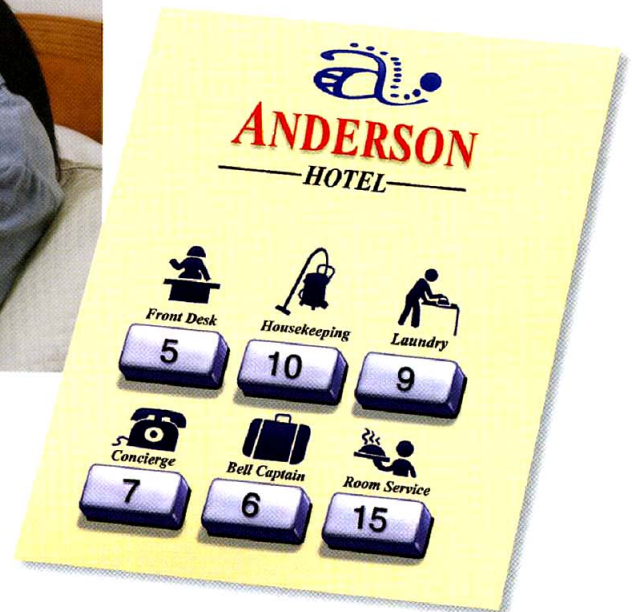
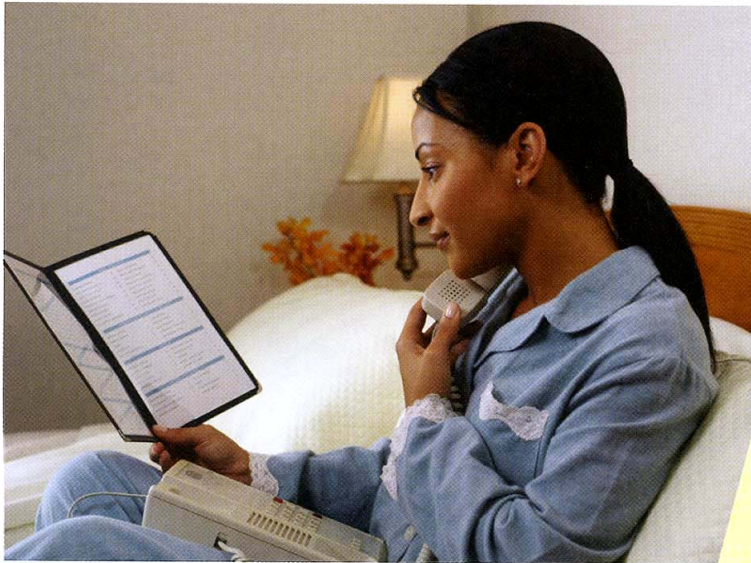
Work in pairs. Think of something you recently bought. Imagine it has a problem. Take turns being a salesperson and a customer, and return the item to the store.

Pronunciation Help	
How we spell it	How we say it
need to	needta
like to	liketa

# Hotel Services

## Getting Ready

Which numbers in a hotel do you call for the following services?  
Write the numbers next to the services. Compare answers with a partner.



- To order a meal in your room, dial 15.
- To get clothes dry cleaned, dial \_\_\_\_.
- To get help carrying your bags, dial \_\_\_\_.
- To get your room cleaned, dial \_\_\_\_.
- To get theater tickets, dial \_\_\_\_.
- To check if you have received mail, dial \_\_\_\_.

## CD 2-33 Listening 1

People are making calls from their hotel rooms. Who is each person calling?  
Listen and circle the correct answer.

- |   |   |   |
|---|---|---|
| 1. <input checked="" type="radio"/> a. laundry<br><input type="radio"/> b. room service | 3. <input type="radio"/> a. housekeeping<br><input type="radio"/> b. room service | 5. <input type="radio"/> a. front desk<br><input type="radio"/> b. room service |
| 2. <input type="radio"/> a. concierge<br><input type="radio"/> b. bell captain          | 4. <input type="radio"/> a. bell captain<br><input type="radio"/> b. laundry      | 6. <input type="radio"/> a. concierge<br><input type="radio"/> b. housekeeping  |



## Listening 2

### CD 2-34 ► Task 1

People are talking to a hotel receptionist. What does each person want to do? Listen and circle the correct answer.

- a. leave a message  
**b.** check for packages  
c. pick up mail
- a. move to a bigger room  
b. move to a quieter room  
c. move to a smoking room
- a. arrange for a taxi for the morning  
b. arrange for a taxi for tonight  
c. learn to set the alarm clock
- a. drive to a restaurant  
b. eat something without meat  
c. eat in the restaurant



### CD 2-34 ► Task 2

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

	True	False
1. The guest has no package.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The guest hates the smell of smoke.	<input type="checkbox"/>	<input type="checkbox"/>
3. The guest can get ready in 30 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
4. The guest can't order lasagna without meat.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 2-35 ► Task 1

People are talking about the hotels they are staying in. Listen and check (✓) their opinions about each hotel.

1.

	Good	Not Good
the restaurant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>
the room	<input type="checkbox"/>	<input type="checkbox"/>
the rates	<input type="checkbox"/>	<input type="checkbox"/>



2.

	Good	Not Good
the restaurant	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>
the room	<input type="checkbox"/>	<input type="checkbox"/>
the rates	<input type="checkbox"/>	<input type="checkbox"/>

3.

	Good	Not Good
the restaurant	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>
the room	<input type="checkbox"/>	<input type="checkbox"/>
the rates	<input type="checkbox"/>	<input type="checkbox"/>

4.

	Good	Not Good
the restaurant	<input type="checkbox"/>	<input type="checkbox"/>
the service	<input type="checkbox"/>	<input type="checkbox"/>
the room	<input type="checkbox"/>	<input type="checkbox"/>
the rates	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-35 ► Task 2

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

- The hotel should have one restaurant that's a
  - The hotel should buy \_\_\_\_
  - The hotel should get \_\_\_\_
  - The hotel should have at least one \_\_\_\_
- just for adults.
  - a new manager.
  - cheap, casual restaurant.
  - softer mattresses.



## Pronunciation

Reduction of the vowel sound in *can*

### CD 2-36 ▶ Task 1

Listen and repeat.

1. *Can* I help you?
2. *Can* I get them tonight?
3. You *can* leave them here.
4. I *can't* open the window.
5. I *can't* find my key.
6. I *can't* connect to the Internet.

### ▶ Task 2

Read the sentences to a partner. Be sure to reduce the vowel sound in *can*.

### Pronunciation Help

How we spell it	How we say it
can	kən
can't	kænt

## Dictation

### CD 2-37 ▶ Task 1

Listen to the conversation. Write the missing words.

A: \_\_\_\_\_ help you?

B: Yes. I can't open the window in my room. \_\_\_\_\_ get some help?

A: Certainly. Is there anything else?

B: Yes. I \_\_\_\_\_ the air conditioner off.

A: We can help with that. Is there anything else I can do?

B: Yes. I \_\_\_\_\_ to the Internet.

A: You need a password. I \_\_\_\_\_ up with it.

B: Thank you very much!

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce the vowel sound in *can*.

## Conversation

Work in pairs. Imagine you are staying in a hotel. Ask your partner for something you need or something you need help with. Take turns being the guest and receptionist.

## Getting Ready

Look at the pictures. What kind of movie does each one show?



Match each kind of movie on the left with the best description on the right. Compare answers with a partner.

1. romance   b
2. western
3. horror
4. action
5. science fiction
6. comedy

- a. A movie about events that take place in the future or in other parts of the universe.
- b. A movie that tells a love story.
- c. A movie about life in the west of the United States in the nineteenth century.
- d. A movie that tries to scare the audience.
- e. A movie that tries to make people laugh.
- f. A movie with a fast-moving story that is full of danger and excitement.

## CD 2-38 Listening 1

What kind of movie does each person describe? Listen and circle the correct answer.

- |   |                                    |                                    |
|---|------------------------------------|------------------------------------|
| 1. a. science fiction<br><b>(b.)</b> action | 3. a. horror<br>b. western         | 5. a. romance<br>b. western        |
| 2. a. action<br>b. comedy                   | 4. a. science fiction<br>b. comedy | 6. a. action<br>b. science fiction |



# Listening 2

## CD 2-39 ▶ Task 1

People are looking at information about movies on a website. What type of movie is it? Listen and write the correct letter.

- a. western      b. comedy      c. horror      d. action      e. science fiction      f. romance

The screenshot shows a website interface with six movie listings arranged in two columns. Each listing has a title and a 'type' field with a blank space for an answer. The first listing, '1. CINEMA 1', has the title 'Hit Harder: The Final Conflict' and the type 'd'. The other listings are: '2. CINEMA 2' (Party Animal), '3. CINEMA 3' (Dreams), '4. CINEMA 4' (Cowboy's Run), '5. CINEMA 5' (Space Children), and '6. CINEMA 6' (Monster Party).

Cinema	Title	Type
1. CINEMA 1	Hit Harder: The Final Conflict	d
2. CINEMA 2	Party Animal	___
3. CINEMA 3	Dreams	___
4. CINEMA 4	Cowboy's Run	___
5. CINEMA 5	Space Children	___
6. CINEMA 6	Monster Party	___

## CD 2-39 ▶ Task 2

Listen again. Write the show times.

Cinema 1 2:30, 4:45, 7:30, 10:00

Cinema 2 \_\_\_\_\_

Cinema 3 \_\_\_\_\_

Cinema 4 \_\_\_\_\_

Cinema 5 \_\_\_\_\_

Cinema 6 \_\_\_\_\_

# Listening 3

## CD 2-40 ▶ Task 1

People are talking about movies. What did they like or not like about each movie? Listen and check (✓) the correct answers.



1.

	Liked	Didn't like
the story	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the acting	<input type="checkbox"/>	<input type="checkbox"/>
the ending	<input type="checkbox"/>	<input type="checkbox"/>
the music	<input type="checkbox"/>	<input type="checkbox"/>

3.

	Liked	Didn't like
the story	<input type="checkbox"/>	<input type="checkbox"/>
the acting	<input type="checkbox"/>	<input type="checkbox"/>
the ending	<input type="checkbox"/>	<input type="checkbox"/>
the music	<input type="checkbox"/>	<input type="checkbox"/>

2.

	Liked	Didn't like
the story	<input type="checkbox"/>	<input type="checkbox"/>
the acting	<input type="checkbox"/>	<input type="checkbox"/>
the ending	<input type="checkbox"/>	<input type="checkbox"/>
the music	<input type="checkbox"/>	<input type="checkbox"/>

4.

	Liked	Didn't like
the story	<input type="checkbox"/>	<input type="checkbox"/>
the acting	<input type="checkbox"/>	<input type="checkbox"/>
the ending	<input type="checkbox"/>	<input type="checkbox"/>
the music	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-40 ▶ Task 2

Listen again. Does each person recommend the movie or not? Check (✓) the correct answer.

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



## Pronunciation

Linked sounds *s* and *z*

### CD 2-41 ▶ Task 1

Listen and repeat. Notice the linked sounds.

1. What was it about?
2. What's it about?
3. It's about a wedding.
4. Who was in it?
5. Who's in it?
6. She's in a new movie.

Pronunciation Help	
How we spell it	How we say it
is it	izit
was it	wazit
who's in	whozin
it's about	itsabout
what's it	whatsit
what's on	whatson

### ▶ Task 2

Read the sentences to a partner. Be sure to link the *s* and *z* sounds.

## Dictation

### CD 2-42 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Hey, would you like to go to a movie tonight?

B: Yeah, I'd love to. \_\_\_\_\_ ?

A: *Hats off to Harry* is playing at the Gateway Theater. \_\_\_\_\_ a boy that gets lost, ends up in Hollywood, and becomes a big star.

B: \_\_\_\_\_ it?

A: Well, besides the boy, umm, Russell Hill.

B: Oh, \_\_\_\_\_ funny guy. Let's go!

### ▶ Task 2

Practice the conversation with a partner. Be sure to link the *s* and *z* sounds.

## Conversation

Work in pairs. Think of two new movies. Take turns inviting each other to one of the movies. Ask what the movie is about before you accept the invitation.

