Basic TACTICS for LISTENING
THIRD EDITION

Teacher's Book
Jack C. Richards
with Grant Trew

More listening. More testing. More effective.

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How to teach a Tactics for Listening unit

Unit-opening Activities

Vocabulary Worksheet

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

Getting Ready

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

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

Listening 1

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

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

Listening 2

Task 1

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

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

Task 2

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

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

Listening 3

Task 1

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

- Use the vocabulary list to pre-teach any unfamiliar words or phrases to students.
- Read the first sentence of the directions to the class. The sentence describes general context of the listening passage.
- Ask students to predict what they might hear based on the description in the direction line.
- Read the rest of the directions to the class. They indicate what students should listen for. Make sure that students understand why the answer is correct.
- Play the first item in the audio passage. Make sure that students understand why the answer is correct.
- Play the rest of the audio passage and have students complete the activity.
- Check the students’ answers. Replay the audio, pausing at appropriate points to show where the answers are given.
Task 2
The purpose of this activity is to listen to short audio passages, focusing on listening for specific details.

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

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

Task 1
• Preview the pronunciation models with the students.
• Play the audio track, focusing the students' attention on the pronunciation point.
• Replay the audio, pausing after each pronunciation example to allow students to repeat it. Repeat this procedure until students can accurately reproduce each example.

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

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

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

Task 1
• Pre-read the dictation activity with the students. Ask the students to summarize the conversation to the best of their ability. If the students lack the language skills to create an effective summary, ask questions to help them identify key details from the conversation.
• Play the audio passage. Instruct students to listen to the complete conversation without filling in the dictation blanks.
• Discuss the conversation with the students again, asking them to revise their previous summaries to include any new information they have heard.
• Replay the conversation. Pause after each line to give students an opportunity to fill in any blanks. If necessary, replay lines until students have successfully filled in the blanks. Check the students’ answers.

Task 2
• Replay the audio passage. Pause after each line and ask students to repeat it as a class. Focus their attention on correctly replicating the pronunciation point.
• Have students practice the conversation in pairs. Circulate through the class to monitor students’ pronunciation.
• After students have completed the conversation, have them switch roles and practice it again.

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

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

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

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

**Vocabulary**

**email address**

**phone number**

**Answers**

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

Listening 1

CD 1, Track 2

**Vocabulary**

give (someone) a call

how do you spell that?

It’s nice to meet you.

weekend

yep

Skill: Listening for details

**Answers**

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

Listening 2

CD 1, Track 3

**Vocabulary**

assignment

checking in

get together

pretty good

register

reservation

semester

accounting

department

forgotten

gym

university

wait a minute

Skill: Listening for context

**Answers**


Task 2

Skill: Listening and making predictions

**Answers**

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

Optional Activity

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

Listening 3

CD 1, Track 4

**Vocabulary**

accounting

department

forgotten

gym

university

wait a minute

Skill: Listening for names

**Answers**


Task 2

Skill: Listening and making predictions

**Answers**

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

Optional Activity

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

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

Page 5

Pronunciation

CD 1, Track 5

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

Dictation

CD 1, Track 6

**Task 1**

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. name</td>
<td>2. Nice</td>
</tr>
<tr>
<td>3. live</td>
<td></td>
</tr>
<tr>
<td>4. phone</td>
<td>5. Have</td>
</tr>
<tr>
<td>6. great</td>
<td></td>
</tr>
</tbody>
</table>

Conversation

Elicit introductory phrases students have heard in Listening 1, 2, and 3. Write the phrases on the board. Model an instruction using each phrase and an appropriate response. Ask students to introduce themselves to three or four of their classmates. Students may use the sample language on the board for support.

2 Unit 1
Unit 2  Describing People

Getting Ready

Vocabulary

<table>
<thead>
<tr>
<th>age</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>shoulder-length</td>
</tr>
<tr>
<td>blond</td>
<td>straight</td>
</tr>
<tr>
<td>curly</td>
<td>tall</td>
</tr>
<tr>
<td>dark (hair)</td>
<td>teens</td>
</tr>
<tr>
<td>height</td>
<td>thirties</td>
</tr>
<tr>
<td>light brown (hair)</td>
<td>twenties</td>
</tr>
<tr>
<td>long</td>
<td></td>
</tr>
</tbody>
</table>

Answers

Age: about 22; in his twenties; 19 years old; in her thirties; almost 25
Height: about 170 cm; tall; short; not very tall
Hair: short; long; light brown; blond; dark; curly; shoulder-length; straight

Listening 1
CD 1, Track 7

Vocabulary

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

Skill: Listening for topics

Answers

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

Optional Activity

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

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

Listening 2
CD 1, Track 8

Vocabulary

about average
cousin
actress
glasses
boyfriend
pretty (adv.)

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for gist

Answers

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

Pronunciation
CD 1, Track 10

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

Dictation
CD 1, Track 11

Task 1

Answers

1. Is
2. No
3. Isn’t
4. Are
5. Is he
6. Yes
7. Is

Conversation

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

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

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

Listening 1
CD 1, Track 12

Vocabulary
body builder  reddish-blond
long (dress)  tight
muscles

Skills: Listening for gist

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

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

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

Listening 2
CD 1, Track 13

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

Task 1
Skills: Listening for gist

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

Task 2
Skills: Listening for details

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

Listening 3
CD 1, Track 14

Vocabulary
boots  necklace
earrings  ring

Task 1
Skills: Listening for details

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

Task 2
Skills: Listening for details

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

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

Pronunciation
CD 1, Track 15

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

Task 2

Answers
1. /z/  2. /s/  3. /z/
4. /z/  5. /s/  6. /iz/

Dictation
CD 1, Track 17

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

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

Vocabulary
five past ten        twenty to two
ten after ten

Task 1

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

Task 2

Answers
1. six thirty, half past six
2. twelve o'clock, noon, midnight
3. seven forty-five, a quarter to eight
4. ten fifteen, a quarter after ten

Listening 1
CD 1, Track 18

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

Skill: Listening for times

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

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

Listening 2
CD 1, Track 19

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

Task 1

Skill: Listening for details

Answers
1. false, true, false
2. true, false, false
3. true, true, true

Pronunciation
CD 1, Track 21

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

Task 2
CD 1, Track 22

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

Dictation
CD 1, Track 23

Task 1

Answers
1. five fifteen
2. five fifty
3. five fifty, five fifteen
4. six fifty train
5. one fifteen

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

Vocabulary

<table>
<thead>
<tr>
<th>Ordinal Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>fifteenth</td>
<td>sixteenth</td>
</tr>
<tr>
<td>fifth</td>
<td>sixth</td>
</tr>
<tr>
<td>first</td>
<td>tenth</td>
</tr>
<tr>
<td>fourteenth</td>
<td>third</td>
</tr>
<tr>
<td>fourth</td>
<td>thirteenth</td>
</tr>
<tr>
<td>second</td>
<td>thirty-first</td>
</tr>
</tbody>
</table>

Answers

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

Listening 1

CD 1, Track 24

Vocabulary

arrive  vacation
leave  When did you get here?

Skill: Listening for dates

Answers

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

Optional Activity

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

Listening 2

CD 1, Track 25

Vocabulary

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

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for dates and times

Answers

1. 8/3, 9:30 a.m.
2. 7/28, 8:00 p.m.
3. 8/10, 11:15 a.m.
4. 7/26, 3:00 p.m.
5. 9/22, 6:00 p.m.
6. 8/2, 2:00 p.m.

Listening 3

CD 1, Track 26

Vocabulary

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

Task 1

Skill: Listening for gist

Answers

1. Yes 2. No
3. No 4. Yes

Task 2

Skill: Listening for dates

Answers

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

Dictation

CD 1, Track 29

Task 1

Answers

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

Conversation

Elicit the months of the year and write them on the board. Write When is your birthday? and When is your father's birthday? on the board. Write answers to these questions on the board as well. Model the questions and answers for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 6  Jobs

Getting Ready

Vocabulary
businessperson
chef
construction worker
taxi driver
flight attendant
nurse

Task 1

Task 2

Listening 1
CD 1, Track 30

Vocabulary
acting
nursing
office worker
outside
receptionist
salesperson
sell
travel
uniform

Skill: Listening for gist

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

Task 2

Skill: Listening for details

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

Listening 3
CD 1, Track 32

Vocabulary
be on (one’s) feet
be sick of (something)
boss
distance
kids
long hours

Task 1

Task 2

Listening for attitudes

Answers
1. No  2. Yes  3. Yes
4. Yes  5. No

Task 2

Skill: Listening for key words

Answers
1. Dislikes, Likes  2. Likes, Dislikes
3. Likes, Dislikes  4. Dislikes, Likes
5. Dislikes, Likes

Conversation

Ask students to name things that make a job a good one. If students are have trouble thinking of ideas, offer suggestions such as good salary, short hours, interesting, and opportunity for travel. Explain the phrase dream job to the students and model a description of your dream job using the terms on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 7  Favorites

Getting Ready

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

Skills: Listening for details

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

Optional Activity
Have students work in small groups and answer the following questions:
- Which of the websites in the listening would you like best? Why?
- What is your favorite website in each of the categories listed in the column on the right? Why?

Listening 1
CD 1, Track 36

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

Skills: Listening for gist

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

Listening 2
CD 1, Track 37

Vocabulary
gossip  selection
mall  stay in touch
post a video  website

Skills: Listening for topics

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

Task 1

Skills: Listening for details

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

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

Pronunciation
CD 1, Track 39

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

Dictation
CD 1, Track 40

Skills: Listening for topics

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

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

Conversation
- Write TV shows, websites, movies, radio stations, singers, actors and athletes on the board. Elicit two or three examples of each category from students and write them under the appropriate heading. Model the activity by telling students about your favorite person or thing in one of the categories. Then put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 8  Sports and Exercise

Getting Ready

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

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

Listening 1
CD 1, Track 41

Vocabulary
favorite  pool
fries  skiing

Skill: Listening for gist

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

Optional Activity

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

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

Listening 2
CD 1, Track 42

Vocabulary
Let's see.  work out
not really

Task 1

Skill: Listening for gist

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

Task 2

Skill: Listening and making predictions

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

Listening 3
CD 1, Track 43

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

Task 1

Skill: Listening for frequency

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

Task 2

Skill: Listening for details

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

Pronunciation
CD 1, Track 44

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

Task 2

CD 1, Track 45

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

Dictation
CD 1, Track 46

Task 1

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

Conversation

Write Sports I play and Sports I watch on the board. Write one sport under each heading. Model the activity by explaining why you like each sport, writing any key words or phrases on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 9  Locations

Getting Ready

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

Task 1

Answers
4, 2, 6, 3, 5, 1

Task 2

Answers
1. on top of the bookcase
2. behind the TV
3. between the bedside tables
4. next to the window
5. on the floor
6. under the table

Listening 1

CD 2, Track 2

Vocabulary
pillows  tennis racket
remote control

Skill: Listening for location

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

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

Listening 2

CD 2, Track 3

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

Task 1

Skill: Listening for details

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

Task 2

Skill: Listening and making predictions

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

 Pronunciation

CD 2, Track 5

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

Task 2

CD 2, Track 6

Answers
1. isn't  2. are  3. don't  4. does

Dictation

CD 2, Track 7

Task 1

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

Conversation

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

Vocabulary
aunt
nephew
cousin
niece
grandparents
uncle
great-grandfather

Answers
1. aunt 2. uncle
3. grandparents 4. cousin
5. nephew 6. niece

Listening 1
CD 2, Track 8

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

Skill: Listening for gist

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

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

Listening 2
CD 2, Track 9

Vocabulary
boss (someone) around
wish
just
only child

Task 1
Skill: Listening for details

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

Task 2
Skill: Listening for details

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

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

Pronunciation
CD 2, Track 11

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

Dictation
CD 2, Track 12

Task 1

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

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

Vocabulary
- computer games
- gym
- eat out
- park
- exercise
- rollerblading
- go dancing

Answers
Answers will vary.

Listening 1
CD 2, Track 13

Vocabulary
- action (movie)
- sand
- ride

Skill: Listening for gist

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

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

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

Listening 2
CD 2, Track 14

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

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

Task 2
Skill: Listening for details

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

Listening 3
CD 2, Track 15

Vocabulary
- appointment
- see a movie
- downtown
- sounds great
- go for coffee

Answers

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

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

Answers
Answers will vary.

Listening 1
CD 2, Track 19

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

Skill: Listening for details

Answers
1. $55  2. $1,899
3. $36.95  4. $26.95
5. $14.25  6. $125

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

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

Listening 2
CD 2, Track 20

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

Task 1
Skill: Listening for numbers

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

Task 2
Skill: Listening for details

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

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

Listening 3
CD 2, Track 21

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

Skill: Listening for comparisons

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

Pronunciation
CD 2, Track 22

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

Dictation
CD 2, Track 23

Task 1

Answers
1. $329.99  2. $2,199.99
3. $1,000  4. $799

Conversation

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

Vocabulary

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

Answers

- Appetizers: salad, soup, shrimp cocktail
- Main dishes: steak, fish, chicken
- Vegetables: carrots, peas, broccoli
- Desserts: apple pie, cake, ice cream
- Drinks: coffee, juice, tea

Listening 1

CD 2, Track 24

Vocabulary

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

Skill: Listening for details

Answers

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

Page 51

Listening 2

CD 2, Track 25

Vocabulary

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

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for attitudes

Answers

1. Not pleased 2. Pleased
5. Pleased 6. Not pleased

Page 52

Listening 3

CD 2, Track 26

Vocabulary

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

Task 1

Skill: Listening for attitudes

Answers

1. the appetizer: Liked
   the main dish: Didn’t like
   the vegetables: Liked
   the dessert: Liked
2. the appetizer: Liked
   the main dish: Liked
   the vegetables: Liked
   the dessert: Didn’t like

Task 2

Skills: Listening for details

Answers

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

Page 53

Pronunciation

CD 2, Track 27

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

Dictation

CD 2, Track 28

Task 1

Answers

1. was 2. wasn’t great
3. spicy 4. wasn’t as

Conversation

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

Elicit foods from each category and write them on the board. Point to different words on the board and elicit descriptions of them, e.g., French fries are salty. Write them on the board. Model the activity using the words on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 14 Small Talk

Page 54
Getting Ready

Vocabulary
end a conversation
get
Hope to see you again soon.
How have you been?
How’s everything?
I haven’t seen you for a long time.

