

Basic

# TACTICS for LISTENING

THIRD EDITION

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Tactics for  
Testing

AUDIO  
DOWNLOAD

Jack C. Richards  
with Grant Trew

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Language

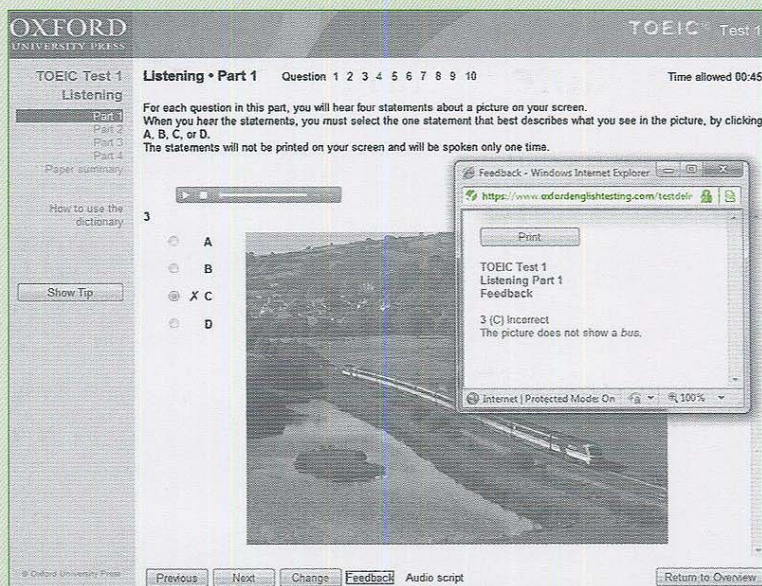
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## Why are the TOEFL® test, the TOEIC® test, IELTS™, and other major exams so important?

The TOEFL® test, the TOEIC® test, IELTS™, and other major exams are used around the world to test students' ability to read, listen to, write, and speak English. Based on their scores, students are accepted into schools and universities and hired for jobs.



Basic

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THIRD EDITION

More listening. More testing. More effective.

Jack C. Richards  
with Grant Trew



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Testing







# TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

## Conversation Corner Meeting new people

### Pronunciation

Linking vowel sounds

#### CD 1-5 ▶ Task 1

Listen and repeat.

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

#### ▶ Task 2

Read the sentences to a partner. Be sure to link the correct words together.

### Dictation

#### CD 1-6 ▶ Task 1

Listen to the conversation. Write the missing words.

#### Pronunciation Help

How we spell it	How we say it
name is	nameiz
address is	addressiz
number is	numberiz
live in	livin
have a	hava
It's nice	itsnice

## More listening

40% more listening activities than before!

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

## CD 4-13 Part 3

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

13. What is the woman having for her appetizer?
  - A. buffalo steak
  - B. salmon
  - C. chicken wings
14. What does the woman do?
  - A. She works in a shoe store.
  - B. She works in a CD store.
  - C. She works in a clothing store.
15. What was the worst thing about the man's vacation?
  - A. the scenery
  - B. the people
  - C. the food

**KNOW YOUR TIME LIMITS**  
Most tests, like the TOEFL® test, the TOEFL® test, and IELTS®, give you a set amount of time for each section. Learn how much time you will have for each section and practice answering questions in this time limit.

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## More testing

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

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



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Students > Tactics For Listening

## Audio Download Center

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

Choose your level >

More listening. More testing. More effective.



Basic

Developing

Expanding

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## More effective

**ALL-NEW** Audio Download Center

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





# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
1 Introductions and Names page 2	Greetings	<ul style="list-style-type: none"><li>• Listening for names</li><li>• Listening for details</li><li>• Listening for names</li><li>• Listening and making predictions</li></ul>	Linking vowel sounds	Meeting new people
2 Describing People page 6	Physical appearance	<ul style="list-style-type: none"><li>• Listening for topic</li><li>• Listening for gist</li><li>• Listening for details</li></ul>	Intonation of yes/no questions and answers	Describing someone
3 Clothes page 10	Describing clothes	<ul style="list-style-type: none"><li>• Listening for gist</li><li>• Listening for details</li></ul>	Plural -s endings	Deciding what to wear
4 Routines page 14	Time and numbers	<ul style="list-style-type: none"><li>• Listening for time</li><li>• Listening for numbers</li><li>• Listening for details</li></ul>	Syllable stress in numbers	Talking about routines
5 Dates page 18	Calendar	<ul style="list-style-type: none"><li>• Listening for dates</li><li>• Listening for dates and times</li><li>• Listening for details</li><li>• Listening for gist</li></ul>	Ordinal numbers	Talking about dates
6 Jobs page 22	Job types	<ul style="list-style-type: none"><li>• Listening for gist</li><li>• Listening for details</li><li>• Listening for attitudes</li></ul>	Syllable stress in words	A new job



Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
<b>7</b> Favorites page 26	Favorite things	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for topics</li> </ul>	Intonation of <i>Wh</i> -questions	Favorite TV shows
<b>8</b> Sports and Exercise page 30	Types of sports	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening and making predictions</li> <li>• Listening for frequency</li> <li>• Listening for details</li> </ul>	Sentence stress	Talking about sports
<b>9</b> Locations page 34	Objects around the house	<ul style="list-style-type: none"> <li>• Listening for location</li> <li>• Listening and making predictions</li> <li>• Listening for details</li> </ul>	Contracted <i>not</i>	Describing locations
<b>10</b> The Family page 38	Family members	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for similarities</li> </ul>	Reduction of <i>do</i> , <i>does</i> , and <i>are</i>	Talking about families
<b>11</b> Entertainment page 42	Invitations	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for acceptances and refusals</li> </ul>	Reduction of the vowel sound in <i>can</i>	Making invitations
<b>12</b> Prices page 46	Money	<ul style="list-style-type: none"> <li>• Listening for numbers</li> <li>• Listening for details</li> <li>• Listening for comparisons</li> </ul>	Saying large numbers	Talking about prices



# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
<b>13</b> Restaurants page 50	Food	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for gist</li> <li>• Listening for attitudes</li> </ul>	<i>wasn't and weren't</i>	Talking about a meal
<b>14</b> Small Talk page 54	Greetings and socializing	<ul style="list-style-type: none"> <li>• Listening for greetings and conversation endings</li> <li>• Listening for topics</li> <li>• Listening for details</li> <li>• Listening for reactions</li> </ul>	Reduction of <i>Wh</i> -questions	Meeting with a friend
<b>15</b> Vacations page 58	Travel	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for attitudes</li> <li>• Listening for details</li> </ul>	Past tense <i>-ed</i> endings	Talking about vacations
<b>16</b> Apartment Living page 62	Rooms and furniture	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> </ul>	Contractions of <i>there is</i> and <i>there are</i>	Describing apartments
<b>17</b> Hopes and Plans page 66	The future	<ul style="list-style-type: none"> <li>• Listening for plans</li> <li>• Listening for gist</li> <li>• Listening for certainty</li> </ul>	Reduction of <i>want to, going to, hope to</i>	Talking about plans and hopes
<b>18</b> The Weather page 70	Climate	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening and making predictions</li> </ul>	Intonation of words in a series	Talking about the weather



Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
<b>19</b> Shopping page 74	Stores and salespeople	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening and making predictions</li> <li>• Listening for details</li> </ul>	Contrastive stress	Talking to a salesperson
<b>20</b> Describing Things page 78	Objects and possessions	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> </ul>	Syllable stress in adjectives	Describing lost items
<b>21</b> Directions page 82	Streets and places	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for sequence</li> </ul>	Intonation for confirming information	Asking for directions
<b>22</b> People We Know page 86	People and friends	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for similarities and differences</li> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for attitudes</li> </ul>	Third person –s	Describing people
<b>23</b> Places page 90	Cities and countries	<ul style="list-style-type: none"> <li>• Listening for attitudes</li> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for preferences</li> </ul>	Sentence stress	City living
<b>24</b> Health page 94	Illnesses	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for advice</li> </ul>	Reduction of <i>did you</i>	Health issues



Units	Testing Focus	Test-taking Skill	Tasks
<b>1 – 4</b> page 98	Picture-based questions	Focusing on the action	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
<b>5 – 8</b> page 100	Question/response items	Reading directions carefully	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul>
<b>9 – 12</b> page 102	Eliminating answer choices	Crossing out incorrect answers	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
<b>13 – 16</b> page 104	Time management	Knowing your time limits	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
<b>17 – 20</b> page 106	Listening for details	Taking note of key words	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on an advertisement</li> </ul>
<b>21 – 24</b> page 108	Marking your answer sheet	Marking the test carefully	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>



# Series Overview

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

## Basic Tactics for Listening

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

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

## Student Book

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

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

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

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

## Audio Program

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

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



## Teacher's Book

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

## Testing Program and Resource CD-ROM

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



# Introductions and Names

## Getting Ready

Match each statement or question with the correct response. Compare answers with a partner.



1. What's your name? c
  2. How are you? \_\_\_\_
  3. What's your e-mail address? \_\_\_\_
  4. Hello, Kyle. \_\_\_\_
  5. Nice to meet you. \_\_\_\_
  6. How do you spell your name? \_\_\_\_
  7. What's your phone number? \_\_\_\_
  8. Good morning, Kate. \_\_\_\_
- a. It's kylejones@tmail.com.
  - b. Good morning.
  - c. It's Kyle Jones.
  - d. It's 555-2398.
  - e. I'm fine, thanks.
  - f. Hi, Sara.
  - g. K-Y-L-E.
  - h. Nice to meet you, too.

## Listening 1

Listen. Circle the correct answer.

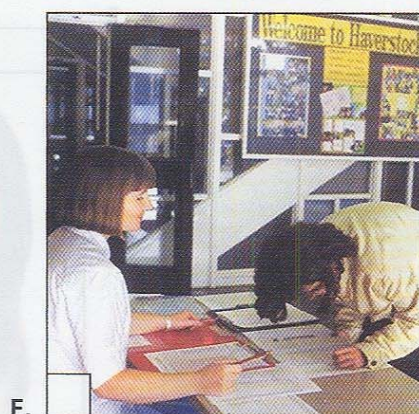
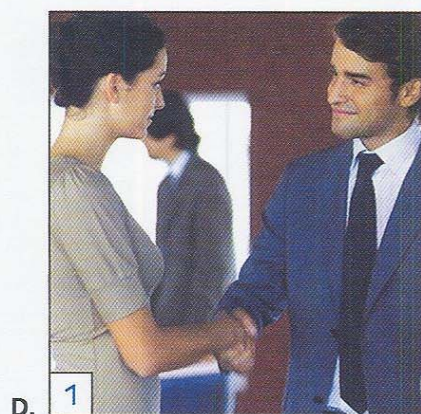
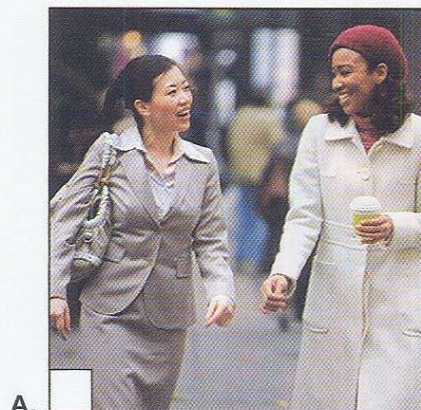
1. Her name is \_\_\_\_\_.
  - ☒ a. Alina Smith
  - b. Elena Smith
2. His name is \_\_\_\_\_.
  - a. Matt Rosenblum
  - b. Matt Rosenbloom
3. His e-mail address is \_\_\_\_\_.
  - a. mattnelson@tmail.com
  - b. natwilson@tmail.com
4. Her e-mail address is \_\_\_\_\_.
  - a. coolgal@rol.com
  - b. coolpal@rol.com
5. His phone number is \_\_\_\_\_.
  - a. 555-2358
  - b. 555-2398
6. Her phone number is \_\_\_\_\_.
  - a. 555-7126
  - b. 555-7216



## Listening 2

### CD 1-3 ► Task 1

People are greeting each other and asking for information. Listen and number the pictures.



### CD 1-3 ► Task 2

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

1. a. I'm fine, thanks.  
b. Good morning.  
☒ c. Nice to meet you, too.
2. a. It's 555-7591.  
b. It's sgomez@tmail.com  
c. G-O-M-E-Z.
3. a. What's your name?  
b. Nice to meet you.  
c. What's your address?
4. a. How do you spell your name?  
b. What's your phone number?  
c. How are you?
5. a. How do you spell your last name, please?  
b. It's nice to meet you.  
c. I'm fine, thanks.
6. a. What's your name?  
b. How do you spell your name?  
c. What's your e-mail address?



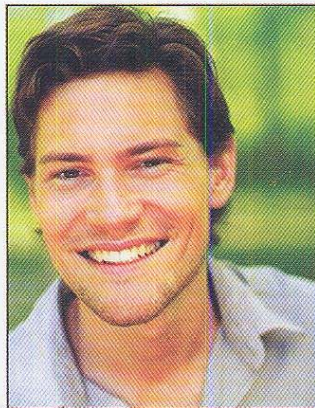
## Listening 3

### CD 1-4 ► Task 1

People are greeting each other. Listen and write each person's name.



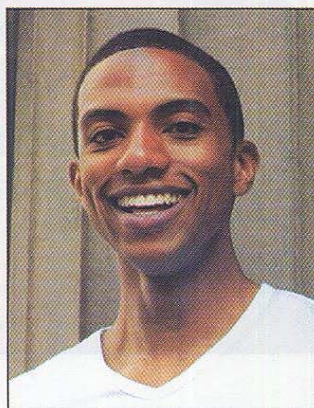
1. Elise



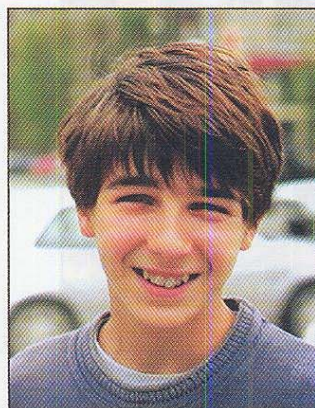
2. \_\_\_\_\_



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



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



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



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

### CD 1-4 ► Task 2

Listen again. How do the people know each other? Write the correct letter.

- |             |                          |
|-------------|--------------------------|
| 1. <u>c</u> | a. from work             |
| 2. _____    | b. from the gym          |
| 3. _____    | c. from school           |
| 4. _____    | d. from a friend's party |
| 5. _____    | e. from the boy's mother |
| 6. _____    | f. from the bus stop     |



## Pronunciation

### Linking vowel sounds

#### CD 1-5 ▶ Task 1

#### Listen and repeat.

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

#### ▶ Task 2

Read the sentences to a partner. Be sure to link the correct words together.

## Dictation

#### CD 1-6 ▶ Task 1

#### Listen to the conversation. Write the missing words.

A: Fun party, isn't it?

B: Sure is. My \_\_\_\_\_ is Emma, by the way.

A: It's nice to meet you, Emma. I'm Justin.

B: \_\_\_\_\_ to meet you, Justin. Do you \_\_\_\_\_ in L.A.?

A: No, I'm from San Francisco. I'm visiting my sister here.

B: Oh, I love San Francisco. I go there sometimes for work.

A: Really? Call me next time you're there. Let me give you my \_\_\_\_\_ number.

B: Okay, hope to see you again! \_\_\_\_\_ a \_\_\_\_\_ time here in L.A.!

#### ▶ Task 2

Practice the conversation with a partner. Be sure to link the correct words together.

## Conversation

Walk around the classroom. Introduce yourself to three or four of your classmates.

### Pronunciation Help

How we spell it	How we say it
name is	nameiz
address is	addressiz
number is	numberiz
live in	livin
have a	hava
It's nice	Itsnice



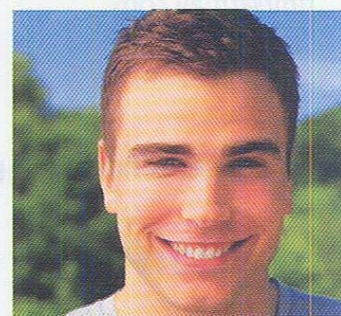
# Describing people

## Getting Ready

Are these words about age, height, or hair? Write them under the correct headings. Compare answers with a partner.

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

Age	Height	Hair
		curly



He is 19 years old.



He's tall.

## CD 1-7 Listening 1

People are describing other people. Are they describing age, height, or hair? Listen and check (✓) the correct column.

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




She has curly hair.



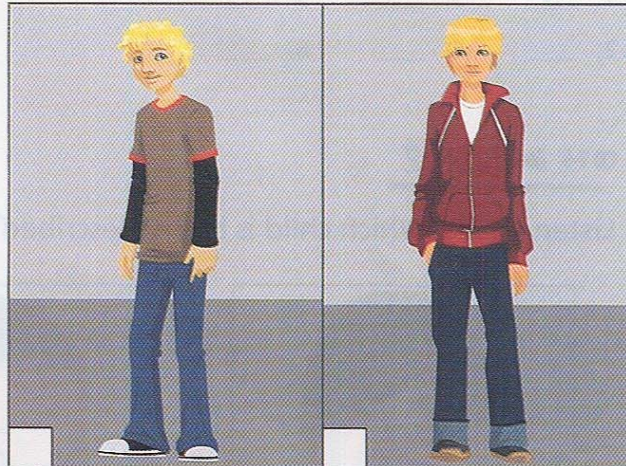
## Listening 2

### CD 1-8 ▶ Task 1

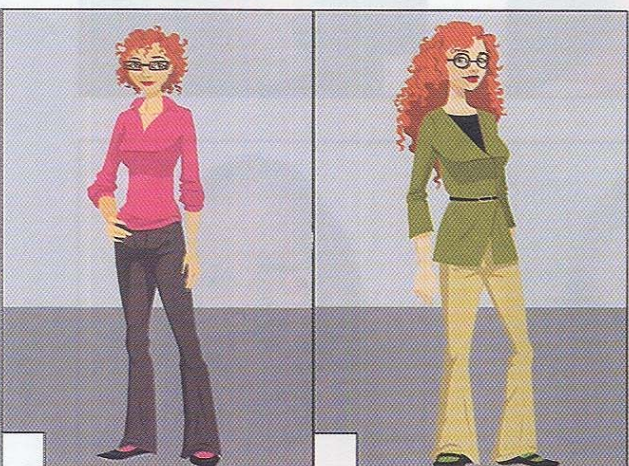
People are describing other people. What do the people look like? Listen and check (✓) the correct picture.

1. 

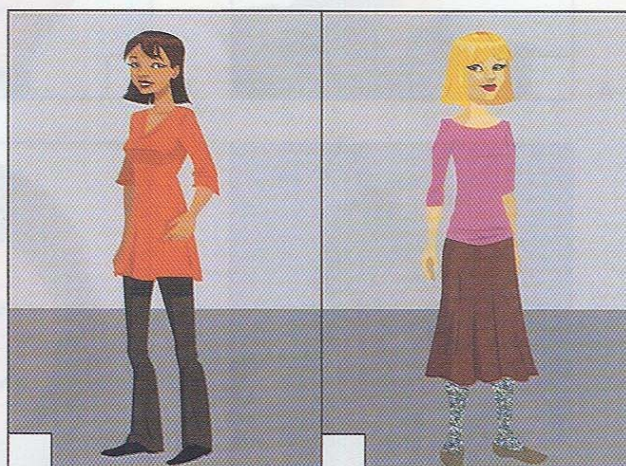
a. ☒ b. ☐

2. 

a. ☐ b. ☐

3. 

a. ☐ b. ☐

4. 

a. ☐ b. ☐

### CD 1-8 ▶ Task 2

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

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



# Listening 3



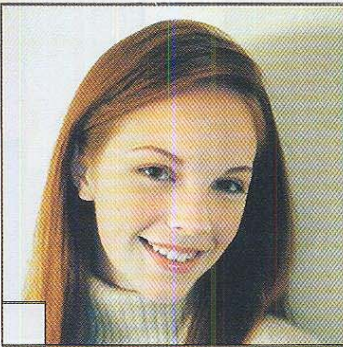

## CD 1-9 ► Task 1

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

1. 9      3. \_\_\_\_      5. \_\_\_\_  
 2. \_\_\_\_      4. \_\_\_\_      6. \_\_\_\_

## CD 1-9 ► Task 2

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

<p>A. </p>	<p>B. </p>	<p>C. </p>
<p>D. </p>	<p>E. </p>	<p>F. </p>



## Pronunciation

Intonation of yes/no questions and answers

### Pronunciation Help

Use rising intonation for yes/no questions. Use falling intonation for yes/no answers.

### CD 1-10 ► Task 1

Listen and repeat.

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

### ► Task 2

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

## Dictation

### CD 1-11 ► Task 1

Listen to the conversation. Write the missing words.

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

B: Well, he's really good looking.

A: Oh? \_\_\_\_\_ he tall?

B: \_\_\_\_\_, he \_\_\_\_\_. He's pretty short.

A: Really? \_\_\_\_\_ you taller than him?

B: No, we're about the same height. Let's see. . . and he has curly brown hair.

A: He sounds cute. \_\_\_\_\_ about your age?

B: \_\_\_\_\_, he \_\_\_\_\_. And we have the same birthday!

### ► Task 2

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

## Conversation

Work in pairs. Take turns describing two people in your class. Then have your partner guess who you are describing.



## Getting Ready

Match each picture with the correct word.

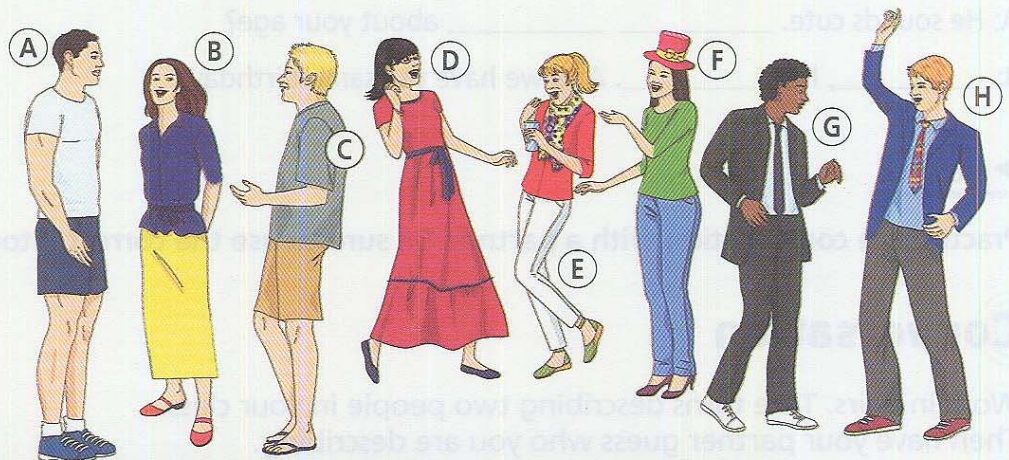


- |                   |                     |                  |                   |                       |
|-------------------|---------------------|------------------|-------------------|-----------------------|
| 1. jeans <u>A</u> | 5. dress ____       | 9. hat ____      | 13. glasses ____  | 17. blouse ____       |
| 2. tie ____       | 6. scarf ____       | 10. suit ____    | 14. pants ____    | 18. shoulder bag ____ |
| 3. sandals ____   | 7. windbreaker ____ | 11. shorts ____  | 15. shirt ____    |                       |
| 4. jacket ____    | 8. skirt ____       | 12. T-shirt ____ | 16. sneakers ____ |                       |

## CD 1-12 Listening 1

Sandra is describing what people are wearing. Who is she describing?  
Listen and write the correct letter next to each person's name.