# Fears

## Getting Ready

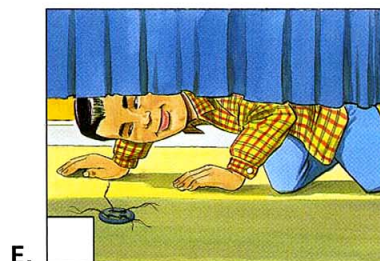
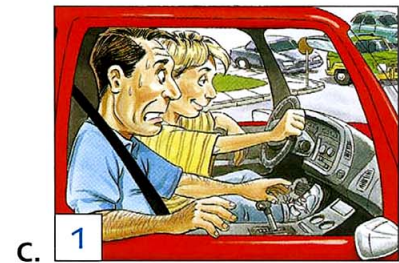
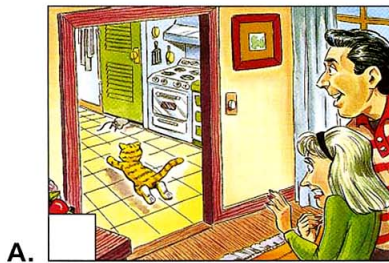
Are you afraid of any of the things below? Check (✓) your answers and compare them with a partner.

	Yes	No
heights	<input type="checkbox"/>	<input type="checkbox"/>
riding roller coasters	<input type="checkbox"/>	<input type="checkbox"/>
spiders	<input type="checkbox"/>	<input type="checkbox"/>
snakes	<input type="checkbox"/>	<input type="checkbox"/>
mice	<input type="checkbox"/>	<input type="checkbox"/>
cockroaches	<input type="checkbox"/>	<input type="checkbox"/>
bats	<input type="checkbox"/>	<input type="checkbox"/>
small spaces	<input type="checkbox"/>	<input type="checkbox"/>
scuba diving	<input type="checkbox"/>	<input type="checkbox"/>
flying on airplanes	<input type="checkbox"/>	<input type="checkbox"/>
driving on freeways	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>



## CD 3-2 Listening 1

What is happening in these pictures? Listen and number the pictures.





## Listening 2

### CD 3-3 ▶ Task 1

Look at the picture. What is she doing?

People are describing fears. Has each speaker's fear decreased over the years? Listen and check (✓) the correct answer.

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



### CD 3-3 ▶ Task 2

Listen again. Circle the correct statement.

- a. She loved going to the zoo when she was a kid.

**b.** She was given a kitten for her birthday.
- a. A snake tried to bite her while she was hiking.

b. A snake bit her at the zoo.
- a. His friend hated spiders.

b. He studied spiders in college.
- a. He learned how to swim.

b. He went to the beach often when he was a kid.
- a. His friend was in a car accident.

b. He was in a car accident.
- a. She learned to fly a plane.

b. An airplane engineer explained how planes stay in the air.

# Listening 3

## CD 3-4 ▶ Task 1

People are talking about their fears. Is each statement true or false? Listen and check (✓) the correct answer.



	True	False
1. a. He has never had bad experiences in elevators.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. He doesn't like the feeling of not being able to get out.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. She is afraid of waves.	<input type="checkbox"/>	<input type="checkbox"/>
b. She likes pools because there are lots of people around.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. She is afraid of cats.	<input type="checkbox"/>	<input type="checkbox"/>
b. She has been chased by birds.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. He doesn't mind looking out of windows on high floors.	<input type="checkbox"/>	<input type="checkbox"/>
b. He doesn't like flying.	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-4 ▶ Task 2

Listen again. What problem does the fear cause for each person? Circle the correct answer.

- |   |  |
|---|--|
| 1. a. He can never use elevators.<br>b. He hates using stairs.<br><b>c.</b> He has to use the elevator with someone else. | 3. a. She can't visit her friend with a bird.<br>b. She can't visit her friend with a cat.<br>c. She can't visit the beach with her friends. |
| 2. a. She can't swim in a pool.<br>b. She can't swim in the ocean.<br>c. She can't be in crowds.                          | 4. a. He can't work in a tall building.<br>b. He never travels.<br>c. He can't do some fun things with his kids.                             |



## Pronunciation

Sentence stress

### CD 3-5 ▶ Task 1

Listen and repeat.

1. Ónce, I sát next to an áirplane enginéer.
2. Whén I was a kíd, I got stúck in an élevator.
3. Áfter we were in the áir for a whíle, I félt a lot bétter.
4. Thén when I wént to cóllege, I leárnéd about spídés.

### ▶ Task 2

Read the sentences to a partner. Be sure to stress the correct words and syllables.

### Pronunciation Help

Tap your desk as you say the sentences. It will help you hear which words and syllables are stressed.

## Dictation

### CD 3-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Are you afraid of anything?

B: Yes. I'm afraid of elevators. Once, when I was a kid, I got stuck in \_\_\_\_\_ .

A: So what do you do when you have to take an elevator?

B: I try to \_\_\_\_\_ ! How about you?

A: I was afraid of insects when I was a kid.

B: How did you stop being \_\_\_\_\_ insects?

A: When I was in college, I studied insects in a \_\_\_\_\_ . Now, I'm not afraid at all.

In fact, I think \_\_\_\_\_ !

### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the correct words and syllables.

## Conversation

Work in pairs. Think of something that you were afraid of when you were a child. Ask and answer questions about what you were afraid of. Tell your partner if you're still afraid of it now.

# Phone Messages

## Getting Ready

Do you use your phone often? Think about the questions below. Discuss your answers with a partner.

1. How many phone calls do you make a day?
2. How many phone calls do you receive a day?
3. Who do you call most often?
4. How many text messages do you send a day?
5. How many text messages do you receive a day?
6. Who do you text most often?
7. What else do you use your cell phone for?
8. Do you prefer making phone calls or texting? Why?



## CD 3-7 Listening 1

Listen to the messages on Lara's voicemail. Complete the information about each call.

1. Important Message

Name of caller: David

Telephone number: 981-2146

Best time to call: after \_\_\_\_\_

3. Important Message

Name of caller: Peter \_\_\_\_\_

Telephone number: \_\_\_\_\_

Best time to call: between \_\_\_ and \_\_\_

2. Important Message

Name of caller: Sarah

Telephone number: \_\_\_\_\_

Best time to call: between \_\_\_ and \_\_\_

4. Important Message

Name of caller: Linda Wong

Telephone number: \_\_\_\_\_

Best time to call: \_\_\_\_\_



## Listening 2

### CD 3-8 ▶ Task 1

Listen to these messages on Andre's voicemail.  
Circle the correct message.

- Pick up the car on Tuesday morning.
  - Pick up the car on Friday afternoon.**
- ABC Express will deliver a package tomorrow.
  - ABC Express delivered a package today.
- Susan is inviting Andre to a party on Saturday.
  - Susan is telling Andre she will come to his party.
- The shirt has arrived.
  - The shirt hasn't arrived yet.
- Kathy cannot go to dinner.
  - Kathy can go to dinner after work.
- Dr. Costello can give Andre a dental appointment on Thursday.
  - Dr. Costello can give Andre a dental appointment on Tuesday.



### CD 3-8 ▶ Task 2

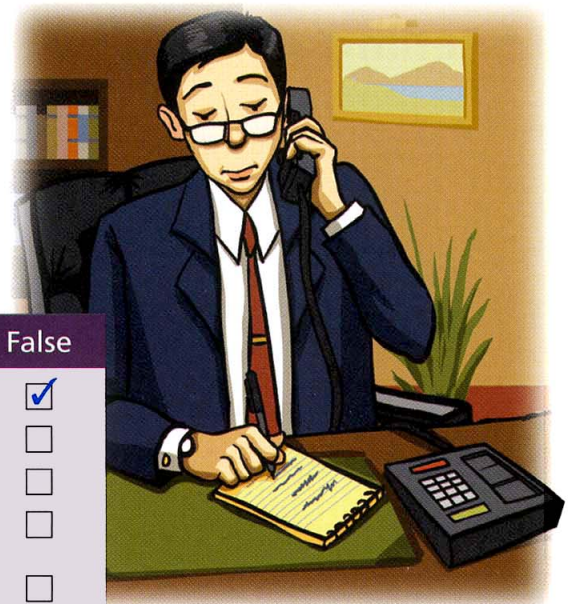
**Listen again.** Does the caller want Andre to call back or will the caller phone again later? Check (✓) the correct answer.

	Andre should return the call.	The caller will telephone Andre.
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 3-9 ▶ Task 1

Daniel is listening to messages on his voicemail at work. Is each statement true or false? Listen and check (✓) the correct answer.



	True	False
1. a. The message is from an airline company.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. The flights are confirmed.	<input type="checkbox"/>	<input type="checkbox"/>
c. Free transportation to the hotel is available.	<input type="checkbox"/>	<input type="checkbox"/>
d. The driver should not be tipped.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. The message is from the mailroom.	<input type="checkbox"/>	<input type="checkbox"/>
b. The package is waiting.	<input type="checkbox"/>	<input type="checkbox"/>
c. The mailroom will deliver the package.	<input type="checkbox"/>	<input type="checkbox"/>
d. He received a letter.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. The invitation is for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
b. He wants to go to a Mexican restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
c. He suggests a boat trip after the meal.	<input type="checkbox"/>	<input type="checkbox"/>
d. He will call again later.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. The shirts can be picked up now.	<input type="checkbox"/>	<input type="checkbox"/>
b. The store is open until 9:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>
c. The cost is \$29.	<input type="checkbox"/>	<input type="checkbox"/>
d. You can pay by check or credit card.	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-9 ▶ Task 2

Listen again. What is each caller's phone number? Write the answers.

- Mary 878-1990
- Peter \_\_\_\_\_
- Mike \_\_\_\_\_
- Mrs. Jones \_\_\_\_\_



## Pronunciation

Intonation of phone numbers

### CD 3-10 ▶ Task 1

Listen and repeat.

1. 415-555-6879      2. 404-619-4967      3. 555-212-6978

### CD 3-11 ▶ Task 2

Listen. Mark arrows over the numbers where your voice rises and where it falls. Then read the sentences to a partner.

1. Call me at 878-858-1990.      2. I'm at 392-4592.      3. Her number is 451-760-6024.

### Pronunciation Help

The number 0 in phone numbers is pronounced *oh*. 202 is pronounced *two-oh-two*.

## Dictation

### CD 3-12 ▶ Task 1

Listen to the conversation. Write the missing numbers.

A: Mike called today. He wants to go to the restaurant with us tonight.

B: Did he leave his number?

A: Yes. It's \_\_\_\_\_. He also asked us to invite Lisa.

B: Did he leave her number?

A: No, but I have it memorized. It's \_\_\_\_\_.

B: Got it. We should call the restaurant, too. I think their number is \_\_\_\_\_.

### ▶ Task 2

Practice the conversation with a partner. Be sure to use the correct intonation.

## Conversation

Work in pairs. Imagine you are meeting your partner for the first time. Write down each other's phone numbers. Then check to see if you wrote the numbers correctly.

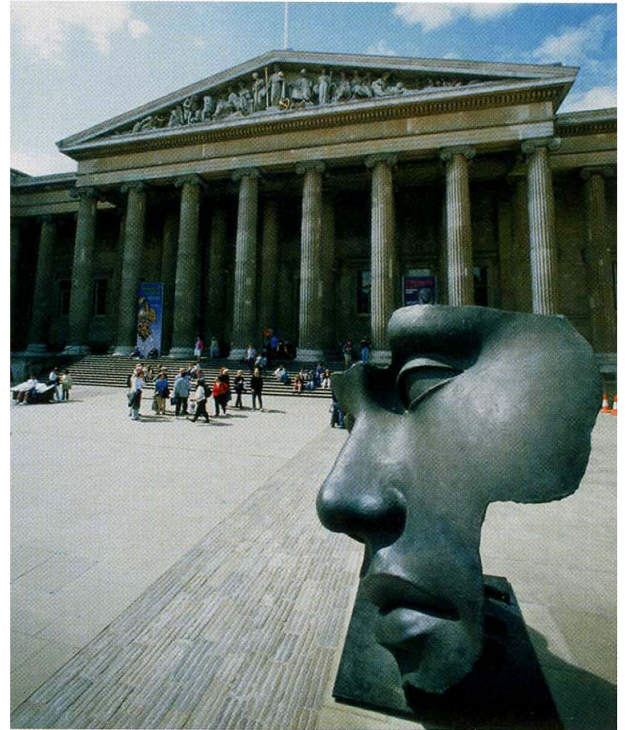
# Touring a City

## Getting Ready

Look at the picture. Where are the people?