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

Page 55
Listening 2
CD 2, Track 30

Vocabulary
guests
trip (n.)
not too bad
work late

Task 1
Skill: Listening for topics

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

Task 2
Skill: Listening for details

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

Page 57
Pronunciation
CD 2, Track 32

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

Dictation
CD 2, Track 33

Task 1

Answers
1. new 2. What have
3. how’s your 4. how are

Conversation

Write Greetings on the board and elicit phrases that can be used to greet someone you haven’t seen in a long time. Write students’ responses on the board. Then write Topics for small talk on the board and elicit topics ideas from the students. Model the activity using the greetings and one of the topics on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 15 Vacations

Page 58

Getting Ready

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

Answers
Didn’t like it
awful
pretty boring
very disappointing
not bad
terrible

Liked it a little
all right
not bad
so-so

Liked it a lot
really great
fantastic
terrific

Task 1
Skill: Listening for attitudes

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

Task 2
Skill: Listening for details

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

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

Listening 1
CD 2, Track 34

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

Skill: Listening for gist

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

Listening 2
CD 2, Track 35

Vocabulary
crowded

crowded

crowded

crowded

crowded

crowded

Task 1
Skill: Listening for gist

Answers
A. 6
B. 4
C. 3

D. 1
E. 2
F. 5

Task 2
Skill: Listening for details

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

Pronunciation
CD 2, Track 37

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

Task 2
CD 2, Track 38

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

Dictation
CD 2, Track 39

Task 1

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

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

Vocabulary

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

Answers

Living room
sofa
coffee table
piano

Bedroom
bed
mattress
dresser

Bathroom
toilet
bathtub
shower

Kitchen
refrigerator
stove
microwave

Listening 1
CD 2, Track 40

Vocabulary

apartment huge
comfortable small

Skills: Listening for gist

Answers

A. 2  B. 3  C. 1  D. 4

Optional Activity

Write the following questions on the board:

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

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

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

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

Listening 2
CD 2, Track 41

Vocabulary

floor
furniture
take a bath

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Listening 3
CD 2, Track 42

Vocabulary

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

Conversation

Write Bedroom, Living room, Kitchen, and Bathroom on the board. Elicit things typically found in each room and write them on the board. Point to objects in the classroom and use prepositions to describe their locations. Write the prepositions on the board. Model the activity using the language on the board. Put students in pairs and have them complete the activity. They may use the sample language on the board for support.
Unit 17  Hopes and Plans

Getting Ready

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

Skills: Listening for plans

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

Task 2

Skill: Listening for attitudes

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

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

Task 1

Skill: Listening for details

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

Listening 1

CD 3, Track 2

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

Skills: Listening for gist

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

Listening 2

CD 3, Track 3

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

Task 1

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

Dictation

CD 3, Track 6

Task 1

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

Conversation

Write Job, Family, and Travel on the board. Write one plan under each category. Elicit other plans from students for each category and write them on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 18  The Weather

Getting Ready

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

Task 1
Skill: Listening and making predictions

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<td>4. b</td>
</tr>
<tr>
<td>5. b</td>
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Task 2
Skill: Listening for details

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<td>5. b</td>
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<td>6. b</td>
</tr>
</tbody>
</table>

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

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

Listening 1
CD 3, Track 7

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

Skill: Listening for gist

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<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>1. cold, windy</td>
</tr>
<tr>
<td>2. warm, wet</td>
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<tr>
<td>3. cloudy, rainy</td>
</tr>
<tr>
<td>4. windy, cold</td>
</tr>
<tr>
<td>5. cloudy, wet, hot</td>
</tr>
<tr>
<td>6. hot, dry</td>
</tr>
</tbody>
</table>

Listening 2
CD 3, Track 8

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

Listening 3
CD 3, Track 9

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

Task 1
Skill: Listening for gist

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<td>1. b</td>
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<td>8. b</td>
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Pronunciation
CD 3, Track 10

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

Dictation
CD 3, Track 11

Task 1

<table>
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<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. very hot</td>
</tr>
<tr>
<td>2. front of</td>
</tr>
<tr>
<td>3. small soda</td>
</tr>
</tbody>
</table>

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

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

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

Listening 1
CD 3, Track 12

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

Skill: Listening for gist

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

Listening 2
CD 3, Track 13

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

Task 1
Skill: Listening for topics

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

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

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

Listening 3
CD 3, Track 14

Vocabulary
air mail  narrow
be crazy about (something)
pockets
regular mail
short sleeves
silk
stripes
(watch) band
blend
wide

Task 1
Skill: Listening for gist

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

Task 2
Skill: Listening and making predictions

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

Pronunciation
CD 3, Track 15

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

Dictation
CD 3, Track 16

Task 1

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

Conversation

Elicit items that students commonly shop for and write them on the board. Point to each item and elicit where students can buy it. Write student responses on the board. Choose one thing you commonly shop for from the items on the board and model the activity for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Unit 20 Describing Things

Getting Ready

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

Answers
1. A  2. E  3. C

Listening 1
CD 3, Track 17

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

Skill: Listening for gist

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

Listening 2
CD 3, Track 18

Vocabulary
aircraft  on board
business papers plastic
cheaps looking pull out
handle    running shoes
hurts     

Task 1

Skill: Listening for gist

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

Task 2

Skill: Listening for details

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

Optional Activity

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

Listening 3
CD 3, Track 19

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

Task 1

Skill: Listening for gist

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

Task 2

Skill: Listening for details

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

Pronunciation
CD 3, Track 20

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

Task 2
CD 3, Track 21

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

Dictation
CD 3, Track 22

Task 1

Answers
1. cell phone  2. every day
3. purple  4. unusual colors
5. information  6. pocket

Conversation

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

**Vocabulary**

- block
- corner
- go straight for...
- go through
- intersection

<table>
<thead>
<tr>
<th>Answers</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Listening 1**

CD 3, Track 23

**Skill: Listening for gist**

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

**Optional Activity**

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

Listening 2

CD 3, Track 24

**Vocabulary**

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

Page 83

**Task 1**

**Skill: Listening for details**

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

**Task 2**

**Skill: Listening for details**

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

**Optional Activity**

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

Page 84

**Listening 3**

CD 3, Track 25

**Vocabulary**

- church
- come out of (the subway)
- cross
- footbridge
- gas station
- glass building
- hotel

**Task 1**

**Skill: Listening for sequence**

| Answers | 1. 4, 2, 1, 3 | 2. 3, 4, 1, 2 | 3. 4, 1, 3, 2 | 4. 1, 4, 3, 2 |

**Page 85**

**Pronunciation**

CD 3, Track 26

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

**Dictation**

CD 3, Track 27

**Task 1**

**Answers**

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

**Conversation**

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

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

Answers
Answers will vary.

Listening 1
CD 3, Track 28

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

Skill: Listening for gist

Answers

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

Listening 2
CD 3, Track 29

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

Task 1
Skill: Listening for similarities and differences

Answers

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

Listening 3
CD 3, Track 30

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

Task 1
Skill: Listening for opinions

Answers

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

Task 2
Skill: Listening for attitudes

Answers

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

Dictation
CD 3, Track 33

Answers

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

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

Pronunciation
CD 3, Track 31

This pronunciation lesson focuses on the differing pronunciations of s in third person verbs. The objective of this lesson is to increase students' awareness of these pronunciations and improve listening comprehension skills.
Task 1
Skill: Listening for gist

Answers
1. great 2. quiet 3. crowded 4. clean 5. small 6. polluted 7. safe 8. large

Task 2
Skill: Listening for details

Answers
1. beach 2. castle 3. hotel 4. market 5. harbor 6. tower

Listening 1
CD 2, Track 34

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

Skill: Listening for attitudes

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

Listening 3
CD 3, Track 36

Vocabulary
comfortable get around fantastic government for sure theater

Task 1
Skill: Listening for preferences

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

Task 2
Skill: Listening for details

Answers
1. more beautiful Hong Kong 2. more comfortable Singapore
3. more crowded Singapore 4. more polluted Hong Kong
5. more exciting Sydney 6. more beautiful Sydney
7. more tourist Melbourne 8. more relaxing Melbourne

Page 92

Pronunciation
CD 3, Track 37

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

Task 2
CD 3, Track 38

Answers
1. Melbourne is a relaxing city.
2. The pollution is getting really bad.
3. Osaka has lots of nightclubs.
4. This is a nice place to live.

Dictation
CD 3, Track 39

Task 1

Answers

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

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

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

Listening 1
CD 3, Track 40

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

Skill: Listening for gist

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

Listening 2
CD 3, Track 41

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

Task 1
Skill: Listening for details

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

Task 2
Skill: Listening for advice

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

Pronunciation
CD 3, Track 43

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

Dictation
CD 3, Track 44

Task 1

Answers
1. did you hurt  2. Did you go
3. Did you break

Conversation

Elicit injuries and write them on the board. Elicit treatments for each injury and write these on the board as well. Model the activity using the language on the board. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.
Tactics for Testing
Units 1–4

Answers
1. C 2. B
3. A 4. B
5. B 6. C
9. A 10. A
15. C

Test Focus Activity

• Read the testing tip at the bottom of page 99 with the students.

• Look at each picture and ask students to describe what they see. Have the students focus on describing the main action in the pictures.

• Explain that correct answer choices usually describe the main action or general idea of the picture. Incorrect answers often use words that appear in the picture, but incorrectly describe the action of the picture. By previewing the pictures and developing their own description of the action in each one, students can anticipate what they will likely hear in the correct answer choice.

Page 98
Part 1
CD 4–2

Procedures

• Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.

• Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.

• When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

• Check students’ answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Tactics for Testing
Units 5–8

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

Page 99
Part 2
CD 4–3

Procedures

• Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.

• Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.

• When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

• Check students’ answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Testing Focus Activity

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

Q: When are you going to the pool?
A. There isn’t any school today.
B. I’ll probably leave in an hour.
C. I go to the pool twice a week.

• Explain that in question/response items, incorrect answer choices often use words from the question or words that have similar sounds. For example, answer choice A uses the word school, which sounds like pool, but A is clearly not the correct answer. Similarly, answer choice C uses the word pool, which appears in the question, but C is not a logical response to the question.

• Explain that when students answer question/response items, they need to think carefully about how the answer choice responds to the question and not be distracted by similar sounding words in the answer choices.
Procedures
- Read the directions to the students. Explain that they will hear three statements and that they will need to choose the statement that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students’ answers. Replay the recording, pausing this time to discuss the correct answers with the students.

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

Tactics for Testing
Units 9–12

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<td>7. A</td>
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</tr>
<tr>
<td>11. B</td>
</tr>
<tr>
<td>12. C</td>
</tr>
<tr>
<td>13. A</td>
</tr>
<tr>
<td>14. C</td>
</tr>
</tbody>
</table>

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

Procedures
- Read the directions to the students. Explain that they will hear a short conversation followed by three questions about the conversation.
- Remind students to use the answer sheet on the left hand side of page 102 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students’ answers. Replay the recording, pausing this time to discuss the correct answers with the students.
Tactics for Testing
Units 13–16

<table>
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<tr>
<td></td>
<td>4. A</td>
<td>5. A</td>
<td>6. A</td>
</tr>
</tbody>
</table>

Testing Focus Activity

- Read the testing tip at the bottom of page 105 with the students. Explain that it is very important for students to manage their time effectively on standardized tests.

- Write the following example on the board:

  Q: Do you want to get something to eat?  
  A: I had lunch a little while ago.  
  B: No, I don’t like pizza.  
  C: Yes, I had lunch with Susan.

- Explain to students that the most appropriate answer choice is A. It answers the question indirectly; it doesn’t directly give a “yes” or a “no” to the question, but a “no” is implied by the response. Answer choices B and C, on the other hand, both start with “yes” or “no,” but the actual responses do not match the question. Explain that this is a common tactic on statement/response questions. Students must think carefully about the meaning of every answer choice and how it matches up with the question.

Page 105

Part 2

CD 4–12

Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.

- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.

- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

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

Testing Focus Activity

- Read the testing tip at the bottom of page 107 with the students. Explain that listening for key words is a good way of picking up the important details of a listening passage. Write the following conversation on the board:

  M: Do these glasses go in the kitchen cabinet, or the cabinet in the next room?  
  W: Water glasses go in the living room cabinet but you can put the juice glasses in there.

- Ask students to point out what they see as key words from the conversation. Elicit “juice glasses,” “water glasses,” “living room cabinet,” and “too tall.”

- Have students go back to page 103 and look at question 13. Discuss how these key words would help students answer the question.

- Ask students to close their books. Play the conversations in Part 3 for the students and ask them to write down key words from the conversation.

- With books open, look at questions 13–15 on page 103 and discuss how the key words students wrote down will help them answer the questions.