- David H
- Monica \_\_\_\_
- Nick \_\_\_\_
- Emma \_\_\_\_
- Andrew \_\_\_\_
- Kate \_\_\_\_
- Mary \_\_\_\_
- Ben \_\_\_\_

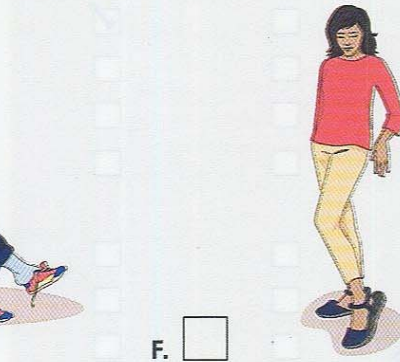
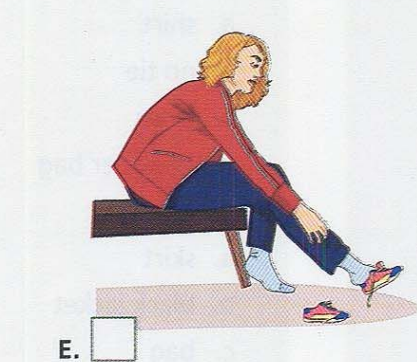
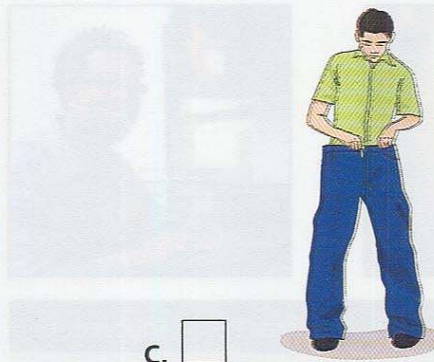
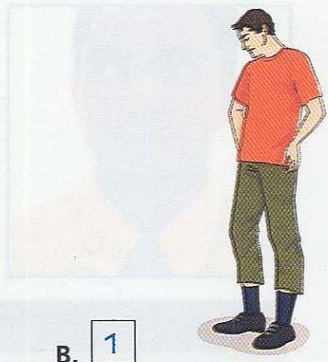
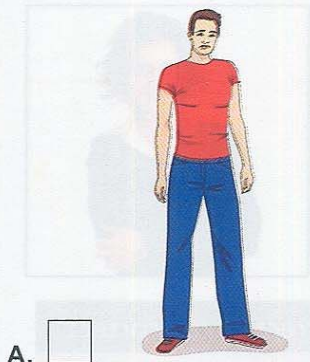




# Listening 2

## CD 1-13 ► Task 1

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



## CD 1-13 ► Task 2

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

1. He needs a \_\_\_\_\_ pair.

- ☒ a. longer
- ☐ b. shorter
- ☐ c. cheaper

2. She needs a \_\_\_\_\_ one.

- ☐ a. prettier
- ☐ b. bigger
- ☐ c. smaller

3. She needs a \_\_\_\_\_ pair.

- ☐ a. tighter
- ☐ b. bigger
- ☐ c. smaller

4. He needs a \_\_\_\_\_ pair.

- ☐ a. bigger
- ☐ b. cheaper
- ☐ c. smaller

5. He needs a \_\_\_\_\_ one.

- ☐ a. tighter
- ☐ b. looser
- ☐ c. smaller

6. She needs a \_\_\_\_\_ size.

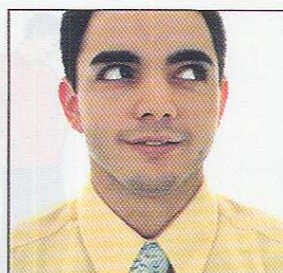
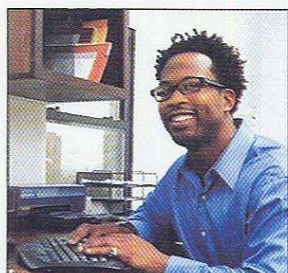
- ☐ a. smaller
- ☐ b. bigger
- ☐ c. more comfortable



## Listening 3

### CD 1-14 ► Task 1

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



	Correct	Incorrect
1. Sonia		
a. no jacket	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. bag	<input type="checkbox"/>	<input type="checkbox"/>
c. no earrings	<input type="checkbox"/>	<input type="checkbox"/>
d. black shoes	<input type="checkbox"/>	<input type="checkbox"/>
2. Matt		
a. new jeans	<input type="checkbox"/>	<input type="checkbox"/>
b. T-shirt	<input type="checkbox"/>	<input type="checkbox"/>
c. brown boots	<input type="checkbox"/>	<input type="checkbox"/>
d. no rings	<input type="checkbox"/>	<input type="checkbox"/>

	Correct	Incorrect
3. Kevin		
a. shirt	<input type="checkbox"/>	<input type="checkbox"/>
b. no tie	<input type="checkbox"/>	<input type="checkbox"/>
c. jeans	<input type="checkbox"/>	<input type="checkbox"/>
d. shoulder bag	<input type="checkbox"/>	<input type="checkbox"/>
4. Amy		
a. skirt	<input type="checkbox"/>	<input type="checkbox"/>
b. black jacket	<input type="checkbox"/>	<input type="checkbox"/>
c. bag	<input type="checkbox"/>	<input type="checkbox"/>
d. sneakers	<input type="checkbox"/>	<input type="checkbox"/>

### CD 1-14 ► Task 2

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

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

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

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

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

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

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

4. Amy was wearing \_\_\_\_\_ glasses.

- a. expensive
- b. black
- c. beautiful



## Pronunciation

Plural -s endings

CD 1-15 ► Task 1

Listen and repeat.

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

CD 1-16 ► Task 2

Listen. What plural -s sound do you hear? Circle /s/, /z/, or /iz/.

- |            |     |     |             |                 |     |     |      |
|------------|-----|-----|-------------|-----------------|-----|-----|------|
| 1. dresses | /s/ | /z/ | <u>/iz/</u> | 4. windbreakers | /s/ | /z/ | /iz/ |
| 2. hats    | /s/ | /z/ | /iz/        | 5. skirts       | /s/ | /z/ | /iz/ |
| 3. shoes   | /s/ | /z/ | /iz/        | 6. glasses      | /s/ | /z/ | /iz/ |

## Dictation

CD 1-17 ► Task 1

Listen to the conversation. Write the missing words.

A: What are you going to wear to the party?

B: I'm not sure. I might wear \_\_\_\_\_.

A: Really? Ann and Liz are wearing dresses.

B: Oh. Well, maybe I'll wear a black skirt. So, what are you \_\_\_\_\_ to \_\_\_\_\_?

A: Oh, probably nice \_\_\_\_\_ and a \_\_\_\_\_.

B: But you don't have \_\_\_\_\_, do you?

A: Oh, that's right. Maybe I can borrow one.

► Task 2

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

## Conversation

Work in pairs. What is your partner wearing? Describe your partner's clothes.

### Pronunciation Help

Sounds like /s/	Sounds like /z/	Sounds like /iz/
pants	sneakers	blouses
jackets	earrings	purses
shirts	ties	dresses

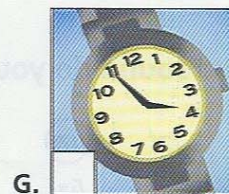
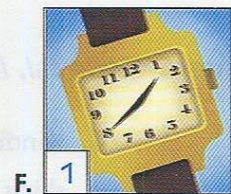
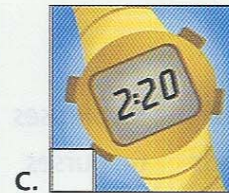
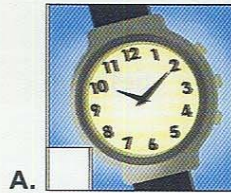


## Getting Ready

### Task 1

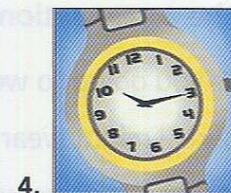
Match each time with a picture.

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



### Task 2

Say the times.



## Listening 1

What time is each person saying? Listen and write the correct time on each clock.



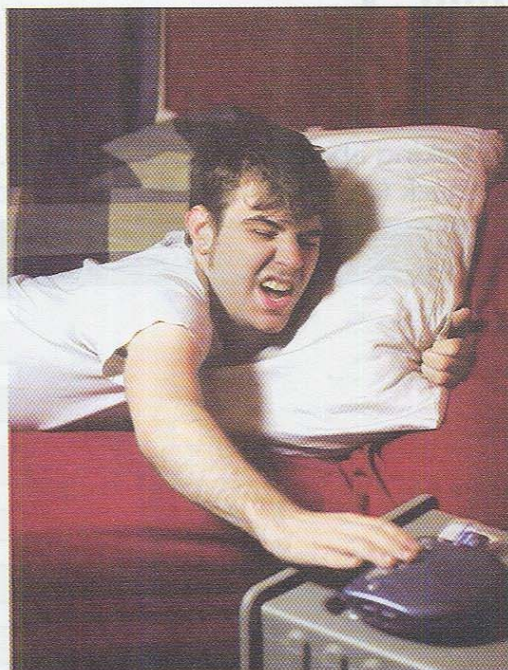


## Listening 2

### CD 1-19 ► Task 1

What time does each person get up and go to bed? Listen and write the times.

	gets up	goes to bed
1. Sandra	5:00	
2. John		
3. Sam		
4. Grace		
5. Mia		
6. James		



### CD 1-19 ► Task 2

Listen again. Circle the correct statement.

- a. Sandra studies before school.

b. Sandra studies at night.
- a. John looks happy.

b. John looks tired.
- a. Sam usually goes running in the morning.

b. Sam usually sleeps late in the morning.
- a. Grace is a night person.

b. Grace is a morning person.
- a. Mia gets up early to go to work.

b. Mia gets up early to take a walk.
- a. James likes his new job.

b. James likes working at night.



## Listening 3

### CD 1-20 ► Task 1

People are talking about their daily routines.  
Listen and check (✓) the things each person does.

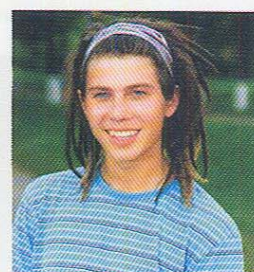
	Peter	Amelia	Charlie
1. gets up early	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. goes running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. takes the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. takes the subway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. texts friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. goes to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. plays video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. watches TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. hangs out with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. reads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Peter



Amelia



Charlie

### CD 1-20 ► Task 2

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

	True	False
1. a. Peter has a big breakfast.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Peter gets to work at 7:00 in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
c. Peter reads the newspaper on the subway.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. Amelia drinks tea with her breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
b. While Amelia is on the bus, she texts her family.	<input type="checkbox"/>	<input type="checkbox"/>
c. Amelia plays video games for half an hour every day.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. Charlie has a job.	<input type="checkbox"/>	<input type="checkbox"/>
b. Charlie eats a big lunch.	<input type="checkbox"/>	<input type="checkbox"/>
c. Charlie looks for jobs online.	<input type="checkbox"/>	<input type="checkbox"/>



### Pronunciation

Syllable stress in numbers

#### CD 1-21 ► Task 1

Listen and repeat.

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

#### CD 1-22 ► Task 2

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

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

### Dictation

#### CD 1-23 ► Task 1

Listen to the conversation. Write the missing times.

A: You look tired, Jake.

B: Yeah, I'm always tired. I have to get up at \_\_\_\_\_ every day.

A: \_\_\_\_\_? Why so early?

B: Not \_\_\_\_\_, \_\_\_\_\_. Anyway, I go running before work, then I have to catch a \_\_\_\_\_ train to the city.

A: Oh, I see. So, do you go to bed early?

B: No, I'm a night owl. Last night I was up until \_\_\_\_\_.

A: That's not enough sleep, Jake! Maybe you should get a new job.

#### ► Task 2

Practice the conversation with a partner. Be sure to stress the correct syllables in numbers.

### Conversation

Work in pairs. What do you usually do every day? What time do you do each activity? Tell your partner about your daily routine.

#### Pronunciation Help

Reduce the *t* in numbers including the word *twenty*.  
Twenty is pronounced *twenny*.



## Getting Ready

### Task 1

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

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

- |                    |   |
|--------------------|---|
| 1. 3/2/10 <u>c</u> | a. November first, two thousand three         |
| 2. 6/11/99 _____   | b. May twentieth, nineteen ninety-five        |
| 3. 11/1/03 _____   | c. March second, two thousand ten             |
| 4. 5/20/95 _____   | d. February twenty-eighth, two thousand seven |
| 5. 2/28/07 _____   | e. June eleventh, nineteen ninety-nine        |

### Task 2

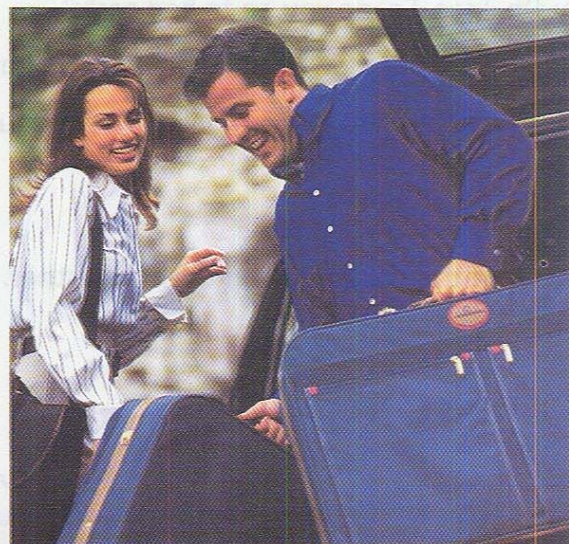
Write your birthday and a classmate's birthday.

My birthday: \_\_\_\_\_ My classmate's birthday: \_\_\_\_\_

## CD 1-24 Listening 1

People are talking to visitors. When did the visitors arrive and when will they leave? Listen and write the correct dates.

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

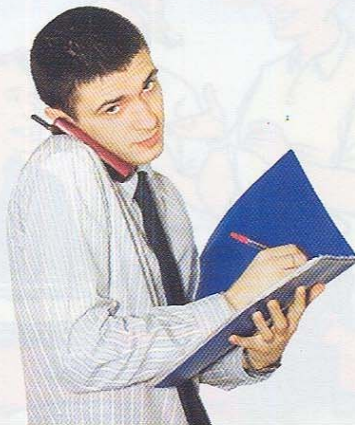




## Listening 2

### CD 1-25 ► Task 1

People are leaving messages on Jack's voicemail. What date and time do they say? Listen and write the correct date and time of each event.



	Date	Time
1. dental appointment	<u>8/3</u>	<u>9:30</u>
2. Nicole's party	_____	_____
3. aunt's arrival	_____	_____
4. tennis game	_____	_____
5. meeting with Sam	_____	_____
6. trip	_____	_____

### CD 1-25 ► Task 2

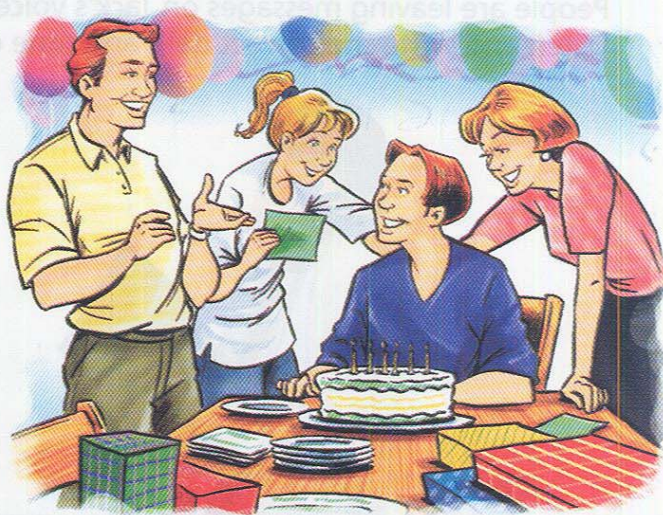
Listen again. Are these statements true or false? Check (✓) the correct answer.

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



## Listening 3

### CD 1-26 ▶ Task 1



Have the people had their birthdays yet this year? Listen and check (✓) the correct answer.

	Yes	No
1. Henry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Eva	<input type="checkbox"/>	<input type="checkbox"/>
3. Julia	<input type="checkbox"/>	<input type="checkbox"/>
4. Luke	<input type="checkbox"/>	<input type="checkbox"/>

**IR** Language  
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### CD 1-26 ▶ Task 2

Listen again. What did (or will) each person do on his or her birthday? Circle the correct answer.

- |   |  |
|---|--|
| <p>1. Henry</p> <ul style="list-style-type: none"> <li>a. had a party</li> <li><b>b. studied for exams</b></li> <li>c. met friends</li> </ul>                               | <p>3. Julia</p> <ul style="list-style-type: none"> <li>a. have a barbecue</li> <li>b. go out to dinner with friends</li> <li>c. stay home alone</li> </ul> |
| <p>2. Eva</p> <ul style="list-style-type: none"> <li>a. go to her parents' house</li> <li>b. go on a trip by herself</li> <li>c. go to New York with her parents</li> </ul> | <p>4. Luke</p> <ul style="list-style-type: none"> <li>a. met friends</li> <li>b. had a busy day</li> <li>c. had a quiet family party</li> </ul>            |



## Pronunciation

### Ordinal numbers

#### CD 1-27 ▶ Task 1

#### Listen and repeat.

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

#### CD 1-28 ▶ Task 2

#### Listen. Circle the ordinal number you hear.

1. 5th / 6th / 9th      2. 2nd / 7th / 11th      3. 3rd / 11th / 30th      4. 7th / 10th / 11th

## Dictation

#### CD 1-29 ▶ Task 1

#### Listen to the conversation. Write the missing words or numbers.

A: When are you going on vacation, Nick?

B: We're leaving on \_\_\_\_\_.

A: And when are you coming back?

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

A: Oh, no. That means you'll miss my party on the \_\_\_\_\_.

B: What do you mean? I'll be back before the \_\_\_\_\_.

A: I said the \_\_\_\_\_, not the 27th, but maybe I can change the date. Are you free on the \_\_\_\_\_?

#### ▶ Task 2

#### Practice the conversation with a partner. Be sure to pronounce the ordinal number.

## Conversation

Work with a partner. Take turns telling each other your birthday and your family members' birthdays.

### Pronunciation Help

Pronounce the *t* as *d* in numbers thirty, forty, fifty, sixty, etc. Say *thirty*, *forty*, *fifty*, *sixty*, etc. Say *thirty*, *forty*, *fifty*, *sixty*, etc.



## Getting Ready

### ► Task 1

Match each job with a picture. Compare answers with a partner.

1. businessperson

3. taxi driver

5. server

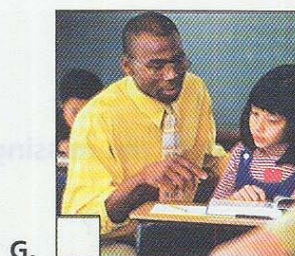
7. construction worker

2. nurse

4. chef

6. flight attendant

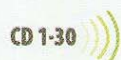
8. teacher



### ► Task 2

Write three more jobs.

\_\_\_\_\_



## Listening 1

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

1. ☒ a. salesperson  
b. office worker

4. ☐ a. chef  
b. nurse

2. ☐ a. waiter  
b. actor

5. ☐ a. nurse  
b. businessperson

3. ☐ a. teacher  
b. flight attendant

6. ☐ a. receptionist  
b. construction worker



## Listening 2

### CD 1-31 ► Task 1

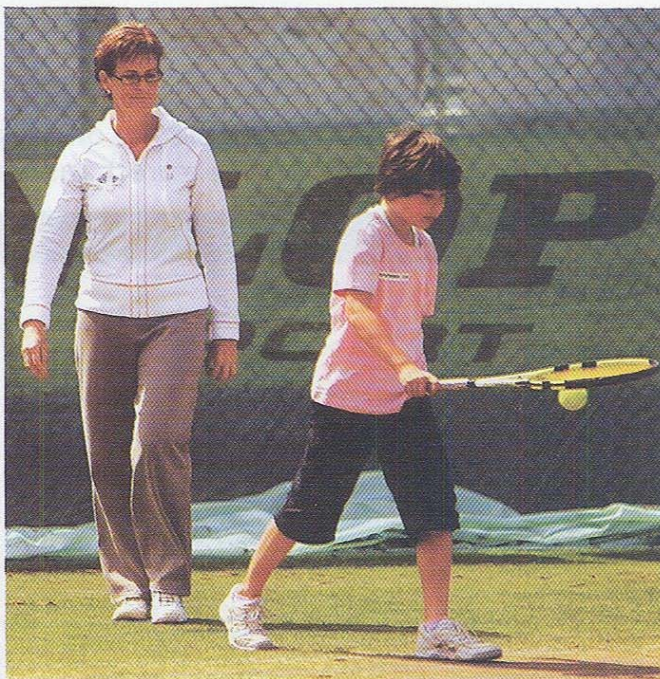
People are talking about their work. Listen and check (✓) the correct information about each person.

	Has the same job	Has a new job	Isn't working now
1. Ryan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bridget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Suzanne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Rose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Patrick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Alison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### CD 1-31 ► Task 2

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

- |                  |                                 |
|------------------|---------------------------------|
| 1. Ryan <u>e</u> | a. is a teacher.                |
| 2. Bridget ____  | b. just graduated from college. |
| 3. Jake ____     | c. is trying to find a new job. |
| 4. Marie ____    | d. works in a bookstore.        |
| 5. Suzanne ____  | e. works in a bank.             |
| 6. Rose ____     | f. works in a restaurant.       |
| 7. Patrick ____  | g. is a receptionist.           |
| 8. Alison ____   | h. is a lawyer.                 |



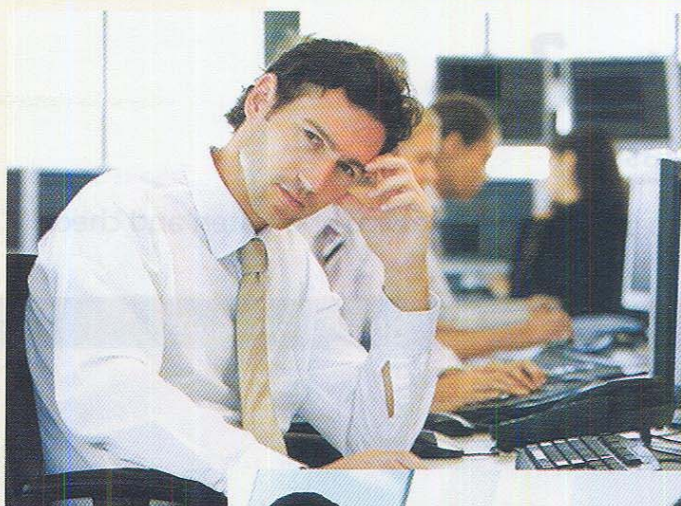


## Listening 3

### CD 1-32 ► Task 1

Do the people like their jobs? Listen and check (✓) the correct answer.

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



### CD 1-32 ► Task 2

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

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

**IR**  
Language

مرجع آموزش زبان ایرانیان



### Pronunciation

Syllable stress in words

#### CD 1-33 ► Task 1

Listen and repeat.

- |                     |                        |                    |
|---------------------|------------------------|--------------------|
| 1. sérver           | 3. téacher             | 5. búusinessperson |
| 2. flíght atténdant | 4. constrúction wórker | 6. recéptionist   |

#### CD 1-34 ► Task 2

Listen. Mark the stressed syllables.

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

### Dictation

#### CD 1-35 ► Task 1

Listen to the conversation. Write the missing words.

A: My job is so boring. I really don't like being a \_\_\_\_\_.

B: Really? Maybe you should try something new.

A: I don't know. I've always wanted to be an \_\_\_\_\_, but I'd have to go back to school.

B: So do it!

A: I can't. I need to \_\_\_\_\_, so I can't quit my job.

B: Could you work part time in an \_\_\_\_\_ and also take \_\_\_\_\_?

A: Well, maybe. I'll think about it.

#### ► Task 2

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

### Conversation

Work in pairs. What is your dream job? Tell your partner what it is and why.

#### Pronunciation Help

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



## Getting Ready

Write your favorite for each topic.

website \_\_\_\_\_

TV show \_\_\_\_\_

movie \_\_\_\_\_

video game \_\_\_\_\_

radio station \_\_\_\_\_

sports team \_\_\_\_\_

store \_\_\_\_\_

restaurant \_\_\_\_\_

athlete \_\_\_\_\_

singer \_\_\_\_\_

actor \_\_\_\_\_

My favorite sport is soccer.



## 1-36 Listening 1

What is each person talking about? Listen and circle the correct answer.

1. ☒ a. his favorite TV show  
b. his favorite website  
c. his favorite movie

2. a. her favorite singer  
b. her favorite actor  
c. her favorite athlete

3. a. her favorite actor  
b. her favorite singer  
c. her favorite athlete

4. a. his favorite radio station  
b. his favorite video game  
c. his favorite TV show

5. a. his favorite singer  
b. his favorite store  
c. his favorite restaurant

6. a. her favorite singer  
b. her favorite radio station  
c. her favorite song



## Listening 2

CD 1-37 ► Task 1



What kind of website is each person describing? Listen and match.

