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**TACTICS** for  
**LISTENING**

**THIRD EDITION**

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# Teacher's Book

Jack C. Richards  
with Grant Trew



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**More listening. More testing. More effective.**



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# How to teach a *Tactics for Listening* unit

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## Unit-opening Activities

### Vocabulary Worksheet

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

## Getting Ready

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

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

## Listening 1

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

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

## Listening 2

### Task 1

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

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

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

## Task 2

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

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

## Listening 3

### Task 1

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

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



## Task 2

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

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

## Pronunciation

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

### Task 1

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

### Task 2

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

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

## Dictation

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

### Task 1

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

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

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

### Task 2

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

## Conversation

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

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

## Unit Closing Activities

### Conversation Worksheets

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

### Unit Tests

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

# Unit 1 The Weekend

page 2

## Getting Ready

### Vocabulary

go on a date	play computer games
go to the gym	
go to a movie	play a sport
go to a night club	watch a DVD
	watch TV

### Answers

Answers will vary.

## Listening 1

CD 1, Track 2

### Vocabulary

bodybuilder	How come?
bodybuilding	I'll bet!
competition	muscles
exhausted	nephews
good-looking	You're kidding!

### Skill: Listening for details

### Answers

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

page 3

## Listening 2

CD 1, Track 3

### Vocabulary

awful	downtown
ask (someone) out	novel
beach	science fiction
boring	tired
borrow	

## Task 1

### Skill: Listening for opinions

### Answers

- |        |       |        |
|--------|-------|--------|
| 1. No  | 2. No | 3. Yes |
| 4. Yes | 5. No | 6. Yes |

## Task 2

### Skill: Listening for details

### Answers

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

### Optional Activity

Ask the students to raise their right hand if they enjoyed their last weekend, and their left hand if they did not. Put the students in small groups with other students who either enjoyed or did not enjoy their weekend. Tell the students to explain why they liked or did not like their weekends. Have the groups share their reasons with the class.

page 4

## Listening 3

CD 1, Track 4

### Vocabulary

butterflies	pleasant
closest friend	pop music
contest	supposed to be
forest trail	tiring
mall	pull out
nature walk	

## Task 1

### Skill: Listening for key words

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

### Optional Activity

Write the following questions on the board:

1. How many names were pulled out?
2. When were they close friends?

3. How did they get to the park?

4. What kind of party did he go to?

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

### Answers

1. Three
2. In high school
3. They took a bus.
4. A friend's birthday party

page 5

## Pronunciation

CD 1, Track 5

This pronunciation lesson focuses the ending sounds of past tense verbs (/t/, /d/, or /id/). The objective of this lesson is to help students differentiate between these sounds and improve listening comprehension skills.

## Dictation

CD 1, Track 6

## Task 1

### Answers

- |                     |                       |
|---------------------|-----------------------|
| 1. stayed           | 2. worked             |
| 3. visited a friend | 4. waited             |
| 5. invited me       | 6. interesting people |

## Conversation

- Review the Dictation activity with the students. Write down important questions, e.g., *Is that all?*, and *What else?* on the board.
- Choose one student and ask *What did you do this weekend?* Write the student's response on the board. Use the questions *Is that all?*, and *What else?* to elicit additional weekend activities and write these on the board as well.
- Elicit additional weekend activities from the class and write them on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 2: City Transportation

page 6

## Getting Ready

### Vocabulary

be in a hurry  
not very often  
taxi

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 7

### Vocabulary

Are you free?      shuttle flight  
fare                      snack bar  
ferry                      subway  
flight                      ticket  
Hop in!

### Skill: Listening for locations

#### Answers

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

### Optional Activity

Put the students in pairs. Assign one picture to each pair and tell the pairs to either recreate or make up the conversation depicted in their picture. When they are finished, tell them to practice it a couple of times. Then put all the pairs assigned to each picture together in groups. Have each pair role-play their conversation for the other pairs.

page 7

## Listening 2

CD 1, Track 8

### Vocabulary

as soon as you can      just me  
catch a train              passenger  
emergency

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for numbers

#### Answers

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

### Optional Activity

Put the students in pairs. One student is a passenger who is in a hurry to get somewhere. The other answers the phone at a cab company. Have each pair write a conversation similar to the ones in Listening 2. Have the pairs practice their conversation, then ask some volunteer pairs to perform their conversation for the whole class.

page 8

## Listening 3

CD 1, Track 9

### Vocabulary

air-conditioned      poor condition  
carefully              rude  
dangerously              seat belts  
expensive              uncomfortable

## Task 1

### Skill: Listening for opinions

#### Answers

1. Not good      2. Good  
3. Okay      4. Okay

## Task 2

### Skill: Listening for details

#### Answers

1. a      2. c  
3. b      4. c

page 9

## Pronunciation

CD, Track 10

In this pronunciation lesson, the focus is on the falling intonation used in *Wh*-questions. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve listening comprehension skills.

## Dictation

CD 1, Track 11

## Task 1

#### Answers

1. to school      2. get to school  
3. take it      4. does it cost

## Conversation

- Review the Dictation activity with the students. Identify the questions in the Dictation and write them on the board.
- Elicit different modes of transportation and write them on the board.
- Elicit frequency adverbs, e.g. *always*, *sometimes*, *every day*, etc., and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 3 Neighbors

page 10

## Getting Ready

### Vocabulary

- borrow (something)
- gossip
- neighbor
- neighborhood
- return (something)
- say “Hello”

Answers
Answers will vary.

## Listening 1

CD 1, Track 12

### Vocabulary

- |             |                      |
|-------------|----------------------|
| considerate | spotless             |
| cookout     | turn up (the volume) |
| fit in      | upset                |
| incredible  | upstairs             |
| invite      | wave                 |
| move in     | work long hours      |

### Skill: Listening for details

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

page 11

## Listening 2

CD 1, Track 13

### Vocabulary

- |                  |                              |
|------------------|------------------------------|
| appreciate       | don't mind (doing something) |
| anniversary      | driveway                     |
| be off (of work) | hammer                       |
| by any chance    | I can manage                 |
| delivered        | mailbox                      |

## Task 1

### Skill: Listening for gist

Answers
1. Offer
2. Request
3. Complaint
4. Offer
5. Request
6. Complaint

## Task 2

### Skill: Listening for details

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

### Optional Activity

Put students into pairs. Have each pair choose a conversation from Listening 2 to role-play. Tell the students that it isn't important to role-play the conversation word-for-word. Instead they should focus on making the same offer, complaint, or request they heard in the conversation. After students are finished, have each pair role-play their conversation for the class.

page 12

## Listening 3

CD 1, Track 14

### Vocabulary

- |                       |                             |
|-----------------------|-----------------------------|
| arrogant              | mind one's own business     |
| break in              | nosy                        |
| can't stand (someone) | not think much of (someone) |
| count on (someone)    | retired                     |
| day care              | watching out                |
| elderly               |                             |

## Task 1

### Skill: Listening for details

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

## Task 2

### Skill: Listening for details

Answers
1. a      2. b
3. b      4. b

page 13

## Pronunciation

CD 1, Track 15

The focus of this pronunciation lesson is syllable stress in compound nouns. The objective of this lesson is to help students hear compound nouns as a single thought group and improve listening comprehension.

## Dictation

CD 1, Track 16

Answers
1. tree branches
2. prize possession
3. repair shop
4. seems reasonable

## Conversation

- Put the exercise into context by sharing a disagreement you have had with a neighbor.
- Draw two columns on the board, one for “problem” and one for “solution”. Write your problem and solution under the appropriate columns.
- Elicit other problems and solutions from students and write them on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 4 Celebrations

page 14

## Getting Ready

### Vocabulary

barbecue	guest
birthday party	host
buffet	potluck dinner
candles	snack
grill	surprise party

#### Answers

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

## Listening 1

CD 1, Track 17

### Vocabulary

anniversary	grill some steaks
blow out (v)	turn (20)
bring	

### Skill: Listening for main idea

#### Answers

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

page 15

## Listening 2

CD 1, Track 18

### Vocabulary

chocolate	in a while
cute	make (something) yourself
delicious	painted
hold	play (musical instrument)

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Have the students listen to the recording again, this time to write a question of their own about each conversation.

Do the first one with the students as an example. Write the following possible questions on the board: *Who made the cake? Does the guest like it? What kind of cake is it?*

Play the recording again, stopping after each conversation so the students can write down their question. Then put the students in small groups and have them ask one another their questions.

page 16

## Listening 3

CD 1, Track 19

### Vocabulary

got to know (someone)	junk food
guitar	memorize
home movie	

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

## Optional Activity

Put the students into pairs. Have them talk about the best and the worst thing they have ever done at a party. Go around the room, helping with vocabulary as needed, and encourage students to ask each other follow-up questions. When students are finished, ask individual students to tell the class about anything interesting or unusual their partner told them.

page 17

## Pronunciation

CD 1, Track 20

The focus of this pronunciation lesson is the reduction of *do you* in *wh-* questions. The objective of this lesson is to increase students' awareness of this common reduction in everyday speech and improve their listening comprehension skills.

## Dictation

CD 1, Track 21

## Task 1

#### Answers

1. What do you
2. When do you
3. want to have
4. who do you

## Conversation

- Set the context for the activity by asking the class what kind of parties they have planned in the past. Write student responses on the board.
- Choose a type of party from the student responses on the board. Elicit what needs to be planned. Rephrase student responses in the form of a question. For example, if a student says they need to plan the food, write *What kind of food will you have?*
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 5 Restaurants

page 18

## Getting Ready

### Vocabulary

Chinese (food)	Korean (food)
fast food	Mexican (food)
French (food)	Thai
Japanese (food)	

Answers
Answers will vary.

## Listening 1

CD 1, Track 22

### Vocabulary

be sick of (something)	starving
eat out	stay home
feel like (eating something)	vegetarian
for a change	your treat
junk food	What's the occasion?

### Skill: Listening for locations

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

page 19

## Listening 2

CD 1, Track 23

### Vocabulary

asparagus	hot sauce
baked potato	hurry
cheeseburger	make sure
chef	milk shake
flavor	salt
fries	vanilla
heat (v.)	

## Task 1

### Skill: Listening for details

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

## Task 2

### Skill: Listening for details

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

### Optional Activity

Put the students into pairs to practice giving and taking orders using the pictures from the exercise. Tell the students playing customers to order an item pictured, make a special request, and give a reason for the request. Encourage the students to think of original or creative requests. When everyone is finished, ask for volunteers to repeat one of their conversations for the class.

page 20

## Listening 3

CD 1, Track 24

### Vocabulary

convenient	lighting
credit card	polite
décor	server
deserved	simple
downtown	the only trouble
leave a tip	wait on (someone)

## Task 1

### Skill: Listening for opinions

Answers
1. Good: the menu, the prices Not good: the location, the interior, the service
2. Good: the location, the interior, the menu, the food Not good: the prices

- 3. Good: the interior, the menu, the food, the prices  
Not good: the location
- 4. Good: the location, the food, the prices  
Not good: the interior, the menu

## Task 2

### Skill: Listening for opinions

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

page 21

## Pronunciation

CD 1, Track 25

The focus of this pronunciation lesson is the reduction of *want to*. The objective of this lesson is to increase students' awareness of this common reduction in everyday speech and improve their listening comprehension skills.

## Dictation

CD 1, Track 26

## Task 1

Answers
1. want to do
2. want to go
3. Italian place
4. want to have

## Conversation

- Review the Dictation activity with the students. Identify the questions in the Dictation and write them on the board.
- Elicit different responses to each question and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 6 Gifts

page 22

## Getting Ready

### Vocabulary

birthdays	Mother's day
graduation	weddings

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 27

### Vocabulary

bracelet	sound expensive
I wonder if...	special
jewelry	think of (doing something)
present	teapot
pick (something) out	

### Skill: Listening for topic

#### Answers

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

page 23

## Listening 2

CD 1, Track 28

### Vocabulary

go with (something)	shirt
glasses	The price is right necklace

## Task 1

### Skill: Listening for details

#### Answers

1. the style: good, the color: good, the size: okay
2. the style: okay, the color: good, the size: not good

3. the style: good, the color: not good, the size: okay
4. the style: not good, the color: okay, the size: good

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Put the students into small groups. Tell them to think of something they recently went shopping for. Tell them they can choose something they either bought or decided not to buy. Have each student describe the item using the three points that were used in Task 1. When the group is finished, have the members decide which item they might like to buy and which one they will probably not buy.

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## Listening 3

CD 1, Track 29

### Vocabulary

allergic to (something)	natural ingredients
convenient	organic
housewarming party	souvenir
imported	wrapped
local	

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 25

## Pronunciation

CD 1, Track 30

This pronunciation lesson focuses syllable stress in names. The objective of this lesson is to familiarize students with common stress patterns in everyday speech and improve listening comprehension skills.

#### Answers

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

## Dictation

CD 1, Track 31

## Task 1

#### Answers

1. Heather
2. Allison
3. Michael
4. Jonathan
5. Lisa
6. Kevin

## Conversation

- Set the context by talking about a time that you had to buy a gift for someone.
- Describe something that you thought about buying but decided wasn't the right gift.
- Describe what you did choose to buy and write the reason you bought it on the board, e.g., *great style*, *really useful*, etc.
- Elicit similar experiences from students and write their reasons on the board.
- Have students complete the activity in pairs. They may use the sample language on the board for support.



# Unit 7 Air Travel

page 26

## Getting Ready

### Vocabulary

aisle seat	safety instruction card
customs form	seat belt
headphones	window seat
overhead compartment	

#### Answers

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

## Listening 1

CD 1, Track 32

### Vocabulary

bumpy	fill out
collect	Put your seat forward.
fasten	

### Skill: Listening for gist

#### Answers

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

page 27

## Listening 2

CD 1, Track 33

### Vocabulary

business class	far away
change my seat	seat number
clear	seat pocket
economy class	working properly

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

- |          |        |
|----------|--------|
| 1. later | 2. now |
| 3. now   | 4. now |

page 28

## Listening 3

CD 1, Track 34

### Vocabulary

check in	immigration
crowded	on time
dry	smooth
facilities	tasteless
fantastic	weather report
horrible	

## Task 1

### Skill: Listening for opinions

#### Answers

- Good: the service, Okay: the flight, Not good: the airport and the food
- Good: the airport and the flight, Okay: the food, Not good: the service
- Good: the flight and the food, Okay: the airport, Not good: the service
- Good: the food and the service, Okay: the airport, Not good: the flight

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Tell each student to think of the last airplane trip he or she took. On a scrap of paper, each student should write *the airport, the flight, the food, and the service*

and then mark whether each was *good, okay, or not good*. Then have students write down some key details about the trip. Put the class into small groups. Have each student tell the group about his or her trip, using the notes, while the other students listen and ask follow-up questions.

page 29

## Pronunciation

CD 1, Track 35

The focus of this pronunciation lesson is the reduction *would you* and *could you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 1, Track 36

## Task 1

#### Answers

- could you put
- There you go
- Could you
- would you put

## Conversation

- Elicit different request you could make of the flight attendant during a flight. Write student responses on the board. Make sure to phrase student responses as polite questions using *Could you* and *Would you*.
- Elicit appropriate responses to each question on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 8 Mishaps

page 30

## Getting Ready

### Vocabulary

apologize	locksmith
break	plumber
clogged	puddle
dry cleaner	reschedule
get locked out	spill (something)
get lost	tow truck

#### Answers

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

## Listening 1

CD 1, Track 37

### Vocabulary

catch the next one	leave the water running
dishwasher	manager
dripping	trip
flat tire	
flooded	

### Skill: Listening for gist

#### Answers

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

### Optional Activity

Put the students in pairs and ask each pair to role-play one of the situations depicted in the pictures. When the students are finished, have them switch roles.

page 31

## Listening 2

CD 1, Track 38

### Vocabulary

deserted	ruined
look (something) up	solution

make sense	tray
offend	tricky
offer	unfortunately

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 32

## Listening 3

CD 1, Track 39

### Vocabulary

catch the bus	emergency number
checkout counter	horrified
dry out	soaked

## Task 1

### Skill: Listening for details

#### Answers

- Mishap: dropped her cell phone  
When: this morning  
Solution: dry it out  
Did it work? No
- Mishap: lost his keys  
When: last night  
Solution: call the manager  
Did it work? Yes
- Mishap: spilled coffee  
When: this morning  
Solution: soda  
Did it work? Yes
- Mishap: got ink on his shirt  
When: yesterday  
Solution: pour soda on it  
Did it work? No

## Task 2

### Skill: Listening for details

#### Answers

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

page 33

## Pronunciation

CD 1, Track 40

The focus of this pronunciation lesson is the reduction *did you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 1, Track 41

## Task 1

#### Answers

- mishap yesterday
- Did you break
- Did you spill
- the stain

## Conversation

- Set the context for the activity by describing a mishap that you have recently had. Describe the solutions you tried and tell whether they worked or not.
- Elicit other mishaps from students and write them on the board. Elicit possible solutions for each mishap.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 9 Jobs

page 34

## Getting Ready

### Vocabulary

colleagues	security
commuting	vacations
salary	working hours

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 2

### Vocabulary

architect	flight attendant
auto shop	hairdresser
boss	mechanical
design (v.)	