Page 106

Part 3

CD 4–13

Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.

- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.

- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

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

Testing Focus Activity

- Read the testing tip at the bottom of page 107 with the students. Explain that listening for key words is a good way of picking up the important details of a listening passage. Write the following conversation on the board:

  M: Do these glasses go in the kitchen cabinet, or the cabinet in the next room?  
  W: Water glasses go in the living room cabinet but you can put the juice glasses in there.

- Ask students to point out what they see as key words from the conversation. Elicit “juice glasses,” “water glasses,” “living room cabinet,” and “too tall.”

- Have students go back to page 103 and look at question 13. Discuss how these key words would help students answer the question.

- Ask students to close their books. Play the conversations in Part 3 for the students and ask them to write down key words from the conversation.

- With books open, look at questions 13–15 on page 103 and discuss how the key words students wrote down will help them answer the questions.
choose the statement that best matches the picture.

- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

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

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**Tactics for Testing Units 21–24**

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<thead>
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<th>Answers</th>
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<tbody>
<tr>
<td>1. B</td>
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<tr>
<td>3. C</td>
</tr>
<tr>
<td>5. B</td>
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<td>7. B</td>
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<tr>
<td>11. A</td>
</tr>
<tr>
<td>13. C</td>
</tr>
<tr>
<td>15. B</td>
</tr>
</tbody>
</table>

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**Testing Focus Activity**

- Read the testing tip at the bottom of page 109 with the students. Explain that many test takers accidently skip a question on their answer sheet or accidentally fill in answers for two questions on the same line. Explain that filling out the answer sheet correctly is an important test-taking skill that students should focus on.

- As students take the test for Units 21–24, instruct them to cover their answer sheet on page 108 with a sheet of paper. Instruct students to uncover each line on the answer sheet only when they are ready to answer that question.

---

**Procedures**

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.

- Remind students not to be distracted by words that sound similar to the question.

- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

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

---

**Procedures**

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.

- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.

- Remind students to use the answer sheet on the left-hand side of page 108 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

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

---

**Procedures**

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.

- Remind students to cross out any obviously incorrect answer choices as they do this section of the test.

- Remind students to use the answer sheet on the left-hand side of page 108 to fill in their answers.

- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.

- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.
Use the words and phrases in the box to complete the sentences below.

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

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

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

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

Marco is a good friend of mine. He ________ 22 or 23 but we’re both actually the same ________. He’s a nice guy but he’s a little unusual. He ________ really long. In fact, it’s almost ________! His father says this ________.

His father always says that Marco needs to get a haircut, but he never does it.

Part 2

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

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

Stacy is one of my ________. She my uncle’s oldest daughter. I’m not sure of her exact ________, but she’s kind of ________. I’d say she’s about 165 cm. or so. She’s also extremely ________. She’s very thin and has long, ________ hair. Everyone says that she looks like a model.
Use the words in the box to complete the crossword.

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

**DOWN**
6. jeans, slacks, trousers, etc.
7. You might wear these to go running.
8. A man might wear one to work.
10. You might wear these to the beach.
Part 1

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

<table>
<thead>
<tr>
<th>chat (v)</th>
<th>morning person</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall asleep</td>
<td>night person</td>
</tr>
<tr>
<td>get up</td>
<td>night shift</td>
</tr>
<tr>
<td>hang out</td>
<td>new year</td>
</tr>
<tr>
<td>depends</td>
<td>stay up late</td>
</tr>
</tbody>
</table>

Part 2

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

1. Sarah is a ______________. She never goes to bed before midnight.
2. Susan wanted to ______________ and watch a movie, but she got too tired.
3. Sometimes I sleep late and sometimes I don’t. It ______________ on how tired I am.
4. If Tom drinks coffee at night, he can’t ______________.
5. I’m not a ______________. I hate to wake up before 10:00 a.m.
6. Richard was late to class because he didn’t ______________ on time.
7. Molly stayed up all night to ______________ with her friends online.
8. Hillary and her friends like to ______________ at the shopping mall.
9. At midnight on December 31st, many people celebrate the ______________.
10. Hank used to work the ______________, but now he works during the day.
Part 1

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

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

A: Hello, I want to go to Hawaii for __________________ next week and I need to __________________ a flight.

B: Okay, sir, I can help you with that. When would you like to __________________ in Hawaii?

A: On the 17th. I’m planning to stay for a week, so I’d like to __________________ on the 24th.

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

A: Yes, that’s fine.

B: Great. I will send you an e-mail to __________________ the ticket.

Part 2

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

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

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

B: I have final __________________ next week, so I’m probably going to __________________ all weekend.

A: Oh, that’s too bad. I’m having a __________________ on Saturday. Are you sure can’t come?

B: I’d like to, but I really have to get ready for my tests, and I also have an __________________ Saturday afternoon.

A: Well, if you change your mind __________________.
Use the words in the box to complete the sentences below.

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

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

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

ACROSS
2. You might listen to one in the car.
3. You can watch one at a theater.
4. You can look at one on your computer.
5. You can watch one at home.

DOWN
1. a place to eat
6. You can play one at home.
7. a place to shop
8. This person appears in movies.
9. This person plays sports.
10. This person might be in a band.
Use the words and phrases in the box to complete the sentences below.

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

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

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

bed cushions
between drawer
bookcase plant
computer table
corner window

Part 2

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

1. Mike has so many books that he needs another ____________.
2. Jake did his homework on his ____________ and e-mailed it to his teacher.
3. Julie forgot to water her ____________ and it died.
4. If it’s too hot, you can open a ____________.
5. This sofa isn’t comfortable because the ____________ are too hard.
6. Stacy found her math book in the ____________ of the room.
7. Erik makes his ____________ each morning after he gets up.
8. Tony’s glasses were in the top ____________ of his dresser.
9. My house is ____________ the yellow one and the red one.
10. Lucy’s mom asked her to clean the ____________ before dinner.
Choose the correct word for the blank in each sentence.

1. My __________ Julie is my mom’s sister.
   a. aunt
   b. niece
   c. cousin
   d. nephew

2. Norman’s __________ is still alive.
   He’s 103!
   a. nephew
   b. great-grandfather
   c. son
   d. aunt

3. Anna and Rita are __________. They look exactly alike.
   a. cousins
   b. only children
   c. twins
   d. grandparents

4. I only have one __________ — my aunt Mary’s daughter.
   a. cousin
   b. uncle
   c. niece
   d. nephew

5. Chris’ __________ Jim is his dad’s brother.
   a. great-grandfather
   b. nephew
   c. grandparent
   d. uncle

6. Nancy is the __________. She’s 17 and her brother is 21.
   a. only child
   b. twin
   c. youngest
   d. nephew

7. Timothy is an __________, but he’s always wanted a brother or a sister.
   a. twin
   b. cousin
   c. only child
   d. oldest

8. As the __________ child in the family, Tina helps watch her little brothers and sisters.
   a. youngest
   b. twin
   c. niece
   d. oldest

9. Your parents’ parents are your __________.
   a. great-grandfathers
   b. uncles
   c. nephews
   d. grandparents

10. My sister just had a baby girl, so now I have a __________.
    a. cousin
    b. aunt
    c. niece
    d. nephew
Vocabulary Worksheet 11

Part 1

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

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

Phillip isn't a very active person. On weekends, his friends like to go _______________ and __________________. But Phillip would rather stay at home in the suburbs. He loves films so he __________________ a lot. His favorites are _________________, but he likes comedies too. (1) (2) (3) (4) Sometimes he _________________ at a café with his friends, but he mostly likes to hang out at home. (5)

Part 2

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

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

Bridget is a very healthy person. She loves to _________________, and she works out every day. (1)

On the weekend she goes to the _______________ and goes _______________. She doesn’t __________________ at restaurants because she can cook healthier food at home. She also doesn’t play _______________ because she’d rather be outside. (2) (3) (4) (5)
Use the words in the box to complete the crossword.

<table>
<thead>
<tr>
<th>ACROSS</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You can buy one at the theater.</td>
<td>2. to have enough money to buy something</td>
</tr>
<tr>
<td>4. a type of jewelry</td>
<td>3. If they are too small, your feet will hurt.</td>
</tr>
<tr>
<td>7. the money you get back when you buy something</td>
<td>5. You read one to learn about the world.</td>
</tr>
<tr>
<td>8. a small, portable computer</td>
<td>6. to wear something to check its size</td>
</tr>
<tr>
<td>9. You take pictures with this.</td>
<td>10. When things are cheaper, they are …</td>
</tr>
</tbody>
</table>
Part 1

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

appetizer     grilled

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

delicious     main dish

desserts     spicy

drinks     stir-fry

fried     vegetables

Part 2

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

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

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

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

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

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

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

Part 2

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

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

Last year Denise went to Bali for vacation. She really enjoyed it and had a ___________________ time. The beaches were very quiet and ___________________, so she could sit in the ___________________ all day. The only problem was that she planned to ___________________, but she was so relaxed she fell asleep in the sun. When she woke up, she had a pretty bad ___________________. But other than that, the trip was great!
Use the words in the box to complete the crossword.

**ACROSS**

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

**DOWN**

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

1. I'd like to _____________ to every continent.
   a. graduate  
   b. travel  
   c. hang around  
   d. dream about

2. One day, Travis hopes to be a _____________ basketball player.
   a. excited  
   b. dangerous  
   c. professional  
   d. nervous

3. Elizabeth really wants to _____________, but her boyfriend hasn't asked her yet.
   a. get married  
   b. graduate  
   c. take it easy  
   d. make money

4. Brenda doesn't want to have children _____________, but she would like to when she's a little older.
   a. nervous  
   b. right away  
   c. unfortunately  
   d. relax

5. Alex would like a house with a big _____________ for his children to play in.
   a. yard  
   b. garage  
   c. pool  
   d. movie theater

6. If Steve takes classes during the summer, he can _____________ early.
   a. take it easy  
   b. relax  
   c. hang around  
   d. graduate

7. Greg's _____________ is collecting comics.
   a. hobby  
   b. garage  
   c. degree  
   d. at the moment

8. Wendy hasn't found a job yet, so she's a little _____________ about her future.
   a. excited  
   b. dangerous  
   c. nervous  
   d. professional

9. I don't want to work. I just want to _____________ and enjoy life!
   a. take it easy  
   b. break up  
   c. graduate  
   d. dream about

10. Everyone was _____________ when they learned the movie star would visit their school.
    a. nervous  
    b. excited  
    c. famous  
    d. rich
Part 1

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

cloudy humid
cool rainy
cold snowy
dry sunny
hot windy

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

Part 2

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

1. We wanted to go to the beach, but it was ____________ and looked like it might rain.
6. It’s ____________ and clear today, so be careful not to get sunburned.
2. It’s going to be ____________ today, so make sure you bring an umbrella.
7. It’s only 76°F today, but it’s so ____________ that it feels much warmer.
3. The ____________ weather was perfect for flying kites.
8. It’s ____________ outside right now, which makes it hard to drive.
4. I love the ____________ fall weather. It’s not too hot and not too cold.
9. It’s so ____________ today that I’m going to stay inside in the air conditioning.
5. The Sahara Desert is very ____________.
10. Some parts of Canada can be a bit ____________ even in the summer.
   It gets almost no rain.
Use the words and phrases in the box to complete the sentences below.

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

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

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

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

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

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

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

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

A: Uh-huh.

B: Okay. Head south on 1st Ave. You're going to __________________ three ________________.

A: Okay. What next?

B: At the next ________________, take a left. Keep going until you ________________

a small bridge. My house is the second one on the left.

Part 2

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

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

A: Hello? Is this Ace Electronics?

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

A: I need directions to your store.

B: Okay. Take the subway to the 5th Street station. Make sure you ________________ the south

exit. You will be on the __________________ of 5th and Broadway.

A: Okay. I know where that is.

B: Good. On Broadway ________________ for four blocks. Take a left on 1st Street and walk to

the _________________. You'll see a small ________________. Walk across it and you will

see our store on the other side.
Use the words and phrases in the box to complete the sentences below.

- easygoing
- funny
- generous
- hardworking
- lazy
- serious
- shy
- smart
- sociable
- talkative

1. Oliver is kind of _____________ when you first meet him, but he can be very outgoing around his friends.

2. My younger brother is so _____________! He never helps with any of the chores.

3. Patty is very _____________ at work, but on the weekends she likes to relax and joke around.

4. Mike is a nice guy, but he’s too _____________ sometimes. I want to tell him to be quiet.

5. Lisa is very _____________. She’s always giving her friends little gifts.

6. Bill is the most _____________ person I know. He never gets angry about anything.

7. Katrina is very _____________. She always has a new joke to tell.

8. Ryan does well at his job because he is so _____________.

9. Robert has three PhDs, so he must be very _____________.

10. Linda is very _____________. She loves being around other people.
Part 1

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

beach  opera house

cable cars  popular

harbor  romantic

modern  tourists

noisy  tower

E O O X M H W R B C L R H P R

D O C P H B O R J X F P O X V

D E L B E M X Q H H H P D Z C

* Z A J W A R Y I C C H N D D W

S A T N S U A H N T P F B M Q

R T T X G N N H A I L V C J U

N I S R A L U P O P V S A W Y

C O M I I M Z W R U Y R B Q T

M M I Z R N J V O E S W L R O

E R B S R U Q C B X R E E U W

S Y C E Y F O S R B E A C H E

K R D V D O A T A X X K A G R

B O C H U E T L H C W Z R D Z

M W H O V B W R H L N P S M P

* S Y T K V E O O Q F J V K N R

Part 2

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

1. The new, ________________ hotel looked strange in the old part of town.

2. ________________ are unusual these days, but they used to be a common form of public transportation.