- |             |                      |
|-------------|----------------------|
| 1. <u>c</u> | a. shopping          |
| 2. ____     | b. travel            |
| 3. ____     | c. music             |
| 4. ____     | d. news              |
| 5. ____     | e. social networking |
| 6. ____     | f. video sharing     |

CD 1-37 ► Task 2

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

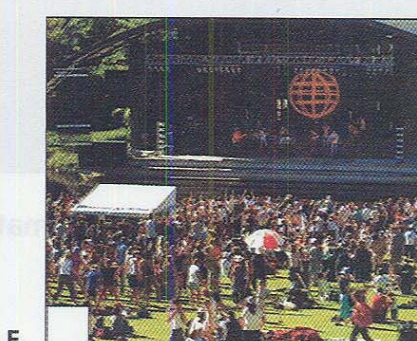
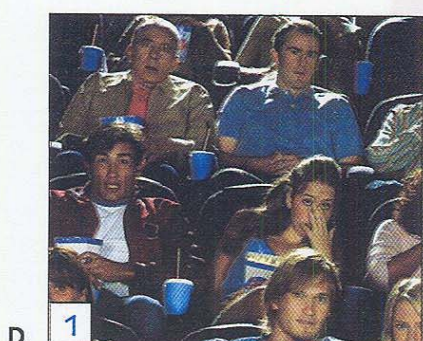
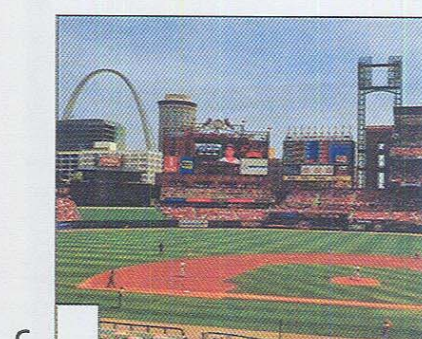
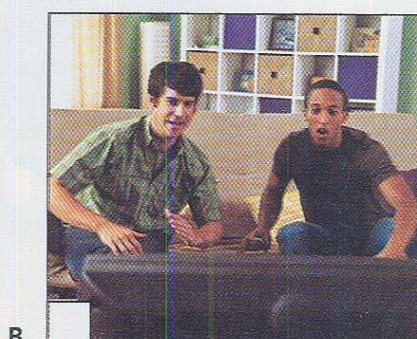
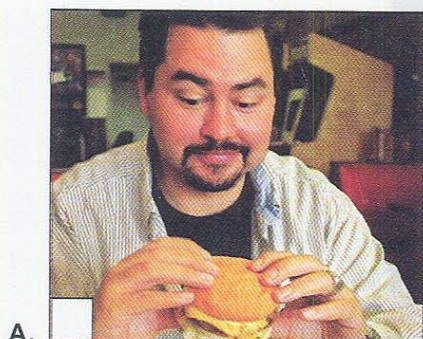
	True	False
1. She thinks the website is expensive.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. He spends too much time on his favorite website.	<input type="checkbox"/>	<input type="checkbox"/>
3. She has posted lots of videos on her favorite website.	<input type="checkbox"/>	<input type="checkbox"/>
4. He can save money on travel with this website.	<input type="checkbox"/>	<input type="checkbox"/>
5. She often shops at the mall.	<input type="checkbox"/>	<input type="checkbox"/>
6. He visits this website in the morning.	<input type="checkbox"/>	<input type="checkbox"/>



# Listening 3

## CD 1-38 ► Task 1

Listen to the entertainment news stories. Number the pictures.



## CD 1-38 ► Task 2

Listen again. Circle the correct statement.

1. a. The story is about a funny movie.  
b. The story is about a scary TV show.  
☒ c. The movie made a lot of money.
2. a. The story is about a soccer team.  
b. Baseballs are free every day.  
c. The season is spring.
3. a. Items are on sale for 40% off.  
b. Only shoes are on sale.  
c. The sale happens once a year.
4. a. The concert will be in New York.  
b. There will be four shows.  
c. The people in the band are sisters.
5. a. Super Burger has a new menu.  
b. Super Burger opens at ten in the morning.  
c. Super Burger is never crowded.
6. a. The story is about a movie.  
b. *The Island* is a love story.  
c. *The Island* is on Sundays.



## Pronunciation

Intonation of *Wh-* questions

### CD 1-39 ► Task 1

Listen and repeat.

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?

### ► Task 2

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

### Pronunciation Help

Ask a *Wh-* question if you want to find out more information about a topic. Use falling intonation for *Wh-* questions.

## Dictation

### CD 1-40 ► Task 1

Listen to the conversation. Write the missing words.

- A: \_\_\_\_\_ favorite TV show, Ryan?
- B: Oh, probably *My Crazy Life*.
- A: Really? \_\_\_\_\_ it \_\_\_\_\_?
- B: Well, it's a drama about a group of friends. It has a lot of romance.
- A: Huh. I've \_\_\_\_\_ it. Who's in it?
- B: Max Fox and Lindsay Jones.
- A: Oh, Max is one of my \_\_\_\_\_ actors! When is it on?
- B: It's on Thursdays at 9:00. Or you can watch it online.

### ► Task 2

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

## Conversation

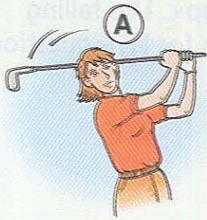
Work in pairs. Think about your favorite TV shows, websites, movies, radio stations, singers, actors, and athletes. Choose a topic and then talk about your favorite things.



# Sports and Exercise

## Getting Ready

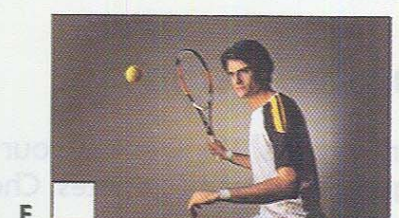
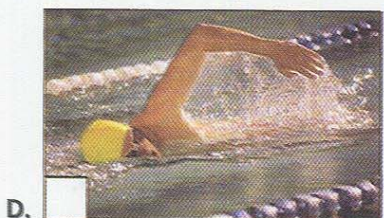
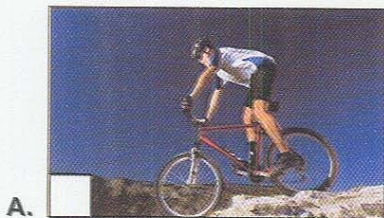
Match each picture with the correct word.



- |                       |                     |                         |                      |
|-----------------------|---------------------|-------------------------|----------------------|
| 1. windsurf <u>J</u>  | 4. play golf ____   | 7. play basketball ____ | 10. play soccer ____ |
| 2. play baseball ____ | 5. go to a gym ____ | 8. play volleyball ____ | 11. ride a bike ____ |
| 3. ski ____           | 6. play tennis ____ | 9. swim ____            | 12. run ____         |

## CD 1-41 Listening 1

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



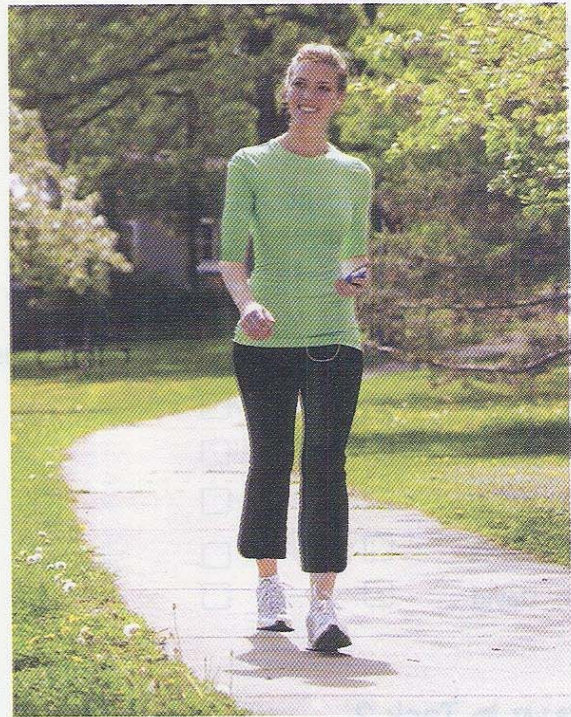


## Listening 2

### CD 1-42 ► Task 1

What sport or activity is the person talking about?  
Listen and circle the correct answer.

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



### CD 1-42 ► Task 2

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

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



# Listening 3

## CD 1-43 ► Task 1

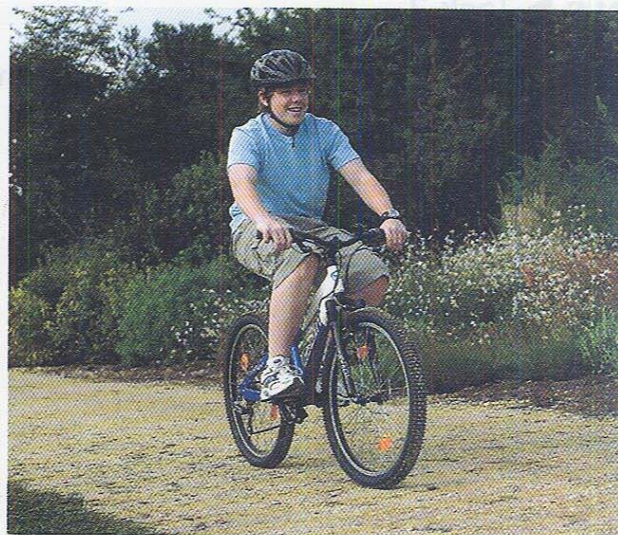
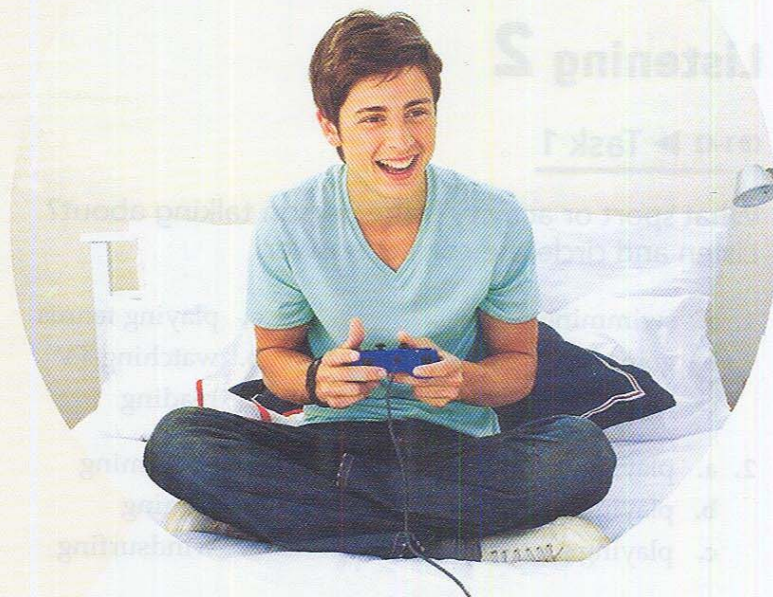
People are talking about how they spend their free time. Listen and check (✓) the correct information.

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

## CD 1-43 ► Task 2

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

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





## Pronunciation

### Sentence stress

#### CD 1-44 ► Task 1

#### Listen and repeat.

1. I pláy ténnis a lóť.
2. I líke to táke wálks.
3. What spórts do you pláy?
4. Do you líke wátching spórts?

#### CD 1-45 ► Task 2

#### Listen. Mark the stressed words.

1. I gó to the gým every dáy.
2. I watcĥ a lot of baseball on TV.
3. What do you do on weekends?
4. Do you play tennis?

### Pronunciation Help

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

## Dictation

#### CD 1-46 ► Task 1

#### Listen to the conversation. Write the missing words.

A: Do you \_\_\_\_\_ any \_\_\_\_\_, Nick?

B: Yes, I love playing sports. But my \_\_\_\_\_ sport is \_\_\_\_\_.

A: Really? Are you on a team?

B: Yeah, I am. It's a lot of \_\_\_\_\_.

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

B: Oh, about \_\_\_\_\_ a \_\_\_\_\_. 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 \_\_\_\_\_.

#### ► Task 2

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

## Conversation

Work in pairs. Think about sports you like to play and watch. Then talk to your partner about why you like them.

**TACTICS FOR TESTING**

PAGE 100

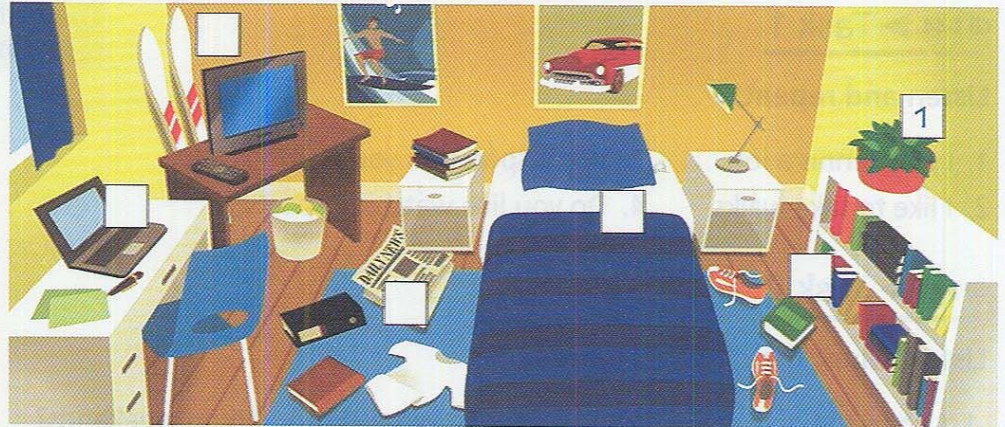


## Getting Ready

### ► Task 1

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

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



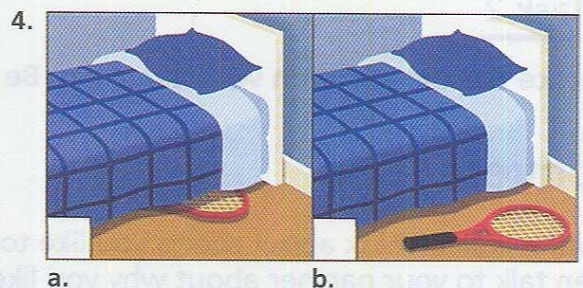
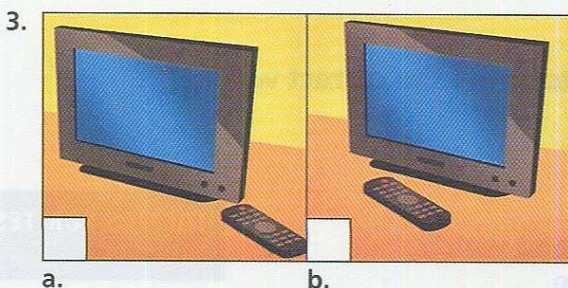
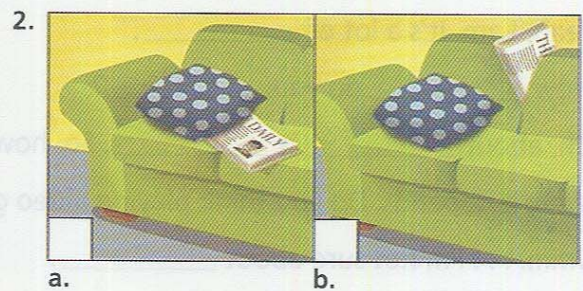
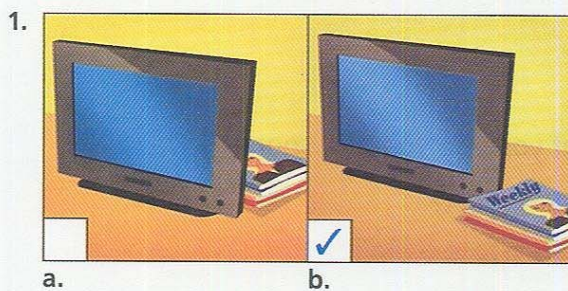
### ► Task 2

Write the number of each item next to the location.

- |                          |                                 |                             |
|--------------------------|---------------------------------|-----------------------------|
| ___ behind the TV        | ___ between the bedside tables  | ___ next to the window      |
| ___ next to the bookcase | <u>1</u> on top of the bookcase | ___ under the bedside table |

## CD 2-2 Listening 1

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



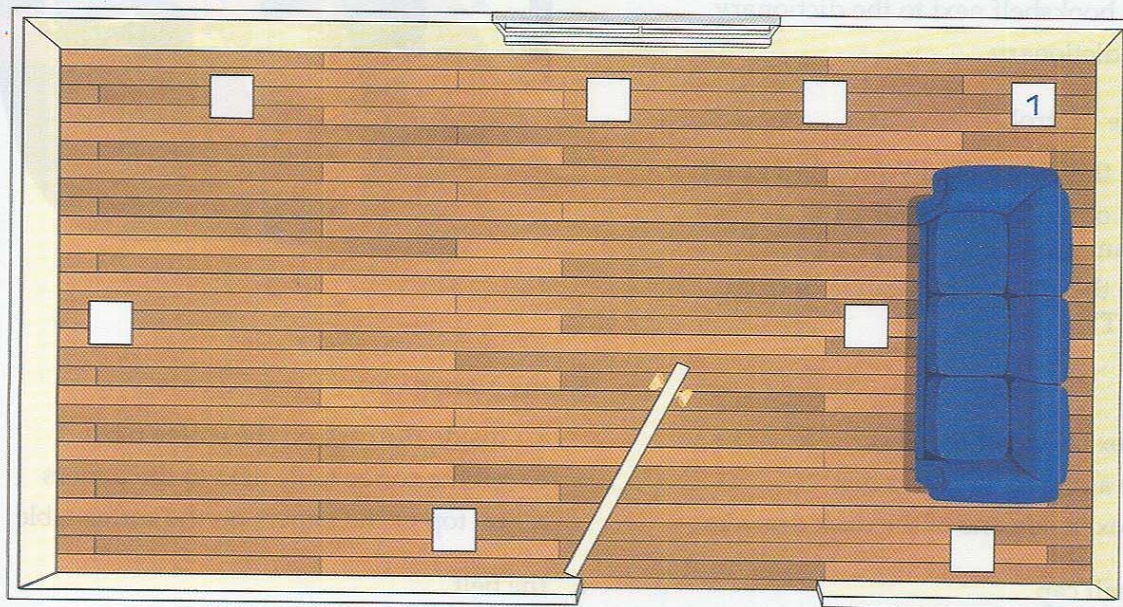


## Listening 2

### CD 2-3 ► Task 1

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

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



### CD 2-3 ► Task 2

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

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

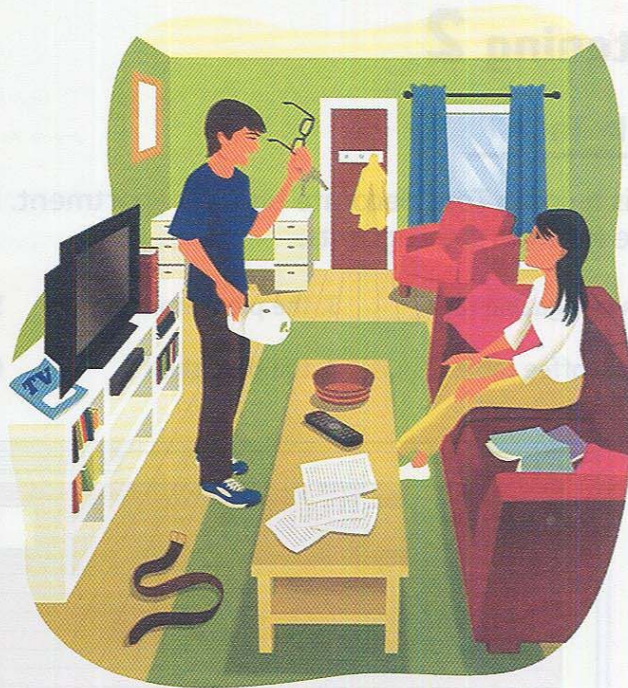


## Listening 3

### CD 2-4 ► Task 1

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

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



### CD 2-4 ► Task 2

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

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



## Pronunciation

Contracted *not*

### Pronunciation Help

Reduce the *t* at the end of contractions such as *don't*, *doesn't*, and *isn't*.

### CD 2-5 ► Task 1

Listen and repeat.

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

### CD 2-6 ► Task 2

Listen. Circle the word you hear.

1. is / isn't    2. are / aren't    3. do / don't    4. does / doesn't

## Dictation

### CD 2-7 ► Task 1

Listen to the conversation. Write the missing words.

A: Why \_\_\_\_\_ anyone ever clean up this mess? Have you seen my purse?

B: \_\_\_\_\_ usually keep it in the desk drawer?

A: Yes, but it isn't there now.

B: Oh, there \_\_\_\_\_, on the table.

A: Oh, great. Thanks. Okay, now. . . do you know where my keys are?

B: Well, I know \_\_\_\_\_ on the hook where they belong.

A: Wait a minute. . . uh, I think I left them in the car. But I \_\_\_\_\_ where the car is!

### ► Task 2

Practice the conversation with a partner. Be sure to contract *not*.

## Conversation

Work in pairs. Choose four objects in your classroom.  
Tell about the location, but not the names, of the objects.  
Your partner will guess the objects.



# The Family

## Getting Ready

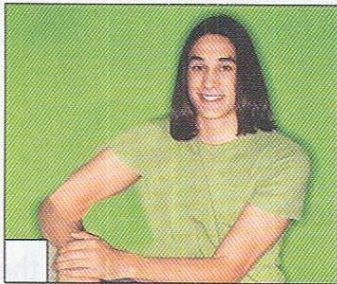
Write the correct word.

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

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

## CD 2-8 Listening 1

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



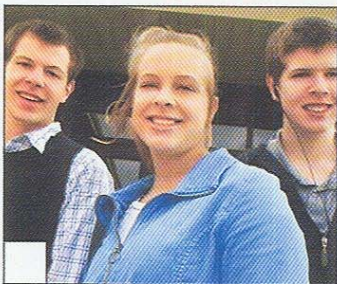
A. ☐



B. ☒ 1



C. ☐



D. ☐



E. ☐



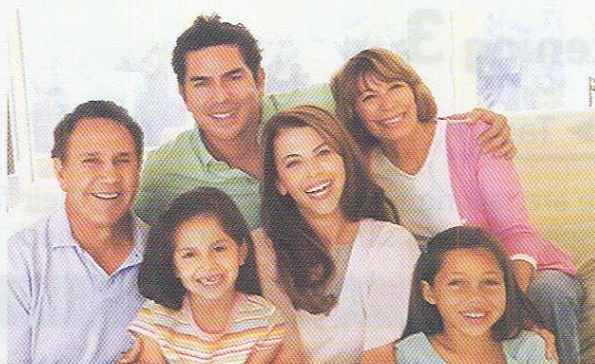
F. ☐



## Listening 2

### CD 2-9 ► Task 1

People are talking about their families.  
How many brothers and sisters does each person have? Listen and write the numbers.



	Older brothers	Younger brothers	Older sisters	Younger sisters
1. Natalie	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>
2. Abby	—	—	—	—
3. Ben	—	—	—	—
4. Rosie	—	—	—	—
5. Tim	—	—	—	—

### CD 2-9 ► Task 2

Listen again. What does each person say about family? Circle the correct answer.

- Natalie would like to have \_\_\_\_\_.  
 a. brothers  
 b. sisters  
 c. cousins
- Abby's brother is a \_\_\_\_\_.  
 a. teacher  
 b. student  
 c. professor
- Ben's sister \_\_\_\_\_ bosses him around.  
 a. never  
 b. sometimes  
 c. always
- Rosie's friend would like to come from a \_\_\_\_\_ family.  
 a. small  
 b. big  
 c. medium-sized
- Tim is \_\_\_\_\_ child.  
 a. an only  
 b. a lonely  
 c. one



## Listening 3

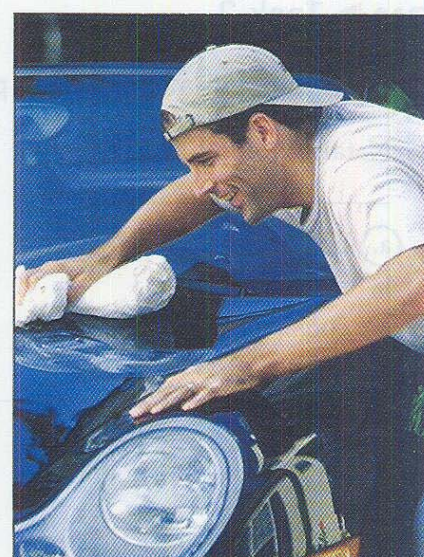
### CD 2-10 ► Task 1

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

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

### CD 2-10 ► Task 2

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



1. Wen-ping's brother c.
2. Michael's brother \_\_\_\_.
3. Justin's sister \_\_\_\_.
4. Hannah's father \_\_\_\_.
5. Robert's sister \_\_\_\_.
6. Elizabeth's father \_\_\_\_.

- a. likes sports
- b. likes reading and music
- c. is taller than the father
- d. prefers to play cards
- e. hates flying
- f. isn't interested in music



## Pronunciation

Reduction of *do*, *does*, and *are*

### CD 2-11 ▶ Task 1

Listen and repeat.

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

### ▶ Task 2

Read the questions to a partner. Be sure to reduce *do*, *does*, and *are*.

### Pronunciation Help

How we spell it	How we say it
Do you	Doya
Who do you	Whodaya
What does he	Whaduzzee
What are	Whadder

## Dictation

### CD 2-12 ▶ Task 1

Listen to the conversation. Write the missing words.

A: \_\_\_\_\_ have a big family, Eva?

B: Kind of. I have a younger brother and an older sister.

A: Really? \_\_\_\_\_ old are they?

B: Let's see. . . my brother is eighteen and my sister is twenty-five.

A: Oh. \_\_\_\_\_ your sister do?

B: She's a chef.

A: A chef? What a cool job! How do \_\_\_\_\_ her food?

B: I haven't tried it, actually. She lives in California.

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *do*, *does*, and *are*.