### Skill: Listening for gist

#### Answers

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

### Optional Activity

Put students into small groups. Tell them they are going to play a guessing game. One student will choose one of the jobs depicted in the pictures. The other students will ask Yes/No questions until they guess the job the student is thinking of.

page 35

## Listening 2

CD 2, Track 3

### Vocabulary

actually	drive
answer the phone	manager
bags	newspaper
carry	reporter
cash register	TV producer

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 36

## Listening 3

CD 2, Track 4

### Vocabulary

assistant	invite
call	meetings
change jobs	plenty
client	quiet
go pretty well	take a break

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for opinions

#### Answers

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

### Optional Activity

Write the following questions on the board:

1. How long has he been working at the company?

2. In total, how many people work at the design company?
3. When did he buy the restaurant?
4. Why does she think the money is good?

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

#### Answers

1. Nearly 15 years
2. 3 people
3. 10 years ago
4. All her expenses are paid.

page 37

## Pronunciation

CD 2, Track 5

The focus of this pronunciation lesson is rising intonation in yes/no questions. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 6

## Task 1

#### Answers

1. you do
2. fly overseas
3. How about you
4. the weekends

## Conversation

- Write *Good jobs* and *Bad jobs* on the board. Elicit jobs students think are good or bad and write them under the appropriate category.
- Ask students why they think each job is good or bad. Write key words from the students' responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 10 Keeping Fit

page 38

## Getting Ready

### Vocabulary

diet	pool
get some exercise	put on weight
health club	sit-ups
jogging	take up
lift weights	

#### Answers

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

## Listening 1

CD 2, Track 7

### Vocabulary

can't stand	give up
fat	New Year's resolution
get in shape	

### Skill: Listening for topics

#### Answers

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

### Optional Activity

Put the students in groups of four or five. Have them write a list of fitness goals. Have them switch goals with another group and write suggestions for the other group's goals. Then have students return their papers and see what their classmates suggested.

page 39

## Listening 2

CD 2, Track 8

### Vocabulary

aerobics	equipment
at home	go out
beach	lessons
club fee	ride
courts	traffic

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for reasons

#### Answers

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

page 40

## Listening 3

CD 2, Track 9

### Vocabulary

be into (something)	make (my knees) hurt
bicycling	operation
dangerous	track
golf	weightlifting
indoors	

## Task 1

### Skill: Listening for details

#### Answers

- |  |  |
|--|--|
| 1. a: doesn't do<br>b: doesn't do<br>c: doesn't do | 2. a: does<br>b: doesn't do<br>c: doesn't do |
| 3. a: does<br>b: does<br>c: doesn't do             | 4. a: does<br>b: does<br>c: does             |

## Task 2

### Skill: Listening for details

#### Answers

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

## Optional Activity

Put the students in groups of three. Play the recording again, and have the groups decide which speaker exercises the most, second most, third most and least. Have each group write their rankings on the board, and then ask each group to give reasons for their choices.

page 41

## Pronunciation

CD 2, Track 10

The focus of this pronunciation lesson is the reduction *use to* and *used to* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 11

## Task 1

#### Answers

- |                 |                    |
|-----------------|--------------------|
| 1. use to       | 2. hate running    |
| 3. used to lift | 4. use to exercise |

## Conversation

- Set the context for the activity by describing something you do now but didn't use to do.
- Elicit other examples from students and write them on the board. Model the activity using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 11 Invitations

page 42

## Getting Ready

### Vocabulary

accept	plans
I'd love to.	refuse
invitation	sounds great
Maybe some other time.	

#### Answers

- |           |           |
|-----------|-----------|
| 1. Refuse | 2. Accept |
| 3. Accept | 4. Refuse |
| 5. Refuse | 6. Accept |
| 7. Refuse |           |

## Listening 1

CD 2, Track 12

### Vocabulary

come over	playing
instead	rent
my place	

#### Answers

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

page 43

## Listening 2

CD 2, Track 13

### Vocabulary

actually	be out
be free	stay home

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Have each student write four invitations. Then put students in pairs and have them take turns giving and receiving invitations. Students should receive two invitations and decline two. For acceptances, students must suggest a second activity. For refusals, students should apologize and give an excuse.

page 44

## Listening 3

CD 2, Track 14

### Vocabulary

afterward	bunch (of flowers)
bowling	soprano

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Write these questions on the board:

- Where will everyone meet?
- Where is the Japanese restaurant?
- When will Aunt Betty call back?
- Where will everyone meet?

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

#### Answers

- At David's place
- In the mall
- Tonight
- At the Holiday Bowling Lanes

page 45

## Pronunciation

CD 2, Track 15

The focus of this pronunciation lesson is the reduction *Do you* and *Are you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 16

## Task 1

#### Answers

- Are you free
- Do you like
- Do you want
- tickets for Friday

## Conversation

- Write *Invitations*, *Accept* and *Refuse* on the board. Elicit invitations and phrases to accept or refuse them from the students and write them under the appropriate category.
- Model offering an invitation and accepting it for the students. Elicit follow up questions to the invitation, e.g., when and where to meet, etc. Write student responses on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 12 Campus Life

page 46

## Getting Ready

### Vocabulary

cafeteria  
campus bookstore  
classroom  
gym  
professor's office

#### Answers

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

## Listening 1

CD 2, Track 17

### Vocabulary

appointment	logo
Be right back.	lockers
check (a book) out	neat
crowded	scan
essay	stationery
front row	student ID
grade	

### Skill: Listening for gist

#### Answers

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

page 47

## Listening 2

CD 2, Track 18

### Vocabulary

art history	genetics
biology	lab
cell	not crazy about (something)
chemistry	semester
discussion group	state-of-the-art
draft (of a paper)	
experiment	

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 48

## Listening 3

CD 2, Track 19

### Vocabulary

attractive	modern
boring	schedule
campus	sleeping in
competitive	overcrowded
lectures	unfriendly

## Task 1

### Skill: Listening for opinions

#### Answers

- campus: positive  
teachers: negative  
schedule: negative  
students: positive
- campus: negative  
gym: positive  
teachers: positive  
schedule: positive
- classes: negative  
students: negative  
clubs: positive  
campus: positive
- teachers: positive  
campus: negative  
schedule: negative  
students: positive

## Task 2

### Skill: Listening for details

#### Answers

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

page 49

## Pronunciation

CD 2, Track 20

This pronunciation lesson focuses on the rising intonation used for the first words in a series and the falling intonation used for the last word in a series. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve their speaking and listening comprehension skills.

## Dictation

CD 2, Track 21

## Task 1

#### Answers

- don't like other
- campus
- teachers
- students
- food
- clubs
- pool
- don't really like

## Conversation

- Write *Like* and *Dislike* on the board. Ask the students what they like and dislike about their school. Write student responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 13 Hobbies and Pastimes

page 50

## Getting Ready

### Vocabulary

collecting	hobbies
comic books	pastimes
cooking	playing video games
gardening	surfing the Internet
hiking	

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 22

### Vocabulary

classical music	Mozart
concerts	public library
eat out	stamp albums
except me	

### Skill: Listening for gist

#### Answers

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

### Optional Activity

Put the students in groups of four or five. Tell each student to think of his or her favorite free time activity but not to tell anyone else what it is. Have the students take turns guessing each other's chosen activity by asking yes/no questions.

page 51

## Listening 2

CD 2, Track 23

### Vocabulary

children's books	packed away
computer screen	sit around
free time	studio
garage	watercolor
oil (paintings)	(paintings)

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

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## Listening 3

CD 2, Track 24

### Vocabulary

adventure
keep active
nature
outdoors

## Task 1

### Skill: Listening for likes and dislikes

#### Answers

1. Steve: gardening, birdwatching
2. Christine: music, cooking
3. Joe: sports, hiking
4. Amy: reading, surfing the Internet

## Task 2

### Skill: Listening for likes

#### Answers

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

## Optional Activity

Write the following on the board:

*Why are hobbies and pastimes a good idea?*

*How much time per week should people spend on their hobby?*

*Are hobbies more important for one age group than for another?*

Put the students in small groups to discuss these questions. Have the groups report their conclusions to the class.

page 53

## Pronunciation

CD 2, Track 25

The focus of this pronunciation lesson is syllable stress in multi-syllable words. The objective of the lesson is to familiarize students with common stress patterns and improve listening comprehension skills.

## Dictation

CD 2, Track 26

## Task 1

#### Answers

- |              |                 |
|--------------|-----------------|
| 1. painting  | 2. cooking      |
| 3. gardening | 4. baseball     |
| 5. surfing   | 6. music        |
| 7. skiing    | 8. snowboarding |
| 9. swimming  | 10. hiking      |

## Conversation

- Elicit hobbies and pastimes from the students and write them on the board.
- Elicit questions about hobbies and pastimes, e.g., *When did you start...? Where do you...? and Who do you ... with?* Write the questions on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 14 Shopping Problems

page 54

## Getting Ready

### Vocabulary

changed color	poorly made
damaged	wrong size
missing	

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 27

### Vocabulary

broken	missing
buttons	stain
camcorder	sweatshirt
case	

### Skill: Listening for key words

#### Answers

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

### Optional Activity

Play the recording again and tell the students to listen for the exact problem of each item purchased.

#### Answers

1. No case
2. Wrong size and wrong item
3. One broken glass
4. Missing buttons and stained

page 55

## Listening 2

CD 2, Track 28

### Vocabulary

be out of (something)	come off
broken	exchange
camera	guarantee
	heel

lock	repair
long-sleeved	sold out of (something)
receipt	

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Write the following problems on the board: *wrong size*, *lock is missing*, and *buttons have come off*. Explain that these are some of the incorrect answer choices from Task 1. Put the students into pairs and tell them they have five minutes to write down as many items as they can that might have these problems. The pair with the longest list is the winner.

page 56

## Listening 3

CD 2, Track 29

### Vocabulary

bargain (n.)	half the price
bargain (v.)	impossible
faded	
get fed up with (something)	

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 57

## Pronunciation

CD 2, Track 30

The focus of this pronunciation lesson is the reduction *need to* and *like to* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 31

## Task 1

#### Answers

- |                   |                |
|-------------------|----------------|
| 1. like to return | 2. blue one    |
| 3. need to        | 4. need to see |

## Conversation

- Elicit things that students have recently purchased and write them on the board.
- Point to each item on the board and elicit potential problems with it. Write student responses next to each item.
- Elicit common questions a sales person might ask a customer returning something, e.g. *Do you have your receipt? When did you buy it?* etc.
- Model the activity for the students using the sample language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 15 Hotel Services

page 58

## Getting Ready

### Vocabulary

concierge	housekeeping
dry cleaned	laundry
front desk	room service

#### Answers

- |       |      |      |
|-------|------|------|
| 1. 15 | 2. 9 | 3. 6 |
| 4. 10 | 5. 7 | 6. 5 |

## Listening 1

CD 2, Track 32

### Vocabulary

bags  
blanket  
package  
pressed  
send (something) up  
towel

### Skill: Listening for key words

#### Answers

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

### Optional Activity

Have the students listen again, this time to determine exactly what the hotel guests want or need.

#### Answers

- Shirts pressed
- Make a long distance call to Japan
- A pot of coffee
- Help with the bags
- Know if there is a package for her
- Extra towels and another blanket

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## Listening 2

CD 2, Track 33

### Vocabulary

face (the street)	occupied
lasagna	sauce
mailbox	spaghetti
meat	vegetarian
noisy	wake-up call
non-smoking	

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for information

#### Answers

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

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## Listening 3

CD 2, Track 34

### Vocabulary

delayed	share
flight	snowstorm
light (food)	spring break
lonely	staff
reservation	

## Task 1

### Skill: Listening for opinions

#### Answers

- Good: the room, the rates  
Not good: the restaurant, the service
- Good: the restaurant, the service  
Not good: the room, the rates

- Good: the rates  
Not good: the restaurant, the service, the room
- Good: the service, the room  
Not good: the restaurants, the rates

## Task 2

### Skill: Listening for details

#### Answers

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

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## Pronunciation

CD 2, Track 35

The focus of this pronunciation lesson is the reduction of the *a* sound in *can* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 36

## Task 1

#### Answers

- Can I
- Can I
- can't turn
- can't connect
- can send someone

## Conversation

- Write *front desk clerk*, *concierge*, *housekeeping*, and *room service* on the board. Elicit requests that hotel guest could make for each category and write them on the board.
- Choose an example and model the request and the response.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 16 Movies

page 62

## Getting Ready

### Vocabulary

action	fast-moving
audience	horror
century	romance
comedy	scare
danger	science fiction
excitement	western

#### Answers

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

## Listening 1

CD 2, Track 37

### Vocabulary

car chase	frightening
chasing	go crazy
clean up the town	horse
come out of the ground	policeman
cowboy	ride a horse (v.)
	special effects

### Skill: Listening for key words

#### Answers

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

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## Listening 2

CD 2, Track 38

### Vocabulary

action-packed	hilarious
---------------	-----------

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for times

#### Answers

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

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## Listening 3

CD 2, Track 39

### Vocabulary

animated movie	good-looking
animation	handsome
bank robbery	sound track
battle scene	surprise
disappointing	terrible
dumb	unbelievably
fantastic	

## Task 1

### Skill: Listening for opinions

#### Answers

- liked: the music  
didn't like: the story, the acting, the ending
- liked: the story, the acting  
didn't like: the ending, the music
- liked: all  
didn't like: none
- liked: the story, the acting, the ending  
didn't like: the music

## Task 2

### Skill: Listening for recommendations

#### Answers

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

## Optional Activity

Put the students into pairs and have them talk about a movie they have seen recently. Have them talk about what they liked and did not like about the movie. Have them use the categories from Task 1 as a guide.