3. Richard took his wife to a ________________ restaurant for her birthday.

4. From the top of the ________________, you can get a great view of the city.

5. I still have sand in my shoes from when we went to the ________________.

6. My apartment is too ________________. In the morning I can hear all of the traffic outside.

7. The ships stop in the ________________ to unload their cargo.

8. This is one of the most ________________ restaurants in the city. Lots of people come here.

9. The ________________ didn’t know the city very well, and they quickly got lost.

10. I’m going to see a musical at the ________________.
Choose the correct word to complete each sentence.

1. Joe needs a new chair at work. The one he has now hurts his _________________.
   a. back
   b. finger
   c. teeth
   d. stomach

2. When the soccer ball hit Lucy in the face, it broke her _________________.
   a. arm
   b. nose
   c. ear
   d. eye

3. Nick hates the small seats in airplanes because he has long _________________.
   a. arms
   b. fingers
   c. legs
   d. ears

4. Baseball pitchers have to have strong _________________ to throw the ball so fast.
   a. fingers
   b. feet
   c. hands
   d. arms

5. Listening to loud music can damage your _________________.
   a. eyes
   b. head
   c. ears
   d. nose

6. The ring was too big, and it fell off the woman’s _________________.
   a. foot
   b. finger
   c. stomach
   d. back

7. The actress had perfectly white ________________ and a beautiful smile.
   a. eyes
   b. hands
   c. feet
   d. teeth

8. After eating so much candy, the child’s _________________ hurt.
   a. stomach
   b. back
   c. head
   d. hand

9. I have something in my ________________ and I can’t see.
   a. ear
   b. mouth
   c. eye
   d. nose

10. Frank stepped on a piece of glass and cut his _________________.
    a. leg
    b. arm
    c. foot
    d. hand
Audio Scripts

Unit 1: Introductions and Names

page 2, CD 1–2

Listening 1

1.
A: What’s your name?
B: It’s Alina Smith.
A: Elena?
B: No, Alina. A-L-I-N-A.
A: Oh, Alina. It’s nice to meet you, Alina.

2.
A: Your name, please?
B: Matt Rosenblum.
A: Rosenblum... How do you spell that, Mr. Rosenblum?
B: R-O-S-E-N-B-L-U-M.
A: Okay, thank you.

3.
A: Could I please have your e-mail address?
B: Sure, it’s natwilson@tmail.com.
A: Okay... Matt Nilson... 
B: Actually, it’s Nat Wilson... n-a-t-w-i-l-n-o-t at tmail dot com.

4. 
A: And your e-mail address is... 
B: It’s coolgal@rol.com
A: Cool pal?

5. 
A: May I have your phone number, please?
B: Sure. It’s 555-2398.
A: Okay... 555-2358.
B: Actually, it’s nine eight. 2-3-9-8.
A: Oh, 2-3-9-8. Thank you.

6. 
A: So, could I give you a call sometime?
B: Sure, that would be great. My cell is 555-7216.
A: 555-7216?
B: Yep, that’s right.
A: Okay, I’ll give you a call this weekend, then.

page 3, CD 1–3

Listening 2

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

page 4, CD 1–4

Listening 3

1. 
A: Hi, Jack!
B: Hi... uh...
Unit 2: Describing People

Listening 1

1. A: So is your boss young?
   B: He’s in his thirties, I guess. About 35.

2. A: It’s pretty long.
   B: What color is it?
   A: It’s light brown. And it’s a little curly.

3. A: He’s really not very tall, about 5 feet 8 inches.
   B: Oh yeah. That’s not so tall.

   B: No, he’s older than that. He’s almost 25.
   A: No, I don’t believe it. He doesn’t look that old.

5. A: She likes to wear it really short.
   B: Yeah? And is it straight or curly?
   A: Curly. Really curly. You can’t miss her when you see her.

6. A: Is she short?
   B: No, she’s really tall. About 6 feet.

Listening 2

1. A: What does your girlfriend look like, Tony?
   B: Ella? Oh, she’s tall. And she has long, dark brown hair.

2. A: Tell me about your boyfriend, Anne.
   B: Well, his name’s Daniel. He’s 17.
   A: And how does he look?
   B: He has curly blonde hair. He’s not very tall — about average. But he’s really good-looking.

Listening 3

1. A: Excuse me. I’ve lost my little boy. We were looking at microwaves and he was bored and…
   B: Calm down, sir. Can you describe him?
   A: Yes. He’s nine. Really cute.
   B: And what color is his hair?
   A: Dark brown.
   B: Okay. Let’s see where he is. Just sit down and relax.

2. A: It’s my son. We were looking for some pants for my husband. Now I can’t find him.
   B: Don’t worry, ma’am. We’ll find him.
   A: How old is he?
Unit 3: Clothes

page 10, CD 1–12
Listening 1

1.
A: Which is David?
B: David? There he is. He's wearing a jacket and tie. And he has reddish-blonde hair.
A: Okay. Thanks.

2.
A: I'm looking for Monica.
B: Oh, she's wearing a long dress. And she wears glasses.
A: Does she have long hair?
B: No, it's not really long.

3.
A: Which one is Nick?
B: He's wearing a dark suit and a tie... and sneakers.

4.
A: I'm looking for Emma.
B: There she is, over there. She's wearing white pants and a red blouse.
A: The one with a scarf?
B: Yeah.

5.
A: Who's Andrew?
B: He's wearing shorts and a T-shirt. He has short blonde hair.
A: Oh, I see him. Thanks.

6.
A: I'm looking for Kate.
B: Mm... There she is. She's wearing a yellow skirt, a blue blouse and red sandals.
A: Thanks.

7.
A: Is Mary here tonight?
B: Yes, she is. See her over there? She's wearing jeans and a green shirt.
A: Jeans and a green shirt.
B: Yes, and she's wearing a funny hat.

8.
A: Where's Ben?
B: Oh, the bodybuilder. He's wearing sneakers, shorts and a tight shirt, as usual.

page 11, CD 1–13
Listening 2

1. A: How are the pants, sir?
B: I think they're too short. What do you think?
A: Yes. I think you're right. They certainly are too short.
B: Can you get me a longer pair?

2. A: Do you like this blouse?
B: Well, I think it's a little too big.
A: I guess so. Yes, it's pretty big.
B: You definitely need a smaller one.

3. A: Are the sneakers comfortable?
B: Well, I think they're a little small for me.
A: Too small? Let me find a bigger pair.

4. A: Are those jeans alright?
B: I'm afraid they're too big for me.
A: Okay, then let's find a smaller pair.

5. A: How does the T-shirt fit? Is it too tight?
B: Do you have a looser one?

6. A: How do you like the sandals?
B: Too big, I'm afraid.
A: Too big? Let me find a smaller size.

page 12, CD 1–14
Listening 3

1. Sonia was very well dressed. She had on a jacket and long, dark blue skirt. She was also wearing a yellow blouse. She wasn't carrying a bag, but she did have a small wallet with her. Oh, and I remember she had nice gold earrings. I also remember her shoes. She was wearing black shoes with very high heels.

2. Matt was very casually dressed. He was wearing some really old jeans — you know, the ones with holes in them — with a wide leather belt and a blue shirt with buttons. He had on some boots too, high brown ones. They looked really nice. He was also wearing glasses. He usually wears a couple of big rings, but he was only wearing one today.

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

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

page 13, CD 1–15
Pronunciation, Task 1

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

CD 1–16
Pronunciation, Task 2

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

page 13, CD 1–17
Dictation

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

Unit 4: Routines

page 14, CD 1–18
Listening 1

1. A: Excuse me, what's the time?
B: Uh, it's ten fifteen.
A: Thanks.

2. A: Do you have the time?
B: Let me see. Yeah. It's ten after two.
A: Two ten? Thanks.
3. A: What time is it now?
   B: Hey, it's exactly twelve o'clock.
      Midnight. Happy New Year!

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

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

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

Listening 2

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

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

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

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

Listening 3

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

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

Unit 5: Dates

Listening 1

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

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

3. A: Did you just arrive?
   B: I arrived on July 2nd.
   A: Are you enjoying your vacation?
4.
A: When did you arrive?
B: We got in on the 5th.
A: How long are you staying?
B: We're leaving on the 15th. We're just staying ten days.

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

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

---

**Listening 2**

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

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

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

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

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

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

---

**Listening 3**

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

---

**Pronunciation, Task 1**

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

---

**Pronunciation, Task 2**

1. A: When is your birthday, George?
B: It's on March sixth.

2. A: When's your birthday, Kelly?
B: It's January second.

3. A: Hey Abby, isn't tomorrow your birthday?
B: Not, it's not until the thirtieth.

4. A: Dan, do you remember when Helen's birthday is?
B: Hmm... I think it's October seventh.

---

**Dictation**

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

---

**Unit 6: Jobs**

**Listening 1**

1. I'm a salesperson. I sell computers. I like my job. It's really interesting. And I meet lots of interesting people.

2. Yes, I like it a lot. I like acting in front of lots of people. One day I hope to write a book about my work.

3. It's an interesting job, and it's good for me because I love travel and flying. I visit lots of countries every year. And well — I know it's silly, but I like my uniform.

4. It's a good job for me because I like food and I love cooking. Lots of famous people come to our restaurant, too.

5. Nursing is a good job for me. I like helping people — you know, sick people.

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

---

**Listening 2**

B: Oh, hi.
A: Are you still working in the bank?
B: Yeah.

2. A: Where are you working now, Bridget?
B: I just started as a chef in an Italian restaurant. Come and try my food.
A: Sounds great — I'd love to!
3.
A: Are you still at school, Jake?
B: No, I graduated from college last month.
A: Congratulations! And what are you doing now?
B: Nothing much. I’m tired. I’m taking a long vacation.

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

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

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

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

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

page 24, CD 1–32
Listening 3

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

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

4. doctor
5. police officer
6. architect

page 25, CD 1–35
Dictation

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

Unit 7: Favorites

page 26, CD 1–36
Listening 1

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

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

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

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

5.
A: Hey, Sam, want to go to Giovanni's tonight?
B: Giovanni's? I don't think I've ever been there.
A: You haven't? They have the best pizza in the world!
B: They do? Well then let's go right now! I'm really hungry.

6.
A: Can you change the station? Let's listen to ninety seven point nine.
B: Oh, come on, I want to listen to this sports talk show. What's so great about ninety seven point nine, anyway?
A: Well, they play the top hits -- only new stuff.
B: Right. ONLY the top hits. Don't you get tired of listening to the same ten songs all day?
A: No, not if they're my favorite songs!

page 27, CD 1-37

Listening 2

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

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

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

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

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

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

page 28, CD 1-38

Listening 3

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

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

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

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

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

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

page 29, CD 1-39

Pronunciation

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

page 29, CD 1-40

Dictation

A: What's your favorite TV show, Ryan?
B: Oh, probably My Crazy Life.
A: Really? What's it about?
B: Well, it's a drama about a group of friends. It has a lot of romance.
A: Huh. I've never seen it. Who's in it?
B: Max Fox and Lindsay Jones.
A: Oh, Max is one of my favorite actors! When is it on?
B: It's on Thursdays at 9:00. Or you can watch it online.

Unit 8: Sports and Exercise

page 30, CD 1-41

Listening 1

1. A: Do you play sports on weekends, Rita?
B: No, I hate sports.
A: Really? So what do you do on weekends?
B: Uh, I watch my favorite programs on TV.
A: Well, that's not too tiring!

2. A: Do you like sports, Curtis?
B: Sure, I play a lot of sports.
A: So, what sports do you play?
B: Well, everything. Baseball, volleyball, swimming—but my favorite sport is tennis.
A: Oh yeah?
B: Yeah, I play every day after work.

B: Thanks.
A: So, how do you do it?
B: Well, I go to the pool about three times a week, and I swim for about two hours.
A: Two hours? Are you practicing for the Olympic Games or something?

4. A: How do you keep in shape, Jon?
B: Me? I travel.
A: What do you mean, you travel?
B: Well, I ride my bike about 20 miles every weekend.

5. A: Wow! What happened?
B: I went skiing.
A: Gee, that looks pretty bad.
B: Yeah.
A: Do you ski often?
B: No. It was my first time.
6.
A: Do you get much exercise, Joe?
B: Yes, I do. I walk a lot.
A: Where?
B: To McDonald’s. Yeah, I walk there about four times a week to get a hamburger and fries.

page 31, CD 1–42
Listening 2

1.
A: You look like you’re in great shape, David.
B: Well, I go to the gym every day after work, and on Saturdays, too. I love it. Do you work out?

2.
A: Do you play a lot of sports?
B: Yes, I do.
A: Do you like volleyball?
B: Yeah, I play volleyball during the week.
A: Want to play with me and my friends tonight?

3.
A: You’re in good shape, Zach. Do you play a lot of sports?
B: Yes, I do. I love sports. I play volleyball on Thursdays, and on Saturdays and Sundays I play tennis.
A: Which one do you like best?

4.
A: Do you like playing sports?
B: Nah, not really. I don’t like exercising at all. But I do watch a lot of baseball on TV!
A: You really should get some exercise.

5.
A: What kinds of sports do you play?
B: Let’s see. Well, in the summer I enjoy windsurfing. But I don’t do anything in the winter.
A: Why not?