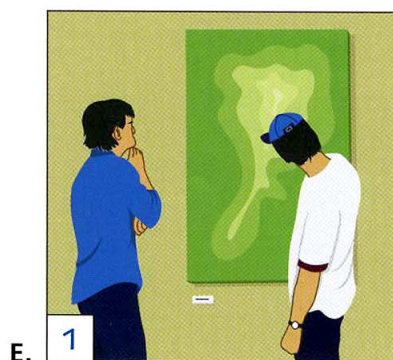
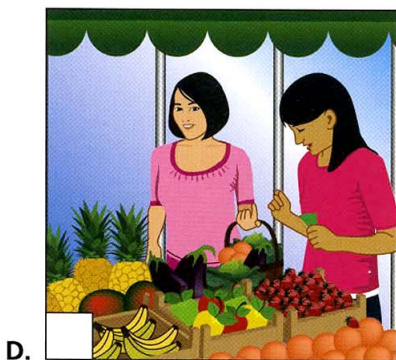
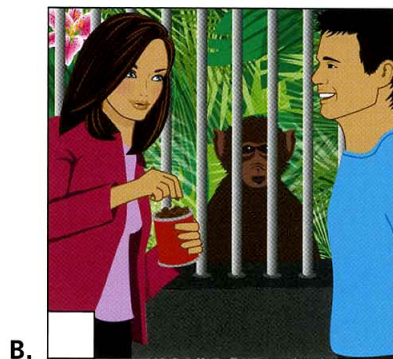
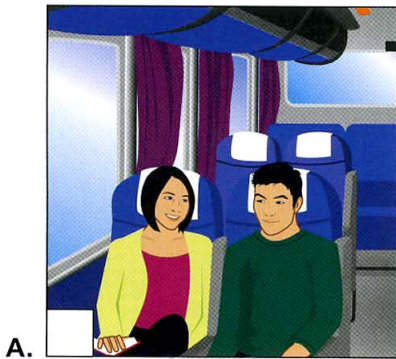
What do you do when you visit a new city?  
Check (✓) your answers and compare them  
with a partner.

- visit museums
- visit churches or temples
- take a bus tour
- try local food
- go to the zoo
- buy souvenirs
- go shopping
- attend local cultural events
- other: \_\_\_\_\_



## CD 3-13 Listening 1

People are visiting a city. Where are they? Listen and number the pictures.





# Listening 2

## CD 3-14 ► Task 1

Tour guides are describing some of the things people will see or do on a bus tour. Listen and circle the correct answers.

1. a. take pictures of the stars' houses  
**b.** see Marilyn Monroe's house  
 c. see Joe DiMaggio's house  
 d. see James Dean's house  
 e. see Arnold Schwarzenegger's house
2. a. go to the Empire State Building  
 b. visit the Statue of Liberty  
 c. take a taxi uptown  
 d. have a picnic in Central Park  
 e. go ice skating at Rockefeller Center
3. a. hike in the mountains  
 b. visit a market  
 c. eat food at the market  
 d. go inside a temple  
 e. touch the statues



4. a. see a cemetery  
 b. go to a museum  
 c. visit a famous person's grave  
 d. go to the museum shop  
 e. go to an open-air market

## CD 3-14 ► Task 2

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

	True	False
1. People can take pictures of the stars' houses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. People can buy a photo of the ice rink.	<input type="checkbox"/>	<input type="checkbox"/>
3. People can buy many kinds of souvenirs.	<input type="checkbox"/>	<input type="checkbox"/>
4. People can't take pictures of the graves.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 3-15 ▶ Task 1

People are talking about the tours they took. What was good or bad about each tour? Listen and check (✓) the correct answer.



1.	Good	Not good
the itinerary	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

3.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

2.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

4.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-15 ▶ Task 2

Listen again. Would each person recommend the tour? Check (✓) the correct answer.

1.  yes  
 no

2.  yes  
 no

3.  yes  
 no

4.  yes  
 no



### Pronunciation

Reduction of *-est* in superlatives

CD 3-16 ▶ **Task 1**

Listen and repeat.

1. It's the *tallest* building in New York City.
2. Mt. Whitney is the *highest* mountain in California.
3. This is the *biggest* shopping mall in the world.
4. It's the *largest* city in Latin America.
5. It's the *shortest* train track.
6. This is the *oldest* theater in the city.

▶ **Task 2**

Read the sentences to a partner. Be sure to reduce *-est* in the superlatives.

#### Pronunciation Help

How we spell it	How we say it
biggest	biggus
oldest	oldus
tallest	tallus

### Dictation

CD 3-17 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: What did you see on your tour?

B: We first saw the Grant House. It's \_\_\_\_\_ building in the city.

A: Nice. What else did you see?

B: Then we visited the park. It's one of the \_\_\_\_\_ in the country. After that, we went to the top of the mountain.

A: Oh, I bet the view was great. Isn't that one of the \_\_\_\_\_ in the state?

B: Yes. Actually, it's the \_\_\_\_\_ in the country. The view \_\_\_\_\_.

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *-est* in the superlatives.

### Conversation

Work in pairs. Imagine you and your partner are going to take a visitor on a tour of your town or city. Talk about what your visitor should see and why.

## Getting Ready

Match each activity on the left with the correct place on the right.  
Compare answers with a partner.

- |  |                                |
|--|--------------------------------|
| 1. freshen up after a flight <u>d</u>      | a. arrivals area               |
| 2. board a flight ____                     | b. baggage claim area          |
| 3. meet a friend arriving on a flight ____ | c. newsstand                   |
| 4. get flight information ____             | d. restroom                    |
| 5. change money ____                       | e. shuttle bus stop            |
| 6. pick up suitcases after a flight ____   | f. departure gate              |
| 7. buy a magazine ____                     | g. currency exchange           |
| 8. take a bus to a different terminal ____ | h. arrival and departure board |

## CD 3-18 ))) Listening 1

Where do these people want to go? Listen and check (✓) the correct picture.



a.

b. ✓



a.

b.



a.

b.



a.

b.



# Listening 2

## CD 3-19 ▶ Task 1

What are these people talking about?  
Listen and circle the correct answer.



1.  a. directions  
    b. flight insurance  
    c. flight information
2. a. ticketing information  
    b. a flight departure time  
    c. a flight arrival time
3. a. transportation to the hotel  
    b. hotel prices  
    c. car rentals
4. a. customs and immigration  
    b. shopping  
    c. ATM machines

## CD 3-19 ▶ Task 2

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

	True	False
1. a. He needs to find Terminal B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. The bus leaves in twenty minutes.	<input type="checkbox"/>	<input type="checkbox"/>
c. He doesn't need to buy a ticket.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. The clerk doesn't help the man.	<input type="checkbox"/>	<input type="checkbox"/>
b. The flight arrival time will appear later.	<input type="checkbox"/>	<input type="checkbox"/>
c. The man should check the monitor in 50 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. There are maps on Level 1.	<input type="checkbox"/>	<input type="checkbox"/>
b. She plans to drive to the hotel.	<input type="checkbox"/>	<input type="checkbox"/>
c. The hotel is near the airport.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. There aren't a lot of stores to choose from.	<input type="checkbox"/>	<input type="checkbox"/>
b. She doesn't have to go through customs and immigration first.	<input type="checkbox"/>	<input type="checkbox"/>
c. She can't use credit cards.	<input type="checkbox"/>	<input type="checkbox"/>

# Listening 3

## CD 3-20 ▶ Task 1

People are talking about airports in different cities. Listen and check (✓) the correct answers.



1.	Good	Not good
the location	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the transportation	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>
the check-in	<input type="checkbox"/>	<input type="checkbox"/>

3.	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the transportation	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>
the check-in	<input type="checkbox"/>	<input type="checkbox"/>

2.	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the transportation	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>
the check-in	<input type="checkbox"/>	<input type="checkbox"/>

4.	Good	Not good
the location	<input type="checkbox"/>	<input type="checkbox"/>
the transportation	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>
the check-in	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-20 ▶ Task 2

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

- |   |                                      |
|---|--------------------------------------|
| 1. The airport should put in <u> b </u> | a. some more check-in counters.      |
| 2. The airport needs to add ____        | b. some stores and cafes.            |
| 3. There should be ____                 | c. a new airport closer to the city. |
| 4. The city needs to build ____         | d. a bus service into town.          |



### Pronunciation

Plural –s endings

CD 3-21 ► **Task 1**

Listen and repeat.

1. The flights are late.
2. The next plane leaves in 30 minutes.
3. The restrooms are down the stairs.
4. There are a lot of good places to eat.

► **Task 2**

Read the sentences to a partner. Be sure to pronounce the –s endings correctly.

Pronunciation Help		
Sounds like /s/	Sounds like /z/	Sounds like /iz/
flights	bags	buses
minutes	stairs	places
tickets	taxis	suitcases

### Dictation

CD 3-22 ► **Task 1**

Listen to the conversation. Write the missing words.

A: Excuse me, where are \_\_\_\_\_ ?

B: Your bags are in the baggage claim area, on carousel 3.

A: Thanks. Oh, and are there \_\_\_\_\_ to eat near the baggage claim area?

B: Yes. There are two cafes and a couple of \_\_\_\_\_.

A: Great. How do we get into the city?

B: There are \_\_\_\_\_ just outside, after you leave the baggage area.

A: Thank you so much!

► **Task 2**

Practice the conversation with a partner. Be sure to pronounce the –s endings correctly.

### Conversation

Work in pairs. Make a list of three places you can ask directions to in an airport. Then take turns asking for and giving directions for the places on your list.

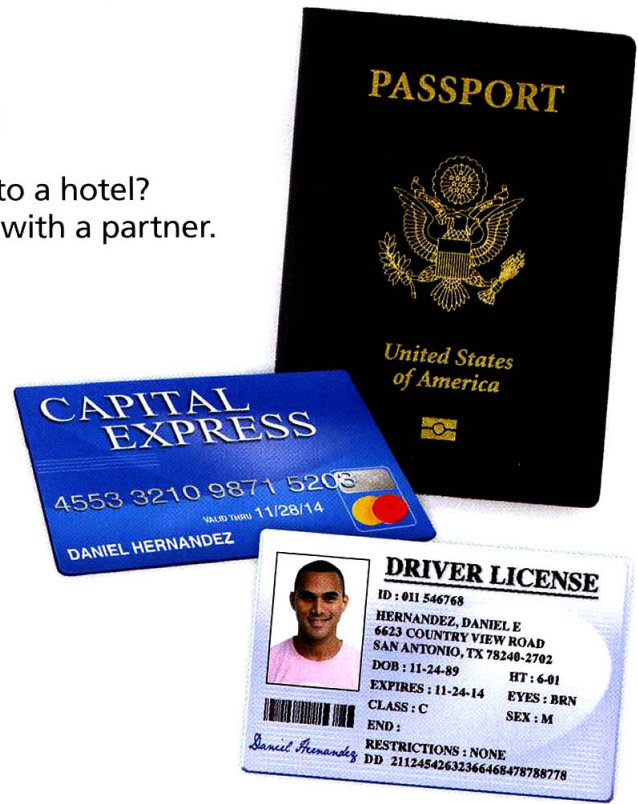
**TACTICS FOR TESTING**  
PAGE 106

## Getting Ready

Look at the pictures. What are these items?

What do you usually do when you check into a hotel?  
Check (✓) your answers and compare them with a partner.

- show some identification
- give your credit card number
- pay for the room in advance
- pay a deposit
- show a letter from your company or school
- fill out a registration card
- show your airline tickets
- give a confirmation number
- other: \_\_\_\_\_



## CD 3-23 Listening 1

People are checking into a hotel. What do they have to do? Listen and circle the correct answer.