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## Pronunciation

CD 2, Track 40

The focus of this pronunciation lesson is the way that vowel sounds following *s* and *z* sounds are linked together. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

## Dictation

CD 2, Track 41

## Task 1

#### Answers

- |              |               |
|--------------|---------------|
| 1. What's on | 2. It's about |
| 3. Who's in  | 4. He's a     |

## Conversation

- Elicit different phrases that can be used for invitations and write them on the board.
- Elicit movies that students have recently seen. Ask the students to say what the movie was about. Write key words and phrases from the students' descriptions on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.





# Unit 17 Fears

page 66

## Getting Ready

### Vocabulary

bats	mice
be afraid	roller coasters
cockroaches	scuba diving
freeways	snakes
heights	spiders

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 2

### Vocabulary

brake	frightened
button	garden
coat	hose
downstairs	traffic

### Skill: Listening for gist

#### Answers

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

### Optional Activity

Put the students into pairs. Ask them to choose one picture and reconstruct the conversation they heard in their own words. Or, if they prefer, students can write a new conversation to go with the picture. After writing the conversation, each pair should practice it and then perform it for the class.

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## Listening 2

CD 3, Track 3

### Vocabulary

be terrified of (something)	creepy
biology	drown
confidence	engineer

get on (a plane, a bus, etc.)	poisonous
lab	scream
nearly	step on (something)
nervous	take care of (oneself)

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

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## Listening 3

CD 3, Track 4

### Vocabulary

don't mind (something)	knock (someone) over
get stuck	seaweed
jellyfish	shark
	waves

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for problems

#### Answers

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

## Optional Activity

Ask the class to call out names of some things or situations that people might be afraid of. Write them on the board. Put the students into small groups and tell them to think of possible disadvantages that these fears may cause. Have the groups report their ideas to the class.

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## Pronunciation

CD 3, Track 5

This pronunciation lesson focuses on word stress within sentences and sentence rhythm. The objective of this lesson is to familiarize students with common stress and rhythm patterns in everyday speech and improve listening comprehension.

## Dictation

CD 3, Track 6

## Task 1

#### Answers

1. an elevator
2. take the stairs
3. afraid of
4. insects are fascinating

## Conversation

- Review the Dictation activity with the students. Write down questions from the Dictation activity on the board.
- Elicit other things that people may be afraid of from the students and write them on the board.
- Choose an example from the board and model the activity for the students, modifying the questions on the board as needed.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 18 Phone Messages

page 70

## Getting Ready

**Vocabulary**

average number      receive a phone call  
cell phone            text message  
make a phone call

Answers
Answers will vary.

## Listening 1

CD 3, Track 7

**Vocabulary**

reservations

**Skill: Listening for information**

Answers
1. telephone number: 981-2146 best time to call: 9:00
2. telephone number: 461-5793 best time to call: 6:00 – 7:00
3. telephone number: 391-6451 best time to call: 2:00 – 6:00
4. telephone number: 536-8775 best time to call: Saturday (morning or afternoon)

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## Listening 2

CD 3, Track 8

**Vocabulary**

auto                            give (someone)  
be in (to have                a call  
arrived)                      neighbor  
be in touch                   package  
deliver                        pick (something) up  
dental appointment        repair

## Task 1

**Skill: Listening for key words**

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

## Task 2

**Skill: Listening for details**

Answers
1. Andre should return the call.
2. Andre should return the call.
3. The caller will telephone Andre.
4. Andre should return the call.
5. The caller will telephone Andre.
6. Andre should return the call.

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## Listening 3

CD 3, Track 9

**Vocabulary**

boat trip                      shuttle bus  
cash                            tip (v.)  
credit card                    travel agency  
mailroom

## Task 1

**Skill: Listening for details**

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

## Task 2

**Skill: Listening for numbers**

Answers
1. 878-1990                      2. 44
3. 754-9367                      4. 468-3114

**Optional Activity**

Have the students listen to the recording again and write down the day when each person should do something.

Answers
1. Today                      2. Tomorrow
3. Thursday                      4. Monday

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## Pronunciation

CD 3, Track 10

This pronunciation lesson focuses on intonation and pauses in number groups, specifically in phone numbers. The objective of this lesson is to familiarize students with common intonation and rhythm patterns in everyday speech and improve listening comprehension.

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

**Dictation**

CD 3, Track 11

## Task 1

Answers
1. 645-760-3950                      2. 760-3950
3. 858-7869

**Conversation**

- Elicit ways to ask for a phone number, e.g. *What's your phone number? Could I please have your phone number? Would you mind if I asked for your phone number?* from the students and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 19 Touring a City

page 74

## Getting Ready

### Vocabulary

bus tour	souvenirs
cultural event	temple
local	tour
museums	zoo

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 12

### Vocabulary

built	grow
delicious	peanuts
gifts	works (of art) (n.)

### Skill: Listening for locations

#### Answers

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

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## Listening 2

CD 3, Track 13

### Vocabulary

art museum	market
gate	picnic
ice skating	religion
iron	rink
mansion	stars (famous)

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

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## Listening 3

CD 3, Track 14

### Vocabulary

be worth doing	places of interest
charge	reasonable
exhausted	stuffy
jokes	van

## Task 1

### Skill: Listening for opinions

#### Answers

- good: the food, the price  
not good: the itinerary, the guide
- good: the itinerary, the guide, the price  
not good: the food
- good: the itinerary, the guide  
not good: the food, the price
- good: the guide, the food, the price  
not good: the itinerary

## Task 2

### Skill: Listening for recommendations

#### Answers

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

### Optional Activity

Have the students listen again.  
How do the speakers make their recommendations?

#### Answers

- I don't think it was worth the time.
- You should try it.
- I think it was definitely worth doing this tour.
- You should try a different tour company.

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## Pronunciation

CD 3, Track 15

The focus of this pronunciation lesson is the reduction of the *-est* in superlative adjectives. The objective of this lesson is to make students aware of this common reduction in everyday speech, thereby improving their listening comprehension skills.

## Dictation

CD 3, Track 16

## Task 1

#### Answers

- the oldest
- biggest city parks
- tallest mountains
- highest mountain
- was fantastic

## Conversation

- Elicit places to go or things to do in your city from students and write them on the board.
- Elicit different phrases for making suggestions and recommendations, e.g., *You should...*, *Why don't you...*, *How about...*, etc., from the students and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 20 Airports

page 78

## Getting Ready

### Vocabulary

arrivals	freshen up
baggage claim	gate
board (v.)	restroom
currency exchange	shuttle bus
departure	suitcases
flight	terminal

#### Answers

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

## Listening 1

CD 3, Track 17

### Vocabulary

bags	check-in counters
change a baby	level

### Skill: Listening for locations

#### Answers

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

### Optional Activity

Have the students listen again, this time for the actual directions. Stop the recording after each conversation to elicit directions from the students.

#### Answers

1. Take the escalator to the next level and turn right.
2. Take the escalator near the currency exchange counter and go down to level 1.
3. Go straight. They are on the left, just across from the check-in counters.
4. Go up those stairs and turn right.

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## Listening 2

CD 3, Track 18

### Vocabulary

ATM machines	gifts
announce	monitor
duty-free shop	

### Task 1

#### Skill: Listening for details

##### Answers

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

### Task 2

#### Skill: Listening for details

##### Answers

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

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## Listening 3

CD 3, Track 19

### Vocabulary

department stores	game center
distance	parking
efficient	pleasant
facilities	shopping mall
fairly	

### Task 1

#### Skill: Listening for opinions

##### Answers

1. good: the location, the transportation, the check-in  
not good: the facilities
2. good: the location, the transportation, the facilities  
not good: the check-in

3. good: the location, the facilities, the check-in  
not good: the transportation
4. good: the transportation, the facilities, the check-in  
not good: the location

### Task 2

#### Skill: Listening for details

##### Answers

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

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## Pronunciation

CD 3, Track 20

The focus of this pronunciation lesson is the /s/, /s/, and /is/ sounds used at the end of plural nouns. The objective of this lesson is to help students distinguish between these sounds and improve their listening comprehension skills.

## Dictation

CD 3, Track 21

### Task 1

#### Answers

1. our suitcases
2. any places
3. restaurants
4. buses and taxis

## Conversation

- Elicit different places in the airport, e.g., the check-in counter, the duty-free shop, etc., and write them on the board.
- Draw a simple map of an airport that features these places on the board.
- Model the activity for the students using the map and the language on the board.
- Have students complete the activity in pairs. They may use the sample language on the board for support.

# Unit 21 Hotels

page 82

## Getting Ready

### Vocabulary

confirmation	identification
deposit	registration

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 22

### Vocabulary

check in	form
confirmation number	passport
driver's license	reservation
fill out	sign (v.)

### Skill: Listening for details

#### Answers

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

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## Listening 2

CD 3, Track 23

### Vocabulary

at this hour	light sleeper
deluxe	ordinary
double	single
(occupancy)	(occupancy)
iron	standard

## Task 1

### Skill: Listening for details

#### Answers

- single, standard room with a city view
- double, deluxe room with a garden view

- single, standard room with a city view
- double, standard room with a garden view

## Task 2

### Skill: Listening for sequence

#### Answers

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

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## Listening 3

CD 3, Track 24

### Vocabulary

as hard as a rock	hardly
coffee maker	inconvenient
complaint	mattress
electric	mini-fridge
electrical outlet	tiny
fan	

## Task 1

### Skill: Listening for opinions

#### Answers

- good: the size, the bathroom, the facilities  
not good: the view
- good: the bathroom  
not good: the size, the view, the facilities
- good: the size, the view  
not good: the bathroom, the facilities
- good: the view, the facilities  
not good: the size, the bathroom

## Task 2

### Skill: Listening for complaints

#### Answers

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

## Optional Activity

Tell the students to listen again. What did the manager or hotel staff do to help each guest?

#### Answers

- They filled up the fridge right away.
- They will bring a softer mattress.
- The manager sent up an electric fan.
- The manager is sending a plumber up tomorrow.

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## Pronunciation

CD 3, Track 25

The focus of this pronunciation lesson is the way rising intonation is used for questions confirming information. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve their listening comprehension skills.

## Dictation

CD 3, Track 26

## Task 1

#### Answers

- Two nights
- say Smith
- Did you say

## Conversation

- Elicit the kinds of information a guest typically needs to give the front desk clerk when checking in to a hotel. Write student responses on the board.
- Use the student responses to elicit the question the front desk clerk would ask to get each piece of information.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 22 Traffic

page 86

## Getting Ready

### Vocabulary

collision	road repair
congestion	smoothly
freeway	traffic

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

## Listening 1

CD 3, Track 27

### Vocabulary

ambulances	hundreds
annual	keep away from (a place)
avoid	light (traffic) (adj.)
be allowed to (do something)	route
bumper to bumper	unusually

### Skill: Listening for key words

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

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## Listening 2

CD 3, Track 28

### Vocabulary

bike	give (someone) a ride
broken down	
bus	Traffic is backing up.
drive (someone) home	traffic jam
downtown	traffic light (n.) traffic report

## Task 1

### Skill: Listening for key words

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

## Task 2

### Skill: Listening for details

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

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## Listening 3

CD 3, Track 29

### Vocabulary

a bunch of (something)	lanes
city center	one-way
display	parking lot
fares	parking space
fine (n.)	pass (a law)
government	pollution
keep (something) out	public
	transportation rates

## Task 1

### Skill: Listening for solutions

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

## Task 2

### Skill: Listening for problems

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

## Optional Activity

Put the students into pairs to discuss solutions to traffic problems in their cities. Have the students list the traffic problems in their city on a sheet of paper. Next to each problem, have the students write their solution. Have the students switch partners and compare answers.

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## Pronunciation

CD 3, Track 30

This pronunciation lesson focuses on the pronunciation of the contractions of *there is* and *there are*. The objective of this lesson is to familiarize students with the way these contractions are pronounced in everyday speech and improve their listening comprehension skills.

## Dictation

CD 3, Track 31

## Task 1

Answers
1. there's a
2. There are
3. between two buses
4. There's no problem

## Conversation

- Elicit different modes of transportation students use to get around their city or town and write them on the board.
- For each mode of transportation, elicit good points and bad points. Write student responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Unit 23 Roommates

page 90

## Getting Ready

### Vocabulary

considerate	snore
good cook	sociable
good-tempered	studious
quiet	talkative
reliable	thoughtful
sense of humor	

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 32

### Vocabulary

awful	lose (one's) temper
baking	party (v.)
bother	put something away
get along	schoolwork
invite (someone) over	wait around
keep the place clean	

### Skill: Listening for key words

#### Answers

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

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## Listening 2

CD 3, Track 33

### Vocabulary

arguments	last semester
come by	mess
in case	noisy

## Task 1

### Skill: Listening for preferences

#### Answers

- |                |                |
|----------------|----------------|
| 1. The new one | 2. The old one |
| 3. The new one | 4. The old one |
| 5. The new one | 6. The new one |

## Task 2

### Skill: Listening for details

#### Answers

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

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## Listening 3

CD 3, Track 34

### Vocabulary

be out of (something)	get back
be over	go back for (something)
chemistry	my folks (parents)
completely	pick up
do (someone) a favor	snacks
do (something) oneself	

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

## Optional Activity

Play the audio again. Have students listen for different ways the speakers make requests.

#### Answers

1. Could you do me a favor? Could you bring...?
2. Would you be able to pick up...?
3. Could you give it...?
4. Could you get...?

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## Pronunciation

CD 3, Track 35

The focus of the pronunciation lesson is the stress added to words of emphasis, e.g., *really*, *extremely*, *terribly*, etc.. The objective of this lesson is to familiarize students with this common stress pattern in everyday speech and improve speech and listening comprehension skills.

#### Answers

1. They talk **really** loudly.
2. She is **extremely** forgetful!
3. We're **very** quiet.

## Dictation

CD 3, Track 36

## Task 1

#### Answers

1. really inconsiderate
2. terribly loud
3. extremely kind
4. really timid

## Conversation

- Elicit personality words and phrases. Write them on the board. Next to each word or phrase, write *good* or *bad*.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

# Unit 24 Travel

page 94

## Getting Ready

### Vocabulary

get sick	passport
lose	steal
miss a flight	wallet

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 37

### Vocabulary

cost (one) an arm and a leg	snorkeling
hula dance	spectacular
see sights	take photos
shore	traditional
slight	volcano
	waterfalls

### Skill: Listening for sequence

#### Answers

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

### Optional Activity

Play the conversation again. Have the students take notes as they listen. Put the students into pairs and have them retell the story. Remind them to use the pictures in the book and their notes to help them tell the story.

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## Listening 2

CD 3, Track 38

### Vocabulary

be out of money	in the rush
completely	upset
excited	worried
gorgeous	

## Task 1

### Skill: Listening for key words

#### Answers

1. excited	2. happy	3. worried
4. sick	5. upset	6. pleased

## Task 2

### Skill: Listening for details

#### Answers

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

page 96

## Listening 3

CD 3, Track 39

### Vocabulary

backpack	join (someone)
cousin	keep in touch
flu	remove
get a chance to (do something)	turn up

## Task 1

### Skill: Listening for key words and ideas

#### Answers

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

## Task 2

### Skill: Listening to details

#### Answers

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

page 97

## Pronunciation

CD 3, Track 40

This pronunciation lesson will focus on the reduction of the verb *was*. The objective of this lesson is to familiarize students with this common reduction in everyday speech and improve listening comprehension skills.