## Conversation

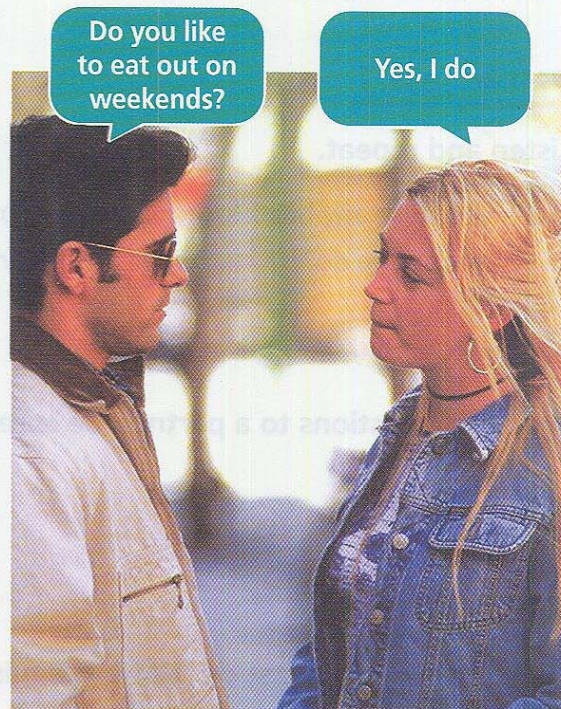
Work in pairs. Ask and answer questions about your families.



## Getting Ready

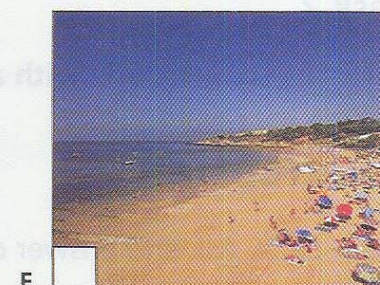
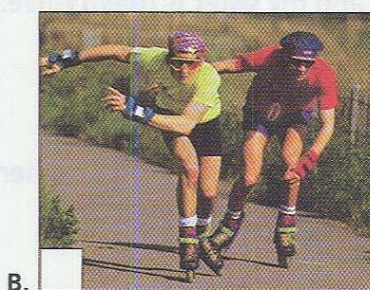
Do you like to do these activities on weekends?  
Check (✓) your answers and compare them  
with a partner.

	Yes	No
exercise at the gym	<input type="checkbox"/>	<input type="checkbox"/>
go to the movies	<input type="checkbox"/>	<input type="checkbox"/>
rent movies	<input type="checkbox"/>	<input type="checkbox"/>
play computer games	<input type="checkbox"/>	<input type="checkbox"/>
play sports	<input type="checkbox"/>	<input type="checkbox"/>
eat out	<input type="checkbox"/>	<input type="checkbox"/>
go shopping	<input type="checkbox"/>	<input type="checkbox"/>
watch sports on TV	<input type="checkbox"/>	<input type="checkbox"/>
go dancing	<input type="checkbox"/>	<input type="checkbox"/>
go to a park	<input type="checkbox"/>	<input type="checkbox"/>
go rollerblading	<input type="checkbox"/>	<input type="checkbox"/>



## Listening 1

What are the people going to do? Listen and number the pictures.

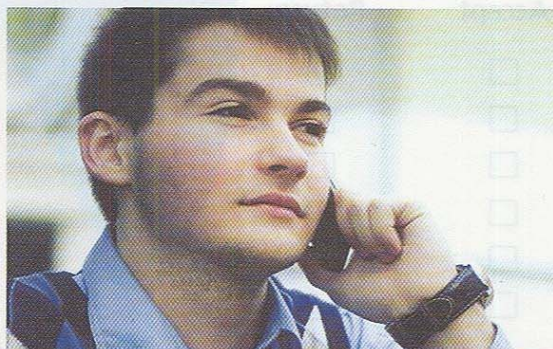




## Listening 2

### CD 2-14 ► Task 1

People are calling friends about the weekend. Are the statements true or false?  
Check (✓) the correct answer.



	True	False
1. Emma agrees to go to a movie with Nate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Anne can't come to the party.	<input type="checkbox"/>	<input type="checkbox"/>
3. Jake invites Rachel to a movie.	<input type="checkbox"/>	<input type="checkbox"/>
4. Anne and Michael are going to see a soccer game.	<input type="checkbox"/>	<input type="checkbox"/>
5. Jack can't go to Kate's house.	<input type="checkbox"/>	<input type="checkbox"/>

### CD 2-14 ► Task 2

Listen again. Circle the correct answer to each question.

- When does Nate want to go to the movies?
  - on the weekend
  - on Friday morning
  - c. on Friday night**
- When is the party?
  - on Saturday night
  - the weekend after next
  - on Sunday night
- When does Jake want to go out with Rachel?
  - on Friday morning
  - on Friday night
  - on the weekend
- When is the game?
  - on Sunday night
  - on Sunday afternoon
  - on Saturday afternoon
- When is the movie on TV?
  - Tuesday night
  - Thursday night
  - tonight

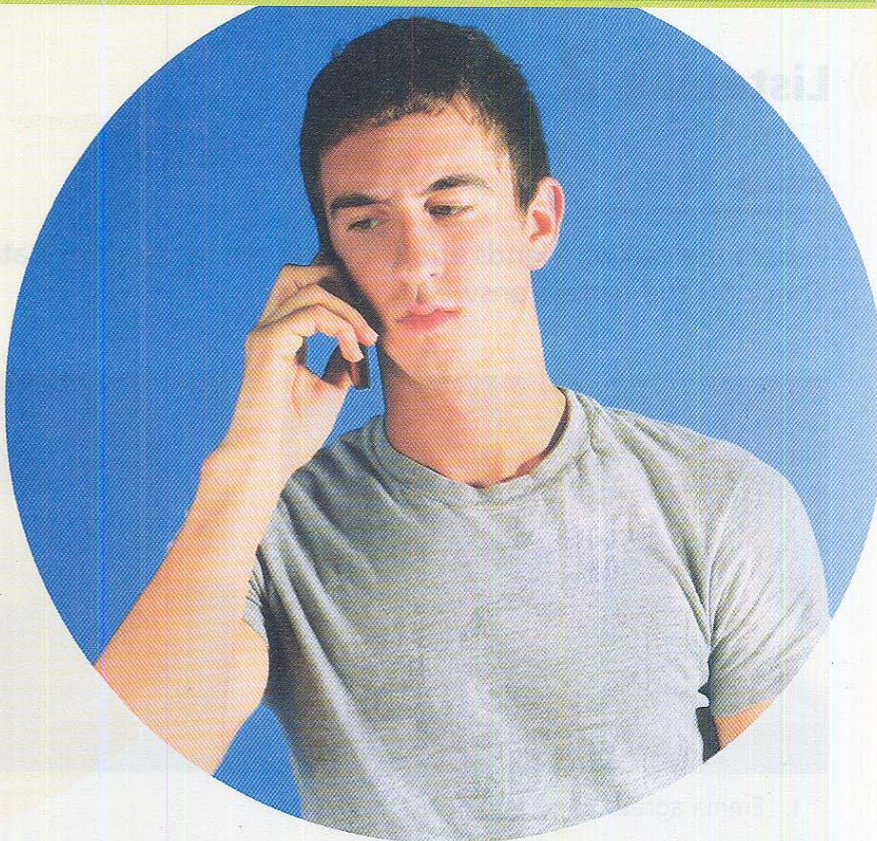


## Listening 3

### CD 2-15 ► Task 1

Does the person accept or refuse the invitation? Listen and check (✓) the correct answer.

	Accept	Refuse
1. Josh	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Melissa	<input type="checkbox"/>	<input type="checkbox"/>
3. Jack	<input type="checkbox"/>	<input type="checkbox"/>
4. Olivia	<input type="checkbox"/>	<input type="checkbox"/>
5. Adam	<input type="checkbox"/>	<input type="checkbox"/>
6. Jen	<input type="checkbox"/>	<input type="checkbox"/>



### CD 2-15 ► Task 2

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

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

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## Pronunciation

Reduction of the vowel sound in *can*

### CD 2-16 ► Task 1

Listen and repeat.

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

### CD 2-17 ► Task 2

Listen. Circle the word you hear.

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

### Pronunciation Help

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

## Dictation

### CD 2-18 ► Task 1

Listen to the conversation. Write the missing words.

A: How about going to a movie on Saturday night?

B: Saturday night? \_\_\_\_\_, I \_\_\_\_\_. I have to work.

A: Oh, that's too bad.

B: Yeah. I \_\_\_\_\_ to the movies Friday night, though. Are you free then?

A: Yes, I \_\_\_\_\_. 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 \_\_\_\_\_ can \_\_\_\_\_ me a ride?

B: Sure. I'll pick you up around 7:00. See you Friday.

### ► Task 2

Practice the conversation with a partner. Be sure to pronounce *can* and *can't* correctly.

## Conversation

Work in pairs. Think about an activity you would like to do this weekend. Talk about the activity, including where and when to do it.



## Getting Ready

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



75¢

\$1500

\$9

\$20

\$140

\$500

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

## Listening 1

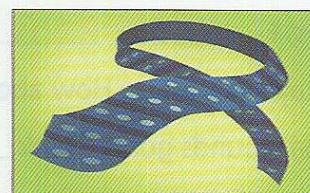
People are asking about prices. Listen and write the price of each item.



1. \$55



2.



3.



4.



5.



6.



## Listening 2

### CD 2-20 ► Task 1

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

1. total: \$7.50

change: \$12.50

2. total: \_\_\_\_\_

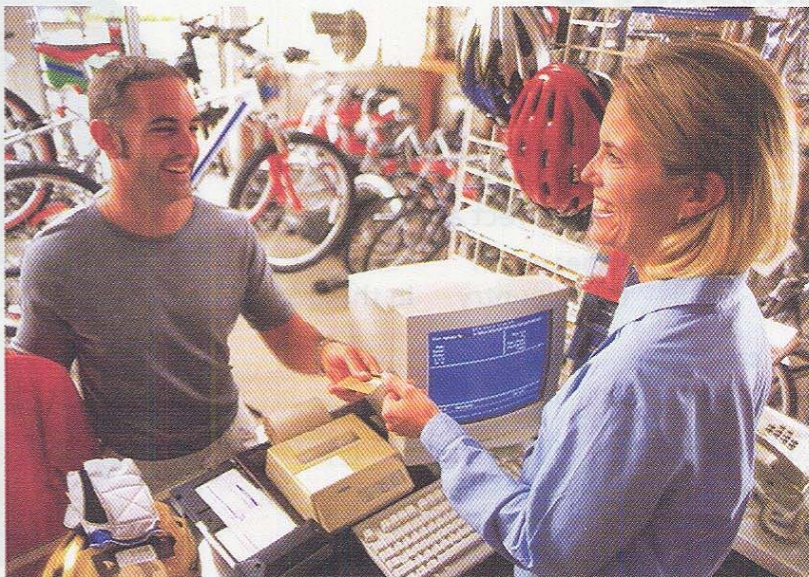
change: \_\_\_\_\_

3. total: \_\_\_\_\_

change: \_\_\_\_\_

4. total: \_\_\_\_\_

change: \_\_\_\_\_



5. total: \_\_\_\_\_

change: \_\_\_\_\_

6. total: \_\_\_\_\_

change: \_\_\_\_\_

### CD 2-20 ► Task 2

Listen again. What two things did each person buy? Check (✓) the correct answers.

1. ☒ soup  
☐ soap  
☐ apples  
☐ tomatoes  
☒ shampoo

2. ☐ CD  
☐ DVD  
☐ batteries  
☐ cassette  
☐ poster

3. ☐ newspapers  
☐ stamps  
☐ books  
☐ magazines  
☐ notebook

4. ☐ coat  
☐ T-shirt  
☐ shoes  
☐ socks  
☐ tie

5. ☐ chocolates  
☐ cake  
☐ soda  
☐ bread  
☐ cookies

6. ☐ stamps  
☐ magazines  
☐ newspapers  
☐ book  
☐ notebook



## Listening 3

### CD 2-21 ► Task 1

People are talking about prices in the U.S. and prices in their own country. Listen and check (✓) the correct answer.

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



### CD 2-21 ► Task 2

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



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



## Pronunciation

### Saying large numbers

#### CD 2-22 ► Task 1

Listen and repeat.

- |   |                                       |
|---|---------------------------------------|
| 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 |

#### ► Task 2

Read the numbers to a partner. Be sure to stress the correct syllables in each number.

## Dictation

#### CD 2-23 ► Task 1

Listen to the conversation. Write the missing words or numbers.

A: Excuse me. I need a new computer. What's the price range for your laptops?

B: Well, our lowest-priced laptop is only \_\_\_\_\_. Our highest-priced model costs \_\_\_\_\_.

A: That's \_\_\_\_\_. 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 \_\_\_\_\_ dollars, though.

B: This model has a lot of power, and it only costs \_\_\_\_\_ dollars. It's very popular.

A: Hmm, let me take a look.

#### ► Task 2

Practice the conversation with a partner. Be sure to stress the correct syllables in the numbers.

## Conversation

Work in pairs. Think about how much money you spend each month and what you spend it on. Talk about how much money you spend.

### Pronunciation Help

The use of *and* is optional in large numbers. Use it between the hundreds and tens, or simply pause. 110 can be one hundred and ten or one hundred ten.



## Getting Ready

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

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

Appetizers	Main dishes	Vegetables	Desserts	Drinks
salad				

## CD 2-24 Listening 1

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

1.

### MENU

**Appetizers**

☐ Vegetable soup 4.50

☒ House salad 3.75

**Main Dishes**

☐ Steak with fries 18.00

☐ Roast chicken 9.95

☐ Spaghetti with meat sauce 11.00

**Desserts**

☐ Apple pie 3.75

☐ Ice cream 2.75

**Drinks**

☐ Tea 1.50

☐ Soda 1.75

☐ Coffee 1.50

☐ Juice 2.00

2.

### MENU

**Appetizers**

☐ Soup of the day 4.50

☐ Greek salad 5.00

**Main Dishes**

☐ Vegetable plate 9.50

☐ Grilled fish with broccoli or peas 13.00

**Desserts**

☐ Chocolate cake 3.75

☐ Ice cream 2.75

**Drinks**

☐ Iced tea 1.50

☐ Soda 1.75

☐ Coffee 1.50

☐ Juice 2.00

3.

### MENU

**Appetizers**

☐ Chicken soup 2.75

☐ Spinach salad 3.50

**Main Dishes**

☐ Beef stir-fry 5.95

☐ Hamburger with fries 4.95

**Desserts**

☐ Cheesecake 3.50

☐ Fresh fruit 2.75

**Drinks**

☐ Coffee/Tea 1.50

☐ Milk 2.00

☐ Soda 1.75

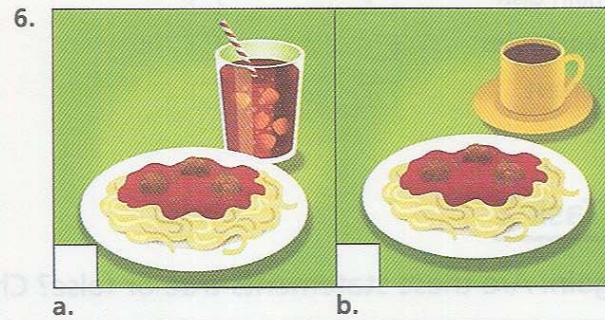
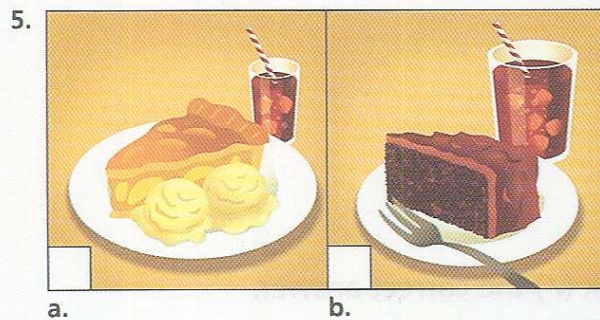
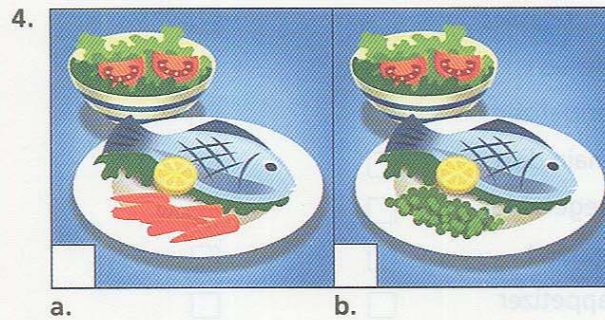
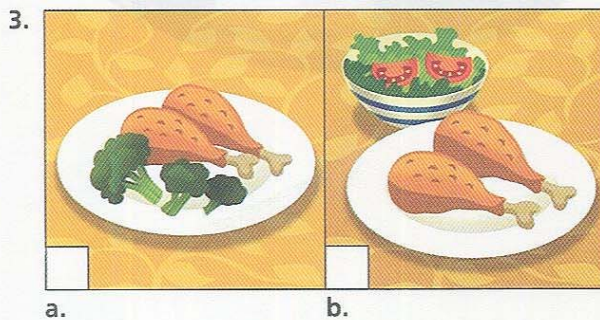
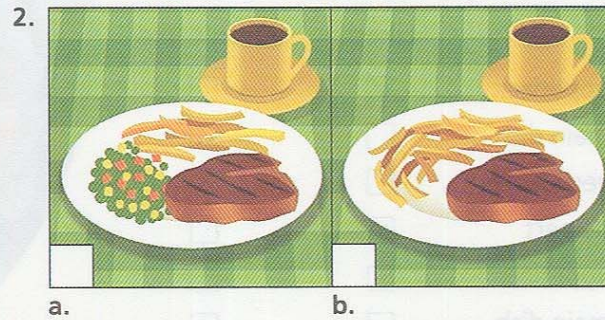
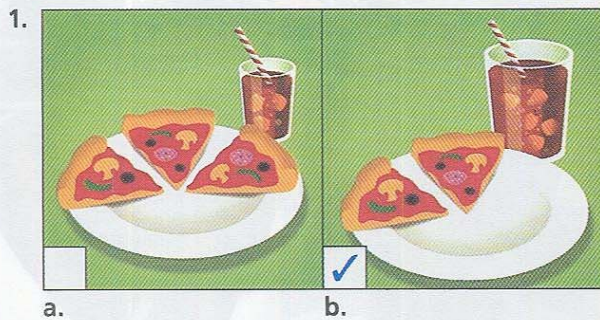
☐ Juice 2.50



## Listening 2

### CD 2-25 ▶ Task 1

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



### CD 2-25 ▶ Task 2

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

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



## Listening 3

### CD 2-26 ► Task 1

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

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



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### CD 2-26 ► Task 2

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

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



## Pronunciation

*wasn't* and *weren't*

### CD 2-27 ► Task 1

Listen and repeat.

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.

### ► Task 2

Read the sentences to a partner. Be sure to pronounce *wasn't* and *weren't* correctly.

## Dictation

### CD 2-28 ► Task 1

Listen. Write the missing words.

A: How was your dinner, Evan?

B: It \_\_\_\_\_ delicious! How about yours?

A: Actually, it \_\_\_\_\_. My vegetables were overcooked.

B: Really?

A: Yeah, and the potatoes weren't \_\_\_\_\_ enough.

B: Oh, that's too bad. And you know, the service \_\_\_\_\_ fast as it usually is here.

A: Yeah, I guess you're right. Let's eat somewhere else next time.

### ► Task 2

Practice the conversation with a partner. Be sure to pronounce *wasn't* and *weren't* correctly.

## Conversation

Work in pairs. Think about a memorable meal you had recently. Talk about it with your partner.

### Pronunciation Help

How we spell it

How we say it

wasn't

wuznt

weren't

wernt



## Getting Ready



Greet someone



End a conversation

Do people use these expressions to greet someone or to end a conversation?  
Check (✓) the correct answer.

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

## CD 2-29 Listening 1

Is each person greeting someone or ending a conversation?  
Listen and check (✓) the correct answer.

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



## Listening 2

### CD 2-30 ► Task 1

What are the party guests talking about?  
Listen and circle the correct answer.

1. ☒ a. the guests  
b. the music  
c. friends
2. a. a guest  
b. the music  
c. Tim
3. a. the music  
b. a guest  
c. an old friend
4. a. school  
b. the woman's health  
c. work
5. a. a guest  
b. the party  
c. the food



6. a. a job  
b. a vacation  
c. friends
7. a. the guests  
b. her new job  
c. family
8. a. family  
b. the food  
c. the guests

### CD 2-30 ► Task 2

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

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

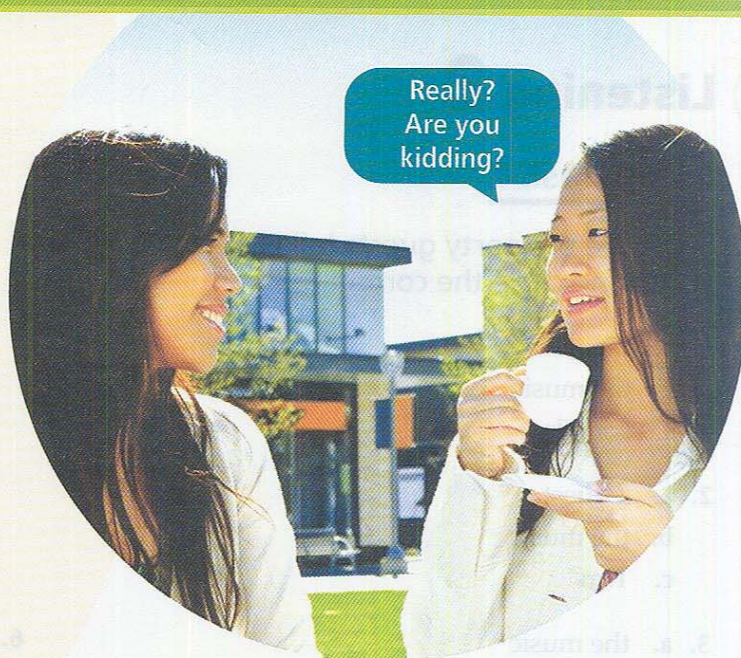


# Listening 3

## CD 2-31 ► Task 1

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

	Already knows the Information	New Information
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



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## CD 2-31 ► Task 2

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

- Molly has a new job.
  - ☒ Molly is going to change jobs.
  - Molly has just received a big raise.
- The rock concert is next month.
  - All the tickets have been sold.
  - They don't like rock music.
- The bird was a birthday present.
  - She had a bird before.
  - She hasn't decided what to call the bird yet.
- Claire will arrive later.
  - Claire hasn't been sick this year.
  - Claire has the flu.
- He has acted in some movies.
  - The guy lives in Canada.
  - Both of them have already seen his movies.
- The exhibition starts next month.
  - The exhibition is about Walt Disney.
  - They are not interested in cartoons.



## Pronunciation

Reduction of *Wh-* questions

CD 2-32 ► **Task 1**

Listen and repeat.

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

► **Task 2**

Read the questions to a partner. Be sure to reduce and link the question words.

## Dictation

CD 2-33 ► **Task 1**

Listen to the conversation. Write the missing words.

A: Hi, Angela! I haven't seen you for a long time. What's \_\_\_\_\_?

B: Oh, not much really. I've been studying a lot. What about you? \_\_\_\_\_  
you been up to?

A: Uh, not much. I did visit Gina last week.

B: Oh, nice. So, \_\_\_\_\_ sister these days?

A: She's fine, thanks.

B: And \_\_\_\_\_ your parents?

A: Oh, they're pretty busy, but doing well.

► **Task 2**

Practice the conversation with a partner. Be sure to reduce and link the question words.

## Conversation

Work in pairs. Imagine you haven't seen your partner for a long time. You see each other on the street. Have a conversation.

### Pronunciation Help

How we spell it	How we say it
How's your	Howsyer
How are	Hower
How have you	Howvya
What have you	Whatuvya



# Vacations

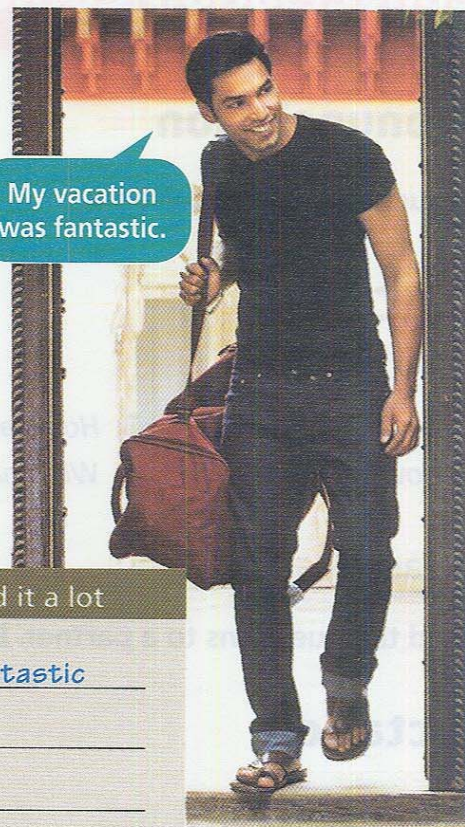
## Getting Ready

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

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

Didn't like it	Liked it a little	Liked it a lot
		fantastic

My vacation was fantastic.