1.  a. fill out a form  
 b. show a driver's license  
 c. show a passport  
 d. pay a deposit  
 e. give the receptionist his credit card
2. a. give the confirmation number  
 b. show a driver's license  
 c. show a passport  
 d. pay cash for the room  
 e. leave a deposit
3. a. spell her name  
 b. show a driver's license  
 c. show an airline ticket  
 d. fill out a registration form  
 e. sign a card
4. a. show a company ID  
 b. show a passport  
 c. give the receptionist her credit card  
 d. fill out a card  
 e. leave a deposit



## ))) Listening 2

### CD 3-24 ► Task 1

What kind of room does each guest want?  
Listen and check (✓) the correct answer.

- single                       double  
 standard                       deluxe  
 garden view                       city view
- single                       double  
 standard                       deluxe  
 garden view                       city view
- single                       double  
 standard                       deluxe  
 garden view                       city view
- single                       double  
 standard                       deluxe  
 garden view                       city view



### CD 3-24 ► Task 2

Listen again. What else does each guest request?  
Circle the correct answer.

- a. where to find public transportation  
**b.** a room away from the elevator
- a. a fruit basket  
b. a wake-up call
- a. an iron  
b. some clothes
- a. coffee and sandwiches  
b. coffee and a salad

# Listening 3

## CD 3-25 ▶ Task 1

People are discussing their rooms. Listen and check (✓) the correct information.



1.

	Good	Not good
the size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the bathroom	<input type="checkbox"/>	<input type="checkbox"/>
the view	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>

3.

	Good	Not good
the size	<input type="checkbox"/>	<input type="checkbox"/>
the bathroom	<input type="checkbox"/>	<input type="checkbox"/>
the view	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>

2.

	Good	Not good
the size	<input type="checkbox"/>	<input type="checkbox"/>
the bathroom	<input type="checkbox"/>	<input type="checkbox"/>
the view	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>

4.

	Good	Not good
the size	<input type="checkbox"/>	<input type="checkbox"/>
the bathroom	<input type="checkbox"/>	<input type="checkbox"/>
the view	<input type="checkbox"/>	<input type="checkbox"/>
the facilities	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-25 ▶ Task 2

Listen again. What did each guest complain about? Circle the correct answer.

1. **a.** that there was nothing in the refrigerator  
 b. that the TV did not work

3. **a.** the view from the window  
 b. the heat in the room

2. **a.** the size of the bathroom  
 b. the mattress

4. **a.** the shower  
 b. the stereo



### Pronunciation

Intonation for confirming information

CD 3-26 ▶ **Task 1**

Listen and repeat.

- |                                    |  |
|------------------------------------|--|
| 1. A: My name is Pennington.       | B: Did you say "Pennington"?                           |
| 2. A: I'd like a single room.      | B: Excuse me. Did you say "a single" room?             |
| 3. A: I need to see your passport. | B: I'm sorry. Did you say you need to see my passport? |

#### Pronunciation Help

Use rising intonation to ask a question that confirms information.

▶ **Task 2**

Read the sentences to a partner. One student is A, and the other student is B.

### Dictation

CD 3-27 ▶ **Task 1**

Listen to the conversation. Write the missing words.

- A: Yes, sir, may I help you?  
 B: I'd like a room for two nights, please.  
 A: \_\_\_\_\_?  
 B: That's right. My name is Chris Smithson.  
 A: Did you \_\_\_\_\_?  
 B: No, Smithson. S-M-I-T-H-S-O-N. Do you need to see some identification?  
 A: \_\_\_\_\_ you have identification?  
 B: Yes. I do. Here you go.

▶ **Task 2**

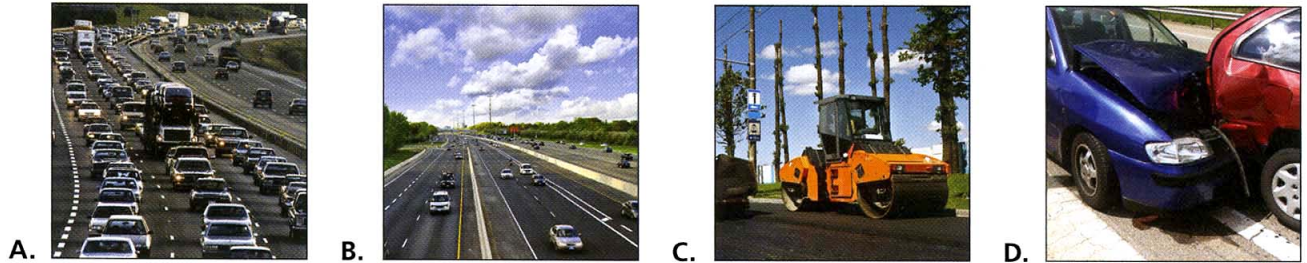
Practice the conversation with a partner. Be sure to use the correct intonation.

### Conversation

Work in pairs. Imagine you are checking into a hotel. Think about the information you will need to check in. Take turns being a receptionist and a guest.

## Getting Ready

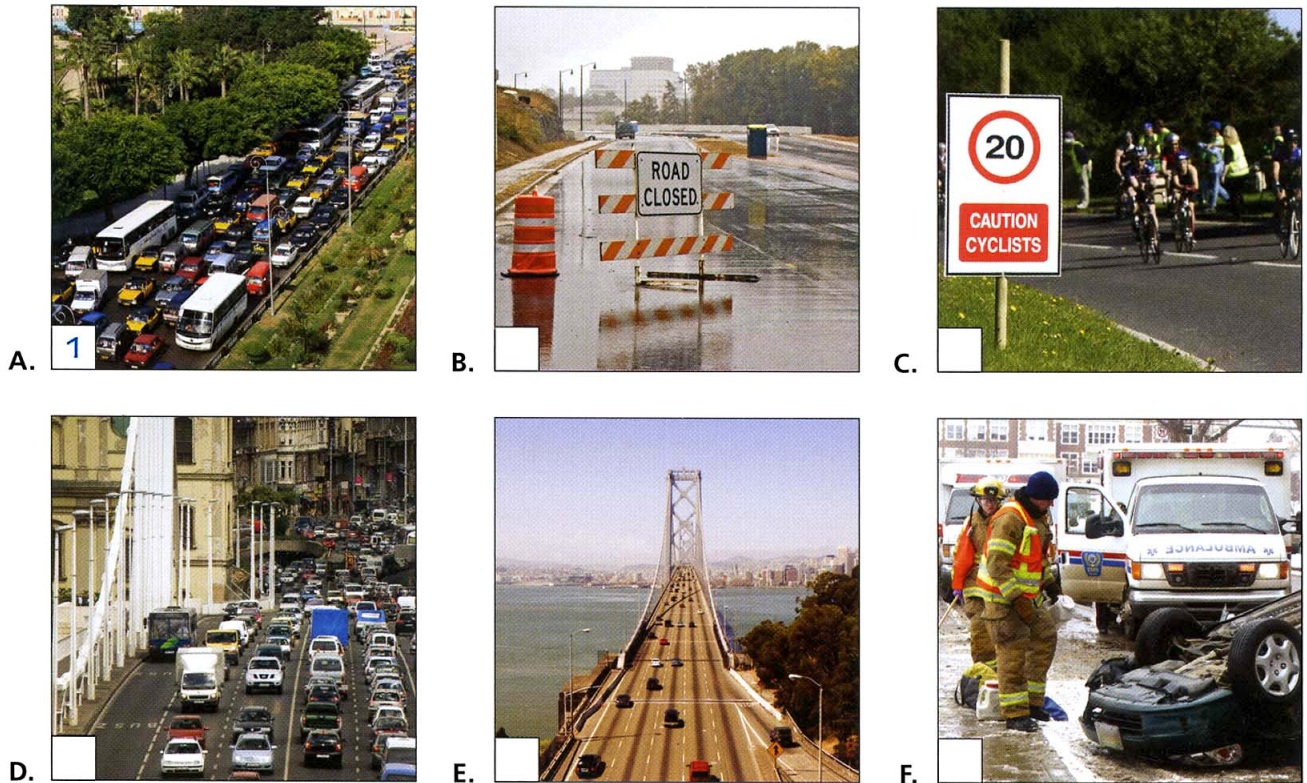
Match the pictures with the descriptions. Write the correct letter next to each description. Compare your answers with a partner.



1. Road repair \_\_\_\_\_
2. Two cars in a collision \_\_\_\_\_
3. Traffic congestion on a freeway A
4. Traffic moving smoothly on a freeway \_\_\_\_\_

## CD 3-28 Listening 1

People are making announcements about traffic conditions. Listen and number the pictures.

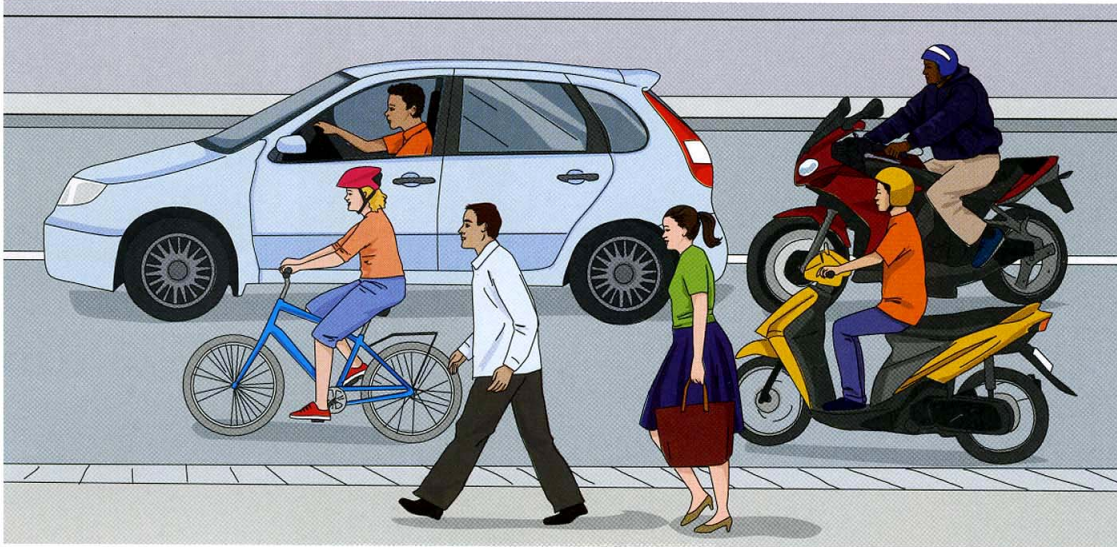




# Listening 2

## CD 3-29 ► Task 1

These people have to go somewhere. How will each person get there?  
Listen and circle the correct answer.



- |  |   |   |
|--|---|---|
| 1. a. by bus<br>b. by car<br>c. by bicycle | 3. a. by taxi<br>b. by car<br>c. by bus | 5. a. by car<br>b. by taxi and subway<br>c. by subway and on foot |
| 2. a. by car<br>b. by bus<br>c. by subway  | 4. a. by car<br>b. by bus<br>c. by taxi | 6. a. by car<br>b. by bike<br>c. by bus                           |

## CD 3-29 ► Task 2

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

	True	False
1. There is a big baseball game today.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. There is a traffic jam on the freeway.	<input type="checkbox"/>	<input type="checkbox"/>
3. Taxis usually don't come very quickly.	<input type="checkbox"/>	<input type="checkbox"/>
4. Kevin lives close to Harry.	<input type="checkbox"/>	<input type="checkbox"/>
5. The traffic is backing up because a traffic light is broken.	<input type="checkbox"/>	<input type="checkbox"/>
6. The weather is not so good.	<input type="checkbox"/>	<input type="checkbox"/>

## ))) Listening 3

### CD 3-30 ► Task 1

People are describing solutions to traffic problems in their cities. What did each city do? Listen and circle the correct answer.

- a. They improved the quality of buses.  
b. They raised bus fares on weekends.  
c. They lowered taxi fares.
- a. They built more parking garages.  
b. They made drivers pay a daily fee.  
c. They kept all cars out of the city center.
- a. They made many streets downtown one-way.  
b. They made new lanes for cars to use.  
c. They made a law that people can drive downtown every day if they have a special pass.
- a. They did not allow people to ride a bicycle downtown.  
b. They made a rule that there must be at least three people in a car to go downtown.  
c. They bought new buses that don't create pollution.