## Dictation

CD 3, Track 41

## Task 1

#### Answers

1. How was
2. How was
3. was the weather
4. about your trip

## Conversation

- Set the context for the students by writing *Last year I went to...* on the board. Fill in the sentence with somewhere you went.
- Elicit questions about your vacation and write them on the board. Write your response to each question on the board as well.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.



# Tactics for Testing Notes and Answer Key

## Tactics for Testing Units 1–4

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

### Testing Focus Activity

- Read the testing tip at the bottom of page 99 with the students.
- Explain that the main idea of a listening passage can often be found in the first few seconds of the recording. Explain that students can use the main idea to focus their listening and listen for important details.

page 98

### Part 1

CD 4, Track 2

#### Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and four possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to quickly preview the pictures, focusing on the main action of the picture.
- Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

page 99

### Part 2

CD 4, Track 3

#### Procedures

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

### Part 3

CD 4, Track 4

#### Procedures

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

## Tactics for Testing Units 5–8

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

## Testing Focus Activity

- Explain question/response items to the students. In question/response items, students hear a question and have to choose the most appropriate response to that question from the answer choices. Write the following example on the board to illustrate the question type to the students:  
Q: *When are you going to the pool?*  
A. *There isn't any school today.*  
B. *I'll probably leave in an hour.*  
C. *I go to the pool twice a week.*
- Explain that in question/response items, incorrect answer choices often use words from the question or words that have similar sounds. For example, answer choice A uses the word *school*, which sounds like *pool*, but A is clearly not the correct answer. Similarly, answer choice C uses the word *pool*, which appears in the question, but C is not a logical response to the question.
- Explain that when students answer question/response items, they need to think carefully about how the answer choice responds to the question and not be distracted by similar-sounding words in the answer choices.

page 100

### Part 1

CD 4, Track 5

#### Procedures

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



## Part 2

CD 4, Track 6

### Procedures

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

## Part 3

CD 4, Track 7

### Procedures

- Read the directions to the students. Explain that they will hear a short conversation followed by three questions about the conversation.
- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 9–12

### Answers

1. A
2. B
3. A
4. C
5. trial
6. references
7. shifts

8. Tuesday
9. Wednesday
10. transportation
11. international
12. tennis courts
13. fitness programs
14. indoor cycling
15. workouts
16. golf access
17. B
18. A
19. F
20. E

## Testing Focus Activity

- Read the testing tip at the bottom of page 103 with the students. Explain that on some tests, such as IELTS™ and the TOEFL® test, students will listen to long passages. On these tests it can be difficult for students to know what information is important and what information isn't important. Explain that by previewing the questions before the start of the recording, students can focus their attention on listening for the specific information they will need to answer the questions.
- Ask students to preview the questions on page 102. Ask students what details they think they will need to listen for in the recording. Write their responses on the board.
- As students listen to the recording for Part 1, have them focus on listening for the details written on the board.

page 102

## Part 1

CD 4, Track 8

### Procedures

- Read the directions to the students. Explain that they will hear two parts of a conversation between a man and a woman. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 1–4 are multiple choice questions and students should circle the appropriate answer choice. Questions 5–10 are fill-in-the-blank questions. Students should write a maximum of two words for each blank.
- When students are ready, play the recording. Do not pause between

items, as the appropriate answer time is built into the audio track.

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

page 103

## Part 2

CD 4, Track 9

### Procedures

- Read the directions to the students. Explain that they will hear two parts of a tour of a sports club. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 11–16 are fill-in-the-blank questions. Students should write a maximum of two words for each blank. Questions 15–20 correspond to the map in the center of page 103. Students should write the appropriate letter from the map in the blank provided in each question.
- Give students an opportunity to preview the questions on page 103. Discuss what important details they should listen for and write these on the board.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 13–16

### Answers

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

## Testing Focus Activity

- Explain question/response items to the students. In question/response items, students hear a question and have to choose the most appropriate response

to that question from the answer choices. Write the following example on the board to illustrate the question type to the students:

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

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

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

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

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

page 104

## Part 1

CD 4, Track 10

### Procedures

- Read the directions to the students. Explain that they will hear three statements and that they will need to choose the statement that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

page 105

## Part 2

CD 4, Track 11

### Procedures

- Read the directions to the students. Explain that they will hear a question

or a statement and will need to choose the most appropriate response from the answer choices.

- Remind students not to be distracted by words that sound similar to the question.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Part 3

CD 4, Track 12

### Procedures

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

## Tactics for Testing Units 17–20

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

### Testing Focus Activity

- Read the testing tip at the bottom of page 107 with the students.
- Explain that the main idea of a listening passage can often be found in

the first few seconds of the recording. Explain that students can use the main idea to focus their listening and listen for important details.

page 106

## Part 1

CD 4, Track 13

### Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and four possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to quickly preview the pictures, focusing on the main action of the picture.
- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

page 107

## Part 2

CD 4, Track 14

### Procedures

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



## Part 3

CD 4, Track 15

### Procedures

- Read the directions to the students. Explain that they will hear three short conversations followed by one question about each conversation.
- Remind students to use the answer sheet on the left-hand side of page 106 to fill in their answers.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

## Tactics for Testing Units 21–24

### Answers

1. non-smoking
2. three
3. river
4. Urwin
5. 370 Oak Drive
6. 54628
7. card
8. B
9. C
10. A
11. time
12. traffic jams
13. heart disease
14. parking space
15. a thousand dollars
16. train
17. C
18. G
19. F
20. B

## Testing Focus Activity

- Read the testing tip at the bottom of page 109 with the students. Explain that on some tests, such as IELTS™ and the TOEFL® test, students will listen to long passages. On these tests it can be difficult for students to know

what information is important and what information isn't important.

Explain that by previewing the questions before the start of the recording, students can focus their attention on listening for the specific information they will need to answer the questions.

- Ask students to preview the questions on page 108. Ask students what details they think they will need to listen for in the recording. Write their responses on the board.
- As students listen to the recording for Part 1, have them focus on the listening for the details written on the board.

page 108

## Part 1

CD 4, Track 16

### Procedures

- Read the directions to the students. Explain that they will hear two parts of a conversation between a man and a woman. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 1–7 are fill-in-the-blank questions. Questions 8–10 are multiple choice questions. Students should write a maximum of two words for each blank. Questions 8–10 are multiple choice questions. Students should circle the correct answer.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

page 109

## Part 2

CD 4, Track 17

### Procedures

- Read the directions to the students. Explain that they will hear two parts of a talk by a tour guide. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 11–16 are fill-in-the-blank questions. Students should write a maximum of two words for each blank. Questions 17–20 correspond to the map in the center of page 109. Students should write the appropriate letter from the map in the blank provided in each question.
- Give students an opportunity to preview the questions on page 109. Discuss what important details they should listen for and write these on the board.
- When students are ready, play the recording. Do not pause between items, as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

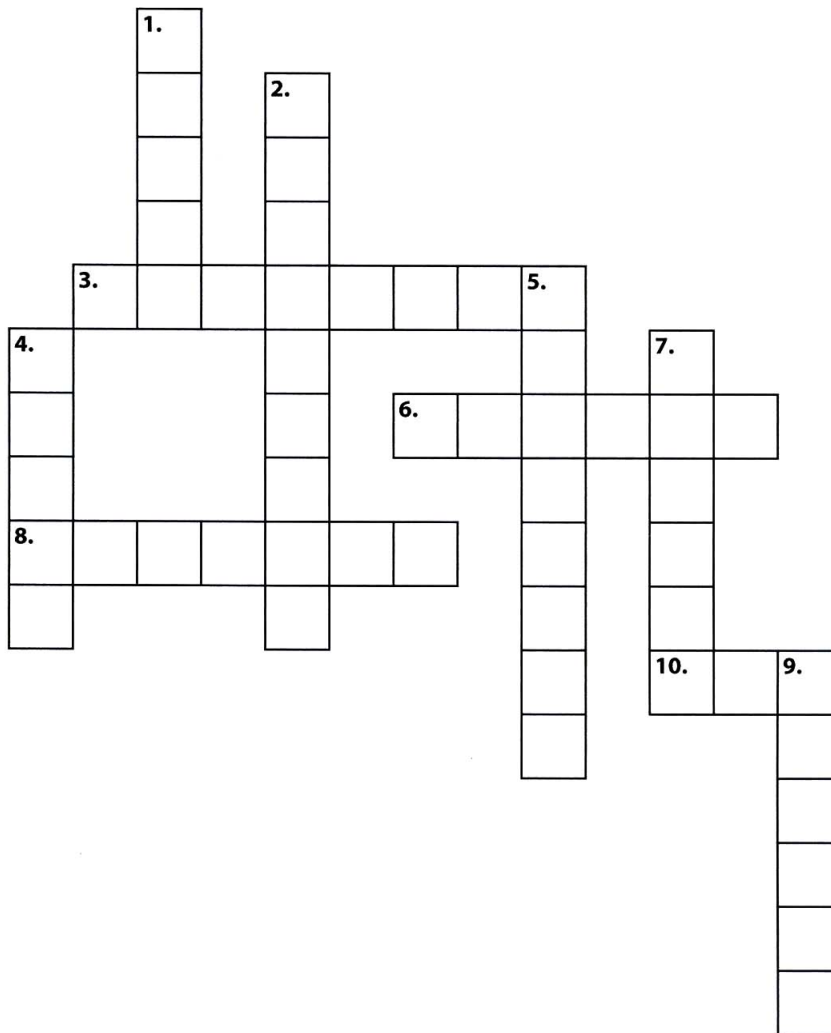


# Vocabulary Worksheet 1

Developing Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

novel  
beach  
pleasant  
exhausted  
contest  
terrific  
borrow  
boring  
muscle  
gym



## ACROSS

3. pleasing in manner
6. to take something temporarily
8. a competition
9. a part inside your body
10. a place you go to exercise

## DOWN

1. a fictional book
2. very tired
4. where the land meets the ocean
5. great; exciting
7. not interesting

## Part 1

Match the words and phrases on the left to their definitions on the right.

- |               |   |
|---------------|---|
| 1. in a hurry | A. a boat that transports people regularly                          |
| 2. fare       | B. a piece of paper that you buy to travel on public transportation |
| 3. reasonable | C. someone on a plane, train, bus, etc.                             |
| 4. ticket     | D. moving fast; rushing   |
| 5. emergency  | E. fair; acceptable   |
| 6. ferry      | F. a serious or dangerous situation                                 |
| 7. expensive  | G. costing a lot of money   |
| 8. passenger  | H. not polite   |
| 9. rude       | I. the price of a train, subway, or bus ride                        |
| 10. safe      | J. not dangerous  |

## Part 2

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

- |  |  |
|--|--|
| 1. She paid the _____ to ride the subway.                      | 6. The _____ asked the flight attendant for a glass of water.                |
| 2. I bought a _____ to travel by train.                        | 7. I thought the price was very _____, so I bought a ticket.                 |
| 3. He always takes the _____ across the bay.                   | 8. They quickly called the police about the _____.                           |
| 4. I drove to my cousins' house, because flying was too _____. | 9. Although many people are afraid of air travel, it is actually very _____. |
| 5. We were late and _____ to catch the train.                  | 10. The customs official was _____ when he spoke.                            |

## Part 1

Find the words in the box in the word search.

annoying	neighbor
burglar	normally
elderly	nosy
impolite	request
inconsiderate	shy

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

## Part 2

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

- Children can learn a lot from \_\_\_\_\_ people.
- May I \_\_\_\_\_ a table by the window?
- My new \_\_\_\_\_ moved in while I was away.
- He is very \_\_\_\_\_, so he doesn't have many friends.
- That loud noise is really \_\_\_\_\_.
- It is very bad manners to be \_\_\_\_\_ to your host.
- I'm sorry. Jim doesn't \_\_\_\_\_ act that way.
- The server was \_\_\_\_\_. He didn't refill my water glass.
- The \_\_\_\_\_ woman is always getting into other people's business.
- After a long chase, the police caught the \_\_\_\_\_.



# Vocabulary Worksheet 4

Look at the words and the definitions below. Make a sentence using each word.

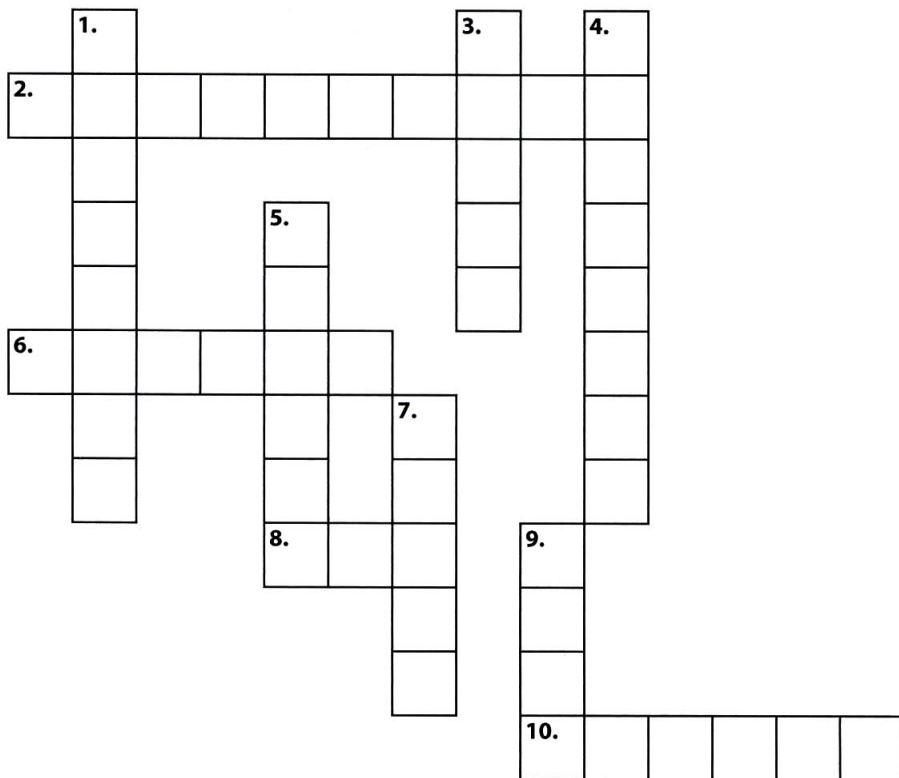
WORD	DEFINITION	MY SENTENCE
anniversary	<i>noun</i> , the yearly celebration of a special event in the past	
barbecue	<i>noun</i> , a gathering where food is cooked over an open fire	
blow out	<i>verb</i> , to make a fire go out by blowing on it	
buffet	<i>noun</i> , a meal where people serve themselves	
delicious	<i>adjective</i> , tasting very good	
grill	<i>verb</i> , to cook food over an open fire	
guest	<i>noun</i> , someone who is visiting your home	
host	<i>noun</i> , someone who has a party	
introduce	<i>verb</i> , to present someone to new acquaintances	
mood	<i>noun</i> , atmosphere; feeling	
serve	<i>verb</i> , to give food or drink to guests	
snack	<i>noun</i> , a small amount of food eaten between meals	

# Vocabulary Worksheet 5

Developing Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

chef  
convenient  
décor  
downtown  
eat out  
empty  
flavor  
polite  
starving  
tip



## ACROSS

- 2. useful, easy, quick to do
- 6. having good manners
- 8. extra money you give to a server
- 10. the taste of something

## DOWN

- 1. the center of a city
- 3. style and design of a room
- 4. very hungry
- 5. to have a meal at a restaurant
- 7. containing nothing
- 9. a cook at a restaurant



## Part 1

Match the words and phrases on the left to their definitions on the right.