## CD 2-34 Listening 1

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

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



## Listening 2

### CD 2-35 ▶ Task 1

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

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



### CD 2-35 ▶ Task 2

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

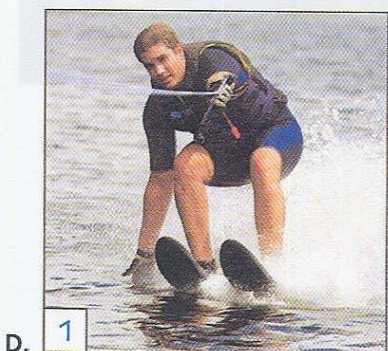
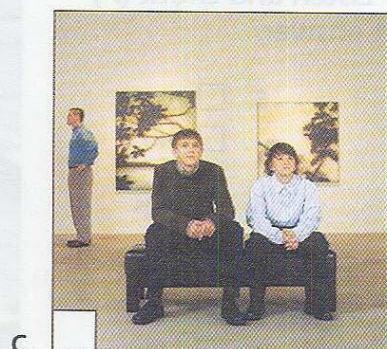
- |  |                  |
|--|------------------|
| 1. The weather was <u>b</u> .          | a. fantastic     |
| 2. The people were ____.               | b. terrible      |
| 3. The ski trip was ____.              | c. disappointing |
| 4. Their trip to France was very ____. | d. nice          |
| 5.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



## Listening 3

### CD 2-36 ► Task 1

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



### CD 2-36 ► Task 2

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

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



## Pronunciation

Past tense *-ed* endings

### CD 2-37 ► Task 1

Listen and repeat.

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

### CD 2-38 ► Task 2

Listen to the sentences. Circle the *-ed* ending sound you hear.

1. listened /t/ /d/ /id/
2. heated /t/ /d/ /id/
3. jumped /t/ /d/ /id/
4. traveled /t/ /d/ /id/
5. shopped /t/ /d/ /id/
6. waited /t/ /d/ /id/

### Pronunciation Help

Sounds like /t/	Sounds like /d/	Sounds like /id/
watched	stayed	visited
talked	learned	decided
asked	skied	skated

## Dictation

### CD 2-39 ► Task 1

Listen to the conversation. Write the missing words.

A: How was your vacation, Julia?

B: It was great! I \_\_\_\_\_ a \_\_\_\_\_ with some friends at the beach.

A: That sounds like fun!

B: It was. I \_\_\_\_\_ 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 \_\_\_\_\_ souvenirs and ate ice cream.

A: Sounds wonderful.

B: It was. In fact, I've \_\_\_\_\_ to live near the beach!

### ► Task 2

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

## Conversation

Work in pairs. Think about a memorable vacation. Talk to your partner about it.



# Apartment Living

## Getting Ready

Write each item under the room where you usually find it.  
Then add one more item to each list.

toilet

bed

dresser

shower

refrigerator

piano

stove

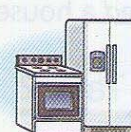
sofa

coffee table

mattress

bathtub

microwave



Living room

Bedroom

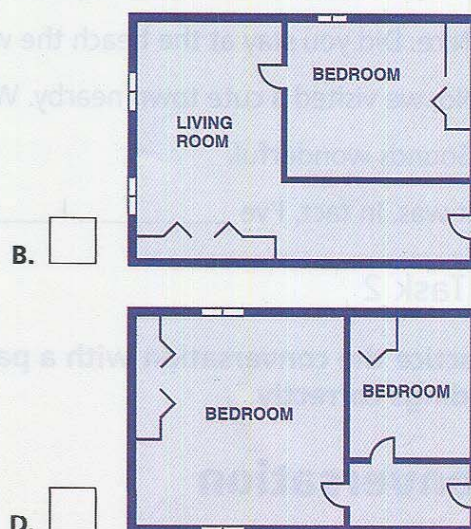
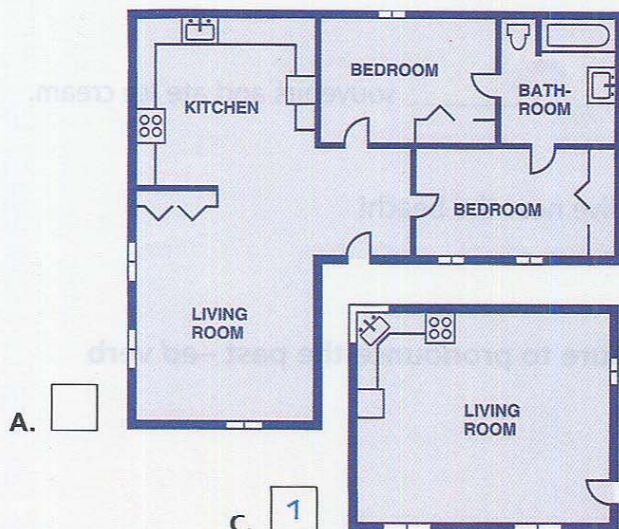
Bathroom

Kitchen

toilet

## CD 2-40 Listening 1

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

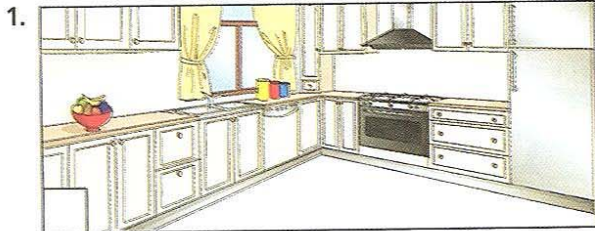




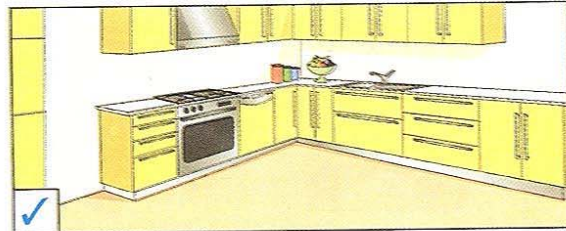
# Listening 2

## CD 2-41 ► Task 1

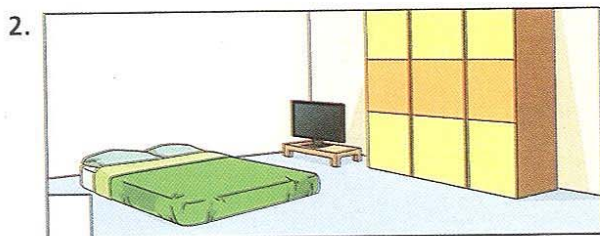
People are describing rooms in their apartments. Listen and check (✓) the correct picture.



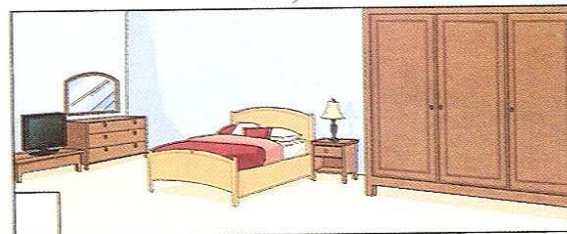
a.



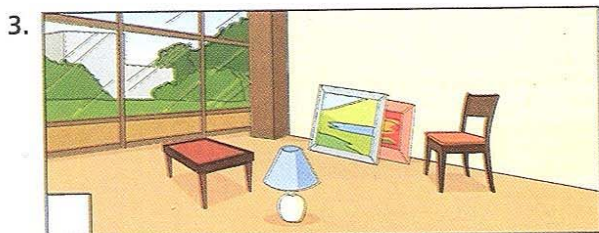
b.



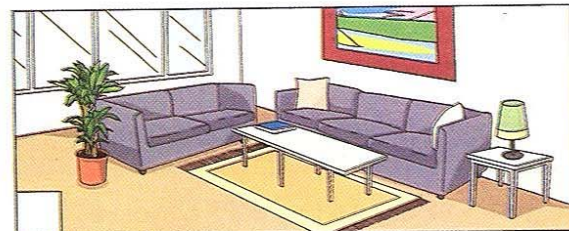
a.



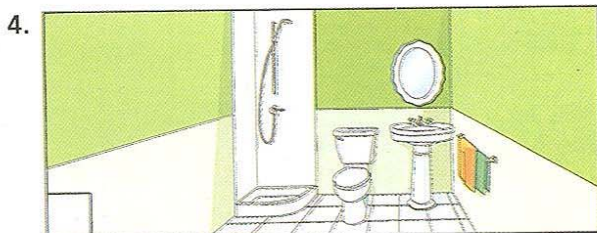
b.



a.



b.



a.



b.

## CD 2-41 ► Task 2

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

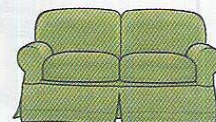
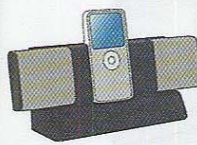
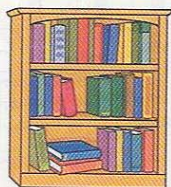
	True	False
1. She doesn't plan to buy anything else for the apartment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. He has a new bed.	<input type="checkbox"/>	<input type="checkbox"/>
3. She wants to buy some more furniture.	<input type="checkbox"/>	<input type="checkbox"/>
4. She'll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



# Listening 3

## CD 2-42 ► Task 1

People are talking about their new apartments.  
What do they already have? Check (✓) the correct answers.



	Bookshelf	TV	MP3 player	Dinner table	Sofa
1. Anna	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Paul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sarah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CD 2-42 ► Task 2

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

	True	False
1. a. She wants to buy a cheap MP3 player.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. She wants a large sofa.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. He wants to find a bigger bookshelf.	<input type="checkbox"/>	<input type="checkbox"/>
b. He wants to find a cheaper dinner table.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. She doesn't have very many books yet.	<input type="checkbox"/>	<input type="checkbox"/>
b. She has enough money to buy an MP3 player.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. He's waiting for the new TV models.	<input type="checkbox"/>	<input type="checkbox"/>
b. He bought a dinner table last week.	<input type="checkbox"/>	<input type="checkbox"/>



## Pronunciation

Contractions of *there is* and *there are*

CD 2-43 ► **Task 1**

Listen and repeat.

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

► **Task 2**

Read the sentences to a partner. Be sure to pronounce *there's* and *there are* correctly.

## Dictation

CD 2-44 ► **Task 1**

Listen to the conversation. Write the missing words.

A: What's your new apartment like, Matt?

B: It's perfect. It's just the right size. \_\_\_\_\_ bedrooms, a living room, and a kitchen.

A: Nice!

B: Yeah. Oh, and \_\_\_\_\_ an office.

A: Wow, it sounds big! Do you have furniture yet?

B: Not yet, but \_\_\_\_\_ a \_\_\_\_\_ going on at Furniture World this weekend.

A: Great. Let me know if you need help with anything.

► **Task 2**

Practice the conversation with a partner. Be sure to pronounce *there's* and *there are* correctly.

## Conversation

Work in pairs. Think about a room in your house. Talk about it with your partner and have your partner draw what you describe.

### Pronunciation Help

How we spell it

How we say it

there's

therez

there are

therer

TACTICS FOR TESTING

PAGE 104



# Hopes and Plans

## Getting Ready

Do you hope to do these things in the future? Check (✓) your answers and compare them with a partner.

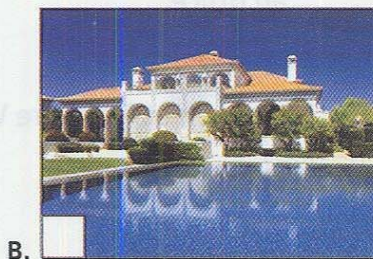
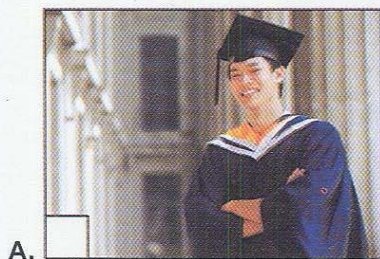
	Yes	No
be rich	<input type="checkbox"/>	<input type="checkbox"/>
be famous	<input type="checkbox"/>	<input type="checkbox"/>
travel to another country	<input type="checkbox"/>	<input type="checkbox"/>
graduate from college	<input type="checkbox"/>	<input type="checkbox"/>
move to another city	<input type="checkbox"/>	<input type="checkbox"/>
have a job I love	<input type="checkbox"/>	<input type="checkbox"/>
get married	<input type="checkbox"/>	<input type="checkbox"/>
have children	<input type="checkbox"/>	<input type="checkbox"/>
buy a house	<input type="checkbox"/>	<input type="checkbox"/>
learn a new sport or hobby	<input type="checkbox"/>	<input type="checkbox"/>
learn a new language	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>

I hope to be a famous singer.



## CD 3-2 Listening 1

People are talking about their hopes for the future. Listen and number the pictures.





## Listening 2

### CD 3-3 ► Task 1

People are talking about their summer plans. What is each person going to do? Listen and circle the correct answer.

1. Molly is going to \_\_\_\_\_.

- ☒ a. study for exams
- b. take exams
- c. have fun

2. Peter is going to \_\_\_\_\_.

- a. go to the movies
- b. get a part-time job
- c. relax

3. Cara is going to \_\_\_\_\_.

- a. go on a trip with her grandparents
- b. visit her grandparents
- c. visit her friends

4. John is going to \_\_\_\_\_.

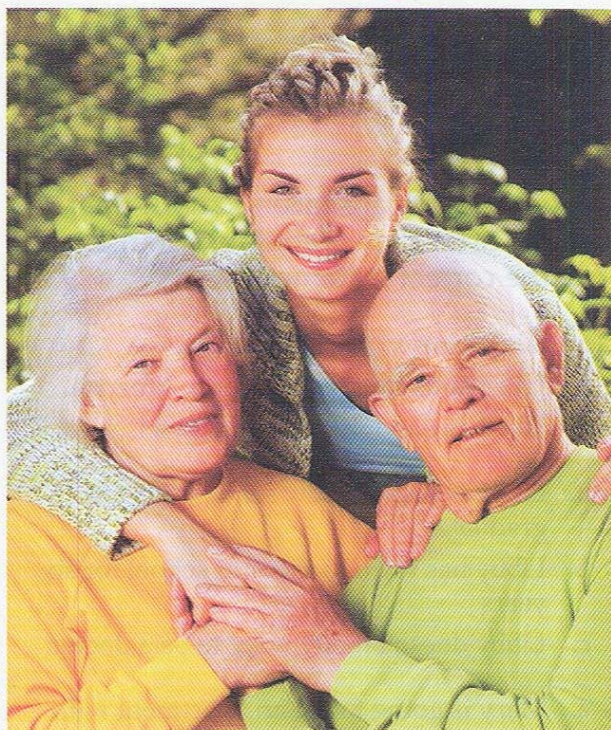
- a. visit friends in Spain
- b. study Spanish in Mexico
- c. study Spanish in Spain

5. Nick is going to \_\_\_\_\_.

- a. study
- b. relax
- c. get a job

6. Julia is going to \_\_\_\_\_.

- a. travel for work
- b. hang out with her friends
- c. take care of her sister



### CD 3-3 ► Task 2

**Listen again.** Is each person looking forward to their summer plans? Check (✓) the correct answer.

	Looking forward to summer	Not looking forward to summer
1. Molly	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Peter	<input type="checkbox"/>	<input type="checkbox"/>
3. Cara	<input type="checkbox"/>	<input type="checkbox"/>
4. John	<input type="checkbox"/>	<input type="checkbox"/>
5. Nick	<input type="checkbox"/>	<input type="checkbox"/>
6. Julia	<input type="checkbox"/>	<input type="checkbox"/>



## Listening 3

### CD 3-4 ► Task 1

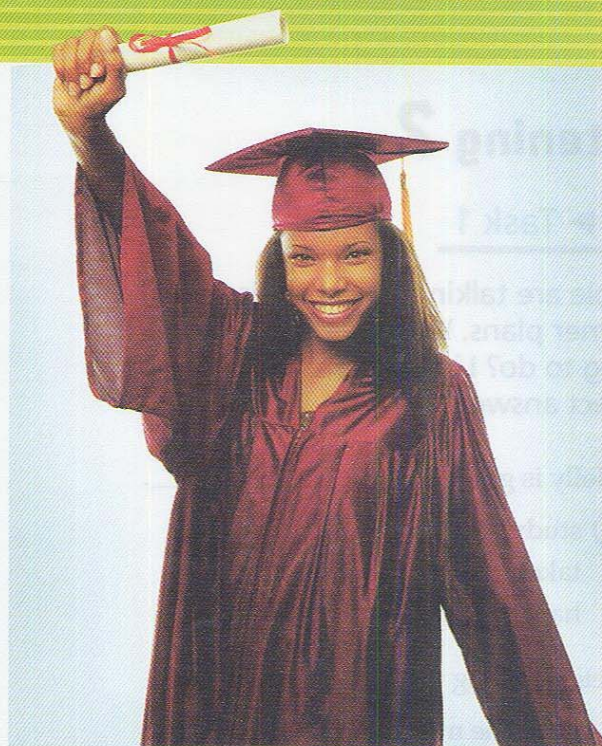
College students are talking about their plans for after they graduate. Listen and circle the correct statement.

1. ☒ a. Jake wants to travel to Africa.  
b. Jake wants to travel to North America.  
c. Jake has enough money to travel.
2. a. Libby is going to law school after she graduates.  
b. Libby has to go to medical school for six years.  
c. Libby doesn't really want to be a doctor.
3. a. Mary is going to get an apartment with her sister.  
b. Mary wants to live close to her family.  
c. It will be easy to find an apartment near the beach.
4. a. Matt wants to be an actor.  
b. Matt moved to Hollywood last week.  
c. Matt is going to be in a movie called *The Surprise*.

### CD 3-4 ► Task 2

**Listen again.** Are they sure or not sure about their plans? Listen and check (✓) the correct answer.

	Sure	Not sure
1. Jake	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Libby	<input type="checkbox"/>	<input type="checkbox"/>
3. Mary	<input type="checkbox"/>	<input type="checkbox"/>
4. Matt	<input type="checkbox"/>	<input type="checkbox"/>
5. Zach	<input type="checkbox"/>	<input type="checkbox"/>
6. Kristin	<input type="checkbox"/>	<input type="checkbox"/>



5. a. Zach is getting married after he graduates.  
b. Zach is marrying his girlfriend, Eva.  
c. Zach has been going out with Elizabeth for a long time.
6. a. Kristin has a new job.  
b. Kristin is looking for a job.  
c. Kristin wants to be a teacher.



## Pronunciation

Reduction of *want to*, *going to*, *hope to*

### CD 3-5 ▶ Task 1

Listen and repeat.

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

### ▶ Task 2

Read the sentences to a partner. Be sure to reduce *want to*, *going to*, and *hope to*.

## Dictation

### CD 3-6 ▶ Task 1

Listen to the conversation. Write the missing words

A: What are you \_\_\_\_\_ do after you graduate, Evan?

B: Well, I hope \_\_\_\_\_ around the world.

A: Really? Cool! Where do you want to go?

B: Let's see. . . first I'm \_\_\_\_\_ go to Singapore, then Australia.

A: That's so exciting. Are you going to travel alone?

B: Well, I'd \_\_\_\_\_ 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 \_\_\_\_\_ your mind.

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *want to*, *going to*, and *hope to*.

## Conversation

Work in a small group. Think about what you want your life to be like in 10 years. Talk about your hopes and dreams with your partner.

### Pronunciation Help

How we spell it	How we say it
going to	gonna
want to	wanna
hope to	hopeta



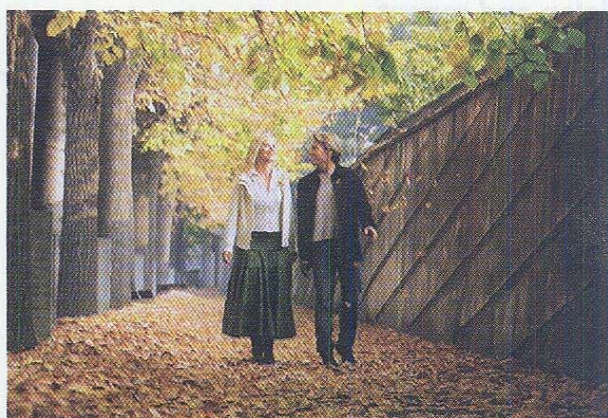
## Getting Ready

What's the weather like in your town or city? Write the words under the correct month.

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



It is cold and snowy in January.



It is cool, sunny, and windy in October.

January	May	August	October
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## CD 3-7 Listening 1

Listen to the weather reports. Check (✓) the weather for each city.













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



## Listening 2

### CD 3-8 ► Task 1

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

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

### CD 3-8 ► Task 2

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

- |   |   |  |
|---|---|--|
| 1. <input checked="" type="radio"/> a. It's raining.<br>b. It's windy.<br>c. It's cloudy. | 3. a. It's cold.<br>b. It's warm.<br>c. It's snowing. | 5. a. It's humid.<br>b. It's raining.<br>c. It's hot.  |
| 2. a. It's cloudy.<br>b. It's nice.<br>c. It's sunny.                                     | 4. a. It's icy.<br>b. It's nice.<br>c. It's raining.  | 6. a. It's snowing.<br>b. It's windy.<br>c. It's cold. |



## Listening 3

### CD 3-9 ► Task 1

What is the weather like now? Listen and circle the correct answer.



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

### CD 3-9 ► Task 2

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

	Better	Worse
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>

	Better	Worse
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



## Conversation Corner

## Talking about the weather

### Pronunciation

Intonation of words in a series

#### CD 3-10 ► Task 1

Listen and repeat.

1. In Taipei it will be cloudy, wet, and hot today.
2. Tomorrow it's going to be sunny, hot, and humid.
3. Remember to wear your boots, jacket, and hat.

#### ► Task 2

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

### Dictation

#### CD 3-11 ► Task 1

Listen to the conversation. Write the missing words.

A: What's the weather like outside?

B: It's sunny, humid, and \_\_\_\_\_. 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 \_\_\_\_\_ 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 \_\_\_\_\_.

#### ► Task 2

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

### Conversation

Work in pairs. Think about the weather today. What kinds of activities can you do? Talk about them with a partner.

#### Pronunciation Help

Use falling intonation for the last item in a series of words and rising intonation for earlier items.



# Shopping

## Getting Ready

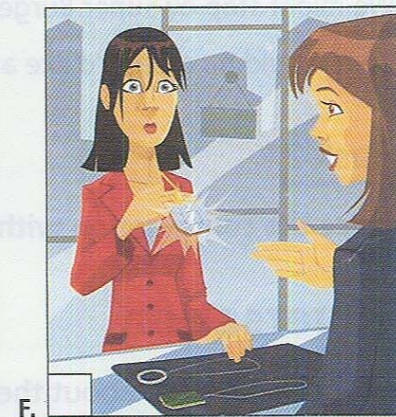
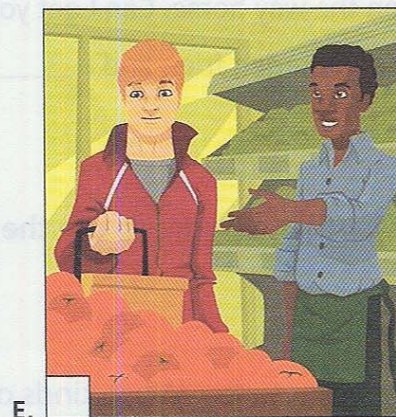
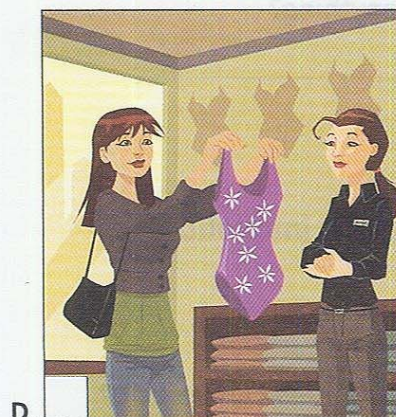
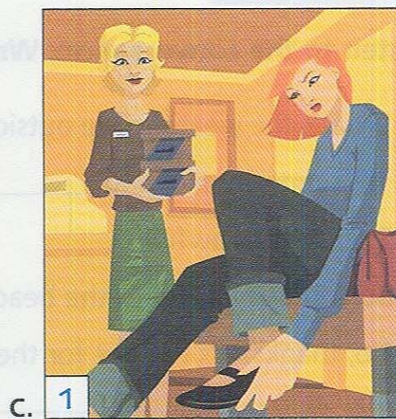
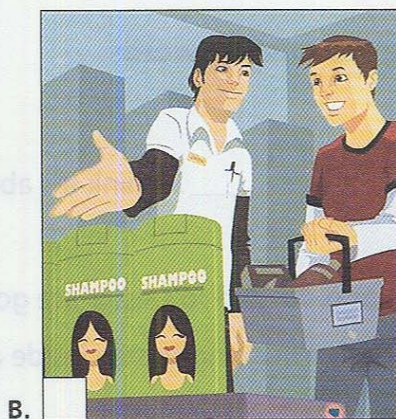
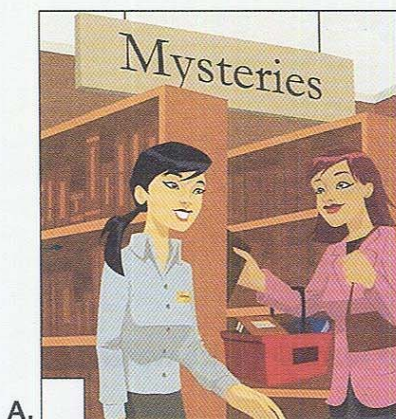
Match the items on the left with the store where you can buy them on the right. Then write one more item you can buy in each store.