### CD 3-30 ► Task 2

Listen again. What problem did each city have? Write the correct letter.

- c            a. The traffic moved too slowly.
- \_\_\_            b. There weren't enough parking spaces.
- \_\_\_            c. The public transportation wasn't very good.
- \_\_\_            d. The air pollution in the city needed to be lowered.



### Pronunciation

Contractions of *there is/has* and *there are*

CD 3-31 ▶ **Task 1**

Listen and repeat.

1. *There's* a lot of traffic.
2. *There's* a collision.
3. *There's* been an accident.
4. *There's* been a problem.
5. *There are* two stalled cars.
6. *There are* some improvements.

▶ **Task 2**

Read the sentences to a partner. Be sure to pronounce *there is/has* and *there are* as contractions.

Pronunciation Help	
How we spell it	How we say it
there's	therez
there are	therer

### Dictation

CD 3-32 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: Are you going downtown today?

B: Yes, but \_\_\_\_\_ marathon today. There's going to be a lot of traffic.

A: Yes. \_\_\_\_\_ several streets blocked off.

B: And I just heard there's been an accident, too.

A: It's true. There's been a collision \_\_\_\_\_.

B: Wow! So, I guess I'll walk. \_\_\_\_\_ with my feet today!

▶ **Task 2**

Practice the conversation with a partner. Be sure to pronounce *there is/has* and *there are* as contractions.

### Conversation

Work with a partner. Think about the best way to get around your town or city. Ask and answer questions about traffic and transportation in your town or city.

# Roommates

## Getting Ready

Look at the picture. What kind of roommate is this person?

What are some important qualities of a roommate? Check (✓) the four most important qualities and add another of your own. Compare your answers with a partner.

- good-tempered
- good cook
- doesn't snore
- reliable
- studious
- sociable
- thoughtful
- sense of humor
- quiet
- talkative
- neat
- considerate
- other: \_\_\_\_\_



## CD 3-33 Listening 1

People are talking about their roommates. Listen and circle the two words that best describe each person.

- |   |   |
|---|---|
| <p>1. <b>a.</b> considerate<br/>b. messy<br/>c. helpful<br/>d. unreliable</p> | <p>4. a. unreliable<br/>b. inconsiderate<br/>c. neat<br/>d. helpful</p> |
| <p>2. a. unfriendly<br/>b. talkative<br/>c. studious<br/>d. generous</p>      | <p>5. a. neat<br/>b. sociable<br/>c. considerate<br/>d. studious</p>    |
| <p>3. a. messy<br/>b. studious<br/>c. sociable<br/>d. humorous</p>            | <p>6. a. lazy<br/>b. quiet<br/>c. studious<br/>d. bad-tempered</p>      |





# Listening 2

## CD 3-34 ▶ Task 1

People are comparing their new roommate with their old roommate. Which one does each person prefer? Listen and check (✓) the correct answer.

	The new one	The old one
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



## CD 3-34 ▶ Task 2

Listen again. What word or phrase describes each person's favorite roommate? Write the correct letter.

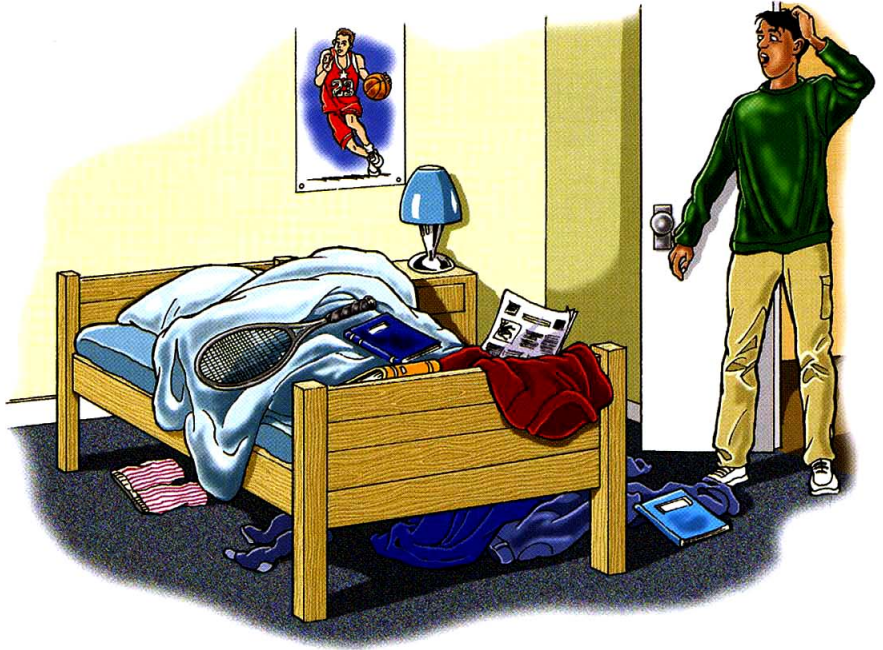
1. e      a. considerate
2. \_\_\_\_\_      b. humorous
3. \_\_\_\_\_      c. neat and clean
4. \_\_\_\_\_      d. thoughtful
5. \_\_\_\_\_      e. not too talkative
6. \_\_\_\_\_      f. friendly and happy

# Listening 3

## CD 3-35 ▶ Task 1

People left voicemails for their roommates. What do they want their roommates to do? Listen and circle the correct answer.

- a. make the bed  
b. lend him a book  
**c. bring him a book**
- a. invite her friends over  
b. buy some snacks  
c. make some snacks
- a. call his parents  
b. make restaurant reservations  
c. clean the living room
- a. buy some food  
b. clean the room  
c. empty out the refrigerator



## CD 3-35 ▶ Task 2

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

	True	False
1. Ted did not make his bed this morning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Meg invited friends over to play games.	<input type="checkbox"/>	<input type="checkbox"/>
3. John is going to buy dinner for Ken.	<input type="checkbox"/>	<input type="checkbox"/>
4. Carrie forgot to clean the apartment.	<input type="checkbox"/>	<input type="checkbox"/>



## Pronunciation

Word stress for emphasis

### Pronunciation Help

Stress the words that add emphasis in a statement.

### CD 3-36 ▶ Task 1

Listen and repeat.

1. He's **r**éally smart.    2. He's **e**xtrémely noisy.    3. She's **t**érribly rude!    4. She was **v**éry considerate.

### CD 3-37 ▶ Task 2

Listen. Mark the stressed words in the sentences. Then read the sentences to a partner.

1. They talk **r**éally loudly.    2. She is **e**xtrémely forgetful!    3. We're **v**ery quiet.

## Dictation

### CD 3-38 ▶ Task 1

Listen to the conversation. Write the missing words.

A: How do you like your new roommate?

B: I don't know . . . She's \_\_\_\_\_ !

A: What do you mean?

B: She's \_\_\_\_\_ at night. She watches TV and sings in her room.

A: So she's not as nice as your last roommate?

B: No. My last roommate was \_\_\_\_\_ and considerate.

A: So what are you going to do?

B: Well, you know me. I'm \_\_\_\_\_. I guess I won't do anything!

### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the words used for emphasis.

## Conversation

Work with a partner. Think of four words to describe one of your friends. Then take turns describing your friend to your partner.

## Getting Ready

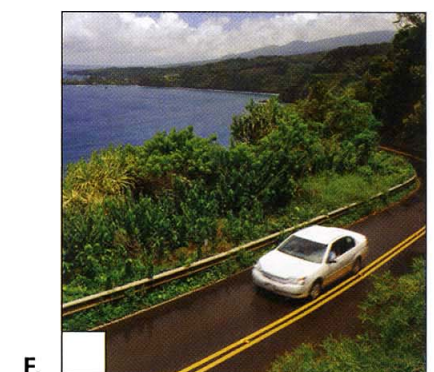
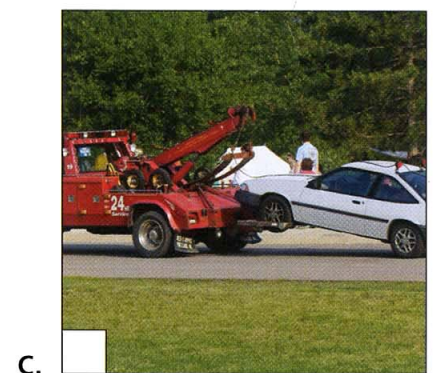
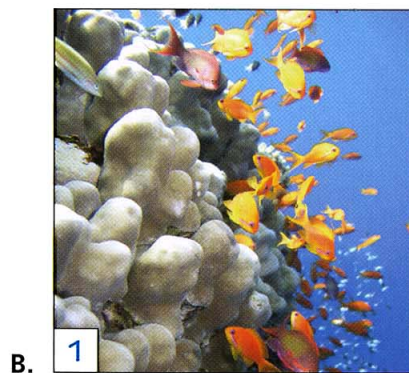
Which of these have ever happened to you on vacation? Check (✓) your answers and compare them with a partner.

	Yes	No
You missed a flight.	<input type="checkbox"/>	<input type="checkbox"/>
Someone stole your money.	<input type="checkbox"/>	<input type="checkbox"/>
You lost your wallet.	<input type="checkbox"/>	<input type="checkbox"/>
You lost your passport.	<input type="checkbox"/>	<input type="checkbox"/>
Your bags didn't arrive.	<input type="checkbox"/>	<input type="checkbox"/>
You got sick.	<input type="checkbox"/>	<input type="checkbox"/>
You ran out of money.	<input type="checkbox"/>	<input type="checkbox"/>



## CD 3-39 Listening 1

Emily is talking about her vacation. Listen and number the pictures.





## Listening 2

### CD 3-40 ▶ Task 1

People are calling home while they are on vacation.  
Listen and check (✓) the word that describes each person.

- |   |                                  |
|---|----------------------------------|
| 1. Jill                                     | 4. Rachel                        |
| <input type="checkbox"/> worried            | <input type="checkbox"/> happy   |
| <input checked="" type="checkbox"/> excited | <input type="checkbox"/> sick    |
| <input type="checkbox"/> upset              | <input type="checkbox"/> excited |
| 2. Sean                                     | 5. Mary                          |
| <input type="checkbox"/> relaxed            | <input type="checkbox"/> upset   |
| <input type="checkbox"/> happy              | <input type="checkbox"/> sick    |
| <input type="checkbox"/> frightened         | <input type="checkbox"/> relaxed |
| 3. John                                     | 6. Meg                           |
| <input type="checkbox"/> relaxed            | <input type="checkbox"/> bored   |
| <input type="checkbox"/> pleased            | <input type="checkbox"/> pleased |
| <input type="checkbox"/> worried            | <input type="checkbox"/> angry   |



### CD 3-40 ▶ Task 2

Listen again. Why does each person call? Circle the correct answer.

- |   |   |
|---|---|
| 1. Jill _____.  | 4. Rachel _____.  |
| <input checked="" type="radio"/> a. has met someone interesting | <input type="radio"/> a. has good news                          |
| <input type="radio"/> b. was in a dangerous situation           | <input type="radio"/> b. needs help                             |
| <input type="radio"/> c. wants to ask a favor                   | <input type="radio"/> c. told her friend about a health problem |
| 2. Sean _____.  | 5. Mary _____.  |
| <input type="radio"/> a. isn't having a good time               | <input type="radio"/> a. lost her glasses                       |
| <input type="radio"/> b. has some news                          | <input type="radio"/> b. was in an accident                     |
| <input type="radio"/> c. needs money                            | <input type="radio"/> c. has bad news                           |
| 3. John _____.  | 6. Meg _____.   |
| <input type="radio"/> a. lost his wallet                        | <input type="radio"/> a. is coming home earlier                 |
| <input type="radio"/> b. lost his ticket                        | <input type="radio"/> b. is taking a different flight           |
| <input type="radio"/> c. will be coming back on time            | <input type="radio"/> c. doesn't have anything to do            |

# Listening 3

## CD 3-41 ► Task 1

People are describing travel experiences. Is each statement true or false? Listen and check (✓) the correct answer.