- |                |  |
|----------------|--|
| 1. already     | A. jewelry that you wear around your wrist                   |
| 2. bracelet    | B. the items in a recipe                                     |
| 3. cotton      | C. a reminder of a special occasion                          |
| 4. graduation  | D. being liked by most people                                |
| 5. ingredients | E. coming from nature only                                   |
| 6. natural     | F. a soft material for clothes                               |
| 7. necktie     | G. someone who works at a store                              |
| 8. popular     | H. a ceremony to celebrate completing high school or college |
| 9. salesclerk  | I. before now  |
| 10. souvenir   | J. a piece of clothing that you wear around your neck        |

## Part 2

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

- |  |   |
|--|---|
| 1. She bought all the _____ to bake a pie.     | 6. The sweater is made of soft _____.                               |
| 2. I gave her a pretty _____ for her birthday. | 7. Mark was _____ at work when the boss arrived.                    |
| 3. John bought a T-shirt as a _____.           | 8. My older brother's high school _____ was a happy day.            |
| 4. Everybody likes Kate. She is very _____.    | 9. She doesn't eat foods with chemicals; she only eats _____ foods. |
| 5. I need a nice _____ to go with my suit.     | 10. He asked the _____ about the price of the chocolates.           |

## Part 1

Find the words in the box in the word search.

aisle	customs
board	economy
bumpy	fasten
check in	route
crowded	seat belt

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

## Part 2

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

- When you arrive at the airport, you must first \_\_\_\_\_.
- The \_\_\_\_\_ will keep you safe during the flight.
- Please \_\_\_\_\_ your seat belts.
- The flight attendant asked passengers to \_\_\_\_\_ the plane.
- The fastest \_\_\_\_\_ to New York was the highway.
- I got out of the \_\_\_\_\_ so that other passengers could walk by.
- The flight was sold out, so the plane was very \_\_\_\_\_.
- Because of the storm, the airplane ride was \_\_\_\_\_.
- I showed my passport to the officer at \_\_\_\_\_.
- She could only afford a ticket for \_\_\_\_\_ class.



# Vocabulary Worksheet 8

Look at the words and the definitions below. Make a sentence using each word.

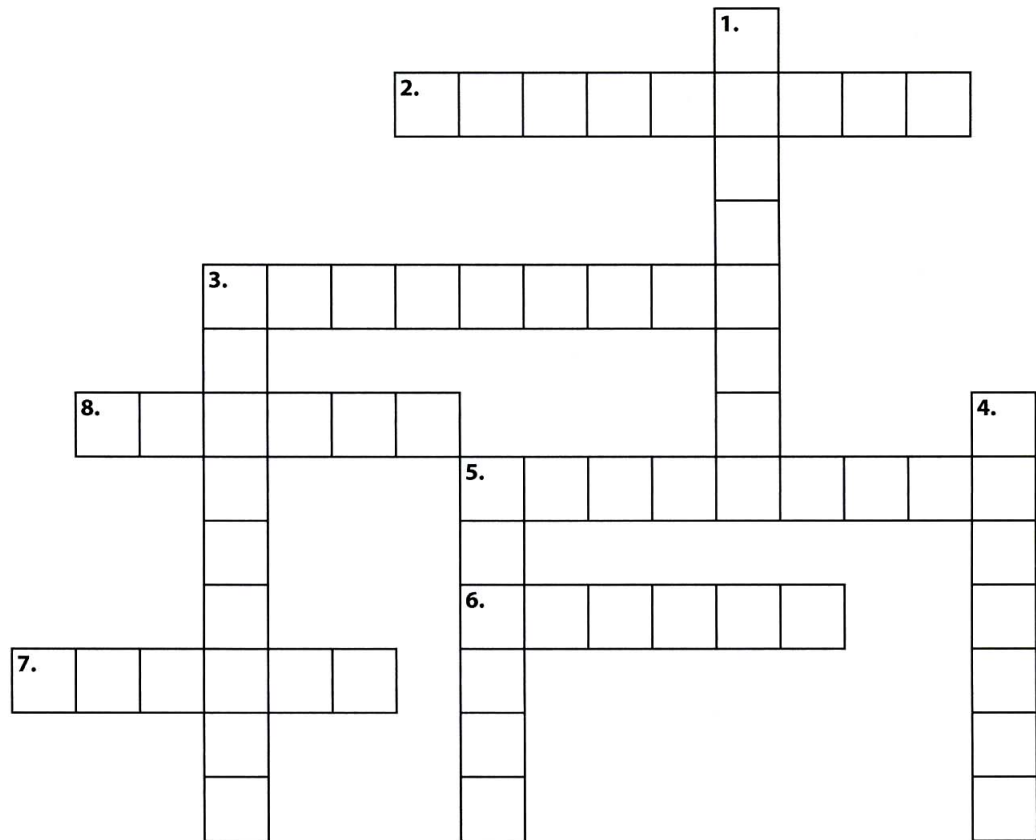
WORD	DEFINITION	MY SENTENCE
apologize	<i>verb</i> , to say you're sorry	
charge	<i>verb</i> , to collect a fee for goods or services	
clogged	<i>adj.</i> , to be blocked, like a drain pipe	
directions	<i>noun</i> , instructions on how to get to a place	
ink	<i>noun</i> , substance used in pens and printers	
manager	<i>noun</i> , boss	
mishap	<i>noun</i> , a mistake; an accident	
puddle	<i>noun</i> , a small pool of water	
soda	<i>noun</i> , a sweet flavored drink with bubbles in it	
solution	<i>noun</i> , the way to fix a problem	
spill	<i>verb</i> , to turn over a glass filled with liquid	
suggest	<i>verb</i> , to say what you think someone should do	

# Vocabulary Worksheet 9

Developing Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

architect  
assistant  
autograph  
bellhop  
client  
colleague  
creative  
design  
invite  
salary



## ACROSS

2. a famous person's signed name
3. someone who designs buildings
5. coworker
6. to ask someone to an event
7. the amount of money a worker gets paid
8. to draw a plan that shows how to make something

## DOWN

1. having a lot of new ideas
3. a person who helps other workers
4. a person who carries guests' bags at a hotel
5. a person who pays a professional for help or advice



## Part 1

Match the words and phrases on the left to their definitions on the right.

- |              |  |
|--------------|--|
| 1. aerobics  | A. eating habits                           |
| 2. diet      | B. to make better                          |
| 3. in shape  | C. surgery                                 |
| 4. give up   | D. accustomed to; familiar with            |
| 5. go out    | E. to stop trying to do something          |
| 6. goal      | F. in good health                          |
| 7. improve   | G. to leave your house for fun             |
| 8. operation | H. about love                              |
| 9. romantic  | I. something that you want to do very much |
| 10. used to  | J. exercise that is good for the heart     |

## Part 2

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

- |   |   |
|---|---|
| 1. Jogging was difficult at first, but I became _____ it. | 6. I realized that I couldn't do it, so I decided to _____. |
| 2. The girl needs an _____ to remove her tonsils.         | 7. Why don't we _____ tonight for dinner and a movie?       |
| 3. I hope to _____ my health by exercising daily.         | 8. My _____ is to lose 10 pounds in three months.           |
| 4. My _____ consists mostly of fruits and vegetables.     | 9. The candles made the restaurant feel more _____.         |
| 5. _____ give you more energy.                            | 10. My doctor said I should get _____ so I don't get sick.  |

## Part 1

Find the words in the box in the word search.

accept	invitation
afterward	my place
calendar	plans
free	refuse
instead	rent

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

## Part 2

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

- Did you get an \_\_\_\_\_ to Mike's party?
- We are seeing a movie with our friends \_\_\_\_\_.
- I would rather see a scary movie \_\_\_\_\_.
- Let's have the surprise party at \_\_\_\_\_.
- Look at the \_\_\_\_\_ and choose a date for the wedding.
- I am \_\_\_\_\_ this weekend if you want to go out.
- I can't \_\_\_\_\_ your invitation because I'm busy on Saturday.
- Why did you \_\_\_\_\_ my invitation to dinner?
- We will \_\_\_\_\_ tuxedos to wear to the wedding.
- I haven't made any \_\_\_\_\_ for the weekend.

# Vocabulary Worksheet 12

Look at the words and definitions below. Make a sentence using each word.

WORD	DEFINITION	MY SENTENCE
cafeteria	<i>noun</i> , a restaurant where you choose your meal and carry it to a table	
campus	<i>noun</i> , the area where the buildings of a university are	
experiment	<i>noun</i> , a scientific test that you do to see if something is true	
gym	<i>noun</i> , a place where people exercise	
history	<i>noun</i> , the study of important past events	
interesting	<i>adj.</i> , making you want to pay attention or know more	
modern	<i>adj.</i> , of the kind that is usual now	
office	<i>noun</i> , a room where people work, usually at desks	
outdoor	<i>adj.</i> , being outside	
professor	<i>noun</i> , a teacher at a university or college	
schedule	<i>noun</i> , a list of times when things will happen	
unfair	<i>adj.</i> , not treating everyone the same	

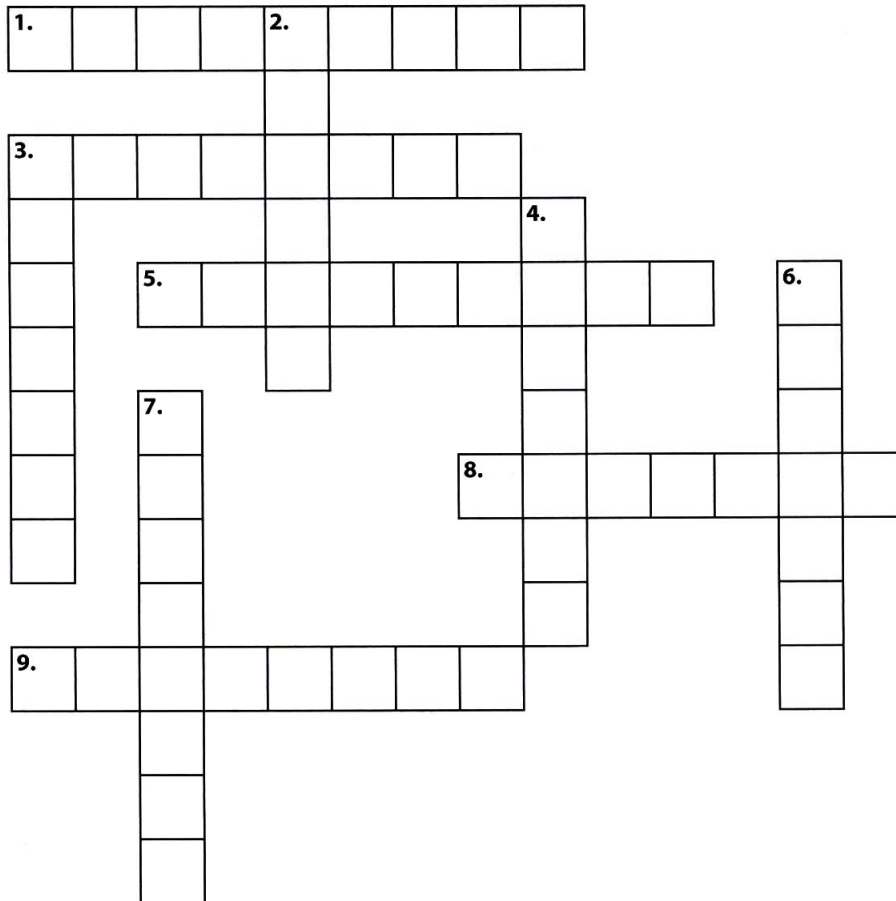


# Vocabulary Worksheet 13

Developing Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

adventure  
collect  
concert  
free time  
gardening  
history  
nature  
painting  
pastime  
outdoors



## ACROSS

1. an exciting trip
3. a picture that someone makes with paint
5. planting flowers, vegetables, etc.
8. to bring together similar things
9. the area outside, away from buildings

## DOWN

2. the natural world
3. a way to spend time
4. past events
6. a public performance of music
7. time when you are not busy

## Part 1

Match the words and phrases on the left to their definitions on the right.

- |               |   |
|---------------|---|
| 1. bargain    | A. camera for making videos   |
| 2. camcorder  | B. how big or small a piece of clothing is                              |
| 3. compare    | C. broken   |
| 4. damaged    | D. dirt on clothing that is difficult to remove                         |
| 5. exchange   | E. to trade one thing for another at a store                            |
| 6. guarantee  | F. an unusually low price   |
| 7. impossible | G. a short time when prices are reduced                                 |
| 8. sale       | H. a promise  |
| 9. size       | I. to think about things together so you can see how they are different |
| 10. stain     | J. not able to happen   |

## Part 2

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

- |  |   |
|--|---|
| 1. I looked at many stores to _____ their prices.      | 6. At only \$10, the leather gloves were a _____.         |
| 2. She wanted to _____ the boots for a sweater.        | 7. The new boots were not her _____, and did not fit her. |
| 3. It is _____ to satisfy every customer all the time. | 8. He used his _____ to record the birthday party.        |
| 4. There was a large red _____ on the blouse.          | 9. For two days only, the store is having a _____ on TVs. |
| 5. I returned the camera because it was _____.         | 10. The store will _____ a refund for bad products.       |

# Vocabulary Worksheet 15

Developing Tactics for Listening Third Edition

## Part 1

Find the words in the box in the word search.

bags	mattress
blanket	occupied
concierge	reservation
front desk	room service
laundry	towel

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

## Part 2

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

1. I asked the housekeeper to wash my \_\_\_\_\_.
2. She paid her hotel bill at the \_\_\_\_\_.
3. The \_\_\_\_\_ made dinner reservations for us.
4. We ordered dinner in our room from \_\_\_\_\_.
5. The \_\_\_\_\_ on the bed was hard and lumpy.
6. Our room was still \_\_\_\_\_ by the previous guests.
7. I requested a warmer \_\_\_\_\_ for the bed.
8. The bellhop carried our \_\_\_\_\_ to the room.
9. He made a \_\_\_\_\_ for two nights.
10. I went downstairs to get more soap and a fresh \_\_\_\_\_.