6.
A: So, do you get any exercise?
B: Well, not much. I don’t have a lot of free time, but about once a week I walk for an hour.
A: Oh. Where do you walk?

page 32, CD 1–43
Listening 3

1. I think exercise is so important to good health. There’s a really good sports club near my school. During the week, I play tennis there for an hour before school starts. On weekends, I usually work out at the gym near my house for a few hours. I also play baseball with some friends from school. It’s so much fun!

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

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

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

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

page 33, CD 1–44
Pronunciation, Task 1

1. I play tennis a lot.
2. I like to take walks.
3. What sports do you play?
4. Do you like watching sports?

page 33, CD 1–45
Pronunciation, Task 2

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

page 33, CD 1–46
Dictation

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

Unit 9: Locations

page 34, CD 2–2
Listening 1

1. A: Mom, have you seen my magazine?
B: I think it’s in the living room next to the TV.

2. A: Now where’s today’s newspaper? I can’t find it anywhere.
B: Oh, I was reading it. It’s on the sofa, between the cushions.

3. A: Do you know where the remote control is?
B: Look in the living room. I think I saw it in front of the TV.
A: Oh, yeah.

B: I saw it in your bedroom, under your bed.
A: Oh, yeah. That’s right.

page 35, CD 2–3
Listening 2

1. A: Do you think I should put the magazine rack next to the window?
B: No. Not next to the window. I’d put it in the corner next to the sofa. It will look nice there.

2. A: Where do you think I should put the coffee table? Should I put it next to the sofa?
B: I think it will be better in front of the sofa. It’ll be more useful there, I think.
3.
A: What about the plant stand? It might be nice next to the window.
B: Yes, next to the window, either on the left or on the right.
A: I think I'll put it on the right.

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

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

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

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

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

---

**Listening 3**

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

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

---

**Listening 1**

1.
A: That's me in the middle. That's my oldest niece, Megan, on the right. She's in her second year of college. And that's my nephew, on the left. He just finished high school.
B: Oh, he's handsome.

2.
A: That's me in the middle.
B: Who are the other two?
A: Those are my brothers, Nigel and Trevor. They're twins.
B: How old are they?
A: They're fifteen.

3.
A: That's me and my parents.
B: Boy! You look just like your dad.
A: No, I don't.

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

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

6.
A: This is my father with my mom, my grandmother, my sister, and my cousin.
B: Which one is your mother?
A: The one all the way on the right.
B: Oh, yes.
Taking photographs of wild birds when I'm in the countryside. My dad and I often go away for the weekend and we have a great time birdwatching. My sister thinks I'm crazy. When my sister has free time, she loves to play cards. I can't stand card games.

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

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

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

page 41, CD 2-11

Pronunciation

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

page 41, CD 2-12

Dictation

A: Do you have a big family, Eva?
B: Kind of. I have a younger brother and an older sister.
A: Really? How old are they?
B: Let's see... my brother is eighteen and my sister is twenty-five.
A: Oh. What does your sister do?
B: She's a chef.
A: A chef? What a cool job! How do you like her food?
B: I haven't tried it, actually. She lives in California.
Unit 12: Prices

Listening 1

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

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

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

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

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

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

Page 45, CD 2-16
Pronunciation, Task 1

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

Page 45, CD 2-17
Pronunciation, Task 2

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

Page 45, CD 2-18
Dictation

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

Page 47, CD 2-20
Listening 2

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

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

3. Yes, can I help you? Okay. Let's see. The newspapers are $1.50, and the magazines will cost another...$8.15. Yes, so that's, let me see, $9.65, right? Here's your change, $10.35.
4.
So you’re taking the T-shirt—nice choice. The color looks good on you. Okay, that’s $8.95, then the socks. They’re another $3.20, so that’s $12.15, and here’s your change, $7.85.

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

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

page 48, CD 2-21
Listening 3

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

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

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

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

5.
Most people send their children to private schools at home because the public schools are not very good. You have to pay a lot to do that, so it’s a big expense for many people. Public schools are better in the U.S., and they’re free, so most people here send their children to public schools.

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

page 49, CD 2-22
Pronunciation

1. a thousand
2. one thousand
3. two hundred and twenty-seven
4. two hundred twenty-seven
5. four thousand—six hundred and eighteen
6. four thousand—six hundred eighteen

page 49, CD 2-23
Dictation

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

Unit 13: Restaurants

Page 50, CD 2-24
Listening 1

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

2. A: Hi there. What can I get you today?
   B: Well, let me see. I’ll just have some soup and a salad.
   A: Sure. Soup and salad. Our special today is grilled fish, and that comes with broccoli or peas.
   B: No, thanks. Not today. I’m not very hungry. But I would like some chocolate ice cream for dessert.
   A: Sure. Anything to drink?
   B: Coffee, and some water, please.

3. A: Hi! Have you decided yet?
   B: Is the beef stir-fry very spicy?
   A: Yes, it’s pretty hot.
   B: Hmm. I think I’ll have a hamburger then. And a glass of milk.
A: Anything for dessert? The cheesecake is excellent.
   B: No, thanks.

page 51, CD 2-25
Listening 2

1. A: There you are, sir. Two slices of pizza and a large cola.
   B: Thank you. Hmm.
   C: How does it look?
   B: Okay, I guess, but I think I should have ordered three or four slices. These slices are much smaller than I expected.

2. A: And here’s your order. Steak with french fries and coffee.
   B: Thanks. I can’t wait to eat. I’m starving.
   C: It looks okay. How is it?
   B: Let me try. Oh, just perfect.

3. A: Sorry to keep you waiting. One order of fried chicken with broccoli.
   B: Thanks. Oh my! This chicken looks pretty dry.
   C: Really. How does it taste?
   B: I’m afraid it’s not very fresh. I think it must have been frozen.
   C: Let’s send it back.

4. A: There’s your order, ma’am. Fish, salad, and peas.
   B: Oh. But you told me today’s vegetable was broccoli.
   C: You don’t like peas, do you?
   B: No, I don’t. I hate peas!

5. A: And here’s your dessert. Chocolate cake and a large cola.
   B: Great.
   C: Wow. That cake looks good. I wish I had ordered it.
   B: Do you want to try it? It’s delicious.
   C: Just a taste. Mmm. Fabulous.
6. A: Did you order the spaghetti?
B: That’s right.
A: Good. Here you are. And here’s your cola.
B: Thanks. I don’t think I made a very good choice.
A: Really?
B: Yeah. I think I can make better spaghetti than this.

page 52, CD 2–26
Listening 3

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

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

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

4. For lunch, my co-worker and I went to a nice little French restaurant near our office. He didn’t feel like eating much, so he just had a small salad. I had a large meal, though. First, I had the onion soup, but it was much too salty. For my main dish, I had a piece of pork. It was too dry and had no taste. The vegetables were perfect, though—broccoli and peas. Those are my favorites. Finally, I had a large bowl of chocolate mousse. It was just like the chocolate mousse I had in France during my last vacation—very creamy and delicious. I think I’ll have it next time, too.

page 53, CD 2–27
Pronunciation
1. The pie was delicious.
2. The French fries were really salty.
3. The steak wasn’t cooked enough.
4. The vegetables weren’t very fresh.

page 53, CD 2–28
Dictation
A: How was your dinner, Evan?
B: It was delicious! How about yours?
A: Actually, it wasn’t great. My vegetables were overcooked.
B: Really?
A: Yeah, and the potatoes weren’t spicy enough.
B: Oh, that’s too bad. And you know, the service wasn’t as fast as it usually is here.
A: Yeah, I guess you’re right. Let’s eat somewhere else next time.

Unit 14: Small Talk

page 54, CD 2–29
Listening 1

1. Oh, hello, Michael. I haven’t seen you in ages. How is everything with you these days?

2. It’s been great seeing you again. Gee, look at the time. I’ve got to run. Talk to you later.

3. How are you, anyway? It’s so nice to see you. What have you been doing lately?

4. It’s been really nice talking to you. Let’s get together again soon, okay?

5. Oh, hi. I’ve been thinking about you. I haven’t seen you in such a long time. How’s everything?

6. Where have you been? It’s been ages. How’s it going with you?

7. Listen, I hope to see you again soon. Let’s have lunch sometime, okay?

8. How have you been? And how’s your family? It’s so nice to see you again.

page 55, CD 2–30
Listening 2

1. A: Hey, how’s it going? Are you enjoying the party?
B: Yes, I am. The people here are really nice.
A: Really. Everyone is so friendly.

2. A: Hi, Tim. How’s everything?
B: Everything’s fine, thanks.
A: Hey, hear that? That’s Taylor Swift. Isn’t she great?
B: Yes, she’s really good.

3. A: Who’s that over there? Have you met her?
B: No, I haven’t met her before. But I think I will now. Nice talking to you.

4. A: So, how are you, anyway?
B: Okay. Not too bad.
A: How’s everything at work?
B: Fine, but I’m very busy. I have to work late nearly every night.

5. A: I think I’ll get something to eat. The food looks good. Can I get you something?
B: No, I’m not hungry right now, thanks.
A: Okay, talk to you later.

6. A: Hey, hi. I’ve been thinking about you. I haven’t seen you in ages. Did you have a good trip?
B: Yeah, it was great. I took a train across Canada. Then I drove to Disneyland.
A: Wow! That’s great.

7. A: Hey, great to see you. How have you been?
B: Fine, thanks.
A: How are your parents?
B: Oh, Mom and Dad are fine, thanks. Mom just started a new job.
A: Oh, really?

8. A: Hi. How have you been?
B: Oh, fine, thanks.
A: Do you know everyone here?
B: Yeah, almost everyone.
Listening 3

1.
A: Hey, I was just talking to Molly. Did you know she’s leaving the company?
B: Really? You’re kidding!
A: Yeah, she’s decided to change jobs. She wants to become an airline pilot.
B: An airline pilot? Wow. That’s a surprise.

2.
A: I’m really excited about the rock concert next week. I’m glad I got my tickets early, because I heard that all the tickets had been sold.
B: I heard that, too. I’m looking forward to the concert. It should be great!

3.
A: I got a really cool present for my birthday.
B: Oh yeah? What is it?
A: My parents gave me a bird—a yellow canary. She’s so cute. I’ve always wanted a bird. I love when they sing.
B: That’s awesome. So what are you going to call her?
A: Polly.

4.
A: Oh, hey, Claire just texted me. She says she’s sick. That’s why she’s not here tonight.
B: Yeah. I spoke to her dad this morning, and he said she has a really bad case of the flu. She’s had it for about a week.
A: Sometimes it takes a long time to get over the flu. Claire has been sick a couple of times this year.
B: I know. It’s too bad.

5.
A: That guy over there just moved here from Canada. I was talking to him a while ago. He’s really interesting. He’s an actor and he’s already appeared in a couple of movies.
B: Yeah, so he was telling me. He mentioned the names of his movies, but I haven’t seen any of them.
A: Maybe one day he’ll be a big star.

6.
A: There’s a really interesting exhibition at the museum this month. It’s all about Walt Disney and the story of how he started making cartoons.
B: Is that right? I haven’t been to the museum for a long time.
A: You should go and take a look at it. I’m sure you’ll find it really interesting.
B: I think I will. Thanks for letting me know.

Pronunciation

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

Dictation

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

Unit 15: Vacations

Listening 1

1.
A: Did you have a good vacation?
B: Not bad. I decided not to go away. I just stayed home and watched TV.
A: You call that a vacation?

2.
A: How was your vacation?
B: So-so.
A: Where did you go?
B: I went to Hawaii.
A: And?
B: Well, I went for the sunshine, but it rained every day! So I couldn’t get a tan.
A: Hey. That’s tough!

3.
A: How was your vacation?
B: Very disappointing.
A: Oh, what did you do?
B: Nothing. I stayed home and helped my father fix his car.
A: Oh, no!

4.
A: Did you do anything interesting on your vacation?
B: Mmm. Well, I went out of town for a few days. I visited my brother and his family.
A: Did you have a nice time?
B: It was terrible. The kids were fighting all the time.

5.
A: When did you get back from your trip?
B: Last week.

Listening 2

1.
A: Did you have a nice vacation?
B: It was nothing special. The weather was terrible.
A: That’s too bad.

2.
A: Did you enjoy your trip to Vancouver?
B: Yeah, it was fantastic. The people are so nice.

3.
A: How was your ski trip?
B: Awful.
A: Why?
B: There was no snow!

4.
A: So how was your trip to France?
B: Very disappointing. It was so crowded everywhere. We couldn’t even get a hotel room.
A: That’s too bad. You should never go in July.
B: Now you tell me!

5.
A: When did you get back from the beach?
B: Last weekend. I had a terrific time. I swam every day and I learned how to windsurf.
A: Great!
6. A: Did you have a nice vacation?
B: It was terrible. The food was awful.
And the hotel wasn’t clean at all.
A: Oh, that’s too bad.

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

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

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**page 61, CD 2-37**

**Pronunciation, Task 1**

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

**page 61, CD 2-38**

**Pronunciation, Task 2**

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

**page 61, CD 2-39**

**Dictation**

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

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**Unit 16: Apartment Living**

**page 62, CD 2-40**

**Listening 1**

1. A: What’s your apartment like, Ken?
B: It’s comfortable, but it’s pretty small. There’s only one room.
A: Really? Don’t you have a bedroom?
B: No, I sleep in the living room.
A: What about your cat?
B: She sleeps in the living room, too.
Right next to me.

2. A: What’s your new apartment like, Celia?
B: It’s really big. I love it.
A: How many rooms does it have?
B: Lots. It’s got two bedrooms, a living room, and a huge kitchen and bathroom.
A: Sounds great. So, when can I come and stay with you?