	True	False
1. Chelsea		
a. She was eating in a Korean restaurant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. She asked the woman to help her.	<input type="checkbox"/>	<input type="checkbox"/>
c. The woman invited her to join the family at their table.	<input type="checkbox"/>	<input type="checkbox"/>
d. She hasn't been in touch with the woman since then.	<input type="checkbox"/>	<input type="checkbox"/>
2. Brooke		
a. She was traveling by train in Italy.	<input type="checkbox"/>	<input type="checkbox"/>
b. Her wallet was in one of her bags.	<input type="checkbox"/>	<input type="checkbox"/>
c. Someone stole one of her bags.	<input type="checkbox"/>	<input type="checkbox"/>
d. The person didn't steal the wallet.	<input type="checkbox"/>	<input type="checkbox"/>
3. Steve		
a. He had extra clothes with him.	<input type="checkbox"/>	<input type="checkbox"/>
b. The airline did nothing to help.	<input type="checkbox"/>	<input type="checkbox"/>
c. His bags arrived four days later.	<input type="checkbox"/>	<input type="checkbox"/>
d. His bags had important things inside them.	<input type="checkbox"/>	<input type="checkbox"/>
4. Rachel		
a. She got sick with food poisoning in Australia.	<input type="checkbox"/>	<input type="checkbox"/>
b. She was only sick for two days.	<input type="checkbox"/>	<input type="checkbox"/>
c. She knew someone in Sydney.	<input type="checkbox"/>	<input type="checkbox"/>
d. She went sightseeing for three days.	<input type="checkbox"/>	<input type="checkbox"/>

## CD 3-41 ► Task 2

Listen again. Why does each person want to go back again? Write the correct letter.

- |                     |   |
|---------------------|---|
| 1. Chelsea <u>b</u> | a. He wants to listen to the traditional music. |
| 2. Brooke _____     | b. She wants to see a temple.                   |
| 3. Steve _____      | c. She wants to see the museums she missed.     |
| 4. Rachel _____     | d. She wants to scuba dive.                     |



### Pronunciation

Reduction of *was*

CD 3-42 ▶ **Task 1**

Listen and repeat.

1. A: How *was* your trip?      B: It *was* great.
2. A: How *was* the food?      B: It *was* okay.

▶ **Task 2**

Read the questions and answers with a partner. One student is A, and one student is B.

### Dictation

CD 3-43 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: Hi, Jen. \_\_\_\_\_ your trip?

B: It was great! I had a wonderful time.

A: \_\_\_\_\_ the food?

B: It was good! I ate a lot!

A: How \_\_\_\_\_ there?

B: It was beautiful the whole time I was there.

A: So what was the best thing \_\_\_\_\_?

B: The beaches!

▶ **Task 2**

Practice the conversation with a partner. Be sure to reduce *was*.

### Conversation

Work in pairs. Think about a vacation you took. Tell your partner where you went. Ask and answer questions about what you did on your trip.

#### Pronunciation Help

How we spell it

How we say it

was

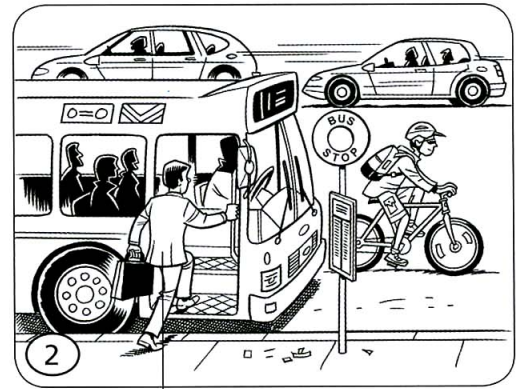
wuz

#### CD 4-2 Part 1

Look at the pictures. For each picture you will hear a question and four statements. Choose the statement that best matches the picture.

#### ANSWER SHEET

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)



Train Departures			
Destination	Time	Platform	Status
Cambridge	13:25	3	on time
Boston	14:05	4	delayed 10 mins
Philadelphia	15:00	1	on time
Washington DC	14:10	2	delayed 15 mins





## CD 4-3 ))) Part 2

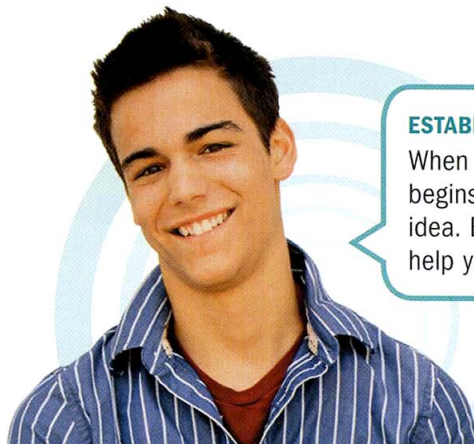
Listen to each question. Choose the correct response. Use your answer sheet.

7. A. Oh, I met some friends and we went out for dinner.  
B. Yes, it's too bad the weekend is over.  
C. I worked all day on Monday.  
D. I think I'll stay home and relax.
8. A. Yes, I think it was last night.  
B. I don't really like playing games.  
C. What time does it start?  
D. No, I fell asleep on the sofa.
9. A. But I love classical music.  
B. Yes, it is the next station.  
C. We can take the bus from here.  
D. I think they already changed it.
10. A. It is a great game.  
B. It's just not my favorite.  
C. When I drive the car.  
D. It makes me want to dance.
11. A. He goes to the gym.  
B. I think he rented a movie.  
C. He said it's his last weekend.  
D. He's moving to a new house.
12. A. Yes, I had a really good time.  
B. You can bring a friend if you like.  
C. No, it's not my birthday.  
D. Sure. What kind of party is it?

## CD 4-4 ))) Part 3

Listen to the following short conversations and answer the questions below. Use your answer sheet.

13. What did the woman do on Saturday?  
A. She went bowling with her boyfriend.  
B. She had a boring weekend at home.  
C. She met her girlfriends in the evening.  
D. She stayed home and watched TV.
14. Who is the man?  
A. A hotel guest  
B. A passenger  
C. A cyclist  
D. A taxi driver
15. What does the woman say about the food?  
A. She likes the cheese.  
B. She made them herself.  
C. She's never had goat meat before.  
D. Her mother gave her the recipe.



### ESTABLISH THE MAIN IDEA

When a new listening passage begins, try to establish the main idea. Establishing the main idea will help you pick out important details.



#### CD 4-5 Part 1

Look at the pictures. For each picture you will hear four statements. Choose the statement that matches the picture. Use your answer sheet.

#### ANSWER SHEET

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

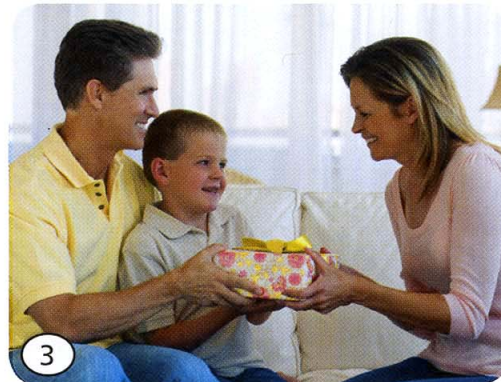
15 (A) (B) (C) (D)



1



2



3



4



5



6



## CD 4-6 ))) Part 2

Listen to each question. Choose the correct response. Use your answer sheet.

7. A. I don't feel like it.  
B. That's kind of you to offer.  
C. Something quick and easy.
8. A. Sure, if you like.  
B. No, I'm sick of junk food.  
C. Actually, I don't eat meat.
9. A. I've never seen him wear that color.  
B. No, Thai food is too spicy for him.  
C. I think it's in his closet.
10. A. I think I like the other belt better.  
B. Oh, are we about to land?  
C. I can't go any faster.
11. A. I'd like to check this bag in.  
B. I work in the sales department.  
C. Can't I keep it under my seat?
12. A. No, the washing machine is leaking.  
B. I think I need more exercise.  
C. Yes, it's been raining all day.

## CD 4-7 ))) Part 3

Listen to the following conversation. Choose the correct answer for each question. Use your answer sheet.

13. What are the speakers discussing?  
A. Plans for an upcoming birthday  
B. What they want to do for Mother's Day  
C. A restaurant they went to last week  
D. An upcoming trip
14. Why does the woman reject the man's first suggestion?  
A. She doesn't like flowers.  
B. The restaurant is too expensive.  
C. She doesn't want to do the same as last year.  
D. She had forgotten the date.
15. What can be inferred about the speakers' mother?  
A. She went to the Imperial Hotel last year.  
B. They haven't bought her flowers before.  
C. She is difficult to satisfy.  
D. She likes to eat French food.

### TAKE NOTES AS YOU LISTEN

On some tests, such as the TOEIC® test and the TOEFL® test, you will answer several questions about the same listening passage. Taking notes as you listen will help you remember details.

## CD 4-8 ))) Part 1

Choose the correct answer, A, B or C.

1. How did the man learn about the openings?
  - A. He read a notice at the diner.
  - B. A friend told him about it.
  - C. He saw an ad in the newspaper.
2. The man is currently
  - A. unemployed.
  - B. working.
  - C. a student.
3. What kind of relevant work experience does the man have?
  - A. working under pressure
  - B. dealing with customers
  - C. serving
4. The man would be free to begin work at the restaurant
  - A. tomorrow.
  - B. next week.
  - C. next month.

Complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

<b>NOTES JOB OPENING AT THE AMERICAN DINER</b>
--

**Job**

- server

**Conditions**

- permanent position
- one-month (5) \_\_\_\_\_ period
- need to provide two (6) \_\_\_\_\_

**Hours of work**

- two (7) \_\_\_\_\_ (change every three weeks)

**Days off**

- (8) \_\_\_\_\_ and (9) \_\_\_\_\_

**Benefits**

- free meals and (10) \_\_\_\_\_

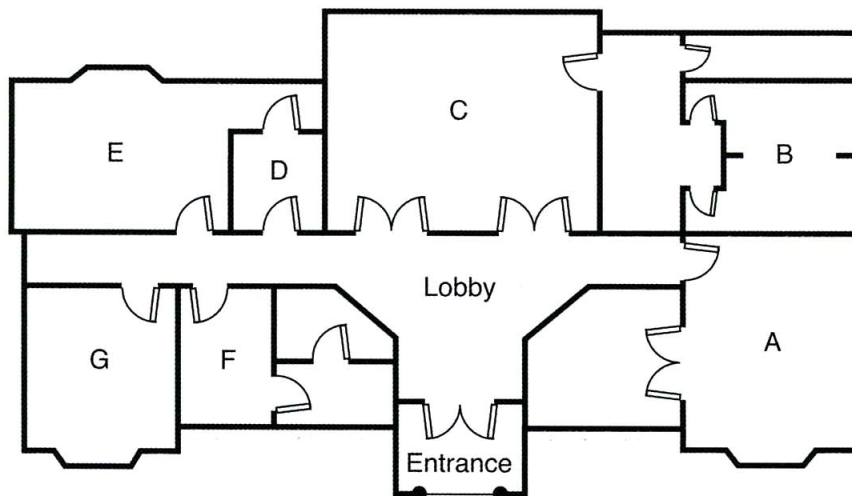


CD 4-9 **Part 2**

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

11. The club is going to hold an \_\_\_\_\_ tournament every year.
12. The club's \_\_\_\_\_ are closed for two months every year.
13. The gym instructors can produce individual \_\_\_\_\_ for members.
14. In the first exercise studio, there are \_\_\_\_\_ classes.
15. Instructors are able to design \_\_\_\_\_ which are safe and enjoyable.
16. Leisure membership does not include \_\_\_\_\_.

Look at the map of the Thornton Sports and Leisure Club. Write the appropriate letter on the blank next to each question.



- |                      |                         |
|----------------------|-------------------------|
| 17. ___ locker rooms | 19. ___ members' lounge |
| 18. ___ indoor pool  | 20. ___ exercise room   |



**LISTEN FOR TRANSITIONAL WORDS**

On some tests, such as IELTS™ and the TOEFL® test, you will listen to long conversations and talks. Transitional words or phrases such as *first of all*, *however*, *then*, and *furthermore* help to organize these long passages.