# Vocabulary Worksheet 16

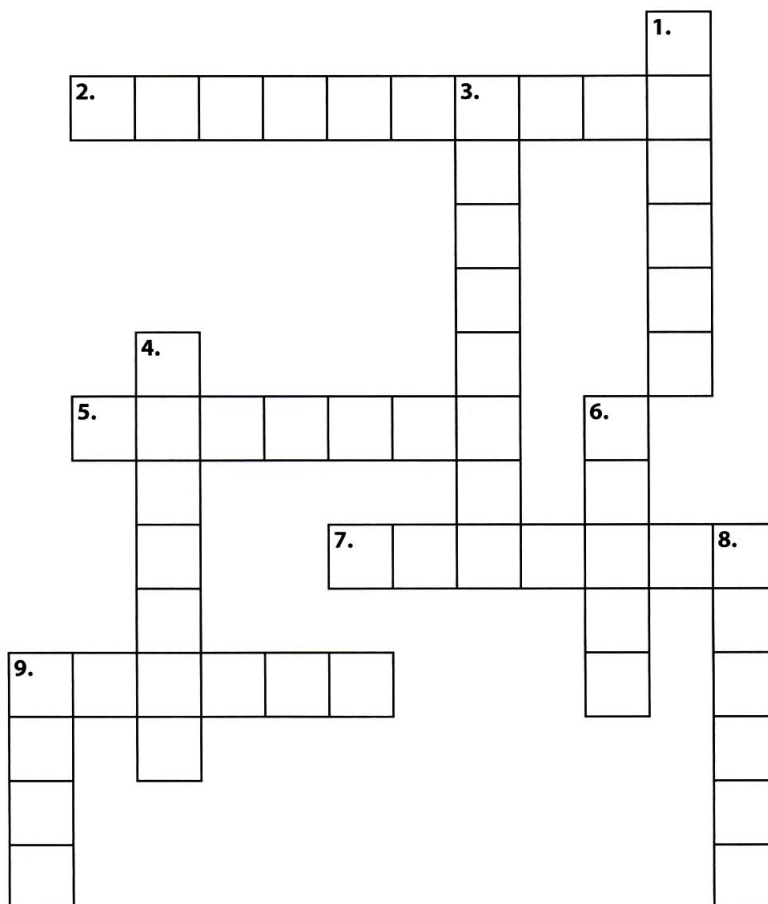
Developing Tactics for Listening Third Edition

Look at the words and the definitions below. Make a sentence using each word.

WORD	DEFINITION	MY SENTENCE
action	<i>noun</i> , exciting things that happen	
animation	<i>noun</i> , movies made from drawings	
audience	<i>noun</i> , the people watching a movie	
century	<i>noun</i> , 100 years	
comedy	<i>noun</i> , funny movie	
cowboy	<i>noun</i> , a man who rides a horse and takes care of cows	
danger	<i>noun</i> , the possibility that something bad may happen	
excitement	<i>adj.</i> , a feeling of happiness and enthusiasm; not calm	
frightening	<i>verb</i> , scary	
handsome	<i>adj.</i> , good-looking	
hilarious	<i>adj.</i> , very funny	
horror movie	<i>noun</i> , a scary movie	

Use the words in the box to complete the crossword.

brake  
confidence  
creepy  
drown  
engineer  
nearly  
nervous  
realize  
seaweed  
scream



## ACROSS

2. the feeling that you can do something well
5. to become aware of something
7. worried, anxious
9. causing a feeling of unease

## DOWN

1. almost
3. person who uses science to solve practical problems
4. plants that grow in the ocean
6. to die by swallowing water
8. make a loud, high noise with your voice
9. a jacket

# Vocabulary Worksheet 18

Developing Tactics for Listening Third Edition

## Part 1

Find the words in the box in the word search.

appointment	memorize
cash	message
confirm	neighbor
deliver	package
extension	repair

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

## Part 2

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

1. Did you get the \_\_\_\_\_ I left on your voicemail?
2. He tried to \_\_\_\_\_ the broken car himself.
3. She did not have enough \_\_\_\_\_ to buy the necklace.
4. I will have the restaurant \_\_\_\_\_ the food to us.
5. A new \_\_\_\_\_ moved in next door to us.
6. It's easy for me to \_\_\_\_\_ phone numbers.
7. I called the hotel to \_\_\_\_\_ my reservation.
8. He made an \_\_\_\_\_ to see the doctor.
9. Is this the correct \_\_\_\_\_ to call Marie Green?
10. She did not receive the \_\_\_\_\_ in the mail.



# Vocabulary Worksheet 19

Developing Tactics for Listening Third Edition

Look at the words and the definitions below. Make a sentence using each word.

WORD	DEFINITION	MY SENTENCE
cemetery	<i>noun</i> , a place where dead people are put under the ground	
charge	<i>verb</i> , to buy something with a credit card	
exhausted	<i>adj.</i> , very tired	
iron	<i>verb</i> , to make clothes smooth	
joke	<i>noun</i> , a short, funny story you tell to make people laugh	
local	<i>adj.</i> , of a place near you	
mansion	<i>noun</i> , an extremely large house	
picnic	<i>noun</i> , a meal that you eat outside, away from home	
rink	<i>noun</i> , a place where people skate	
souvenir	<i>noun</i> , something you keep to remember a special place or event	
stuffy	<i>adj.</i> , not having fresh air	
temple	<i>noun</i> , a building where people go to say prayers to a god or gods	

## Part 1

Match the words and phrases on the left to their definitions on the right.

- |              |  |
|--------------|--|
| 1. announce  | A. leaving a place                               |
| 2. arrival   | B. quick and effective                           |
| 3. board     | C. to tell a lot of people something important   |
| 4. delayed   | D. the place where passengers get on a plane     |
| 5. departure | E. coming to a place                             |
| 6. distance  | F. to get on a plane, train, boat, etc.          |
| 7. efficient | G. to watch closely                              |
| 8. fairly    | H. late  |
| 9. gate      | I. how far it is from one place to another place |
| 10. monitor  | J. more than a little, but not very              |

## Part 2

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

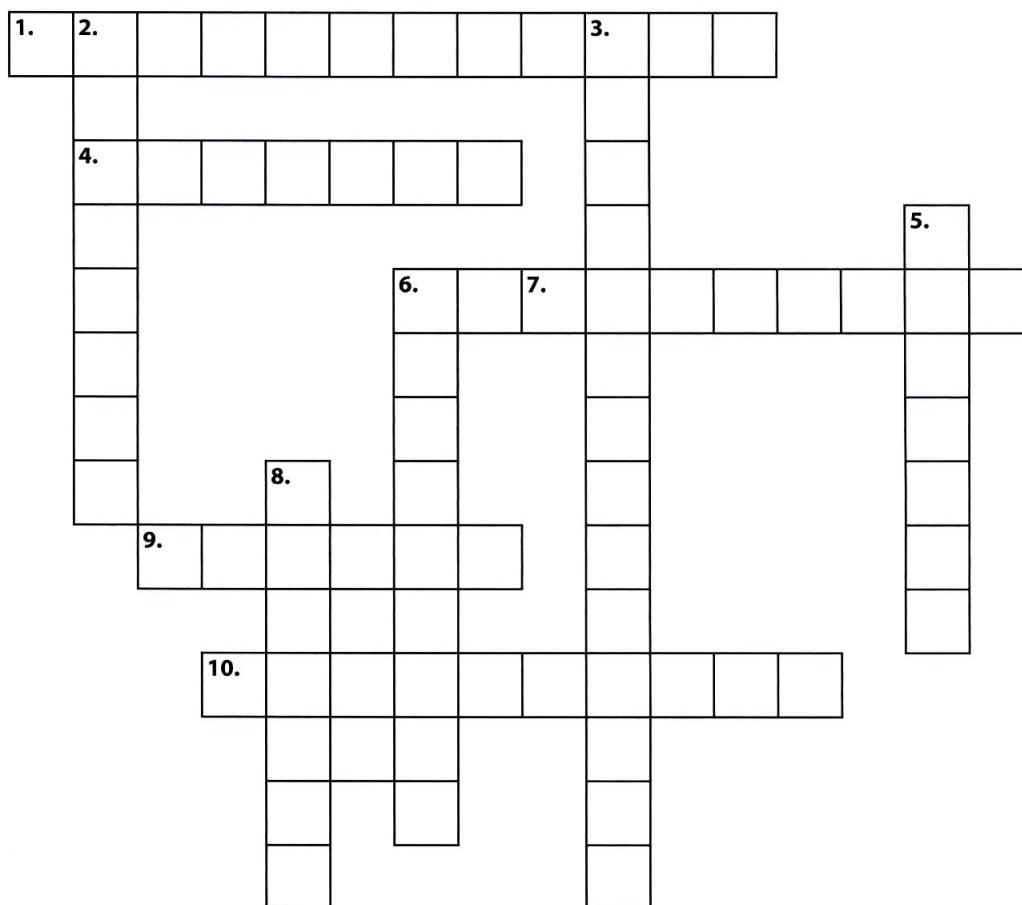
- |  |  |
|--|--|
| 1. The flight attendant asked passengers to _____ the plane.           | 6. I searched for the _____ where I was to board my flight.    |
| 2. The company had a very _____ process for building cars.             | 7. The security guards closely _____ the terminal.             |
| 3. The roasted duck was _____ good, but the vegetables were delicious. | 8. Because of ice and snow, her flight was _____.              |
| 4. They will _____ the winner at the end of the tournament.            | 9. The _____ between the two cities is 210 miles.              |
| 5. Upon his _____, he was greeted by his family.                       | 10. He fastened his seat belt as the plane prepared for _____. |

# Vocabulary Worksheet 21

Developing Tactics for Listening Third Edition

Use the words in the box to complete the crossword.

arrange  
 complaint  
 confirmation  
 deposit  
 facilities  
 freeway  
 hardly  
 identification  
 ordinary  
 standard



## ACROSS

1. assurance of your reservation
4. a payment to hold a reservation
7. normal; not special
9. almost not
10. services, rooms, equipment, etc. that make it possible to do something

## DOWN

2. not special or unusual
3. a document that shows who you are
5. a wide road where vehicles can travel fast
6. when you say you don't like something
8. to put things in a certain order



## Part 1

Match the words and phrases on the left to their definitions on the right.

- |               |  |
|---------------|--|
| 1. ambulance  | A. happening every year                                    |
| 2. annual     | B. in the place of someone or something                    |
| 3. avoid      | C. not common; surprising                                  |
| 4. collision  | D. rows of traffic   |
| 5. congestion | E. when a car hits an object or another car                |
| 6. instead    | F. a special vehicle that takes people to hospitals        |
| 7. lanes      | G. to stay away from                                       |
| 8. pollution  | H. heavy traffic   |
| 9. quality    | I. dirty and dangerous materials that harm the environment |
| 10. unusual   | J. how good or bad something is                            |

## Part 2

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

- |   |  |
|---|--|
| 1. I called the doctor to schedule my _____ checkup.          | 6. The city roads were bumpy and of poor _____.                |
| 2. The narrow _____ on the road caused many accidents.        | 7. An _____ arrived to help the victims of the crash.          |
| 3. Traffic _____ is high during the morning commute.          | 8. I took the subway _____ of driving to work.                 |
| 4. The traffic jam was _____ for the middle of the afternoon. | 9. The truck lost control and caused a _____ with another car. |
| 5. He decided to _____ the highway because of construction.   | 10. _____ in the air is worst on hot days.                     |

## Part 1

Find the words in the box in the word search.

argument	neat
awful	reliable
bother	snore
considerate	sociable
mess	studious

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

## Part 2

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

- The cat made a \_\_\_\_\_ when it turned the plant over.
- Let me know if the noise begins to \_\_\_\_\_ you.
- He was very \_\_\_\_\_ about being quiet when his roommate was studying.
- The apartment was always very clean and \_\_\_\_\_.
- My \_\_\_\_\_ roommate reads and writes all the time.
- Do you \_\_\_\_\_ when you're sleeping?
- Last weekend, they had an \_\_\_\_\_ about household chores.
- Having a bad roommate can be an \_\_\_\_\_ experience.
- Mike was very \_\_\_\_\_; he loved to go to parties.
- Her roommate was \_\_\_\_\_ about paying the rent.

# Vocabulary Worksheet 24

Developing Tactics for Listening Third Edition

Look at the words and the definitions below. Make a sentence using each word.

WORD	DEFINITION	MY SENTENCE
backpack	<i>verb</i> , travel with a large bag on your back	
completely	<i>adverb</i> , in every way	
cousin	<i>noun</i> , the child of a parent's brother or sister	
flu	<i>noun</i> , an illness like a very bad cold that makes your body sore and hot	
pleased	<i>adj.</i> , happy	
relaxed	<i>adj.</i> , without stress or worry	
remove	<i>verb</i> , to take away or off	
research	<i>verb</i> , to look for information	
slight	<i>adj.</i> , small; not important or serious	
upset	<i>adj.</i> , unhappy or worried	
wallet	<i>noun</i> , for small, flat case for money and credit cards	



# Audio Scripts

## Unit 1: The Weekend

page 2, CD 1, Track 2

### Listening 1

1.  
A: So how was your weekend, Alexis?  
B: Well, I wanted to go to a club with my friend, but she was too tired to go out.  
A: So what did you do?  
B: We just stayed home and watched TV.
2.  
A: I had a great weekend.  
B: What happened?  
A: I went to my sister's house. I helped her clean the garage.  
B: Really?  
A: Yeah. But she made me a really great dinner that night.  
B: All right!
3.  
A: What did you do last weekend?  
B: Ummm, I spent most of the time at the gym.  
A: How come?  
B: Well, I plan to enter a bodybuilding competition next month.  
A: Gee, I didn't know you were a bodybuilder.  
B: Yeah. Want to see my muscles?
4.  
A: So, what was your weekend like?  
B: Not very good. My brother came over.  
A: Yeah?  
B: Well, he's got three young boys. I spent all weekend playing with my nephews. Now I'm exhausted.  
A: I'll bet!
5.  
A: Did you have a nice weekend?  
B: Mmm. Not too bad.  
A: Did you do anything special?  
B: Well, I saw a really good movie.  
A: With who?  
B: Oh, I don't think you know him. It's this really good-looking guy I just met.
6.  
A: Did you have a nice weekend, Theresa?  
B: It was okay.  
A: So what did you do?  
B: Well, I met some friends on Saturday, and we watched a DVD.  
A: How about Sunday? Did you see the World Series on TV?  
B: The what?  
A: The baseball game.

- B: Oh. No, I was too tired. I slept most of the day.  
A: You're kidding! You missed a really great game.

page 3, CD 1, Track 3

### Listening 2

1.  
A: So how was your weekend?  
B: Oh, I went to see that new science fiction movie downtown.  
A: Oh, yeah? How was it?  
B: Boring. I think I fell asleep in the middle of it.
2.  
A: What was your weekend like?  
B: Awful.  
A: How come?  
B: I went to the beach for the weekend. But it was cold and wet the whole time.  
A: Oh, yuck!
3.  
A: So, what did you do over the weekend?  
B: Oh, I stayed home and read.  
A: Sounds pretty boring.  
B: Not really. I finished reading a terrific novel. Want to borrow it?  
A: Maybe some other time.
4.  
A: How was your weekend?  
B: I went to a great outdoor concert and met some really interesting people. And guess what? I met this guy who loves tennis. We're going to get together for a game on Saturday.  
A: So you're not playing tennis with me?  
B: Oh, well, umm—no, sorry!
5.  
A: Did you do anything interesting over the weekend?  
B: Well, I had to study for an exam.  
A: All weekend?  
B: Yeah. It was pretty awful.  
A: When's the exam?  
B: Today.  
A: Well, good luck.  
B: Thanks. I'll need it.
6.  
A: Did you have a good weekend?  
B: Yeah, I had a great weekend. I was out both Friday and Saturday night with friends, but now I'm so tired. I won't do that again for a while.  
A: Too bad. I was going to ask you out next weekend.

page 4, CD 1, Track 4

### Listening 3

1.  
I had a really great weekend. I didn't have anything to do on Saturday afternoon, so I went to the mall. I went into a department store to look around. They were having a contest. All you had to do was write answers to some easy questions about pop music and put your answers in a box. Then they pulled out three names for a prize. And guess what? Mine was the first name they pulled out. I couldn't believe it. And it's a terrific prize. A weekend for two in Las Vegas!
2.  
Saturday morning, I got a phone call from an old school friend. I haven't seen her for a long time. She was one of my closest friends in high school, but she moved to Los Angeles for work. She was in town for four days, so she invited me to a restaurant for lunch. We had such a pleasant time together. She was telling me about her job in Los Angeles. It sounds really interesting. She works for a movie company, and she has to find places where they can film movies—you know, places like restaurants, hotels, lobbies, parks, and streets.
3.  
My brother and I wanted some exercise on Sunday, so we decided to go on a nature walk. There's a big park near the town where there are supposed to be wonderful wild birds and butterflies. We took a bus there and walked along a forest trail for about four hours. It was pretty tiring because it was a really hot day. The worst thing was, we never saw any wild birds or butterflies! I don't think we'll go there again.
4.  
I went to my friend's birthday party on Saturday night. I don't always enjoy going to birthday parties because you often have to play stupid games and things. Well, we did have to play all sorts of stupid games, but I really enjoyed myself. I guess it was because the people at the party were all interesting. And there was good music, too. Somebody brought along some dance music, and everyone had a great time dancing. I didn't get home until after 2 a.m.