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3. A: Do you like your apartment, Joe?
B: Not really. It’s very small.
A: Really?
B: Yeah, there’s just one bedroom and a living room.
A: That isn’t so small. How many people live with you?
B: Seven!
A: Seven! Wow!

4. A: Do you live with your sister, Ellen?
B: Yes, I do.
A: What’s your place like?
B: It’s nice. There are two bedrooms, a big one and a small one.
A: That’s great.
B: Yes, but I have the small one.
A: Oh.

**page 63, CD 2-41**

**Listening 2**

1. A: Does the kitchen have everything you need, like a stove and a refrigerator?
B: There’s a stove, but not a refrigerator. I need to buy one.

2. A: You don’t have a bed in your bedroom?
B: Well, I have a TV. But for now, I only have a mattress on the floor.
A: Really?

3. A: We don’t have much furniture yet. We don’t even have a sofa in the living room.
B: Hey, I’ve one I can sell you.
A: Really? Great.

4. A: The bathroom is very small. There’s just a shower and a toilet.
B: You can come and take a bath at my place any time.
A: Thanks, I probably will.

**page 64, CD 2-42**

**Listening 3**

1. The bookshelf looks really good in the living room. And the TV is just fine. When I find an MP3 player, I’m going to put it in the bookshelf. I don’t have an MP3 player now because I want to find a cheap one. I’m going to check out the sales next week. I have a dinner table, but I still need a sofa. Now I have to sit at the dinner table to watch TV. My living room is small, so I want a small sofa.
Unit 17: Hopes and Plans

page 66, CD 3–2

Listening 1

1. A: I hope to be famous someday.
   B: Really? Famous for what?
   A: Oh, it doesn’t really matter. Maybe I’ll be a singer, or an actor… or maybe a professional baseball player.
   B: Well, good luck!

2. A: I don’t care about making a lot of money. I just want to have a job that I love.
   B: Really? What kind of work do you want to do?
   A: I’m not sure yet. Maybe be a doctor. But I want to be look forward to going to work every day.

3. A: I love children. I hope to have a big family.
   B: Oh! How many children do you want to have?
   A: Oh, maybe four or five.
   B: Four or five? Better you than me!

   B: Surf? Isn’t surfing difficult?
   A: Well, yeah, but I’ve heard it’s lots of fun. I really want to try it.
   B: Okay, okay. But maybe you should learn to swim first.
   A: Yeah, I guess so.

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

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

page 67, CD 3–3

Listening 2

1. Well, unfortunately this summer I’m going to study for my exams. I’d like to take a vacation, but this is my last summer for studying… my exams are next spring. Next summer I can have fun!

2. I’m going to try to get a part-time job. I think I might work at a clothing store or a movie theater. I wish I could just relax this summer, but I really need to make money.

3. I’m going to visit my grandparents this summer. I haven’t seen them for a few years, and it’ll be great to spend time with them. I’ll miss my friends, but I know we’ll text all the time as usual!

4. I’m going to study Spanish in Spain this summer. I’m going to live with a Spanish family, so I’ll have to speak Spanish all the time. I’m kind of nervous, but really excited. I hope to make lots of new friends and improve my Spanish!

5. Actually, I don’t have big plans for the summer. I’ll probably just hang around at home and play video games and sleep a lot. I’m always studying during the school year, and I had a job last summer, so it’ll be nice to just relax and take it easy for a change.

6. I’m going to spend most of the summer babysitting for my little sister. My parents both have to travel a lot for work, and my sister is too young to stay home by herself. It’s not really fair, I’d rather hang out with my friends.

page 68, CD 3–4

Listening 3

1. A: So, Jake, any plans for after you graduate?
   B: Well, I don’t think I want to get a job right away. I might want to travel.
   A: Really? Where do you want to go?
   B: Well, it would be great to go to Africa… and maybe South America. Oh, and China.
   A: Wow!
   B: But I’ll have to make some money first, I guess… maybe get a job…

2. A: What are you doing after you graduate, Libby?
   B: I’m going to medical school.
   A: You’re kidding… more school?
   B: Yeah, it’ll take six years to get my medical degree.
   A: Well, good for you. I know you’ll be a great doctor.
Unit 18: The Weather

page 70, CD 3–7
Listening 1

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

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

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

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

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

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

page 71, CD 3–8
Listening 2

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

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

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

4. A: Is it cold outside?
   B: Not really. It's raining a little, but it's still nice.

5. A: It's really hot and humid today.
   B: It's sure is. It must be at least 95 degrees out there!

A: I think I'll go to the pool for a swim.

page 72, CD 3–9
Listening 3

1. A: How's the weather?
   B: The temperature is going down, and it's turned very windy. I think it's going to rain a lot tonight.

2. A: How's the weather now?
   B: It's much warmer now than it was this morning. And the wind has stopped, too. I think I'll go out for a walk.

3. A: Is it nice outside?
   B: It was nice when I got up this morning, but now the sky is very dark. I think it's going to rain.

4. A: What's it like outside?
   B: It's getting very windy now. I don't think it's a good idea to go out. I think we're going to have a bad storm.

5. A: Is it a nice day today?
   B: It's much nicer now. It was so cold and windy this morning, but it's really nice outside now. And it's getting warmer, too.

6. A: What's it like outside today?
   B: It was cold and wet earlier, but now it's stopped raining and the sun is coming out.

7. A: What's the weather like?
   B: It was terrible this morning when I woke up—very hot and humid. I'm glad it's getting cooler now.

8. A: Is it still snowing?
   B: It's sure is. We're going to have a really bad snowstorm. Let's not go out today.

Page 69, CD 3–5
Pronunciation

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

Page 69, CD 3–6
Dictation

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

A: Oh, look. It's snowing.
B: Great. Let's get our things and have a snowball fight.
A: No way! It's too cold for me.
B: Come on. There's no wind. It'll be nice.
Dictation

A: What's the weather like outside?
B: It's sunny, humid, and very hot. I think it's about 98 degrees.
A: That sounds awful!
B: Do you want to go to the beach? Ann, Jo, and Jo's sister are going.
A: No, thanks. It's too hot for the beach. I'm going to stay inside and read, drink ice water, and sit in front of the air conditioner.
B: We might stop by Super Burger on the way home. Can I get you anything?
A: That would be great. I'd like a cheeseburger, fries, and a small soda.

Unit 19: Shopping

Listening 1

1. A: I think these are too big. Do you have a smaller pair?
   B: Yes, we do. What size are those?
   A: These are 9½.
   B: Let me find a smaller pair. Um—much smaller.

2. A: How much is this?
   B: It's $399.
   A: $399. That's very expensive.
   B: It does look very nice on you.
   A: Thank you.
   B: Actually, it may be on sale soon.
   A: Okay. I'll check back next week.

3. A: Oh, I haven't read this. Is it good?
   B: I think so.
   A: Is it a mystery?
   B: Well. Actually I haven't read it, but I think so.
   A: Just what I need. I'll take it.

4. A: Are these fresh?
   B: Yes, they are.
   A: They look delicious.
   B: Why don't you try one?
   A: Really? Okay. Mmm. These are good.

5. A: I think this one is fine. It'll be great for the beach. What do you think?
   B: Yes, it's a great color on you.

6. A: Excuse me, do you know if this shampoo is on sale?
   B: Yes, it's buy one, get one for half price.
   A: Oh, that's a good deal. Thanks.

Listening 2

1. A: Could I help you with anything today, madam?
   B: Well, I really like this blouse. Do you have it in another design?
   A: Yes, we do.
   B: Great! I'll take it, then.

2. A: Do you need any help, sir?
   B: Yes, actually, I do. These are a small and they're too tight. Do you have a medium?
   A: Yes.
   B: Great! I'll take them.

3. A: These are the most beautiful watches in the store.
   B: They really are nice. How much is this one?
   A: It's $2,500. Would you like to buy it?
   B: No, thanks. It's too expensive for me.

4. A: Need any help this morning?
   B: No, I'm just looking around for some gift ideas, thanks.

5. A: Those are really nice dresses.
   B: Yes, they certainly are. I love the design. Do you have one in a size 12?
   A: Yes, we do. Would you like to take it?
   B: Yes, please.

6. A: Do you need any help?
   B: Yes. I want to buy a shirt for my husband. Do you have anything in cotton?
   A: Yes, we do. Look at these.
   B: They're perfect! I'll buy the gray one.

7. A: Good afternoon, ma'am. Can I help you find anything?
   B: Oh, I'm not sure what I want. I'll just look around for a while, thanks.

8. A: May I help you with anything, or are you just looking?
   B: I'd like these green gym shorts, please. Do you have them in a large?
   A: I'm afraid we don't.
   B: Oh, that's too bad.

Listening 3

1. A: Can I try on that shirt, please?
   B: This one?
   A: No, not the one with the short sleeves. The other one.

2. A: Here you are.
   B: Thanks. Can this be machine washed, by the way?
   B: No, it's silk, so you should dry-clean it. It's not a good idea to wash it by hand or machine-wash it.

3. A: I'd like to buy some envelopes.
   B: Which ones? These big ones?
   A: No, those are too big. Do you have any smaller ones?
   B: How about these?
   A: Yes, they look like a better size. Can they be used for air mail letters?
   B: No. These are meant for regular mail.

4. A: Can I see that watch, please?
   B: The one with the narrow band?
   A: No. The one with the wide band. Is this a man's watch? I'm looking for a gift for my girlfriend.
   B: Actually, anyone can wear it. It's not just for a man.
   A: Hmm. It's nice.

5. A: I love that tie.
   B: I'm not crazy about stripes myself.
   A: No, no—the pink and white one.
   B: Oh. I don't like that, either.
   A: It's kind of fun. It's for my brother's birthday. He likes things that are a little different.

6. A: Can I see that blouse?
   B: The one without the pockets?
   A: No, the other one.
   B: Here you are.
   A: What fabric is this? Is it cotton?
   B: I think it's a linen and cotton blend.

7. A: I'd like to get some apples.
   B: How about these big ones?
   A: I don't think they're very sweet. The smaller ones are usually sweeter.
   B: Okay. Let's get some of these small ones.

Pronunciation

1. Would you like a large or a small coffee?
2. Are you paying with cash or credit?
3. Can this be machine-washed or should I dry clean it?
4. Do you like this blue coat or the red one?

Dictation

A: May I help you with something, or are you just looking?
B: Can I see that watch, please?
A: The one with the silver band?
B: No, the one with the black band.
A: Certainly. Here you are.
B: Thanks. Yes... this is perfect. I'll take it.
A: It's a very nice choice. Will you be paying with credit today?
B: No, I'd like to pay with cash.

Unit 20: Describing Things

page 78, CD 3-17

Listening 1

B: Yes, I left a computer bag in a taxi coming back from the airport.
A: Can you describe it?
B: Yes, it's brown leather, with the initials PWD on it.

B: Hello, has anyone turned in a lady's handbag? I left one in a taxi about an hour ago.
A: Can you describe it?
B: Yes, it's a wide bag with thin blue and brown stripes.

3. A: Hello.
B: Is this City Taxi?
A: Yes, it is.
B: I'm calling about a wallet. I think I left it in a taxi this morning. It's a black wallet. It had all my credit cards in it.
A: Oh, dear.

B: Hello. I left a pair of glasses in a taxi this morning.
A: Sunglasses? Black frames with initials on them?
B: No. No, they're regular glasses. They were in a brown leather case. I can't see a thing without them.
A: Sorry. They're not here.

page 79, CD 3-18

Listening 2

1. I wear it instead of sunglasses because sunglasses make me look so stupid. I always wear it when it's sunny outside. If I don't wear it, the sun hurts my eyes. It's not too good on windy days, though.

2. It's excellent for work because it's pretty big and I can get my laptop and all my business papers in it. It's not one of those cheap-looking plastic ones. It's made of real leather.

3. I use it to put my things in when I play sports. It's pretty big, so I can get all my clothes and my running shoes into it.

4. It's an expensive one, but I use it a lot because it's very wet here in the fall. I love the colors, too. People can easily find me in a crowd when I'm using it.

5. It's great when you're on a trip somewhere, especially when you're taking a flight, because you can take it on board an aircraft. It's not very big, so you can put it in the overhead compartment or under the seat in front of you. It also has wheels and a handle that you can pull out.

6. They're very comfortable for jogging or walking. That's good because I jog and walk a lot. I've had them for about three years. I hate the color. But I'll use them until I can afford a new pair.

page 80, CD 3-19

Listening 3

1. It's a brown leather one. I keep all my money and my credit cards in it. I usually keep it in my back pocket. It probably fell out when I was getting off the bus. I hope I get it back because it also has my ID card in it, and that's very important.

2. I'm always losing them or putting them down and forgetting where I put them. I think I was wearing them when I was on the bus. Then I stopped for a cup of coffee at a coffee shop. I think I took them off then because I don't need them when I read, and I was reading a magazine. Yes, maybe that's where they are.

3. I'm sure I had them when I left school because I remember putting them in my purse. I'm sure I had them when I came home or I couldn't have driven the car or opened the front door. So that means they're somewhere inside the house.

4. I'm sure I used it to pay the bill at the restaurant when I had lunch there. After that I went to the department store, and I think I used it when I bought my jacket. I'm sure that's the last time I used it, so it's probably there.

5. I usually keep it at home in a drawer in my desk because I only use it when I travel internationally. But it's not there, so I wonder where I put it. Oh, maybe I left it at the office when I came back from my trip to France. I think that's where it is, because I went straight from the airport to my office.