CD 4-10 **Part 1**

Look at the pictures. For each picture you will hear four statements. Choose the statement that matches the picture. Use your answer sheet.

#### ANSWER SHEET

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

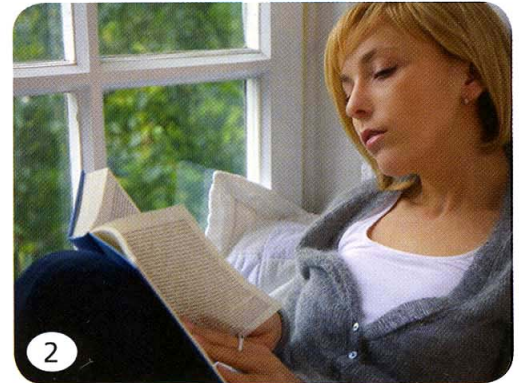
11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)





## CD 4-11 Part 2

Listen to each question. Choose the correct response. Use your answer sheet.

7. A. I enjoy walking.  
B. I think it's just past two.  
C. No, I had to pay about \$20.
8. A. Yes, that's correct.  
B. He collected my paper.  
C. I really like toy robots.
9. A. Yes, the color is perfect.  
B. Not really, it's a bit tight.  
C. It could be sweeter.
10. A. I don't have time to wash it.  
B. It doesn't keep time very well.  
C. I haven't watched it yet.
11. A. Can I get them by tomorrow?  
B. Two white ones and one blue one.  
C. I can spend up to about \$40.
12. A. It's on Boulder Avenue.  
B. There are many theaters in the city.  
C. Nothing I haven't already seen.

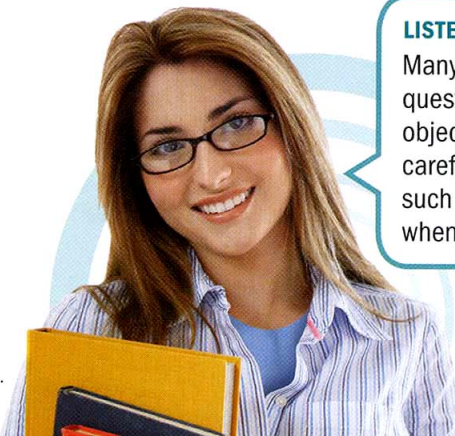
## CD 4-12 Part 3

Listen to the following conversation. Choose the correct answer for each question. Use your answer sheet.

13. When did the man notice the problem with his purchase?
  - A. When he bought it
  - B. Last week
  - C. The day after he bought it
  - D. Last month
14. What will the shop do if the man does not have a receipt?
  - A. Give him a replacement
  - B. Give him a receipt
  - C. Fix the hole
  - D. Give him a refund
15. What does the man want the shop to do?
  - A. Return his money
  - B. Repair the tent
  - C. Pay for the damage
  - D. Exchange it for a similar model

### LISTEN FOR PREPOSITIONS

Many tests, like the TOEIC® test, have questions about the locations of objects and people in pictures. Listen carefully for prepositions of place, such as *in*, *on*, *next to*, and *between* when answering these questions.



CD 4-13 **Part 1**

Look at the pictures. For each picture you will hear a question and four statements. Choose the statement that best matches the picture.

#### ANSWER SHEET

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)





CD 4-14 ))) **Part 2**

Listen to each short conversation. Choose the correct response. Use your answer sheet.

7. A. I'll go and wake him up.  
B. There isn't anyone asleep.  
C. I was terrified when I was a child.  
D. It's just the wind. Go back to sleep.
8. A. Can you ask him to call me back?  
B. Yes, we have one available.  
C. I don't think we can help.  
D. Sorry, I didn't receive the message.
9. A. I think it is locked.  
B. It was over \$200.  
C. That's very kind of you.  
D. Yes, I'd love to join the club.
10. A. The cathedral was the best part.  
B. It was okay, but a bit expensive.  
C. Yes, I think it should be a very good day.  
D. The transportation wasn't very fast.
11. A. Your suitcases will need to be weighed.  
B. Just go through here to gate number 3.  
C. Okay. The shuttle bus leaves in five minutes.  
D. You'll have to check the luggage in.
12. A. That's right. It isn't the desk.  
B. Yes, here is your boarding pass.  
C. Please put your baggage over here.  
D. Yes, but you need to go to counter G.

CD 4-15 ))) **Part 3**

Listen to the following short conversations and answer the questions below. Use your answer sheet.

13. **Why is the man upset?**  
A. He saw a snake outside.  
B. Summertime is too hot for him.  
C. There are lots of insects in the house.  
D. There's a small animal in the room.
14. **What will the man do after this conversation?**  
A. Wait for a phone call  
B. Call back later  
C. Give his number  
D. Call his friend, Bryan
15. **What is the woman's problem?**  
A. The gate for her flight has changed.  
B. Her flight has been canceled.  
C. She's lost her boarding pass.  
D. She's missed her flight.

**LISTEN FOR PARAPHRASING**

On many tests, correct answer choices restate information from the listening passage using different language. Only one answer is correct. Choose the answer that restates the exact information from the passage.



CD 4-16  Part 1

Complete the form below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

BONNINGTON HOTEL REGISTRATION FORM
------------------------------------

## Date

- 17th June

## Type of room

- (1) \_\_\_\_\_

## Number of nights

- (2) \_\_\_\_\_

## Special requests

- Room overlooking the (3) \_\_\_\_\_

## Guest details

- Name: Mrs. G. (4) \_\_\_\_\_
- Home address: (5) \_\_\_\_\_
- Zip code (6) \_\_\_\_\_

## Payment Method

- (7) \_\_\_\_\_

Choose the correct answer, A, B or C.

8. Guests who want to eat breakfast in the Washington Room have to
- complete a request form.
  - present their registration card.
  - place an order in the evening.
9. What does the receptionist say about sending e-mails?
- There's a good wireless signal throughout the hotel.
  - There are PCs in the hotel bedrooms.
  - Guests can rent a phone cable.
10. What is the quickest way of getting information about the local theater?
- ask the porter
  - look on teletext
  - go to the theater

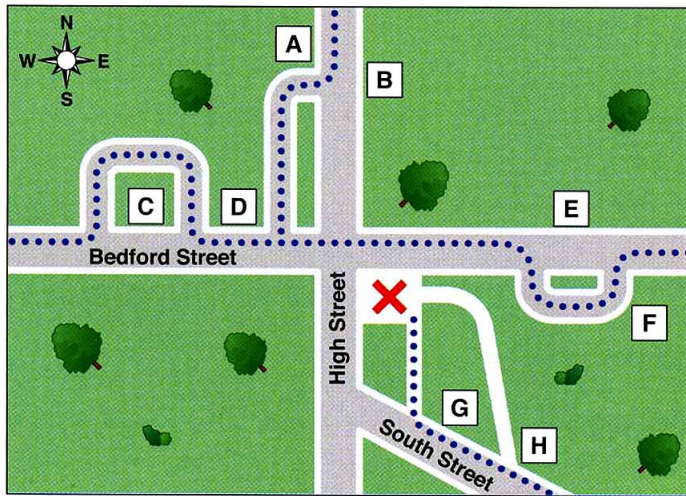


CD 4-17 **Part 2**

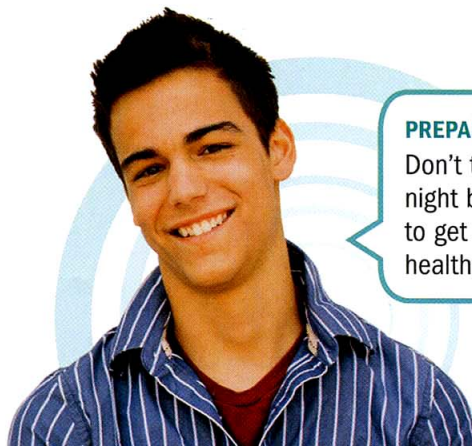
Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

11. Cycling to work can save employees both money and \_\_\_\_\_.
12. In recent years, \_\_\_\_\_ have increased in the city.
13. Regular cycling improves health and reduces \_\_\_\_\_.
14. If more employees cycle to work, the company needs less \_\_\_\_\_.
15. Employees can borrow a maximum of \_\_\_\_\_ for cycling equipment.
16. Employees are allowed to buy two bikes if part of their journey is by \_\_\_\_\_.

Look at the map of the cycle routes below. Write the appropriate letter on the blank next to each question.



- |                 |                      |
|-----------------|----------------------|
| 17. ___ museum  | 19. ___ bus station  |
| 18. ___ library | 20. ___ fire station |



**PREPARE FOR THE TEST DAY**

Don't try to study everything the night before the test. Be sure to get enough sleep and eat a healthy breakfast in the morning.

# VOCABULARY INDEX

## Unit 1

### The Weekend

awful  
beach  
bodybuilder  
bodybuilding  
butterflies  
boring  
borrow  
competition  
contest  
disappointing  
downtown  
enjoyable  
exercise  
exhausted  
good-looking  
mall  
muscles  
nephews  
novel  
part  
pleasant  
terrific  
tired  
tiring  
  
ask (someone) out  
closest friend  
forest trail  
go on a date  
go to a movie  
go to a nightclub  
go to the gym  
How come?  
I'll bet!  
nature walk  
outdoor concert  
play a sport  
play computer games  
pop music  
pull out  
science fiction  
supposed to be  
watch a DVD  
watch TV  
You're kidding!

## Unit 2

### City Transportation

air-conditioned  
carefully  
convenient  
dangerously  
emergency  
expensive  
fare  
ferry  
flight  
passenger  
reasonable  
rude  
safe  
subway  
taxi

ticket  
uncomfortable  
  
as soon as you can  
Are you free?  
be in a hurry  
catch a train  
dining car  
good/poor condition  
Hop in!  
just me  
not very often  
seat belts  
shuttle flight  
snack bar  
Where to?

## Unit 3

### Neighbors

anniversary  
annoying  
appreciate  
arrogant  
borrow (something)  
burglar  
considerate  
cookout  
delivered  
driveway  
elderly  
gossip  
hammer  
impolite  
inconsiderate  
incredible  
invite  
mailbox  
neighbor  
neighborhood  
normally  
nosy  
request  
retired  
return (something)  
shy  
spotless  
upset  
upstairs  
wave  
watching out

be off (of work)  
break in  
by any chance  
can't stand (someone)  
count on (someone)  
day care  
don't mind (doing something)  
fit in  
I can manage  
mind one's own business  
move in  
not think much of (someone)  
say "Hello"  
turn up (the volume)  
work long hours

## Unit 4

### Celebrations

anniversary  
barbecue  
bring  
buffet  
candles  
chocolate  
cute  
delicious  
grill  
guest  
guitar  
hold  
host  
memorize  
painted  
play (musical instrument)  
serve  
snack  
turn (20)

birthday party  
blow out  
felt like  
got to know (someone)  
grill some steaks  
home movie  
in a while  
junk food  
listen to music  
make (something) yourself  
potluck dinner  
show up  
surprise party  
Why don't you...  
You know

## Unit 5

### Restaurants

asparagus  
cheeseburger  
chef  
Chinese (food)  
convenient  
décor  
deserved  
downtown  
empty  
flavor  
French (food)  
fries  
heat (v.)  
hurry  
immigrants  
Japanese (food)  
Korean (food)  
lighting  
Mexican (food)  
milkshake  
part-time  
polite  
salt  
server  
simple  
starving  
Thai (food)

tip  
vanilla  
vegetarian

baked potato  
be sick of (something)  
credit card  
eat out  
fast food  
feel like (eating something)  
for a change  
hot sauce  
junk food  
leave a tip  
make sure  
stay home  
the only trouble  
wait on (someone)  
What's the occasion?  
your treat

## Unit 6

### Gifts

already  
birthdays  
bracelet  
convenient  
cotton  
elastic  
glasses  
graduation  
imported  
jewelry  
local  
necklace  
necktie  
organic  
popular  
present  
salesclerk  
shirt  
souvenir  
special  
teapot  
weddings  
wrapped

allergic to (something)  
awfully small  
Father's Day  
go with (something)  
housewarming party  
I wonder if...  
Mother's Day  
natural ingredients  
Perfect!  
pick (something) out  
sound expensive  
The price is right  
think of (doing something)