## Pronunciation

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

## Dictation

- A: Hi, Amy. What did you do this weekend?  
 B: Oh, not much. I stayed home and worked on a project.  
 A: Is that all?  
 B: No. I also I finished a good book. Later, I visited a friend. What about you?  
 A: I played tennis. The courts were crowded. I waited a long time to play!  
 B: What else did you do?  
 A: Some friends invited me to dinner. Later, we went to a club and met a lot of interesting people.

## Unit 2: City Transportation

## Listening 1

1.  
 A: Are all your subways this nice?  
 B: Yeah. The city replaced all the subway cars last year.  
 A: Wow!
2.  
 A: How much is the fare?  
 B: It's \$2.50. Just put your money in the box right there.  
 A: Oh, do you have change?  
 B: No, you need the exact change.
3.  
 A: Are you free?  
 B: Sure. Hop in. Where to?  
 A: The Central Hotel. Do you know where that is?  
 B: Yeah. It's not far from here. About a 10-minute ride.  
 A: Okay.
4.  
 A: One ticket to Chicago, please.  
 B: Yeah. Okay. That's \$120.  
 A: Does this one have a dining car?  
 B: Yeah, there's a dining car and a snack bar. Here's your change.  
 A: Thanks.
5.  
 A: What time is the next shuttle flight to Boston?  
 B: It leaves in 30 minutes.  
 A: Is it too late to get a ticket?  
 B: No, you still have plenty of time to make it.  
 A: Great. And how long is the flight?  
 B: It's about 45 minutes.

6.

- A: Is that our ferry?  
 B: I think so.  
 A: Wow! I didn't think it would be so big.  
 B: Neither did I.

## Listening 2

1.  
 A: City Cabs.  
 B: Yes, I'd like a taxi to the airport, please. I'm at 421 Evergreen Street.  
 A: Certainly. For how many passengers?  
 B: Just one. About how much will it cost?  
 A: It's \$40. Your taxi number is 6889.  
 B: 6889. Thanks. And will the taxi be here soon? I'm in a hurry because my flight leaves in two hours.  
 A: It'll be in front of your hotel in five minutes.  
 B: Thanks.
2.  
 A: City Cabs.  
 B: Could I have a taxi to the National Museum, please?  
 A: Sure. How many passengers are there?  
 B: There are three of us.  
 A: Okay.  
 B: And about how much is it to the museum from my hotel—the American Inn, on Fourth Street?  
 A: It'll be about \$20.  
 B: That's fine. And will it take long to get there? I'm in a hurry because the museum closes in two hours.  
 A: No problem. We'll have you there by 3:30.  
 B: Great.  
 A: And let me give you your taxi number: 3556.  
 B: Thanks.
3.  
 A: City Cabs.  
 B: Yes. I need a taxi to the train station, please. I'm at 817 Iowa Avenue.  
 A: For how many passengers?  
 B: Just me.  
 A: Sure. And do you want it right now?  
 B: Yes. As soon as you can, please. I'm in a hurry. I have to catch a train.  
 A: What time is your train?  
 B: It's at three o'clock.  
 A: No problem.  
 B: Oh. And how much is it from here by taxi?  
 A: It will be about \$15.  
 B: Thanks.  
 A: And your taxi number will be 49178.

4.

- A: City Cabs.  
 B: Yes I'd like a cab to the hospital, please.  
 A: Sure. Do you have an emergency?  
 B: No, but I need to get there in a hurry. My friend has just had a baby. I want to take her some flowers.  
 A: It won't take long to get there. Is there just one passenger?

- B: Yes, that's right. Oh, and I'm at 120 First Avenue.  
 A: Okay. There'll be a taxi at your door in three minutes. The taxi number is 5399.  
 B: Thanks. And about how much is the fare?  
 A: It'll cost you about \$18.  
 B: Thanks.

## Listening 3

1.  
 I hate using taxis here. The drivers drive too fast and really dangerously. And they're often rude. The cars are mostly in pretty poor condition. But what I hate the most is that they aren't air-conditioned. It's so hot here. They really need air-conditioned taxis. By the time I arrive somewhere, I feel really hot and uncomfortable.
2.  
 I've taken quite a few taxi rides recently. I've never had any big problems using taxis here. They're usually clean, and the cars are pretty new. The prices are good, too. The thing I like most, though, is the drivers. They drive very carefully, and I think that's very important.
3.  
 I find that taxis here are okay. They're pretty comfortable. Most of the cars they use are new, and they keep them pretty clean. They're a little expensive, though. I paid \$75 to come from the airport. That's too expensive. I guess the thing I hate the most, though, is that the drivers don't speak English very well. It's very difficult to explain to them where you want to go.
4.  
 The taxis here are okay, I guess. The drivers take credit cards. That's the thing I like most about them. It's really convenient. But the taxis are pretty old, so they're not very comfortable. Half of them don't have seat belts or air conditioning.

## Pronunciation

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

## Dictation

- A: Where do you get the bus to school?  
 B: I don't take the bus.  
 A: Oh. How do you get to school?  
 B: I take the subway.  
 A: How often do you take it?  
 B: I take it every day.  
 A: How much does it cost?  
 B: It costs about \$50 a month.



## Unit 3: Neighbors

page 10, CD 1, Track 12

### Listening 1

1.

I just got a new neighbor in the apartment upstairs from me. I haven't met her yet. But I can hear her TV set every night because she turns the volume up really high. She should really be more considerate of her neighbors.

2.

The house across the street from mine was sold last month, and a young family moved in. I think they'll really fit in well here. They've already invited all their neighbors to a cook out at their house next week. They seem like really nice people.

3.

The man who lives next to me is moving. I can't say that I'm too upset about it. He's lived next to me for almost five years, but I don't think he's spoken to me more than three or four times. Sometimes I'll wave to him in the morning and he doesn't even wave back.

4.

My neighbor Stacy is incredible. You wouldn't believe all the things she manages to get done. She works at a big law firm downtown and works really long hours. She also volunteers on the weekends. To top it off, her house is always spotless! I honestly don't know where she finds the time.

5.

I'm really lucky to have Bob as a neighbor. He works in construction, and he's always nice about giving me a hand whenever I have work to do around the house. He doesn't really cook, so I try to fix him a home-cooked meal every now and then to thank him.

6.

I bought this house last year and I love it. My next door neighbors are the only problem. They have two young boys who like to play baseball in my yard. Last month they accidentally broke my window. The boys apologized, but their parents didn't even offer to pay for the damages. Can you believe that?

page 11, CD 1, Track 13

### Listening 2

1.

A: Excuse me, Mrs. Coleman? Can I help you with those bags? They look pretty heavy.  
B: Oh, thank you Brian. That's very kind of you. If you could take this one... It has most of the heavy stuff. I can manage with this other one.

A: Sure, no problem. I'm surprised you didn't just have these delivered.  
B: Normally I do, but the driver for the supermarket was off today. I really appreciate the help. Carrying these bags up all those stairs would be hard at my age.  
A: My pleasure.

2.

A: Oh, Hi Cindy. Was my music too loud? I can turn it down.  
B: Oh, no. It's fine. I just came over to ask if you have a hammer that I can borrow.  
A: A hammer?  
B: Yeah, my brother got me this beautiful painting for my birthday, and I want to hang it on my wall.  
A: It's your birthday today?  
B: Uh, yesterday actually.  
A: Well, happy birthday anyway. Let me go get you that hammer.  
B: Thanks.

3.

A: Hello?  
B: Hello? Mrs. Choi?  
A: Yes?  
B: This is Kyle Rutherford from down the street. Are you by any chance having a party this evening?  
A: Yes, I am actually.  
B: I see. Well, some of your guests have parked in front of my house and their cars are actually blocking my driveway. I need to go downtown, but I can't get my car out.  
A: I'm so sorry I'll ask them to move their cars right away.  
B: Thank you.

4.

A: Excuse me. Hi. My name's Jack.  
B: Hi Jack. I'm Marissa.  
A: Nice to meet you. So it looks like we're going to be neighbors, huh?  
B: Yeah, I guess so.  
A: Are you moving in all by yourself?  
B: My brother is supposed to be helping me. But I'm not sure where he is. I've called him a couple of times, but I haven't gotten an answer.  
A: Well, if you'd like, I can help you until he gets here.  
B: Oh, I couldn't ask you to do that. We just met.  
A: It's no problem, really. After all, what are neighbors for?

5.

A: Yes?  
B: Uh, Hi. It's Mr. Whittemore, right? I'm Hillary Wilson. I live two doors down. We've passed each other a few times in the hallway.  
A: Oh yes, of course. Hello.  
B: I know we don't know each other very well, but my husband and I are going on a trip for our anniversary... anyway,

we were wondering if you could pick up our mail while we're gone.

A: Uh, sure. I guess. How long will you be away?  
B: For two weeks starting next Tuesday.  
A: OK. Well, just leave me your mailbox key before you leave.  
B: Great. Thanks so much.

6.

A: Hey, Diane. Good morning.  
B: Hi, Ken. Do you have a minute or two?  
A: Sure. What's up?  
B: Do you remember about two weeks ago, you came over to borrow our punch bowl for your party?  
A: Oh my gosh! I still haven't returned it.  
B: Right.  
A: I'm so sorry. I'll bring it over this evening.  
B: Great. While you're at it, do you remember that you still also have Ryan's tool set?  
A: That's right. I'll bring that by, too.  
B: We don't mind lending you things, but it would be nice to get them back.

page 12, CD 1, Track 14

### Listening 3

1.

So I have this neighbor, Mr. Cartwright. He's an elderly man, retired. Anyway, I used to think he was really nosy because he sits on his porch all day and watches the people in the neighborhood. It used to really bother me. But then I went on vacation last year and someone tried to break in to my house while I was gone. Mr. Cartwright saw them and called the police right away. Now I'm glad to have someone like Mr. Cartwright in the neighborhood. It's good to know that someone's watching out, you know?

2.

Nancy is my next door neighbor. She used to watch our children whenever my wife and I had to work late. I always thought she was someone you could really count on, and I never worried about leaving the kids with her... until last year. I had to work late and my wife was on a business trip. So I asked Nancy if she would mind picking up the kids from day care and she said okay. But later that day I got a call from the day care saying that the kids had been waiting there for two and a half hours! She completely forgot about them! Now I just don't think I can trust her.

3.

When Dr. Woo first moved into the neighborhood, I didn't think very much of him. I invited him to a couple of neighborhood events – uh, barbecues, dinner parties, you know – but he would always decline. He was never rude about it, but he didn't seem very interested in getting



to know his neighbors. I just figured that he was kind of arrogant. Later, however, I found out that he spends all of his free time volunteering at a free health clinic downtown. That's why he never comes to any neighborhood events. He just doesn't have time.

4.

I really can't stand my neighbor Gary now. The funny thing is, that wasn't always the case. I used to get along with him really well. He seemed like a quiet, polite guy. He was friendly but minded his business. Just generally a good neighbor, you know? But in the last year or so he's gotten a new hobby – repairing and riding old motorcycles. And these things are so loud. He'll get up around 6:30 or 7 a.m. on a Saturday and start working on one of his motorcycles... like fixing the engine and then testing it. He wakes up half the neighborhood. I've talked to him about it before, but he just won't listen.

page 13, CD 1, Track 15

## Pronunciation

1. law firm
2. punch bowl
3. grocery bag
4. business trip
5. mailbox key
6. day care

page 13, CD 1, Track 16

## Dictation

- A: Did you hear about the argument between Steve and Mr. Riley?  
 B: An argument? But they've been friends for years. What happened?  
 A: Steve was cutting some tree branches from that tree in his yard, and one fell on the roof of Mr. Riley's car.  
 B: Oh, no! You know that car is his prize possession.  
 A: Right. Well, Steve offered to take it to a repair shop and pay for the damages.  
 B: That seems reasonable.  
 A: Yeah. But Mr. Riley was so angry that he won't even talk to Steve anymore.

## Unit 4: Celebrations

page 14, CD 1, Track 17

## Listening 1

1.  
 A: Here we are. Can you turn on the light? My hands are full.  
 B: Sure.  
 C: Surprise!  
 A: Happy anniversary, honey.  
 B: And I thought you forgot!
2.  
 A: Are you going to Joe's party?  
 B: Yes, I am.

- A: What are you going to bring?  
 B: I'm going to bring a homemade pizza. How about you?  
 A: I think I'll bring a dessert—maybe a chocolate cake.

3.

- A: David, are you doing anything this Saturday?  
 B: Not a thing. Why?  
 A: Adam is turning 20, and I'm having a party for him. Can you come?  
 B: Sure! I can't wait to see him try to blow out twenty candles!  
 A: Great! Show up at about 7:30.

4.

- A: Are you going to Sarah's party?  
 B: Yes, I am.  
 A: What kind of party is it?  
 B: Well, I heard she's going to make dinner for everyone. The food will be served buffet style, I think.  
 A: Sounds nice.

5.

- A: Hi, Tom.  
 B: Hi, Lisa.  
 A: Hey, are you free on Saturday afternoon?  
 B: Yeah. What do you have in mind?  
 A: Well, I'm going down to the park with some friends. We're going to grill some steaks down there. Why don't you come?  
 B: Okay. Thanks. I'll bring something to drink.

6.

- A: Would you like to come for dinner tomorrow night? I'm having a few people over.  
 B: Yeah, sure. Is it potluck?  
 A: Yes, it is.  
 B: Okay. What should I bring?  
 A: Well, you could bring dessert if you want.

page 15, CD 1, Track 18

## Listening 2

1.

- A: Mmm, this is really delicious. Did you make it yourself?  
 B: Yes, I did.  
 A: What's it got in it?  
 B: Chocolate—and more chocolate.

2.

- A: Do you play?  
 B: Yes, I do. Well, a little.  
 A: Why don't you play something for us?  
 B: Maybe in a while, after I've met a few more people.

3.