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

## CD 3-12 Listening 1

People are shopping. Listen and number the pictures.

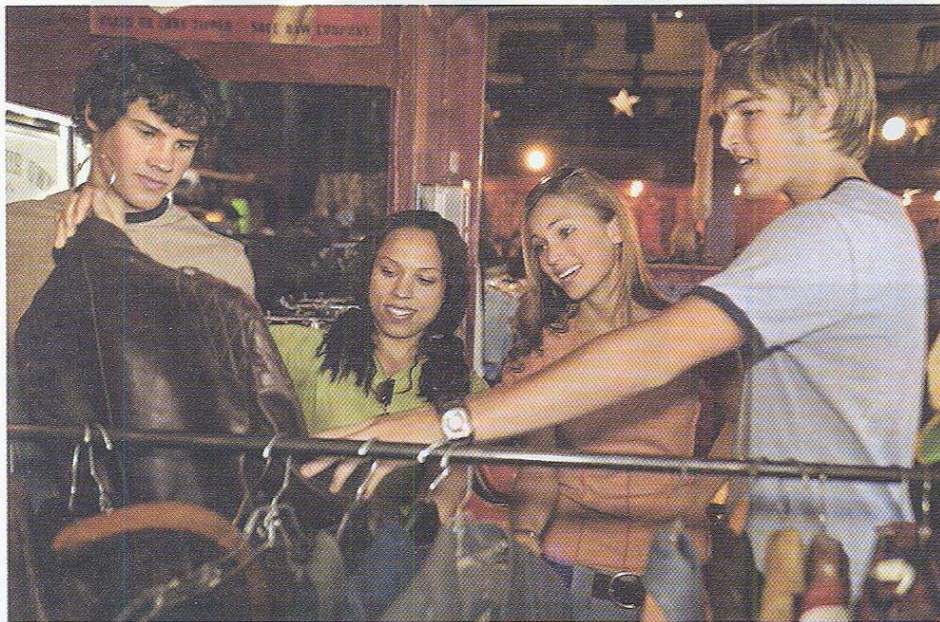




## Listening 2

### CD 3-13 ► Task 1

Customers are talking to salespeople. Do the customers buy something? Listen and check (✓) the correct answer.



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

### CD 3-13 ► Task 2

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

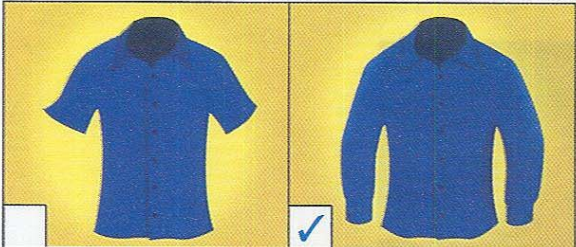
- |  |   |
|--|---|
| 1. (a.) Okay. It's \$37.50 with tax.<br>b. Let me know if you need help. | 5. a. Let me put it in a box for you.<br>b. Let me check.                         |
| 2. a. You're welcome.<br>b. Cash or credit?                              | 6. a. Great! Let me know if I can help you.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

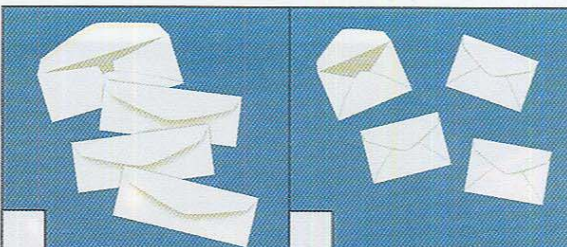


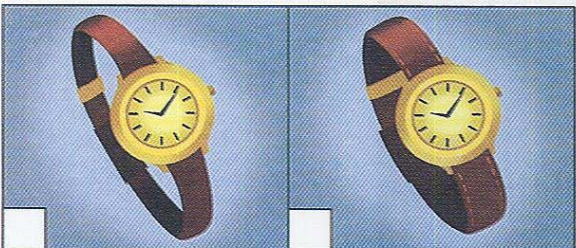
# Listening 3

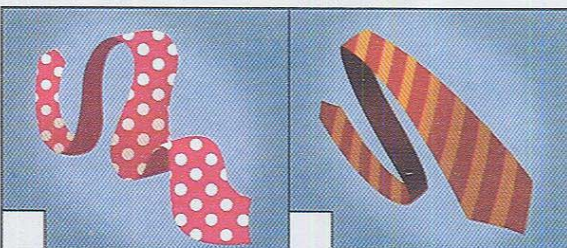
## CD 3-14 ► Task 1


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

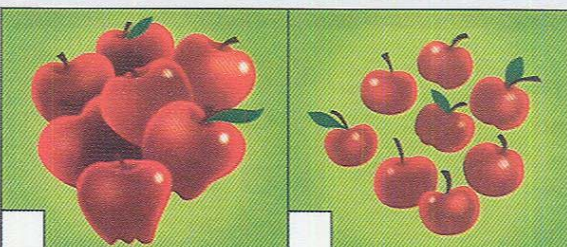
1. 

a. ☐ b. ☒
2. 

a. ☐ b. ☐
3. 

a. ☐ b. ☐
4. 

a. ☐ b. ☐
5. 

a. ☐ b. ☐
6. 

a. ☐ b. ☐

## CD 3-14 ► Task 2

Listen again. Circle the correct answer.

1. a. You can machine-wash the shirt.  
**(b.)** It's best to dry-clean it.
2. a. They are regular mail envelopes.  
 b. They are air mail envelopes.
3. a. The man wants the watch for himself.  
 b. A man or woman can wear it.
4. a. The woman prefers the striped tie.  
 b. The tie is a gift for someone.
5. a. The blouse is made of cotton.  
 b. The blouse is made of cotton and linen.
6. a. The large apples aren't very sweet.  
 b. They don't like sweet apples.



## Pronunciation

### Contrastive stress

#### CD 3-15 ▶ Task 1

#### Listen and repeat.

1. Would you like a *lárge* or a *smáll* coffee?
2. Are you paying with *cásh* or *crédit*?
3. Can this be *machíne*-washed or should I *dry*-clean it?
4. Do you like this *blúe* coat or the *red* one?

#### ▶ Task 2

Read the sentences to a partner. Be sure to use contrastive stress.

### Pronunciation Help

Stress the words that highlight the differences between two choices. For example, stress *coffee* and *tea* in the sentence, "Would you like *coffee* or *tea*?"

## Dictation

#### CD 3-16 ▶ Task 1

#### Listen to the conversation. Write the missing words.

A: May I help you with something, or are you \_\_\_\_\_?

B: Can I see that watch, please?

A: The one with the \_\_\_\_\_?

B: No, the one with \_\_\_\_\_ 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 \_\_\_\_\_ with credit today?

B: No, I'd like to \_\_\_\_\_ with \_\_\_\_\_.

#### ▶ Task 2

Practice the conversation with a partner. Be sure to use contrastive stress.

## Conversation

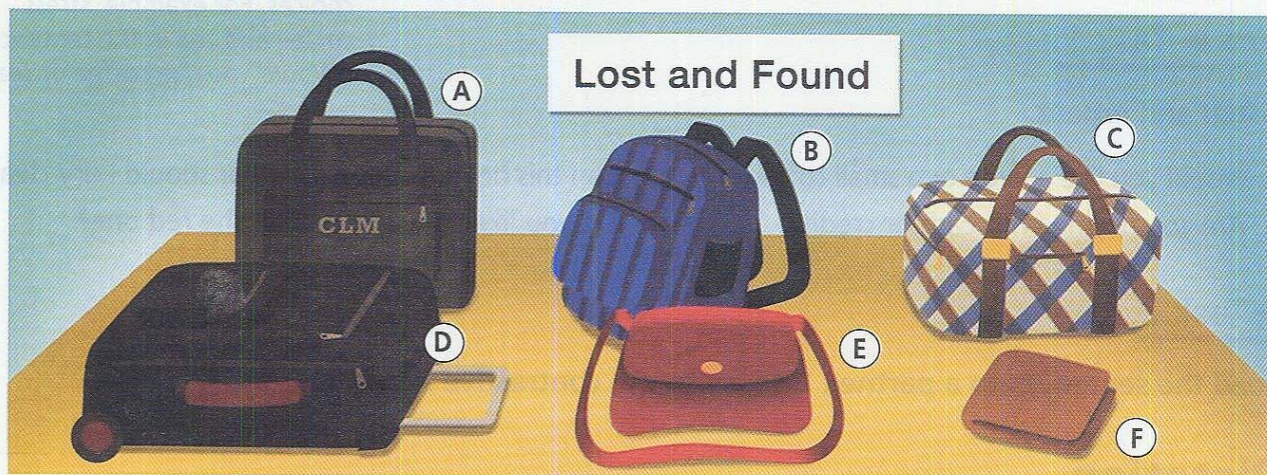
Work in pairs. Think about items that you shop for often. Talk about what you buy, where you buy it, and why.



# Describing Things

## Getting Ready

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



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

## CD 3-17 Listening 1

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

1. 

a. ☐ b. ☒
2. 

a. ☐ b. ☐
3. 

a. ☐ b. ☐
4. 

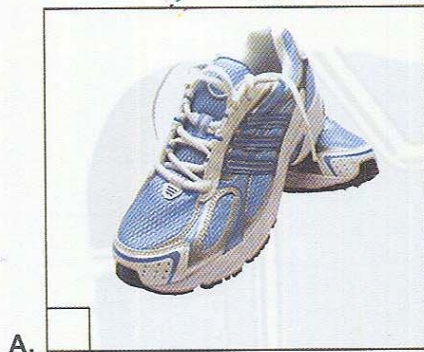
a. ☐ b. ☐



## Listening 2

### CD 3-18 ► Task 1

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



### CD 3-18 ► Task 2

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

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



# Listening 3

## CD 3-19 ► Task 1

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

### Lost items

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



## CD 3-19 ► Task 2

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

- |  |   |   |
|--|---|---|
| 1. <input checked="" type="radio"/> a. on the bus<br><input type="radio"/> b. in the car | 3. a. at school<br><input type="radio"/> b. in the house                    | 5. a. at home<br><input type="radio"/> b. at the office |
| 2. a. on the bus<br><input type="radio"/> b. at the coffee shop                          | 4. a. at the department store<br><input type="radio"/> b. at the restaurant | 6. a. on the subway<br><input type="radio"/> b. at home |



## Pronunciation

Syllable stress in adjectives

### CD 3-20 ► Task 1

Listen and repeat.

1. léather wallet
2. expénsive sunglasses
3. régular glasses
4. cólorful backpack

### CD 3-21 ► Task 2

Listen. Mark the stressed syllables.

1. cómfortable chair
2. attractive person
3. plastic toys
4. running water
5. beautiful sunset
6. interesting book

### Pronunciation Help

An adjective is always stressed in a sentence because it highlights something important about the noun.

## Dictation

### CD 3-22 ► Task 1

Listen to the conversation. Write the missing words.

A: Hello. City Taxi.

B: Hello, has anyone turned in a \_\_\_\_\_? I think I left mine in a taxi this morning.

A: Well, our taxi drivers find lots of cell phones \_\_\_\_\_. Can you describe it?

B: Yes, it's \_\_\_\_\_. And it's in an orange case.

A: Hmm. . . Those are \_\_\_\_\_. 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 \_\_\_\_\_ in it. Wait – what's that?  
Oh, it's in my jacket \_\_\_\_\_!

### ► Task 2

Practice the conversation with a partner. Be sure to put stress on the correct syllables in the adjectives.

## Conversation

Work in pairs. Choose an item in your classroom.  
Describe the item and have your partner guess what it is.

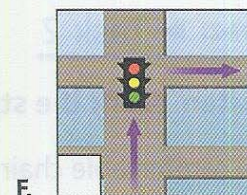
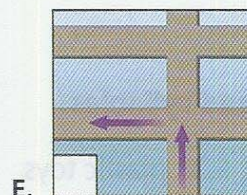
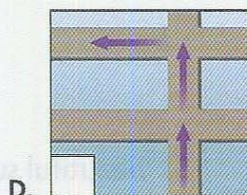
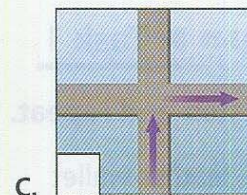
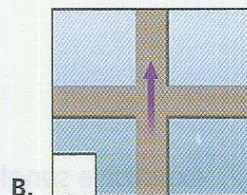
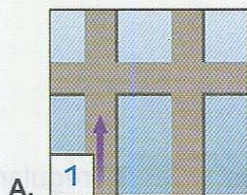
**TACTICS FOR TESTING**  
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## Getting Ready

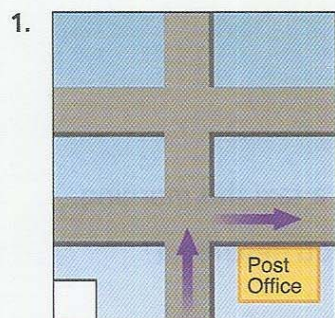
Match each direction with a map.

1. Go straight up the block.
2. Turn right at the light.
3. Take the first street on the left.
4. Go straight for two blocks. Then turn left.
5. Go through the intersection.
6. Take a right at the corner.

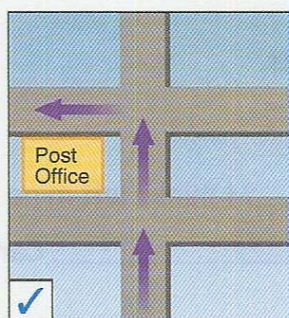


## CD 3-23 Listening 1

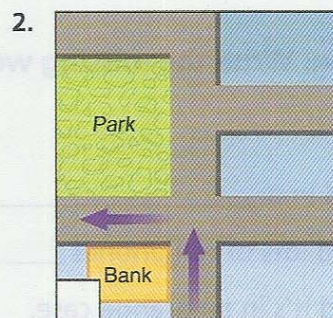
People are giving directions. Listen and check (✓) the correct map.



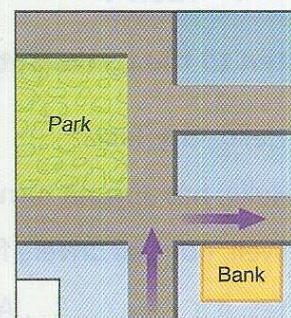
a.



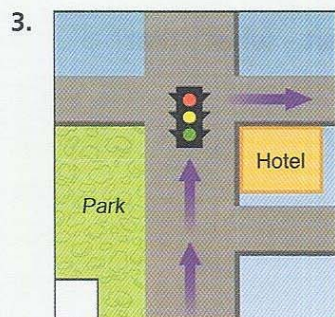
b.



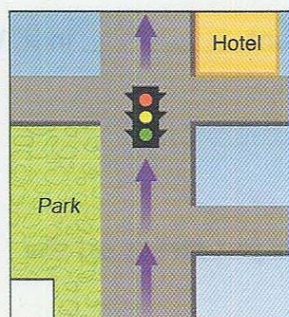
a.



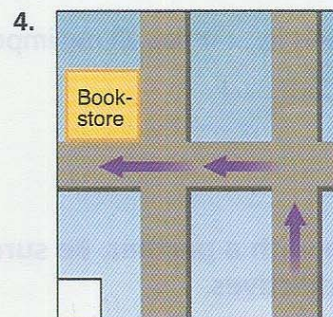
b.



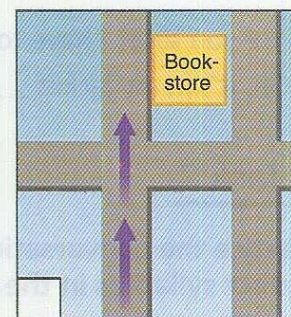
a.



b.



a.



b.

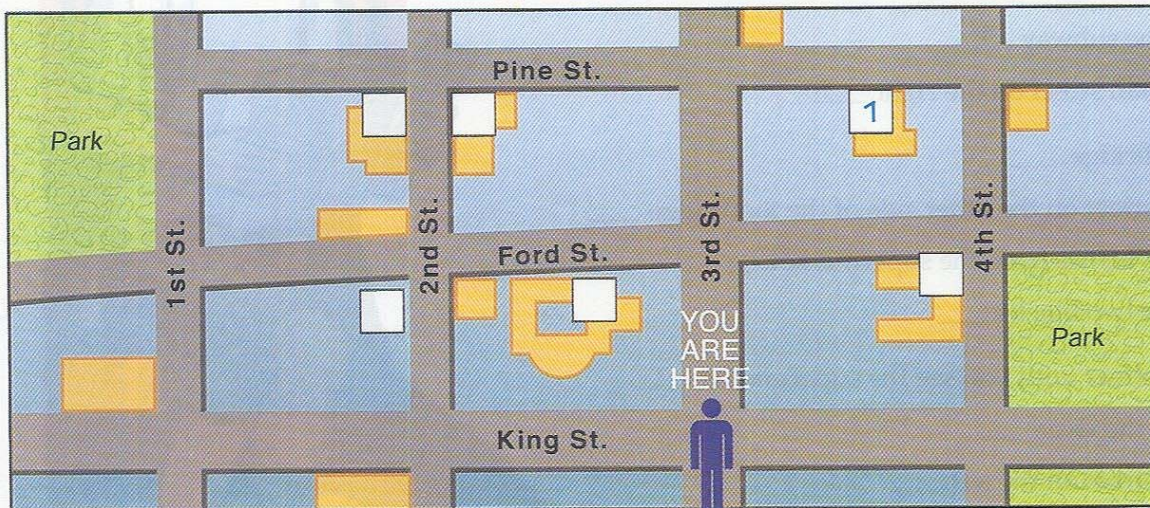


## Listening 2

### CD 3-24 ► Task 1

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

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



### CD 3-24 ► Task 2

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

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

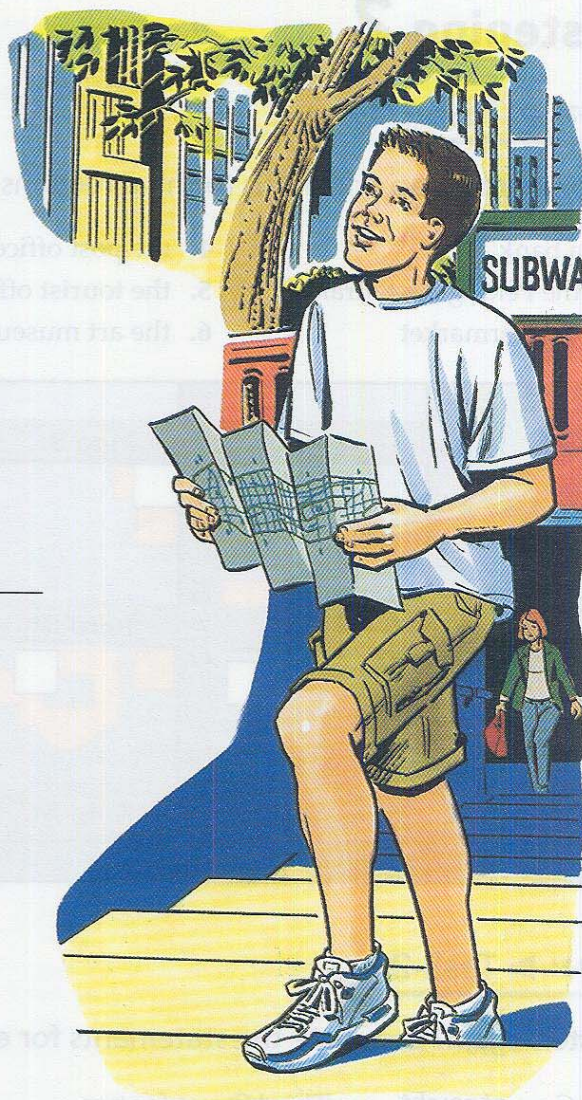


# Listening 3

## CD 3-25 ► Task 1

People are giving directions to their homes. Listen and number the directions in the correct order.

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



## CD 3-25 ► Task 2

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

- |   |                  |
|---|------------------|
| 1. a. food                                | 3. a. vegetables |
| <input checked="" type="radio"/> b. music | b. chips         |
| c. a DVD                                  | c. fruit         |
| 2. a. snacks                              | 4. a. sneakers   |
| b. soda                                   | b. balls         |
| c. music                                  | c. tennis racket |

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### Pronunciation

Intonation for confirming information

#### CD 3-26 ► Task 1

Listen and repeat.

1. A: Is there a post office near here?
2. A: Could I please have a map?
3. A: Do you know where the restrooms are?
4. A: I'm trying to find a supermarket.

B: A post office?

B: A map?

B: The restrooms?

B: A supermarket?

#### Pronunciation Help

Use rising intonation to ask a question that confirms information.

#### ► Task 2

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

### Dictation

#### CD 3-27 ► Task 1

Listen. Write the missing words. Then practice with a partner.

A: Excuse me. I'm looking for the tourist office.

B: \_\_\_\_\_ office? It's not far from here. Go right on Brentwood Road, then left at the light.

A: Left \_\_\_\_\_ the \_\_\_\_\_?

B: Yes, that's right. Then it's about halfway down the block on the right.

A: \_\_\_\_\_ right?

B: Yes. You can't miss it.

### Conversation

Work in pairs. Give your partner directions from your school to your home.

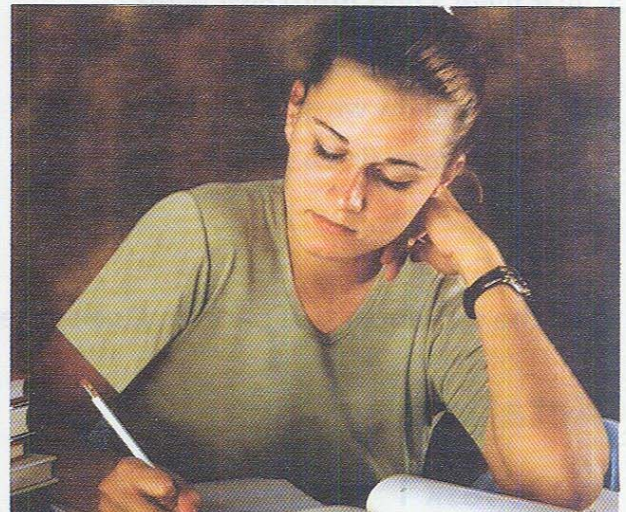
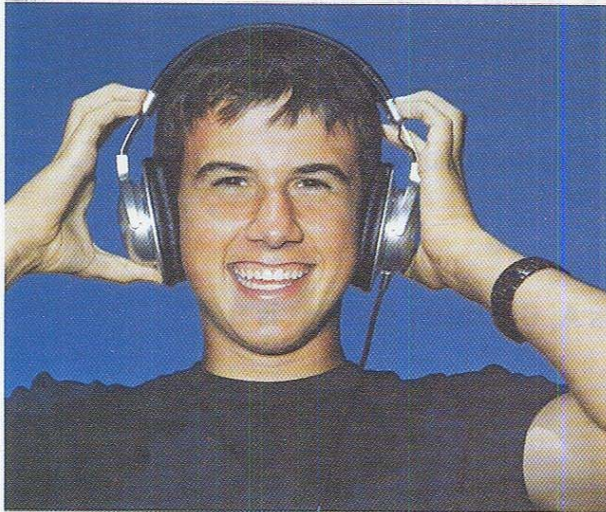


# People We Know

## Getting Ready

Look at the pictures below. What words do you think describe each person?

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




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## CD 3-28 Listening 1

People are talking about new friends. Listen and circle the word that describes each person.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. a. serious<br><b>b. funny</b> | 4. a. smart<br>b. not talkative  |
| 2. a. shy<br>b. talkative        | 5. a. serious<br>b. sociable     |
| 3. a. serious<br>b. crazy        | 6. a. generous<br>b. hardworking |



## Listening 2

### CD 3-29 ► Task 1

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

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



### CD 3-29 ► Task 2

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

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



## Listening 3

### CD 3-30 ► Task 1

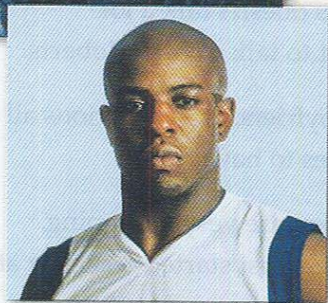
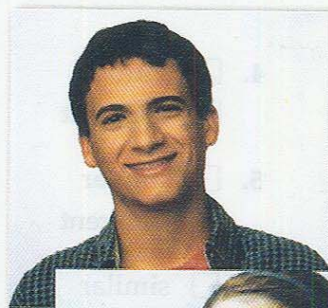
Mary is telling Anna about people at her school. What does she like or not like about each person? Listen and check (✓) the correct answer.

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

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

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

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



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### CD 3-30 ► Task 2

Listen again. Does Anna want to know each person? Check (✓) yes or no.

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



## Pronunciation

Third person -s

### CD 3-31 ► Task 1

Listen and repeat.

1. makes      3. loves      5. practices
2. speaks      4. plays      6. watches

### CD 3-32 ► Task 2

Listen. Circle the -s ending sound you hear.

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

## Dictation

### CD 3-33 ► Task 1

Listen. Write the missing words. Then practice with a partner.