## Unit 7

### Air Travel

board  
bumpy  
catch

clear  
collect  
crowded  
dry  
economy  
facilities  
fantastic  
fasten  
headphones  
horrible  
immigration  
route  
smooth  
tasteless

aisle seat  
business class  
change my seat  
check in  
customs form  
Do you mind...  
economy class  
far away  
fill out  
flight attendant  
headphones  
on time  
overhead compartment  
put your seat forward  
safety instruction card  
seat belt  
seat number  
seat pocket  
so-so  
spring break  
TV screen  
weather report  
window seat  
working properly

## Unit 8

### Mishaps

apology  
break  
charge  
clogged  
deserted  
directions  
dishwasher  
dripping  
drycleaner  
flooded  
horrified  
ink  
locksmith  
manager  
offend  
offer  
plumber  
puddle  
reschedule  
ruined  
soaked  
soda  
solution  
spill (something)  
suggest  
tray  
tricky



trip  
unfortunately  
catch the bus  
catch the next one  
checkout counter  
dry out  
emergency number  
flat tire  
get locked out  
get lost  
leave the water running  
look (something) up  
make sense  
tow truck

**Unit 9**

**Jobs**

actually  
architect  
assistant  
autograph  
bags  
baker  
bellhop  
boss  
call  
carry  
chef  
client  
colleagues  
commuting  
chauffeur  
creative  
design (v.)  
drive  
hairdresser  
invite  
manager  
mechanical  
meetings  
newspaper  
online  
plenty  
quiet  
reporter  
salary  
security  
server  
vacations

answer the phone  
auto shop  
cash register  
change jobs  
flight attendant  
go pretty well  
market research  
take a break  
TV producer  
working hours

**Unit 10**

**Keeping Fit**

aerobics  
beach  
bicycling  
courts  
dangerous  
diet

equipment  
fat  
golf  
improve  
indoors  
jogging  
lessons  
operation  
pool  
ride  
rollerblading  
romantic  
sit-ups  
swimming  
track  
traffic  
volleyball  
weightlifting

at home  
be into (something)  
can't stand  
club fee  
get in shape  
get some exercise  
give up  
go out  
health club  
lift weights  
make (my knees) hurt  
New Year's resolution  
put on weight  
take up  
used to

**Unit 11**

**Invitations**

accept  
actually  
afterwards  
bowling  
bunch (of flowers)  
instead  
invitation  
opera  
plans  
playing  
refuse  
rent  
soprano

be free  
be out  
come over  
I'd love to.  
Maybe some other time.  
my place  
see a movie  
stay home  
That sounds great.

**Unit 12**

**Campus Life**

appointment  
attractive  
biology  
boring  
cafeteria  
campus  
cell

chemistry  
classroom  
competitive  
crowded  
draft (of a paper)  
essay  
experiment  
genetics  
grade  
gym  
interesting  
lab  
lectures  
lockers  
logo  
major  
modern  
neat  
outdoor  
overcrowded  
scan  
schedule  
semester  
slides  
stationery  
unfair  
unfriendly

art history  
Be right back.  
campus bookstore  
check (a book) out  
computer lab  
computer science  
discussion group  
front row  
not crazy about  
(something)  
professor's office  
sleeping in  
state-of-the-art  
student ID  
What's the matter?

**Unit 13**

**Hobbies and Pastimes**

adventure  
collecting  
concerts  
cooking  
garage  
gardening  
hiking  
history  
hobbies  
Mozart  
nature  
oil (paintings)  
outdoors  
pastimes  
retired  
studio  
watercolor (paintings)

children's books  
classical music  
comic books  
computer screen  
eat out  
except me

free time  
lose interest in  
(something)  
packed away  
playing video games  
public library  
sit around  
stamp albums  
surfing the Internet

**Unit 14**

**Shopping Problems**

bargain (n.)  
bargain (v.)  
broken  
buttons  
case  
camcorder  
camera  
damaged  
exchange  
faded  
guarantee  
heel  
impossible  
lock  
long-sleeved  
missing  
receipt  
refund  
repair  
sale  
shrank  
stain  
sweatshirt

be out of (something)  
changed color  
come off  
compare prices  
get fed up with  
(something)  
half the price  
poorly made  
sold out of  
(something)  
wrong size

**Unit 15**

**Hotel Services**

bags  
blanket  
concierge  
delayed  
face (the street)  
flight  
housekeeping  
lasagna  
laundry  
letter  
light (food)  
lonely  
mailbox  
mattress  
meat  
noisy  
non-smoking  
occupied  
package  
password

pressed  
reservation  
sauce  
send (something) up  
share  
snowstorm  
spaghetti  
staff  
towel  
vegetarian

bell captain  
Can I help you?  
dry cleaned  
flat-screen TV  
front desk  
Is there anything else?  
room service  
spring break  
wake-up call

**Unit 16**

**Movies**

action  
action-packed  
animation  
audience  
century  
chasing  
comedy  
cowboy  
danger  
disappointing  
dumb  
excitement  
exit (n.)  
fantastic  
fast-moving  
frightening  
good-looking  
handsome  
hilarious  
horror  
horse  
kidnapped  
policeman  
romance  
scare  
surprise  
terrible  
unbelievably  
universe  
vampire  
western  
animated movie  
bank robbery  
battle scene  
car chase  
clean up the town  
come out of the ground  
go crazy  
How was the movie?  
make people laugh  
play opposite  
ride a horse (v.)  
science fiction  
show times  
soundtrack  
special effects  
worth the price

**Unit 17**

**Fears**

bats  
biology  
brake  
button  
coat  
cockroaches  
confidence  
creepy  
downstairs  
drown  
engineer  
freeways  
frightened  
garden  
heights  
hose  
insect  
jellyfish  
lab  
land (n.)  
mice  
nearly  
nervous  
poisonous  
realize  
scream  
seaweed  
shark  
snakes  
spiders  
traffic  
waves

Are you afraid of anything?  
be afraid of  
be terrified of (something)  
don't mind (something)  
get on (a plane, a bus, etc.)  
get stuck  
knock (someone) over  
roller coasters  
scuba diving  
step on (something)  
swim laps  
take care of (oneself)

**Unit 18**

**Phone Messages**

cash  
deliver  
extension  
mailroom  
neighbor  
package  
repair  
tip (v.)  
auto repair  
average number  
be in (to have arrived)  
be in touch  
boat trip  
Call me.  
cell phone  
confirm (a flight, reservation)  
credit card

dental appointment  
give (someone) a call  
make a phone call  
memorize  
pick (something) up  
receive a phone call  
shuttle bus  
text message  
travel agency

**Unit 19**

**Touring a City**

built  
cemetery  
charge  
delicious  
exhausted  
gate  
gifts  
glamorous  
grow  
iron  
itinerary  
jokes  
local  
mansion  
market  
museums  
peanuts  
picnic  
reasonable  
religion  
rink  
souvenirs  
stars (famous people)  
stuffy  
telescope  
temple  
tour  
van  
works (of art) (n.)  
zoo

art museum  
baseball player  
be worth doing  
bus tour  
cultural event  
How was the tour?  
ice skating  
places of interest  
tour guide  
What did you see?

**Unit 20**

**Airports**

announce  
arrivals  
bags  
board (v.)  
customs  
delayed  
departure  
distance  
efficient  
escalator  
facilities  
fairly  
flight  
gate

gifts  
immigration  
level  
monitor  
parking  
pleasant  
restroom  
souvenirs  
suitcases  
terminal

ATM machines  
baggage claim  
car rental  
change a baby  
check-in counters  
currency exchange  
department stores  
duty-free shop  
flight insurance  
foot bridge  
freshen up  
game center  
go through security  
information counter  
shopping mall  
shuttle bus

**Unit 21**

**Hotels**

arrange  
coffeemaker  
complaint  
confirmation  
deluxe  
deposit  
double (occupancy)  
electric  
facilities  
fan  
form  
hardly  
identification  
inconvenient  
iron  
mattress  
mini-fridge  
ordinary  
passport  
registration  
reservation  
sign (v.)  
single (occupancy)  
standard  
tiny

as hard as a rock  
at this hour  
check in  
confirmation number  
driver's license  
electrical outlet  
fill out  
light sleeper  
May I help you?  
wake-up call

**Unit 22**

**Traffic**

ambulance  
announcement

annual  
avoid  
bike  
bus  
city center  
collision  
congestion  
cyclists  
display  
downtown  
fares  
fine (n.)  
freeway  
government  
hundreds  
improvement  
instead  
lanes  
light (traffic) (adj.)  
lower  
marathon  
one-way  
pass (a law)  
pollution  
quality  
rates  
route  
smoothly  
stalled  
traffic  
unusually

a bunch of (something)  
be allowed to (do something)  
broken down  
bumper to bumper  
drive (someone) home  
give (someone) a ride  
keep away from (a place)  
keep (something) out  
parking garage/lot  
parking space  
public transportation  
road repair  
Traffic is backing up.  
traffic jam  
traffic light (n.)  
traffic report

**Unit 23**

**Roommates**

arguments  
awful  
baking  
bother  
chemistry  
completely  
considerate  
good-tempered  
neat  
noisy  
party (v.)  
quiet  
reliable  
snacks  
snore  
sociable  
studious  
talkative

thoughtful  
unreliable

a mess  
be out of (something)  
be over  
come by  
do (someone) a favor  
do (something) oneself  
get along  
get back  
go back for (something)  
good cook  
in case  
invite (someone) over  
keep the place clean  
last semester  
lose (one's) temper  
my folks (parents)  
pick up  
phone bill  
put something away  
school work  
sense of humor  
wait around

**Unit 24**

**Travel**

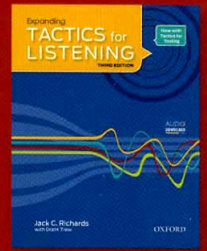
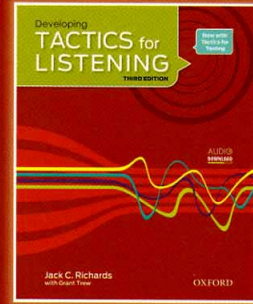
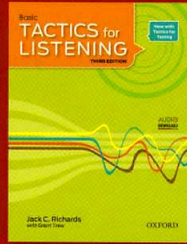
backpack  
completely  
cousin  
excited  
flu  
hole  
join (someone)  
lose  
passport  
pleased  
relaxed  
relaxing  
remove  
research  
shore  
slight  
snorkeling  
spectacular  
steal  
traditional  
upset  
vacation  
volcano  
wallet  
waterfalls  
worried  
be out of money  
change one's flight  
cost (one) an arm and a leg  
get a chance to (do something)  
get sick  
How was the food?  
How was your trip?  
hula dance  
in the rush  
keep in touch  
miss a flight  
see sights  
Sorry I missed your call.  
take photos  
turn up



Developing

# TACTICS for LISTENING

THIRD EDITION



## More listening. More testing. More effective.

### NEW FOR THE THIRD EDITION

- **Four all-new, high-interest units**
- **Tactics for Testing** section presents test-taking skills and practice tests for success on the TOEIC® test and other exams
- **Downloadable audio files** help students learn on the go
- **Conversation Corner** in each unit provides Pronunciation and Dictation practice

### COMPONENTS

- **Student Book**
- **Teacher's Book with Testing Program & Resource CD-ROM** featuring:
  - Unit quizzes
  - Midterm and final tests in the style of the TOEIC® test and other exams
  - Vocabulary and Conversation Worksheets providing unit-preview and expansion activities
- **Class Audio CDs**
- **Audio Download Center**

### ANY TIME, ANYWHERE LISTENING

**Audio Download Center:** Go to [www.oup.com/elt/tacticsforlistening3e](http://www.oup.com/elt/tacticsforlistening3e) to download audio files for the *Listening 3*, *Pronunciation* and *Dictation* activities in each unit and for the *Tactics for Testing* section.

Oxford › making **digital** sense



**OXFORD**  
UNIVERSITY PRESS

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

\*TOEIC® is a registered trademark of Educational Testing Service (ETS).  
This publication is not endorsed or approved by ETS.