6. I thought it was in my computer case. I usually put it there when I get one from the newsstand and then read it when I get home. Now I remember! I was on the subway! I took it out to read the sports section. I'm sure I left it there.

page 81, CD 3-20

Pronunciation, Task 1

1. leather wallet
2. expensive sunglasses
3. regular glasses
4. colorful backpack

page 81, CD 3-21

Pronunciation, Task 2

1. comfortable chair
2. attractive person
3. plastic toys
4. running water
5. beautiful sunset
6. interesting book

page 81, CD 3-22

Dictation

A: Hello. City Taxi.
B: Hello, has anyone turned in a cell phone? I think I left mine in a taxi this morning.
A: Well, our taxi drivers find lots of cell phones every day. Can you describe it?
B: Yes, it's purple. And it's in an orange case.
A: Hmm... Those are unusual colors. Let's see... no, I'm sorry, we don't have it.
B: Are you sure? I have to find it... it has all my important information in it. Wait – what's that? Oh, it's in my jacket pocket!

Unit 21: Directions

page 82, CD 3-23

Listening 1

1. A: Excuse me. Where's the post office?
B: The post office? Go straight for two blocks and then turn left. It's on the left.
A: Up this street two blocks and left?
B: That's correct.

2.
A: Can I help you?
B: I'm looking for the bank.
A: Well, take a right at the first corner, and it's on your right.
B: Okay, thanks.

3.
A: Can you help me? I'm looking for a hotel.
B: Okay. Go straight up two blocks and turn right at the light. You'll see a hotel on your right.
A: Thanks.
B: You're welcome.

4.
A: Excuse me. Is there a bookstore around here?
B: Yes. Take the first street on the left. Go through the next intersection. You'll see the bookstore on the right. You can't miss it.

page 83, CD 3–24
Listening 2

1. A: Excuse me. Is there a bank near here?
B: Yes, there is. Go straight up Third Street for two blocks and turn right on Pine Street. The bank is on the right.

2. A: Excuse me, I'm looking for the Peking Restaurant.
B: Oh, sure. I know where it is. It's one of my favorite restaurants. Go left here on King Street. Then turn right onto Second Street. Walk up Second Street for a block. It's on your left, on the corner of Ford and Second.

3. A: I'm trying to find a supermarket.
B: A supermarket? Okay. Go left down King and then go up Second Street for two blocks. It's on the left, on the corner of Pine and Second.
A: Thanks.

4. A: How can I get to the post office?
B: Oh, it's not far from here. Go up Third Street and turn right on Ford. Walk down Ford and you'll see it on your right, on the corner of Ford and Fourth.

5. A: I'm looking for the Tourist Office.
B: Okay. Go up Third Street and turn left on Ford. It's in the first big building you see on your left.

6. A: Can you tell me how to get to the Art Museum?
B: The Art Museum? Sure. Go up Third Street for two blocks and then turn left on Pine Street. Go to the end of the block. The museum is on your left, on the corner of Second and Pine Street.

page 84, CD 3–25
Listening 3

1. So when you come out of the subway, look for a tall glass building. That's a hotel. Walk past that for two blocks and you'll see a small street on the right. That's my street. There's a grocery store on the corner. Go down the street and my place is the fourth house on the left. Maybe bring some music with you, because I don't have any dance music for the party.

2. My place is fairly easy to find. Get off the bus across from the supermarket. When you get to the supermarket, could you pick up some snacks? Then walk north for two blocks. You'll see a footbridge. Cross that footbridge and you'll see a small street when you get to the other side. Go down the street, and on the corner you'll see an apartment building. That's my place.

3. My apartment building is near the river. When you come out of the subway, walk towards the river and you'll see an intersection. Go through the intersection and take the first street on the left. Go down the street until you see a supermarket. My house is right next to it. If you can, could you bring some fruit to go with dinner?

4. I live in an apartment building close to the high school. Get off the bus across from the school and walk north for about four blocks. You'll see a gas station on your left. Turn right just past the gas station and go down the street until you see a church. My building is across from the church. Don't forget to bring your tennis racket.

page 85, CD 3–26
Pronunciation

1. A: Is there a post office near here?
B: A post office?

2. A: Could I please have a map?
B: A map?

3. A: Do you know where the restrooms are?
B: The restrooms?

4. A: I'm trying to find a supermarket.
B: A supermarket?

page 85, CD 3–27
Dictation

A: Excuse me. I'm looking for the tourist office.
B: The tourist office? It's not far from here. Go right on Brentwood Road, then left at the light.
A: Left at the light?
B: Yes, that's right. Then it's about halfway down the block on the right.
A: On the right?
B: Yes. You can't miss it.

Unit 22: People We Know

page 86, CD 3–28
Listening 1

1. A: So tell me about your new friend, Ella. What's she like?
B: She's really neat. She's great to be with because she makes me laugh all the time.
A: Oh yeah?
B: Yeah, she's always telling jokes.

2. A: What's your friend Lauren like?
B: She's nice.
A: Is she shy?
B: Shy? You must be kidding. She tells her whole life story to everyone she meets.

3. A: Do you know Thomas Brown?
B: Oh, sure. I like Tom.
A: Yeah, me too. He makes me laugh. He's always doing crazy things.
B: Yeah, I know.

4. A: Have you spoken to the new guy in our class, Luke?
B: Yes, I have.
A: What's he like?
B: Boy, he's really interesting. He speaks six languages and was the top student at his school.
A: Oh, great!
B: No, you'll like him. He's really friendly and easy to talk to.

5. A: Do you and your boyfriend go out a lot, Kersey?
B: Oh sure, he loves going out and meeting people. We go to parties all the time.
A: He sounds like a lot of fun.
B: Of course. That's why he's my boyfriend.

6.
A: Look what my friend Mary gave me for my birthday. Isn't this a beautiful blouse?
B: That's really nice. And she gave me a great present for my birthday, too. She loves giving things to people.
A: Yeah, she does. And she doesn't expect anything in return.

Page 87, CD 3-29
Listening 2

1.
A: Mr. Grant is really funny, isn't he? He loves telling jokes. And he's so easygoing.
B: I know. Then there's Mrs. Grant. She never seems to smile. I wonder why she's so serious all the time.

2.
A: Where are Nat and his brother today?
B: I think they've skipped class again.
A: Really? They're always doing that.
B: Yeah. They aren't serious about studying, that's for sure. All they like to do is sit at home and play computer games.

3.
A: What are your new neighbors like?
B: Mr. and Mrs. Roberts? Well, they seem nice. I've spoken to Mrs. Roberts several times. She's very easy to talk to. But I haven't spoken much to her husband. He's kind of shy and not very talkative.

4.
A: Have you met Wendy's new boyfriend?
B: Yeah, I like him.
A: Me, too. I think he's perfect for Wendy.
B: He sure is. They're so sociable. They both love partying and they're both a little crazy at times.
A: That's for sure.

5.
A: How do you like the new teachers?
B: Well, Mr. Williams is very easygoing, and he's really smart, too.
A: Yeah, I know. And what about Miss Vaughn?
B: She's not as easy to get to know. She's not as easygoing as Mr. Williams. She seems very serious.
A: Yeah. I think so, too.

Page 88, CD 3-30
Listening 3

1.
A: Hey Anna, there's a guy in my Spanish class who's really cool. He's really friendly and easy to talk to. He just always seems happy.
B: Oh, really? He must have a lot of friends.
A: Yes, I think he does. He tells really funny jokes all the time, too. I'm always laughing in class.
B: Really? He sounds great!
A: Well, he is, but he forgets his book every day. Then he asks to share mine. I hate that!
B: Sounds like we have a lot in common. I always forget my book, too. I'd love to meet him. Why don't you introduce us some time?

2.
A: There's this new girl in class named Rosie. She always looks like she's in a bad mood. I don't know if she's just very shy or what.
B: Really?
A: Yeah, when someone tells a really funny joke, we all laugh, but she doesn't seem to think it's funny.
B: No way!
A: But she is very good at music. She always practices the piano after school.
B: That's nice. But I don't think I could get along with her, because laughing and having fun are important to me.

3.
A: There's this guy who sits in front of me on the bus sometimes. He never talks to anyone. He just sits there and talks to himself.
B: Huh. That's weird.
A: Yeah. He likes to make people laugh, though. He's always making funny faces and making animal noises and things like that. Sometimes he's really funny.
B: That does sound funny.
A: But you know, he always chews gum really loudly. I really hate that!
B: Me, too!

4.
A: There's a really cute guy from Canada on the basketball team!
B: Oh, yeah?
A: Yeah. And he's really outgoing. Very friendly, too.
B: Tell me more.
A: Well, it's difficult to get him to laugh. He doesn't seem to enjoy any jokes. I guess he's pretty serious. But he's very good-looking.
B: Hmm. Sounds cute. Do you know if he has a girlfriend?
A: I'm sure he has lots. He always asks a new girl out on a date every weekend. I don't like guys like that.
B: Yeah, but as long as he's cute, I don't mind.

Page 89, CD 3-31
Pronunciation, Task 1

1. makes
2. speaks
3. loves
4. plays
5. practices
6. watches

Page 89, CD 3-32
Pronunciation, Task 2

1. He watches a lot of TV.
2. He chews gum really loudly.
3. She loves baking cookies.
4. He takes the bus to school.

Page 89, CD 3-33
Dictation

A: Hey Molly, have you met the new guy in our class? He sits right next to me.
B: No, I haven't. What's he like?
A: He's really outgoing. He talks and laughs a lot.
B: Really? He sounds nice.
A: Yeah, he is. And he's funny. He tells jokes every day after class. He's pretty cute, too.
B: It seems like you're interested in him...
A: Well, I am. But he already has a girlfriend.

Unit 23: Places

Page 90, CD 3-34
Listening 1

1.
A: How do you like where you're living?
B: Oh, I love it. There's so much to do here. And I have a lot of friends here, too.

2.
A: What's your city like?
B: Well, the good thing is there are a lot of things to do here. There are good
theaters and restaurants. The trouble is it's getting very polluted, so it's not as nice as it used to be.

3. A: Do you enjoy where you're living?
B: Well, I enjoy a lot about it. The city has a very nice climate. It's never too hot or too cold. And it's a safe place to live.

4. A: What's it like to live in this city?
B: Well, it's very noisy and crowded. And the pollution is getting really bad. And I think we have one of the worst transportation systems in the world. I'd love to live somewhere else.

5. A: How is it here, anyway? Is this a nice place to live?
B: Oh, I'm really glad we moved here. The air is fresh and the people are very friendly. Rents are pretty reasonable, and it's a very safe city, too. That's so important. Also, it's close to the sea, so it's great in the summer.

6. A: Do you enjoy living here?
B: Some things are okay. The restaurants are pretty good, and the subway system is pretty good, too, but it's very old and not very clean. The weather also isn't that great. It's very hot and humid in the summer and pretty cold in the winter. But in general, it's not too bad.

B: Not really. It's really quite small. It's never very crowded or noisy. In fact, it's like a small town in many ways.

B: Yes, it is. The Golden Gate Bridge is great any time of the year. The parks and the ocean are beautiful, too. It really is a very lovely city.

7. A: What's your hometown like? Is it a nice place to live?
B: It's great, especially for families with children. It's pretty and quiet and it isn't dangerous at all.

8. A: Is Osaka a big place?
B: Sure. That's why I like it. Lots of people. Lots of nightclubs and discos. I don't like small cities.

page 92, CD 3–36
Listening 3

1. New York has great museums, and so does Washington. But Washington feels more serious because the government is there, so it isn't as exciting as New York. Washington is more beautiful for sure, and the restaurants are cheaper there. But you know, I love theater, and New York is the best! Washington is okay, but I love New York!

2. Los Angeles is a huge place. You need a car to get around. San Francisco is more beautiful and it's a great place for a weekend, but I get bored there after a few days. I enjoy the fact that in Los Angeles everything moves really fast. I love living here.

3. Hong Kong may be more beautiful than Singapore because it's got that fantastic harbor, but I like Singapore better. It's smaller, so I think it's more comfortable. It's easy to get around and everything is very clean. Hong Kong is pretty polluted and it's always very crowded.

4. Melbourne is smaller than Sydney. It has a lot of lovely old buildings and great restaurants. Sydney is more exciting and probably more beautiful, but I think it's too busy and too expensive. Melbourne prices are better and it's a more relaxing place. That's why I prefer Melbourne.

page 93, CD 3–37
Pronunciation, Task 1
1. It's a noisy city.
2. It's very crowded.
3. Everything is cheap.
4. The parks are beautiful.

page 93, CD 3–38
Pronunciation, Task 2
1. Melbourne is a relaxing city.
2. The pollution is getting really bad.
3. Osaka has lots of clubs.
4. This is a nice place to live.

page 93, CD 3–39
Dictation
A: So, how do you like living here?
B: Well, it's okay. The people are really friendly.
A: That's true.
B: And there are lots of great museums and nightlife.
A: Yeah, the nightlife is terrific. I go out all the time.
B: But it's too crowded for me, and I can't stand the pollution.
A: I know what you mean. The traffic gets worse every year!

Unit 24: Health

page 94, CD 3–40
Listening 1

1. A: What happened to your foot, John?
B: Oh, I hurt it when I was playing soccer.
A: Wow. Can you walk on it?
B: Yes, but it's really difficult.

2. A: What happened to you?
B: Oh, I didn't have my glasses on so I walked into a door.
A: No!
B: It's true. Isn't it crazy? Now I have a splitting headache.

3. A: How did you do that?
B: I fell down playing basketball. I put out my arm to stop myself, and this is what happened.
A: Is it broken?
B: Yes.