A: Hey Molly, have you met the new guy in our class? \_\_\_\_\_ right next to me.

B: No, I haven't. What's he like?

A: He's really outgoing. He \_\_\_\_\_ and \_\_\_\_\_ a lot.

B: Really? He \_\_\_\_\_.

A: Yeah, he is. And he's funny. He \_\_\_\_\_ every day after class.

He's pretty cute, too.

B: It \_\_\_\_\_ you're interested in him.

A: Well, I am. But he already has \_\_\_\_\_.

## Conversation

Work in a small group. Think about a person you recently met.  
Describe the person to your partner.

### Pronunciation Help

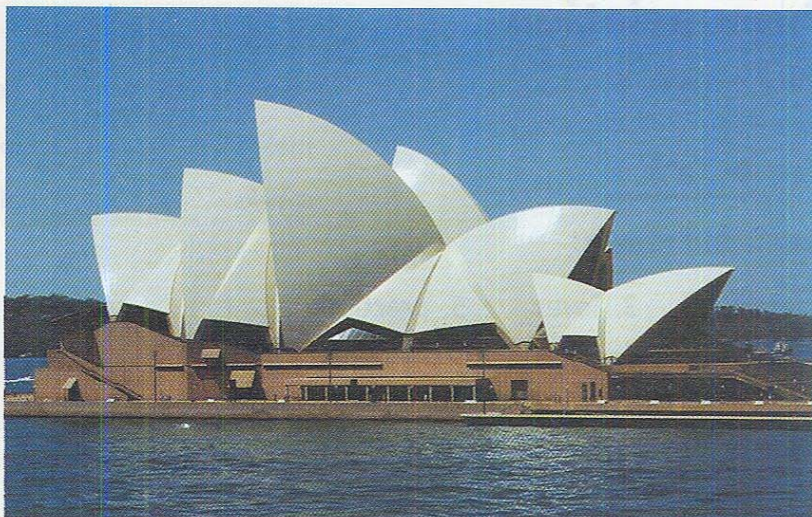
Sounds like /s/	Sounds like /z/	Sounds like /iz/
makes	loves	practices
speaks	plays	watches



## Getting Ready

Match the statements with the correct cities.

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



1. It's a beautiful city with a very famous beach.  
Thousands of people attend Carnival here every year.   b
2. It's a popular city for tourists from all over the world.  
It is famous for its cable cars.
3. It's a beautiful city on a harbor. It has a famous opera house.
4. It's a noisy city and it's very crowded. People there speak  
English and Chinese.
5. It's a modern city where people speak both French and  
English. It has very cold winters.
6. It is a romantic city with some beautiful old buildings.  
It has a very famous tower.

## Listening 1

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

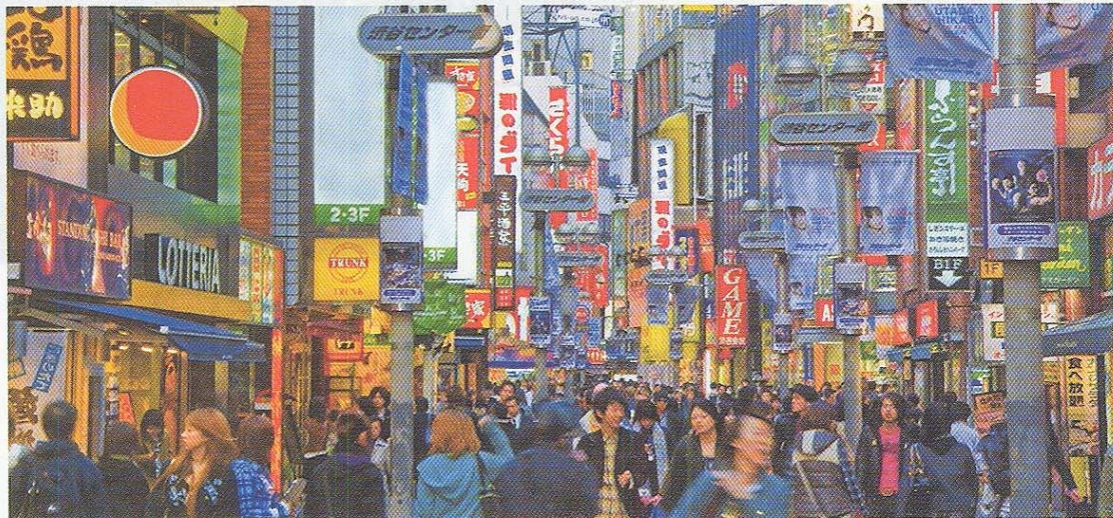
	Likes it a lot	Likes it a little	Doesn't like it
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input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



## Listening 2

### CD 3-35 ► Task 1

People are talking about cities. Listen and check (✓) the word that describes each city.



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

### CD 3-35 ► Task 2

Listen again. Choose the correct answer for each question.

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



## Listening 3

### CD 3-36 ► Task 1

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

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



### CD 3-36 ► Task 2

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

1.	Washington D.C.	New York
more exciting	<input type="checkbox"/>	<input checked="" type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
cheaper restaurants	<input type="checkbox"/>	<input type="checkbox"/>
better theater	<input type="checkbox"/>	<input type="checkbox"/>
2.	Los Angeles	San Francisco
huge	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
boring	<input type="checkbox"/>	<input type="checkbox"/>
fast-moving	<input type="checkbox"/>	<input type="checkbox"/>
3.	Singapore	Hong Kong
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
more comfortable	<input type="checkbox"/>	<input type="checkbox"/>
clean	<input type="checkbox"/>	<input type="checkbox"/>
polluted	<input type="checkbox"/>	<input type="checkbox"/>
4.	Sydney	Melbourne
more exciting	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
better prices	<input type="checkbox"/>	<input type="checkbox"/>
more relaxing	<input type="checkbox"/>	<input type="checkbox"/>





### Pronunciation

#### Sentence stress

#### CD 3-37 ► Task 1

#### Listen and repeat.

1. It's a **noísy** **cíty**.
2. It's **vérý** **crówded**.
3. **Éverything** is **chéap**.
4. The **párks** are **beáutiful**.

#### CD 3-38 ► Task 2

#### Listen. Mark the stressed words.

1. M**él**bourne is a rel**áx**ing **cíty**.
2. The pollution is getting really bad.
3. Osaka has lots of clubs.
4. This is a nice place to live.

### Dictation

#### CD 3-39 ► Task 1

#### Listen. Write the missing words.

A: So, how do you like living here?

B: Well, it's okay. The \_\_\_\_\_ are \_\_\_\_\_ friendly.

A: That's true.

B: And there are lots of great \_\_\_\_\_ and \_\_\_\_\_.

A: Yeah, the nightlife is terrific. I go out all the time.

B: But it's too \_\_\_\_\_ for me, and I can't \_\_\_\_\_ the \_\_\_\_\_.

A: I know what you mean. The \_\_\_\_\_ gets \_\_\_\_\_ every year!

#### ► Task 2

Practice the conversation with a partner. Be sure to use the correct stress in each sentence.

### Conversation

Work in pairs. Think about a city near you. What do you like about it?  
What do you dislike? Tell your partner.

#### Pronunciation Help

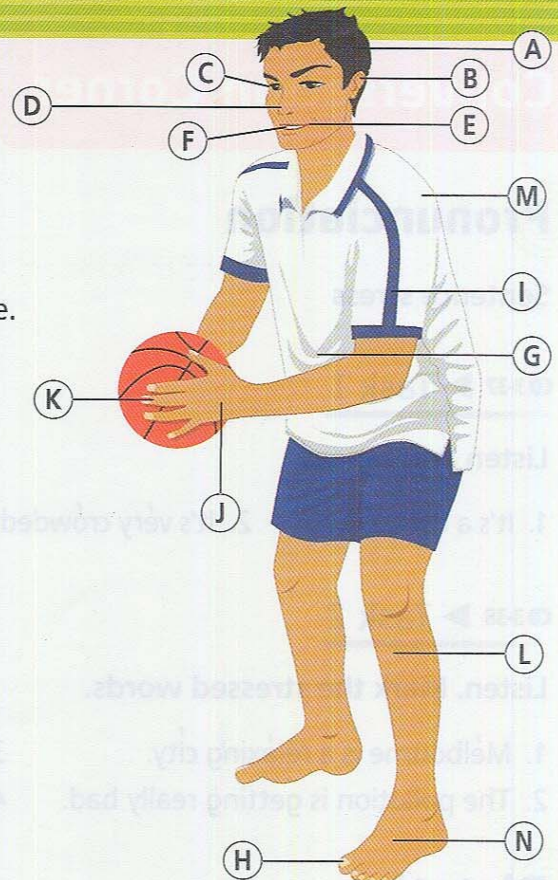
Tap your desk as you read a sentence. It will help you to hear which words are stressed.



## Getting Ready

Match each word with the body part in the picture.

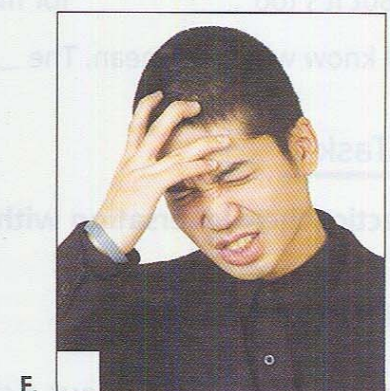
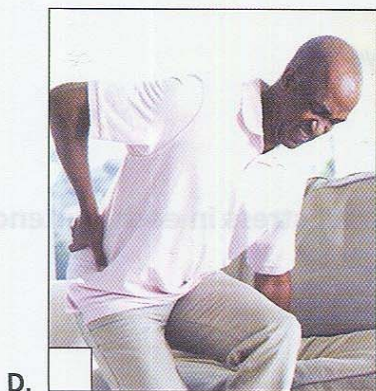
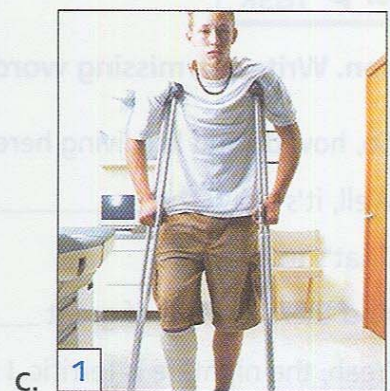
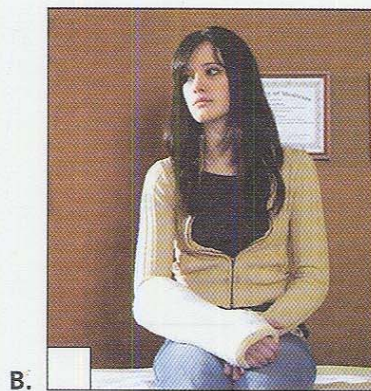
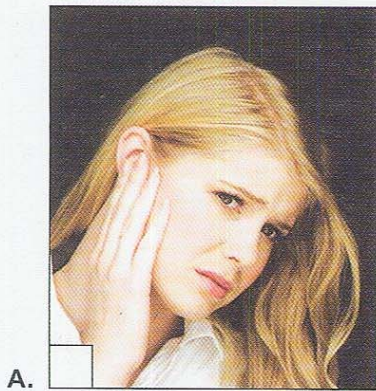
- |                  |                  |
|------------------|------------------|
| 1. hand <u>j</u> | 8. teeth ____    |
| 2. ear ____      | 9. arm ____      |
| 3. mouth ____    | 10. head ____    |
| 4. nose ____     | 11. leg ____     |
| 5. eye ____      | 12. stomach ____ |
| 6. foot ____     | 13. finger ____  |
| 7. back ____     | 14. toe ____     |



CD 3-40

## Listening 1

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





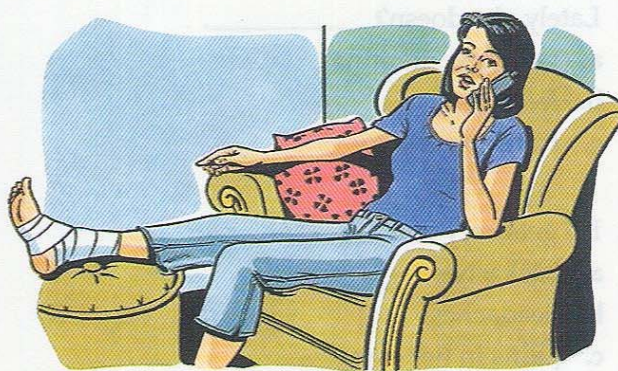
## Listening 2

### CD 3-41 ► Task 1

What is each person's health problem? Listen and match.

1. Nick d
2. Julia \_\_\_\_\_
3. Pete \_\_\_\_\_
4. Lisa \_\_\_\_\_
5. Ron \_\_\_\_\_

- a. a twisted ankle
- b. a cut
- c. a stomachache
- d. a backache
- e. the flu



### CD 3-41 ► Task 2

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

1. a. last weekend  
☒ b. yesterday  
 c. two days ago

3. a. yesterday  
 b. last week  
 c. a few days ago

5. a. last week  
 b. last night  
 c. today

2. a. yesterday  
 b. two days ago  
 c. today

4. a. today  
 b. last night  
 c. a few days ago



## Listening 3

### CD 3-42 ► Task 1

People are describing health problems to a friend. What phrase completes each statement? Listen and circle the correct answer.

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



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### CD 3-42 ► Task 2

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

- |  |   |
|--|---|
| 1. a. get something from the drug store<br><input checked="" type="radio"/> b. get up and do something<br>c. take sleeping pills | 3. a. buy a new computer<br>b. sit in a different way<br>c. stop using the computer |
| 2. a. get more sleep<br>b. see the doctor<br>c. take vitamins  | 4. a. take vitamin C<br>b. go to the doctor<br>c. get more exercise                 |



# Conversation Corner

## Health issues

### Pronunciation

Reduction of *did you*

#### CD 3-43 ▶ Task 1

Listen and repeat.

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?

#### ▶ Task 2

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

### Dictation

#### CD 3-44 ▶ Task 1

Listen. Write the missing words.

A: How \_\_\_\_\_ your leg, Craig?

B: Oh, I tripped and fell when I was playing soccer.

A: Ouch. \_\_\_\_\_ to the hospital?

B: Yes, I did. My leg really hurt, so I got x-rays.

A: Really? \_\_\_\_\_ 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.

#### ▶ Task 2

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

### Conversation

Work in pairs. Think of a time when you injured yourself.  
Tell your partner about it.

#### Pronunciation Help

How we spell it

How we say it

Did you

Didja

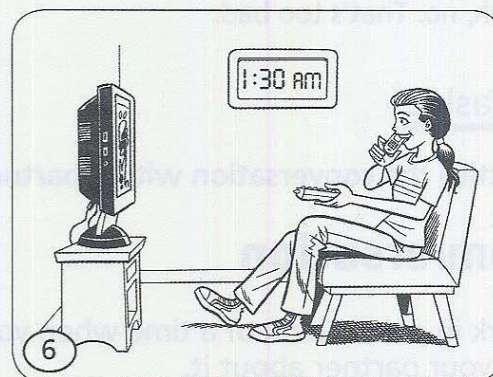
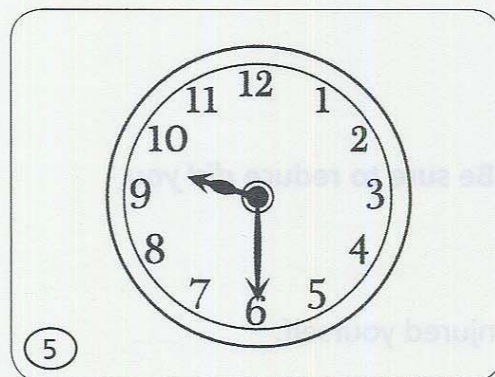
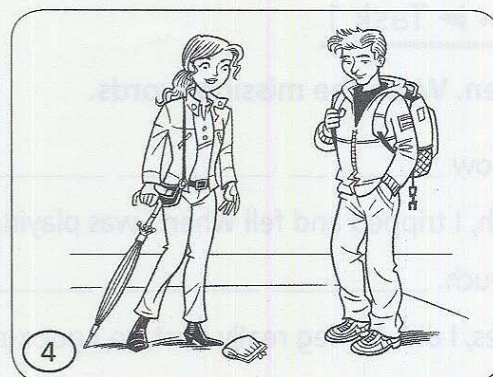
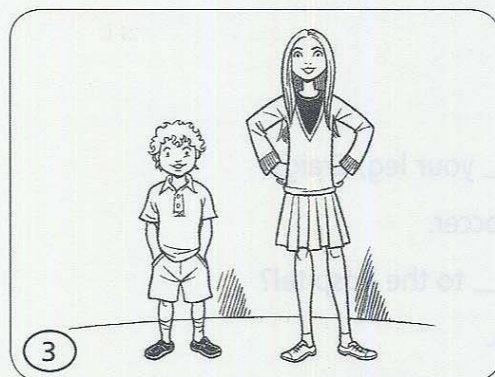
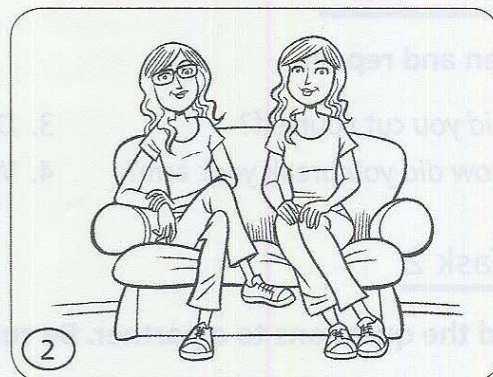
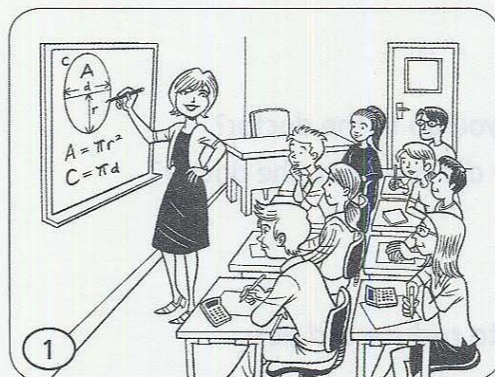


#### CD 4-2 Part 1

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

#### ANSWER SHEET

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





CD 4-3 **Part 2**

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

- |  |   |
|--|---|
| 7. A. Sure, I live at 10 Rose Gardens.<br>B. OK, it's jonb@fastmail.net.<br>C. Just a minute, it's 243-2993. | 10. A. A yellow dress and sandals.<br>B. I think it's tonight.<br>C. Yes, I'm going to the dance.       |
| 8. A. No, I don't know.<br>B. We went to the same college.<br>C. It's nice to meet you, Graeme.              | 11. A. School starts at 8:30.<br>B. It's nearly 10 o'clock.<br>C. Not until 1 p.m.                      |
| 9. A. He's tall with short curly hair.<br>B. He works at a travel agency.<br>C. He likes to go surfing.      | 12. A. Sorry, I'm busy tomorrow.<br>B. Sure, it's just after 2.<br>C. I usually have time on Saturdays. |

CD 4-4 **Part 3**

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

- |   |   |
|---|---|
| 13. Where does this conversation take place?<br>A. in a hotel<br>B. in a restaurant<br>C. in a luggage store                              | 15. What is the problem with the man's jacket?<br>A. It is too long.<br>B. It's too expensive.<br>C. It is too tight. |
| 14. Which sentence best describes the woman's son?<br>A. He's wearing a brown T-shirt.<br>B. He's not very tall.<br>C. He has short hair. |   |

**FOCUS ON THE ACTION**

Many tests, like the TOEIC® test, feature picture-based questions. Many of these questions will focus on what is happening in the picture. When you look at the picture, start by describing the action in the picture to yourself.



# TACTICS FOR TESTING

## UNITS 5 – 8

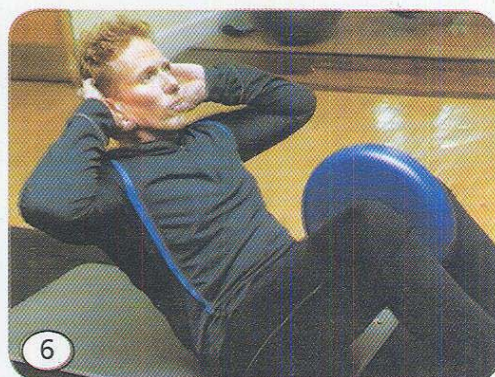
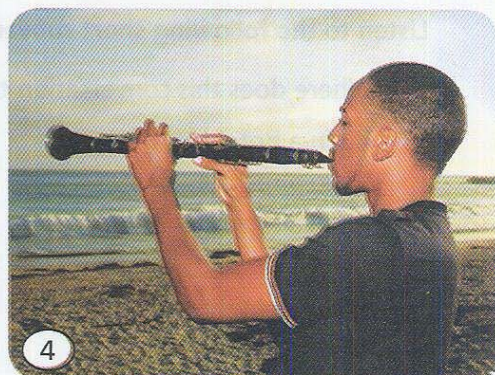
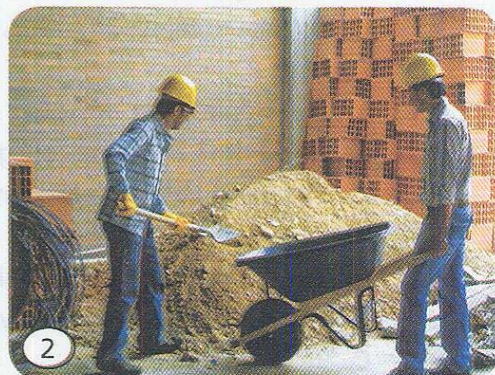
Testing focus: Question/response items

### CD 4-5 Part 1

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

#### ANSWER SHEET

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





CD 4-6

## Part 2

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

- |   |  |
|---|--|
| <p>7. A. Yes, it's still alive.<br/>B. We got here on the 12th.<br/>C. They just left.</p> <p>8. A. Happy birthday!<br/>B. It was a great party.<br/>C. Actually, it was yesterday.</p> <p>9. A. No, it's not working.<br/>B. No, I quit last month.<br/>C. It's in the middle of the city.</p> | <p>10. A. I just started in the fifth.<br/>B. I don't like the gray one.<br/>C. I get good grades.</p> <p>11. A. Yes, it was a nice change.<br/>B. There are lots of good jobs available.<br/>C. I'm pretty happy where I am.</p> <p>12. A. It's not one of my favorites.<br/>B. Because the story is boring.<br/>C. I love to watch movies.</p> |
|---|--|

CD 4-7

## Part 3

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

- |  |  |
|--|--|
| <p>13. How long has the woman been working at the aquarium?<br/>A. since she came back from Australia<br/>B. since she finished university<br/>C. for six months</p> <p>14. What did the woman do right after she graduated?<br/>A. She worked with dolphins.<br/>B. She studied oceanography.<br/>C. She worked overseas.</p> | <p>15. What does the man think about the aquarium job?<br/>A. He wouldn't like to work with animals.<br/>B. He would love to do it.<br/>C. He doesn't think she'll get it.</p> |
|--|--|

### READ DIRECTIONS CAREFULLY

Some test sections ask you to choose the correct question. Other test sections ask you to choose the correct response. Be sure to read all directions carefully to make the correct choice.

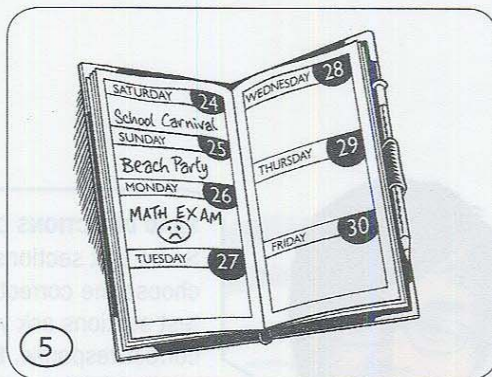
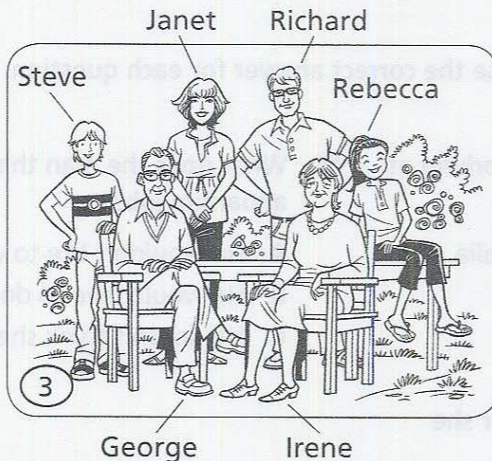
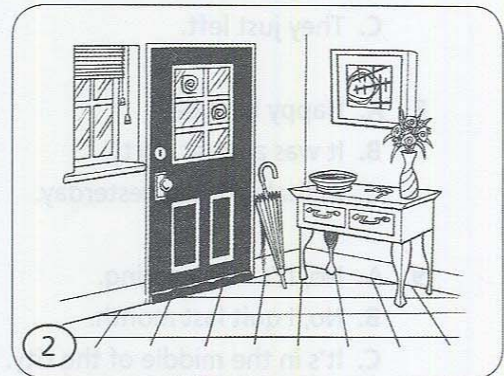
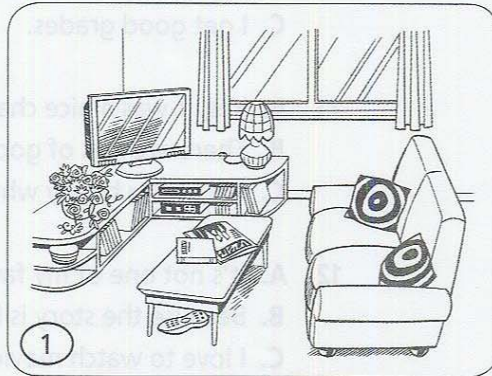


#### CD 4-8 Part 1

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

#### ANSWER SHEET

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





CD 4-9 **Part 2**

Listen to the conversations. Choose the correct response. Use your answer sheet.