4. A: Did you hurt yourself?
B: Yes, I was rollerblading in the park. I fell and landed on my wrist.
A: You should be more careful.
B: I know, and now it's difficult for me to eat, because I'm right-handed.
5. A: How's your back?
B: Terrible.
A: Why don't you lie down and rest? Would you like a massage?
B: Great idea. Thanks.

6. A: Hey, what happened to your ear?
B: Huh?
A: What's wrong with your ear?
B: Sorry, I can't hear you. I hurt my ear at the gym.

Page 95, CD 3-41
Listening 2

1. I have an awful backache. I was lifting heavy weights at the gym yesterday and I think I must have pulled a muscle. If it doesn't get better soon, I'll have to see the doctor.

2. I was hiking up a mountain yesterday and I slipped and twisted my ankle as we were going down a steep path. It's so painful I can hardly walk. I bandaged it, but it still hurts. If it isn't better tomorrow, I'll go to the doctor.

3. I flew back from Australia last week and I think I caught the flu from someone on the plane. The only time I get the flu is after a long flight. I've been taking pills for it, but I still feel sick.

4. I went out to dinner a few days ago with a friend. We went to a very good seafood restaurant, but I think there was something wrong with the fish because my stomach really started hurting. I had to go to the hospital to get some medicine for it because it hurt so much. It's much better now.

5. I was working in the garden last week and I cut my leg. It was a pretty deep cut, so I had to go to the doctor. She put some stitches in it. They'll be in for another week.

Page 96, CD 3-42
Listening 3

1. A: I've really been having trouble sleeping lately.
B: That's too bad.
A: Yeah, I go to bed, but I often can't fall asleep. Do you ever have that problem?

B: Yeah, I sometimes do, too, especially if I'm feeling very worried or stressed out.
A: So what do you do for it? Do you take sleeping pills?
B: I don't like the idea of sleeping pills, so I usually get up and watch TV or read until I feel tired. Then I go back to bed. Why don't you try it?
A: Yeah, I will.

2. A: I've been feeling very tired lately. Like I have no energy.
B: Really? I used to have that problem.
A: Oh yeah? Do you think I should see a doctor?
B: It may not be anything serious. Have you tried taking vitamins?
A: No, I haven't.
B: Taking vitamins always helps me when I'm tired.

3. A: I've been getting really bad backaches.
B: Is that right?
A: Yeah. Sometimes the pain is so bad I can hardly move.
B: Do you spend a lot of time in front of the computer?
A: Yes, I do.
B: That's probably causing it. I used to get that problem, too.
A: So did you stop using the computer?
B: No, I didn't need to. But I changed the way I sat, and that made a difference. Here. Let me show you.

4. A: I'm getting a lot of colds this year.
B: Really?
A: Yeah! About once a month.
B: That's too bad.
A: I've been taking vitamin C, but it doesn't help.
B: Well, maybe you should go to the doctor.
A: Maybe you're right. Can you recommend a good one?

Page 97, CD 3-43
Pronunciation

1. Did you cut yourself?
2. How did you break your arm?
3. Did you go to the doctor?
4. Why did you go to the doctor?

Page 97, CD 3-44
Dictation

A: How did you hurt your leg, Craig?
B: Oh, I tripped and fell when I was playing soccer.

A: Ouch. Did you go to the hospital?
B: Yes, I did. My leg really hurt, so I got x-rays.
A: Really? Did you break your leg?
B: No, it's just a sprain. But I won't be able to play soccer for the rest of the season.
A: Oh, no. That's too bad.

Page 98, CD 4-2
Part 1

1. Q: What class are the children taking?
   A: A science class.
   B: An English class.
   C: A math class.

2. Q: Which statement about the girls is correct?
   A: Mary is taller than Cathy.
   B: The girls are twins.
   C: They are wearing glasses.

3. Q: What does Kay's son look like?
   A: He is short with curly hair.
   B: He is tall with straight hair.
   C: He is tall with short hair.

4. Q: What's the woman carrying?
   A: She's carrying a bag.
   B: She's carrying an umbrella.
   C: She's carrying a purse.

5. Q: What time is it?
   A: It's half past ten.
   B: It's nine thirty.
   C: It's ten o'clock.

6. Q: Which sentence best describes the girl?
   A: She always goes to bed early.
   B: She doesn't like to stay up late.
   C: She's a night person.

Page 99, CD 4-3
Part 2

7. Q: Could I have your e-mail address?
8. Q: So, how do you know Graham?
9. Q: What does your boyfriend look like?
10. Q: What are you wearing for tonight’s dance?

11. Q: What time do you usually start work?

12. Q: Excuse me, do you have the time?

Page 99, CD 4–4
Part 3

W: Of course, Mr. Hartman. Here’s your room key, room 412.
M: Thank you. Can someone help me with my suitcase?
W: Of course, sir.

14. W: Can you help me? I’m looking for my son. I was just looking at some sweaters and when I turned around he was gone.
M: OK, don’t panic ma’am. Can you describe him for me?
W: He’s ten years old, and very tall. He has short, light brown hair, and he is wearing a striped t-shirt.

15. W: How is the jacket, sir?
M: It feels a little too tight around the chest. What do you think?
W: Well, that style is designed to be form fitting. I think it suits you.
M: Hmm. The price is right, but I can’t imagine wearing it for very long. Can you bring a larger size?

Tactics for Testing Units 5–8
Page 100, CD 4–5
Part 1

1. A. The man is holding the handles.
   B. The woman is eating the birthday cake.
   C. He is blowing out the candles.

2. A. The men are carrying the bricks.
   B. They are construction workers.
   C. They’re shoveling sand into the hole.

3. A. He’s examining the patient.
   B. He’s wearing a white coat.
   C. He is folding the paper.

4. A. He’s listening to music.
   B. There is a concert in the park.
   C. He’s playing an instrument.

5. A. She’s playing ping pong.
   B. She’s changing her chair.
   C. She’s putting the ball on the table.

6. A. He’s relaxing on the floor.
   B. He’s lifting heavy weights.
   C. He’s doing some exercises.

7. Q: Did you just arrive?
   A. Yes, it’s still alive.
   B. We got here on the 12th.
   C. They just left.

8. Q: Isn’t it your birthday tomorrow, Andrew?
   A. Happy birthday!
   B. It was a great party.
   C. Actually, it was yesterday.

9. Q: Are you still working in city hall?
   A. No, it’s not working.
   B. No, I quit last month.
   C. It’s in the middle of the city.

10. Q: What grade are you in now, Jack?
    A. I just started in the fifth.
    B. I don’t like the gray one.
    C. I get good grades.

11. Q: Why don’t you change jobs?
    A. Yes, it was a nice change.
    B. There are lots of good jobs available.
    C. I’m pretty happy where I am.

12. Q: Don’t you just love this movie?
    A. It’s not one of my favorites.
    B. Because the story is boring.
    C. I love to watch movies.

M: You’re so lucky. I’ve always wanted to work with dolphins.

Tactics for Testing Units 9–12
Page 102, CD 4–8
Part 1

1. Q: Where is the remote control?
   A. It’s on the TV.
   B. It’s under the coffee table.
   C. It’s next to the sofa.

2. Q: Where is Joe’s umbrella?
   A. to the right of the door
   B. next to the window
   C. on the hall table

3. Q: Who are George and Irene?
   A. They are Steve’s parents.
   B. They are Steve’s grandparents.
   C. They are Steve’s cousins.

4. Q: What is Kathy’s younger brother interested in?
   A. He’s into music.
   B. He’s into video games.
   C. He’s into soccer.

5. Q: What is Marta going to do on Monday?
   A. She’s going to go to the beach.
   B. She’s going to attend the school carnival.
   C. She’s going to take a test.

6. Q: How much is the T-shirt?
   A. It’s $13.19.
   B. It’s $30.19.
   C. It’s $13.90.

Page 103, CD 4–9
Part 2

7. W: What’s the matter, Carl?
   M: Have you seen my keys, mom?
   W: Go and look on the coffee table.

8. W: I’ve nearly finished moving in.
   M: Yes, it’s looking pretty good.
   W: Where do you think I should put the plant?

9. M: What are you doing?
   W: Just looking at some family pictures.
   M: Who’s the girl in this photo?
10. W: I'm so glad it's Friday.
M: What do you want to do this weekend?
W: Let's go to the sunset concert at the beach.

11. M: I haven't been out for ages.
W: Well, are you doing anything this Friday night?
M: Sorry, I have to work late.

12. W: Can I help you sir?
M: How much is that tie?
W: It's on special today – only $18.

Page 103, CD 4–10
Part 3

13. M: Do these glasses go in the kitchen cabinet, or the cabinet in the next room?
W: Water glasses go in the living room cabinet but you can put the juice glasses in there.
M: Why not just keep them in the same place?
W: The water glasses are too tall for that cabinet. See?

14. W: Do you have any brothers or sisters, Jonathan?
M: I have four brothers, and three sisters.
W: Wow! That must have been pretty crazy for you growing up.
M: It wasn't too bad. I was the oldest, so I had my own room.

15. W: How much is this television?
M: Well, the official price is $1899, but right now it's on sale for $1699.
W: I was thinking of spending no more than $1500.
M: I don't think we can go that low, but I guess we could make it $1650.

Tactics for Testing
Units 17–20

Page 106, CD 4–14
Part 1

1. A. They are in the library.
B. The students are taking an exam.
C. The rooms are fully booked.

2. A. The people are leaving the store.
B. They are opening the umbrellas.
C. It's raining in the city.

3. A. They're playing in the snow.
B. It's snowing very hard.
C. They're putting on warm clothes.

4. A. They're getting their hair cut short.
B. They're wearing new shirts.
C. They're checking the size of the blouse.

5. A. She's looking in her handbag.
B. Her bag is very heavy.
C. She's looking for her bag.

6. A. He's closing the computer.
B. He's wearing a striped shirt.
C. He's carrying the laptop.

Page 105, CD 4–12
Part 2

7. Q: Are you ready to order, Ma'am?
8. Q: Have you decided what you want to eat yet?
9. Q: How's it going?
10. Q: Did you have a nice time on your winter vacation?
11. Q: Which one is your cousin?
12. Q: Do you live with your parents, Kylie?

Page 105, CD 4–13
Part 3

13. M: What are you going to have?
W: I thought I might start with the buffalo wings, then the salmon for my main dish.
M: Buffalo wings? Buffaloes don't have wings...
W: Silly! They're chicken wings in spicy sauce.

M: Yeah, are you still working at that CD store?
W: No, it closed down. I have a part-time job in a shoe store now.
M: Really? I need some new shoes. Can you get me a discount?

15. W: Welcome back. Did you have a good time in Morocco?
M: It's a beautiful country and the people are so friendly.
W: Sounds good. And the food?
M: Ah, not so good. I got sick eating from a street vendor.

Page 105, CD 4–11
Part 1

1. Q: What did the man order?
A. He ordered steak.
B. He ordered seafood.
C. He ordered salad.

Page 107, CD 4–15
Part 2

7. Q: What do you want to do when you grow up?
A. I'm growing tomatoes.
B. I hope to be a veterinarian.
C. I have to do my homework.
8. Q: Don’t you just love this weather? A: Not a cloud in the sky. B: No, I don’t like it at all. C: I don’t know whether it’s outside.

9. Q: What would you most like to do? A: I’m most like my father, I guess. B: My dream is to be a champion skier. C: I wouldn’t like to miss it.

10. Q: What’s the temperature going to be today? A: I’m fine today, thanks. B: He’s much better than yesterday. C: It’ll be hot and humid again.

11. Q: Do you have these shoes in a smaller size? A: No, I think they’re too small. B: What’s wrong with the color? C: One moment ma’am, I’ll check.

12. Q: Does this design come in black? A: I’m afraid not, sir. B: The style is back in fashion. C: Of course, please come in.

Page 107, CD 4–16
Part 3

If you are looking for shoes to wear in the most rugged, extreme weather conditions, then Flexors are the ones for you. Their revolutionary design keeps rain away from your feet while at the same time letting them breathe naturally. The thermal lining allows users to wear the shoes in sub-zero conditions, and the heavy duty cushioned soles keep you in comfort wherever you walk. These practical shoes are available now for just $129.99. Go to www.flexorshoes.com to get yours now.

Tactics for Testing units 21–24
Page 108, CD 4–17
Part 1

1. Q: How do you get to the hotel? A: Go straight for one block then turn right. B: Take the first left and it’s on the right. C: Go through the intersection and it’s on the right.

2. Q: Which house is Jerry’s house? A: It’s the one on the left. B: It’s the second one on the right. C: It’s the first one on the left.

3. Q: What is Casey like? A: She’s kind of shy. B: She’s very serious. C: She’s really sociable.


6. Q: What is wrong with Paul? A: He has a stomachache. B: He has a broken arm. C: He has a toothache.

Page 109, CD 4–18
Part 2

7. W: How do I get to the post office? M: Go straight for two blocks then turn right. W: Two blocks then right?


9. M: So, tell me about the new guy in the class. W: He’s from Sweden, but he speaks English pretty well. M: What’s he like?

10. W: So, you’ve been living in London for about a month. What’s it like? M: It’s a great city. There are lots of things to do. W: Sounds good. Is there anything you don’t like about it?

11. M: Can you tell me a little about Hong Kong? W: Well, it is a busy city and there’s a beautiful skyline. M: How about the climate?
Getting started (Windows/Mac): Insert the CD-ROM. For Windows, the software will start automatically. For Macs, double click on the file to start. After accepting the license agreement and choosing a test type, click on a quiz or test to open or print it. For help, please e-mail elt.cdsupport.uk@oup.com.

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