- |  |  |
|--|--|
| 7. A. Found them. They were under the sofa.<br>B. Yes, I saw them last week.<br>C. Thanks, I'll have milk and sugar. | 10. A. That sounds like a good idea.<br>B. I want to go this weekend.<br>C. Yes, the concert was great!    |
| 8. A. Yes, you should put it there.<br>B. Where do you usually plant it?<br>C. How about next to the window?         | 11. A. I think he's working too.<br>B. Oh well, maybe next week.<br>C. Yes, I went to that new restaurant. |
| 9. A. Yes, she takes great pictures.<br>B. I often take photos of my family.<br>C. That's my older sister Kana.      | 12. A. I have two of them.<br>B. Yes, it's special.<br>C. Okay, I'll take it.                              |

CD 4-10 **Part 3**

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

- |   |   |
|---|---|
| 13. Where should the man put the juice glasses?<br>A. in the kitchen cabinet<br>B. in the living room cabinet<br>C. next to the water glasses           | 15. What is the lowest price the salesman will accept?<br>A. \$1500<br>B. \$1650<br>C. \$1699 |
| 14. What is true about the man's family?<br>A. He has three younger brothers.<br>B. He has four older sisters.<br>C. He has seven brothers and sisters. |   |

**CROSS OUT INCORRECT ANSWERS**

If you are unsure of your answer, start by eliminating any answer choices that are obviously incorrect. Then guess from the remaining answer choices.

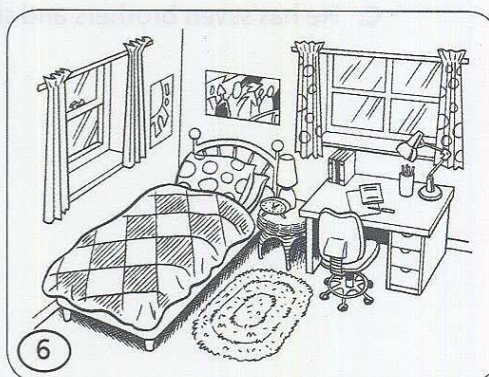
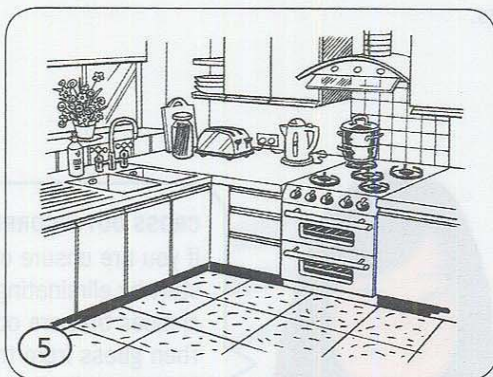
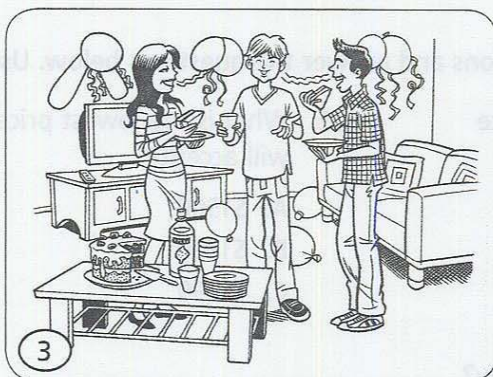


#### CD 4-11 Part 1

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

#### ANSWER SHEET

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





## CD 4-12 Part 2

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

7. A. Yes, can I get the check, please?  
B. I'll have the seafood salad, please.  
C. No, the order's not ready yet.
8. A. I've decided to eat it.  
B. Hmm . . . Is the curry very spicy?  
C. Yes, it was delicious.
9. A. Everything's fine, thanks.  
B. He's going there later.  
C. I suggest taking the bus.
10. A. Yes, but there wasn't much snow.  
B. We just got back from winter vacation.  
C. No, we're going there next winter.
11. A. He's wearing a green T-shirt.  
B. I only have one cousin.  
C. I met him by the pool, earlier.
12. A. They live in a big house.  
B. I have two brothers and a dog.  
C. Actually, I just got my own apartment.

## CD 4-13 Part 3

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

13. What is the woman having for her appetizer?  
A. buffalo steak  
B. salmon  
C. chicken wings
14. What does the woman do?  
A. She works in a shoe store.  
B. She works in a CD store.  
C. She works in a clothing store.
15. What was the worst thing about the man's vacation?  
A. the scenery  
B. the people  
C. the food

### KNOW YOUR TIME LIMITS

Most tests, like the TOEIC® test, the TOEFL® test, and IELTS™, give you a set amount of time for each section. Learn how much time you will have for each section and practice answering questions in this time limit.

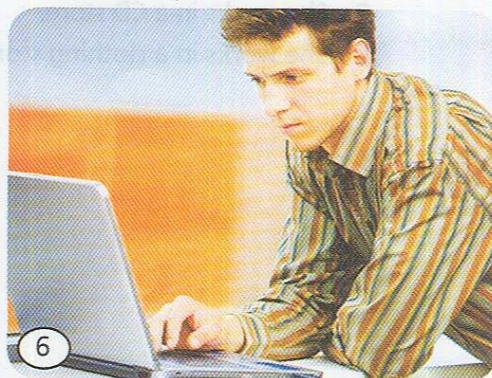
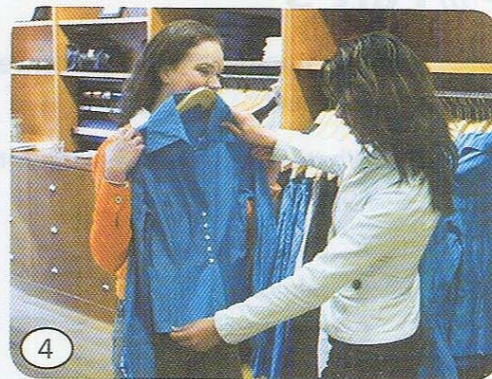
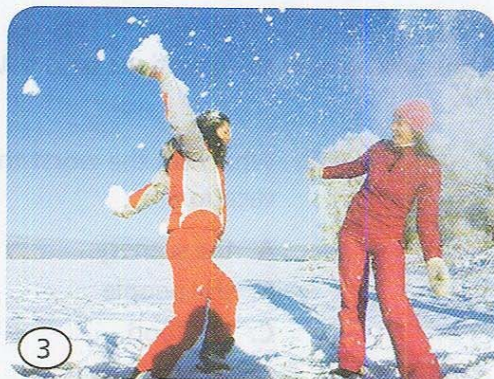
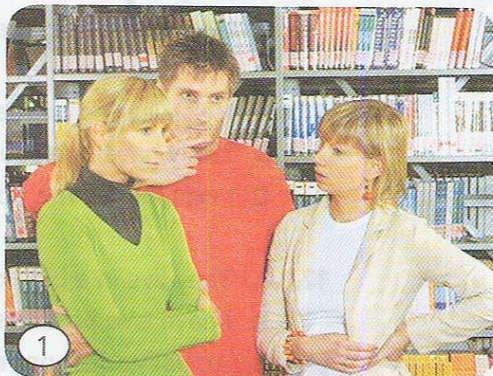


#### CD 4-14 Part 1

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

#### ANSWER SHEET

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





CD 4-15 **Part 2**

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

- |   |  |
|---|--|
| 7. A. I'm growing tomatoes.<br>B. I hope to be a veterinarian.<br>C. I have to do my homework.                      | 10. A. I'm fine today, thanks.<br>B. He's much better than yesterday.<br>C. It'll be hot and humid again.    |
| 8. A. Not a cloud in the sky.<br>B. No, I don't like it at all.<br>C. I don't know whether it's outside.            | 11. A. No, I think they're too small.<br>B. What's wrong with the color?<br>C. One moment ma'am, I'll check. |
| 9. A. I'm most like my father, I guess.<br>B. My dream is to be a champion skier.<br>C. I wouldn't like to miss it. | 12. A. I'm afraid not, sir.<br>B. The style is back in fashion.<br>C. Of course, please come in.             |

CD 4-16 **Part 3**

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

- |   |  |
|---|--|
| 13. Who might be interested in buying this product?<br>A. surfers<br>B. office workers<br>C. hikers                                   | 15. Where does the speaker say to buy these shoes?<br>A. an online website<br>B. any shoe store<br>C. an outdoor goods store |
| 14. Where would people most likely wear these shoes?<br>A. in the Sahara Desert<br>B. in the Arctic<br>C. at a fashionable night club |  |

Most tests have some questions about specific details in a listening passage. Listening for descriptive adjectives such as *perfect*, *bright*, and *happy*, will help you pick out important details.

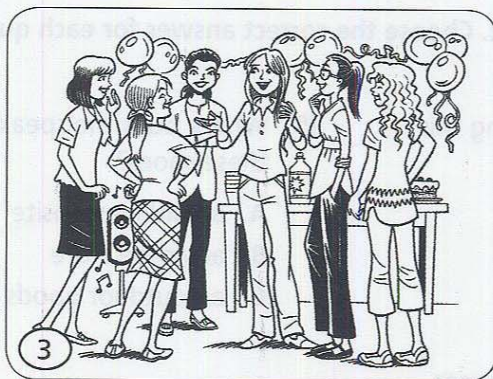
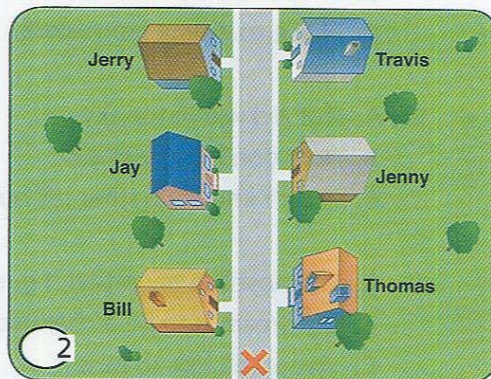
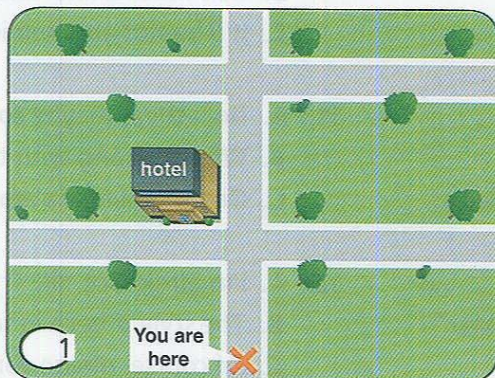


CD 4-17 **Part 1**

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

#### ANSWER SHEET

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





## CD 4-18 Part 2

Listen to the conversations. Choose the correct response. Use your answer sheet.

7. A. No, then turn right.  
B. That's correct.  
C. Yes, next to the post office.
8. A. Oh, it's no problem.  
B. It's my favorite restaurant.  
C. It's just around the corner.
9. A. He's really outgoing.  
B. I don't think he likes it.  
C. Yes, I like him a lot.
10. A. No, I don't like anything about it.  
B. Well, it can be crowded and noisy.  
C. Yes, that's not so good.
11. A. It's a bit too humid in the summer.  
B. You can climb it if you like.  
C. There are lots of great shops.
12. A. No, it doesn't seem to work.  
B. I run to the office every day.  
C. Yes, I've had a lot of stress at work.

## CD 4-19 Part 3

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

13. What is the woman looking for?  
A. the post office  
B. the church  
C. the museum
14. What is Arnold Smithson like?  
A. He's funny and talkative.  
B. He's quiet and studious.  
C. He's kind and considerate.
15. What does the man say about Los Angeles?  
A. It is a good city for driving.  
B. It's not boring.  
C. It's very unsafe.

### MARK THE TEST CAREFULLY

On many tests, such as the TOEIC® test, you will mark your answers on a paper answer sheet. When you mark your answer sheet, take your time and make sure you mark your answers in the correct spaces.



# VOCABULARY INDEX

## Unit 1

### Introductions and Names

accounting  
assignment  
department  
forgotten  
gym  
register  
reservation  
semester  
university  
unusual  
weekend  
yep  
  
checking in  
e-mail address  
get together  
give (someone) a call  
How do you spell that?  
It's nice to meet you.  
Let me see.  
phone number  
pretty good  
wait a minute

## Unit 2

### Describing People

actress  
age  
almost  
blond  
boyfriend  
cousins  
curly  
cute  
dark (hair)  
glasses  
height  
kid (child)  
long  
lost  
pretty (adv.)  
short  
shoulder-length  
straight  
tall  
teens  
thirties  
twenties  
  
about average  
dark brown  
drive (someone) crazy  
light brown (hair)  
looks about  
rock band  
wear (one's) hair  
You can't miss  
(someone)

## Unit 3

### Clothes

blouse

body-builder  
boots  
comfortable  
dress  
earrings  
fit (v.)  
glasses  
hat  
jacket  
jeans  
loose  
muscles  
necklace  
pants  
reddish-blond  
ring  
sandals  
scarf  
shirt  
short  
shorts  
skirt  
sneakers  
suit  
tie  
tight  
too  
T-shirt  
windbreaker

casually dressed  
long (dress)  
shoulder bag  
try on (clothes)

## Unit 4

### Routines

cereal  
chat (v.)  
newspaper  
subway  
text (v.)  
  
a morning person  
a night person  
a quarter to (four)  
Do you have the time?  
fall asleep  
five past ten  
get up  
hang out  
it depends  
New Year  
night person  
night shift  
stay up late  
ten after ten  
twenty to two  
video games  
What's the time?

## Unit 5

### Dates

airport  
appointment

arrive  
barbecue  
book  
confirm  
exams  
fifth  
fifteenth  
first  
fourth  
fourteenth  
leave  
second  
sixth  
sixteenth  
study  
tenth  
third  
thirteenth  
thirty-first  
vacation

a month ago  
Are you free?  
book (a flight)  
dental appointment  
family party  
How long are you  
staying?  
in two months  
It's not 'til next month.  
leave from  
Let me know.  
next month  
this month  
When did you get here?  
Will you be here long?

## Unit 6

### Jobs

acting  
architect  
bookstore  
boss  
businessperson  
chef  
distance  
doctor  
graduated  
kids  
lawyer  
nurse  
nursing  
outside  
perfect  
police officer  
quit  
receptionist  
salesperson  
sell  
server  
still  
tips  
tiring  
travel  
uniform

waiter  
well-paid  
  
be on (one's) feet  
be sick of (something)  
construction worker  
find a job  
flight attendant  
just started  
long hours  
make all the difference  
my first week  
not anymore  
on the job  
taxi driver  
What are you doing  
now?  
the money (salary)  
the pay's good

## Unit 7

### Favorites

actor  
athlete  
band  
celebrities  
drama  
event  
final  
gossip  
incredible  
jazz  
mall  
movie  
popular  
rap  
restaurant  
rock  
romance  
season  
selection  
singer  
sneak  
store  
website  
  
Awesome!  
beautiful voice  
Good luck!  
post a video  
professional career  
radio station  
score a goal  
stay in touch  
take a break  
talk show  
TV show  
video game  
What's your favorite TV  
show?  
You're kidding!

## Unit 8

### Sports and Exercise

bike (v.)

chess  
energetic  
favorite  
fries  
jog (v.)  
pool  
run  
ski  
skiing  
swim  
windsurfing  
work out  
  
(be) in great shape  
can't stand  
during the week  
go to a gym  
keep in shape  
Let's see.  
not really  
play baseball  
play basketball  
play golf  
play soccer  
play tennis  
play volleyball  
ride a bike  
soccer fan  
sports club

## Unit 9

### Locations

battery  
bed  
bedside  
behind  
belong  
belt  
beside  
between  
bookcase  
bookshelf  
bottom  
case  
computer  
corner  
cushions  
dictionary  
doorknob  
drawer  
empty  
hang  
hook  
plant  
remind  
sofa  
table  
window  
  
across from  
against the wall  
coffee table  
dinner table  
end table  
in the middle of  
magazine rack



next to  
on the right/left  
on top of  
plant stand  
remote control  
sheets of paper  
tennis racket  
to the right/left

## Unit 10

### The Family

aunt  
cage  
countryside  
cousin  
grandmother  
grandparents  
great-grandfather  
just  
library  
nephew  
niece  
older  
oldest  
only child  
parrots  
software  
twins  
uncle  
wild  
wish  
youngest

be really into  
(something)  
bird watching  
boss (someone) around  
free time  
in the middle  
look like (somebody)  
looks young for (60)  
on the right/left

## Unit 11

### Entertainment

action (movie)  
appointment  
computer games  
downtown  
eat out  
exercise  
free  
gym  
park  
picnic  
rent (movies)  
ride  
sand

Are you free?  
bike ride  
fine with me  
go dancing  
go for coffee  
go rollerblading  
I'd love to, but...  
I'm free.

see a movie  
Some other time,  
maybe.  
Sounds great.  
Sure.

## Unit 12

### Prices

afford  
altogether  
camera  
change (n.)  
clinic  
earrings  
expense  
hospital  
laptop  
newspaper  
own  
population  
reasonable (price)  
rent (v.)  
rich  
shampoo  
shoes  
tax  
tuition

a big expense  
a very high tax  
digital camera  
DVD  
health insurance  
here's your change  
I'll take (something)  
just looking  
keep the price down  
movie ticket  
neighborhood  
on sale  
price range  
private schools  
public schools  
(a pair of) sneakers  
That comes to (total)  
That's (total)  
try (something) on  
twice that (amount)  
two for (a dollar)

## Unit 13

### Restaurants

appetizer  
awful  
broccoli  
cake  
carrots  
cheesecake  
chicken  
coffee  
cola  
creamy  
delicious  
desserts  
drinks  
dry

fish  
fresh  
fried  
fries  
frozen  
grilled  
juice  
oily  
order (v.)  
overcooked  
peas  
salad  
salty  
seafood  
slices (of pizza)  
soda  
soup  
spaghetti  
special  
spicy  
starving  
steak  
stir-fry  
tasty  
tea  
tough  
vegetables

apple pie  
chocolate mousse  
egg rolls  
fried chicken  
house dressing  
ice cream  
iced tea  
main dish  
on a diet  
send (food) back  
shrimp cocktail  
steamed vegetables

## Unit 14

### Small Talk

appear (in movies)  
concert  
exhibition  
greet  
guests  
surprise  
trip (n.)

be a big star  
end a conversation  
get together  
got to run  
Hope to see you again  
soon.  
How have you been?  
How's everything?  
I haven't seen you for a  
long time.  
in ages  
It's been great seeing  
you again.  
It's been nice talking  
to you.  
Keep in touch.

leave the company  
look at the time  
look forward to  
(something)  
Nice to see you.  
not too bad  
Talk to you later.  
these days  
work late  
You're kidding!

## Unit 15

### Vacations

awful  
camping  
crowded  
fantastic  
hard (difficult)  
museums  
peaceful  
quiet  
relatives  
sightseeing  
slept  
so-so  
souvenirs  
sunburn  
sunshine  
terrible  
terrific  
wonderful

all right  
cooking course  
fall off (skis)  
get a tan  
go away (on vacation)  
go out of town  
kept warm  
nothing special  
not bad  
pretty boring  
really great  
stay home  
stay on (skis)  
very disappointing

## Unit 16

### Apartment Living

apartment  
bathroom  
bathtub  
bed  
bedroom  
bookshelf  
cheap  
comfortable  
dresser  
find  
floor  
furniture  
huge  
kitchen  
mattress  
refrigerator  
shower

small  
sofa  
stove  
toilet

all over (the floor)  
check out  
coffee table  
dinner table  
living room  
managed to  
MP3 player  
pick up (buy)  
take a bath

## Unit 17

### Hopes and Plans

actor  
at the moment  
babysit  
break up (with  
someone)  
dangerous  
doctor  
dream about/of  
excited  
garage  
get married  
graduate (from college)  
hang around  
make money  
movie theater  
nervous  
pool  
professional  
relax  
singer  
surf  
take it easy  
travel  
unfortunately  
yard

Better you than me!  
be famous  
be rich  
clothing store  
hang out (with  
someone)  
have children  
medical degree  
medical school  
part-time job  
right away  
spend time (with  
someone)

## Unit 18

### The Weather

cloudy  
cold  
cool  
cooler  
dry  
expecting  
heavy (rain, snow)  
hot



humid  
pool  
rain  
rainy  
snowing  
snowstorm  
storm  
sunny  
swim  
warm  
wet  
windy

air conditioner  
coming out  
get warmer/cooler  
go down (temperature)  
No way!  
put (something) on  
Remember to wear  
your...  
snowball fight  
the high (temperature)  
the low (temperature)  
weather forecast

### Unit 19

#### Shopping

(watch) band  
blend  
bookstore  
cotton  
customer  
design  
drugstore  
dryclean  
envelopes  
fabric  
fresh  
linen  
magazines  
mystery  
narrow  
necklace  
pair (of shoes)  
pockets  
salespeople  
shampoo  
silk  
stripes  
take (purchase)  
tie  
vegetables  
wide

air mail  
be crazy about  
(something)  
Cash or credit?  
clothing store  
grocery store  
gym shorts  
hand wash  
jewelry store  
just looking around  
look nice on  
(someone)  
machine wash

on sale  
play a (CD)  
regular mail  
ring (something) up  
running shoes  
short sleeves  
sporting goods store  
stationery store  
That's a good deal!

### Unit 20

#### Describing Things

aircraft  
backpack  
briefcase  
case  
cheap-looking  
checked  
design  
driven  
frames (glasses)  
handbag  
handle  
hurts  
initials  
keys  
leather  
left (v.)  
letter  
newsstand  
novel  
passport  
plastic  
rings  
strap  
striped  
subway  
suitcase  
sunglasses  
wallet  
wheels

beach bag  
business papers  
coffee shop  
credit cards  
get off (the bus)  
lost and found  
on board  
pocket knife  
pull out  
running shoes  
travel abroad  
turn in

### Unit 21

#### Directions

block  
church  
corner  
cross  
footbridge  
hotel  
intersection  
(traffic) light  
river

snacks  
supermarket  
come out of (the subway)  
end of the block  
gas station  
glass building  
go straight for...  
go through  
go up/down  
my place  
on the corner of ...  
and...  
on the right/left  
pick up  
take a right/left  
tennis racket  
turn right/left

### Unit 22

#### People We Know

easygoing  
forget  
friendly  
funny  
generous  
guy  
hardworking  
kind  
laugh  
lazy  
neat  
outgoing  
party (v.)  
present  
serious  
share  
shy  
similar  
smart  
smile  
sociable  
talkative  
weird

a little crazy at times  
be in a bad mood  
chew gum  
easy to talk to  
expect (something) in return  
get along  
just like  
kind of (a little)  
life story  
make funny faces  
make people laugh  
perfect for (someone)  
skipped class  
talk to (oneself)  
tell jokes  
top student

### Unit 23

#### Places

beach

Carnival  
climate  
comfortable  
crowded  
dangerous  
fantastic  
fresh (air)  
government  
harbor  
lovely  
modern  
nightclubs  
nightlife  
noisy  
polluted  
popular  
reasonable (price)  
romantic  
scenic  
sea  
theater  
tourist  
tower  
ugly  
cable car  
for sure  
get around  
opera house  
pay a fortune for  
(something)  
subway system  
transportation system

### Unit 24

#### Health

arms  
back  
backache  
bandaged  
broken  
cut (oneself)  
drugstore  
ear  
energy  
eye  
feet  
fingers  
flu  
foot  
hands  
head  
hiking  
hurt  
knife  
lately  
left-handed  
legs  
massage  
mouth  
nose  
painful  
pills  
right-handed  
sprain  
stitches  
stomach

teeth  
toe  
vitamins

can hardly walk  
catch the flu  
deep cut  
fall asleep  
fell down  
have trouble (doing something)  
made a difference  
pull a muscle  
see a doctor  
sleeping pills  
splitting headache  
stressed out  
twist (one's) ankle  
walked into (something)

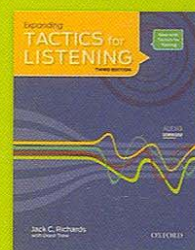
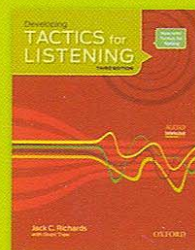
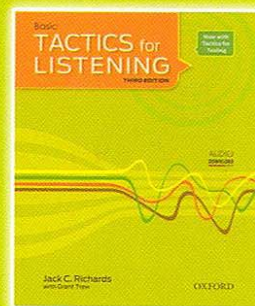
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