- A: I really like this new game!  
 B: It's great! Thanks for bringing it to the party.  
 A: I could play it all day.  
 B: Oh yeah? But I guess we should give someone else a turn soon.

4.

- A: Welcome! I'm glad you could come.  
 B: Thanks for inviting me. These are for you.  
 A: Thank you. They're lovely.

5.

- A: Oh, I like this. Who did it?  
 B: I did.  
 A: Really? I didn't know you painted.  
 B: Yes, I do, but this isn't one of my best.

6.

- A: He's cute. What's his name?  
 B: Well, it's a "she" really. Her name's Fluffy.  
 A: Can I hold her?  
 B: Of course.  
 A: Ouch! Why'd she do that?

page 16, CD 1, Track 19

## Listening 3

1.

Hey, what a great party that was! There were lots of interesting people there, and some really cute guys. I met one really nice guy named Tom—I think he's going to call me next week. Anyway, the best thing was the music. Everyone danced a lot. I'm really glad we didn't have to play party games or sing stupid songs. The food was good, too. We ate outside—you know, barbecue style.

2.

Sam's party was terrible. We had to play all sorts of stupid games, like memorizing everyone's name. Twenty questions I think. Then we watched a home movie of Sam's vacation in Hawaii. Boring! Actually, I prefer parties where people just sit around and talk and eat, but we didn't eat till very late. The worst thing was when we finally did eat, there wasn't enough food. I was still feeling hungry when I left.

3.

I went to this party on Saturday night. When I arrived, I looked around and I didn't know anyone there, but everyone was really friendly, and soon I got to know a lot of people. I really enjoyed myself. I thought it was going to be a dance party, but no one really felt like dancing. We listened to some nice music, though. There were some guys from Spain there. One of them had a guitar and could play it really well. The best thing was he taught us some neat Spanish songs.

4.

I went to a school party on Friday. No one had really planned the party. That was the main problem. Also, I think we were all too tired after exams. The worst thing was no one brought any music. We just stood around talking and eating junk food. Someone said, "Let's play some party games," but no one wanted to play games. Everyone went home before 10:30.



## Pronunciation

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

## Dictation

- A: What do you want to do for Brandon's birthday?
- B: Let's have a party!
- A: When do you want to have it?
- B: How about Saturday night?
- A: Okay. Where do you want to have it?
- B: How about my place?
- A: Sounds great. Now, who do you want to invite?

## Unit 5: Restaurants

### Listening 1

1.

A: What do you feel like eating tonight?

B: Oh, something quick. We had a huge lunch at that Chinese restaurant, so let's just pick up some Fast Fried Chicken.
2.

A: I'm really starving. Where can we eat?

B: Well, there's always Pizza Pit or Quick Burger.

A: Pizza sounds better to me than hamburgers.

B: Me too. And it's your treat this time.
3.

A: Do you want to eat out tonight or would you rather eat at home?

B: We've eaten out a lot this week. I'm perfectly happy to stay home for a change—as long as I don't have to cook.
4.

A: Where do you want to eat tonight? We could try the new Korean restaurant, or would you rather go to the steakhouse?

B: Let's have Korean food. I don't feel like steak tonight.
5.

A: I'd like to try a seafood restaurant today. What do you think?

B: Seafood sounds good. I was going to suggest a pizza, but seafood's a lot better.
6.

A: Where do you want to eat tonight?

B: I'm really hungry. Do you feel like Mexican food?

A: Sure. We've had Japanese food a lot this week, so Mexican would be a nice change.

7.

A: How about hamburgers and French fries for dinner?

B: Oh, I'm sick of junk food. Let's do something really special. Why don't we try that new French restaurant?

A: What's the occasion?

B: I've got something I want to ask you.

A: Well, all right.
8.

A: Do you feel like vegetarian food today?

B: Sure. I know a great Thai vegetarian restaurant.

A: Yeah, but I made a great vegetarian spaghetti last night. Do you want to come to my house and try it?

B: Sure. Why not!

### Listening 2

1.

A: What would you like to order?

B: I think I'll have the fish.

A: Okay, and would you like asparagus or a baked potato?

B: I'll have the asparagus. And could I have some tea, please?

A: Sure.

B: Oh! Could you ask the chef to hurry? I'm really starving.

A: Okay. I'll try to get it for you as soon as possible.
2.

A: What would you like to order?

B: I'd like the steak, please.

A: Would you like a baked potato or fries with that?

B: I'd like fries, please.

A: Okay.

B: And make sure there are lots of fries, please. They're my favorite food.

A: Sure.
3.

A: Have you made up your mind?

B: Yes. I'm going to have the spaghetti and a small salad.

A: Anything else?

B: When you bring the spaghetti, could you bring a bottle of hot sauce?

A: Hot sauce? Like Tabasco sauce?

B: Yes. I like really spicy food.

A: No problem.
4.

A: What can I get you?

B: I'd like a cheeseburger, french fries, and a cola.

A: Okay.

B: But could you make sure there's no salt on the french fries?

A: No salt? Okay.

B: Thanks. I'm on a salt-free diet.

A: I'll make sure there's no salt on the fries. Don't worry.

5.

A: Are you ready to order?

B: Yeah. I'm just going to have some dessert. I'll just have a piece of blueberry pie.

A: Fine. With ice cream?

B: No, just pie, thanks.

A: Fine.

B: But please don't heat it.

A: You want it cold?

B: Yes. I hate hot pie.

A: Okay.
6.

A: What can I get you?

B: I don't want anything to eat. Just a milkshake, please.

A: Sure. What flavor would you like?

B: Vanilla, please.

A: Okay. One vanilla milkshake coming up.

B: And please make sure they don't add any sugar to it.

A: No sugar?

B: That's right. I don't like sweet shakes.

A: Certainly.

### Listening 3

1.

We went to Luigi's Italian restaurant last night. It was the first time I'd been there. It took us a long time to find it because it's not a very easy place to get to, actually. The restaurant was okay, I guess. It's small and they really need some new furniture to make the place look nicer, though. The menu was great. It had lots of choices and most of the dishes were pretty cheap—only \$10 for a small pizza. Unfortunately, the service was slow. I think they need to hire more staff. Our dinner took a really long time to come, so we didn't leave a very good tip when we left.
2.

I tried that new Mexican restaurant last weekend. It's downtown near the post office. What a great location! You can sit inside and watch everyone go by. It has very nice décor and lighting. The menu has some great choices, too. They have the usual Mexican food you find everywhere, and they also have some different dishes that I've never tried before. The food was really delicious, but you might need a credit card to eat there. It cost over \$100 for the two of us—a lot more than I expected. I'll probably go there again, though. The server that waited on us was really nice and quick, too, so we thought she deserved a good tip.
3.

I went to a Thai restaurant on Sunday. It's called Bangkok Restaurant. You have to drive for about half an hour to get there, and there's always a lot of traffic. That's the only trouble. But, it's a really nice place when you get there. Quiet music and lovely flowers everywhere. The menu is good



with lots of choices. The food was very spicy, which is the way I like it. Fantastic desserts. It was really cheap, too. The server was very polite and took good care of us, so we left a big tip.

4.

There's a new Chinese restaurant just five minutes from my house. It's a very simple place. A little boring inside, actually—just a few tables in an empty room. They need to add more dishes to the menu, too. Right now, they only serve four or five things. But they're all delicious. And very cheap. You can get a good meal there for around \$15. All the people who work there were very friendly and helpful, so I left a good tip.

page 21, CD 1, Track 25

## Pronunciation

1.

A: What do you want to eat?  
B: I want to eat pizza.

2.

A: Where do you want to go?  
B: I want to go to the Thai restaurant.

page 21, CD 1, Track 26

## Dictation

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

## Unit 6: Gifts

page 22, CD 1, Track 27

## Listening 1

1.

A: Who are you buying a gift for?  
B: It's a present for Annie. To say thank you for helping me with a school project. Any ideas?  
A: I think some jewelry would be nice. Maybe a bracelet.

B: I don't know. A bracelet sounds expensive.

A: How about this key chain?  
B: That's a great idea!

2.

A: Are we getting Mom a Mother's Day present this year?  
B: Of course! I was thinking of getting her some flowers.  
A: Oh, flowers are nice, but it's our Mom! We should get her something really special!

B: I know. Let's get her some really nice jewelry.

A: I agree. Let's get her that bracelet we saw last week.

3.

A: Are you going to Brandon's graduation party, too?

B: Yes, and I think we need to bring a gift.

A: Oh, that's right. For Brandon, hmm... How about a necktie?

B: I don't know. I wonder if a tie is really useful.

A: You're right. I know! A pen!

B: Perfect! Let's get him a pen.

4.

A: Do you see anything here that we can get to take to Jason and Alison's wedding?

B: Not really. Can't we just bring them some flowers?

A: No. Flowers aren't right for a wedding. We have to bring them something nice for their home.

B: Oh, I see. Hey, how about this teapot?

A: Yeah, that looks nice. Let's get it.

5.

A: That was nice of the Roberts to invite us to dinner.

B: Yes, and we need to bring something.

A: Like a "hostess" gift?

B: Exactly.

A: What about that teapot we saw at the store today?

B: Well, for dinner, you usually bring something a little less expensive, like, uh... .

A: Like flowers?

B: Perfect!

6.

A: I'm trying to think of a gift for my dad for Father's Day. Any ideas?

B: How about a pen?

A: That's a good idea, but he has so many pens.

B: I see. What about a tie?

A: Um, yeah. He certainly needs ties to wear to work... .

B: Okay. Let's go to the department store. I'll help you pick one out.

page 23, CD 1, Track 28

## Listening 2

1.

A: What do you think of this necklace for Mother's Day?

B: Well, the style is good.

A: Is it too big for her, though—is it too wide?

B: No, the size is okay. How much is it?

A: It's, uh, Wow—\$150! That's pretty expensive.

B: Well, how about the color?

A: The color is perfect. So is the style.

B: You should just put it on your credit card. It is Mother's Day, after all!

2.

A: Wow! Look at this shirt! What a great color!

B: Yes, the color is nice. Is it his style?

A: Yeah, the style is okay. And Dad can use a shirt this color.

B: How much is it?

A: It's \$50.

B: Hmm, that's okay—not great, but okay.

A: Yeah, I see what you mean. What about the size, though?

B: Yeah, it's too big. And this is the only size.

A: Well, should we buy it?

B: No. The color is good, but the size isn't right, so even though the price is okay, let's keep looking.

3.

A: How about these glasses for Laura and David's wedding?

B: The style is good. They have a nice shape.

A: Let's see, they're \$60 for four glasses.

B: Doesn't that seem expensive? They're awfully small.

A: No, the size is okay, and the price is actually okay, too, for a really nice set like this.

B: Okay, but do they only have that color?

A: Hmm, yeah, it looks like they're all blue.

B: Are blue glasses useful? I mean, will they go with their other stuff?

A: Now that you mention it, I don't think blue is a good idea.

B: Yeah, let's look for something similar in another color.

4.

A: I have to get my brother a graduation present. He loves clothes. What do you think about this jacket? It's exactly his size.

B: Hmm, I would prefer blue, but I guess brown is okay for him.

A: That's what I thought. And the price is right.

B: How much is it?

A: It's only \$29.99.

B: Well, that's a great price, and the size is good, but what about the style?

A: Hmm, you don't like the style?

B: No, the sleeves are wrong. I don't like that style at all.

A: Yeah, I agree, but I'm going to get it anyway because the price is so good.

B: Okay, he's your brother!

page 24, CD 1, Track 29

## Listening 3

1.

I see you're looking at the chocolates. That's a perfect gift to take your host for a dinner here, but not a good idea to take home as a souvenir. They'll melt. But these chocolates are very high-quality. And they aren't imported. They're made right here from local ingredients. There are two kinds—dark chocolate and light chocolate, but only one size. They're all two-pound boxes, but they



might not be right for everyone because some have nuts. You have to be careful because some people are allergic to nuts.

## 2.

These candles are a good gift if you are going to a housewarming party. They come two to a box, so the number is perfect. You don't want to give four of anything—it's bad luck. There are three sizes—these are medium sized, but you can get shorter and taller ones, too. They're really convenient because they come already wrapped. And, notice the wrapping paper is yellow. Yellow is a perfect paper color for wrapping this kind of gift because it means "happiness." Oh, and they're completely natural. They're made of beeswax and other natural ingredients.

## 3.

Let's see. . . if you want to get some souvenirs for teenagers, I recommend these T-shirts. T-shirts with pictures and writing on them are very popular with young people. There are two styles—red with black writing and black with red writing. As for sizes, we have, uh, let's see . . . small, medium, large . . . Uh, I'm afraid they don't come in extra large. Anyway, they're made from 100 percent organic cotton, too. They're a great deal for the price.

## 4.

These watches are very popular souvenirs for any girls or women on your gift list. They're quite pretty, aren't they? They're more like jewelry than just watches. Local artists make the wristbands. The beads in the bands are all made from stones that come from the local region. And they're all different. Notice? Here's one with mostly green stones, and here's one with mostly blue stones. The watch part itself comes from Japan—it's very good quality. And the great thing about these—because the band is elastic, one size fits all.

page 25, CD 1, Track 30

## Pronunciation-Task 1

1. Brandon
2. Emily
3. David
4. Katie
5. Kelly
6. Maria

CD 1, Track 31

## Pronunciation-Task 2

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

page 25, CD 1, Track 32

## Dictation

- A: I'm going shopping. Do you want to come with me?
- B: Yes. I have to buy birthday presents for the twins, Heather and Allison.

- A: Oh, that reminds me! We have to get some graduation presents.
- B: Right. We need something for Michael.
- A: And Jonathan is graduating, too. We need a present for him.
- B: Okay. And as long as we're out, why don't we get the wedding present?
- A: You mean for Lisa and Kevin?
- Good idea!

## Unit 7: Air Travel

page 26, CD 1, Track 33

## Listening 1

### 1.

- A: Could you put your seat forward now, sir? We'll be landing shortly.
- B: So soon? Great!

### 2.

- A: Could you fill out this customs form before we arrive, please?
- B: Sure.
- A: Thank you.

### 3.

- A: Sir, you're sitting in the exit row. Did you read the safety information card?
- B: Yes.
- A: Do you understand the instructions? Sir, I need you to say "Yes" or "No."
- B: Oh, sorry! Yes, of course.

### 4.

- A: Could you fasten your seat belt, sir?
- B: Excuse me?
- A: The pilot's turned on the "Fasten Seat Belt" sign. We may be having some turbulence.
- B: I hope it doesn't get too bumpy.
- A: I'm sure it will be fine. Whoops!

### 5.

- A: I'm collecting the headphones. We'll be landing in a few minutes. Would you mind passing them to me, please?
- B: No problem. Here you go.

### 6.

- A: Excuse me, ma'am?
- B: Yes?
- A: Let me put that bag in the overhead compartment for you. It's too big to leave under your seat.
- B: Oh, okay. Thanks.

page 27, CD 1, Track 34

## Listening 2

### 1.

- A: I wonder if I could change my seat.
- B: Oh, is there something wrong with it?
- A: Well, I can't see the TV screen very well from where I'm sitting. I'm too far away.
- B: Oh, I see. Do you mind waiting until all the passengers have boarded

the airplane? After everyone is on board, I'll see if I can move you to a different seat.

A: That's fine. Thanks very much.

## 2.

- A: Excuse me, I can't find the safety instruction card.
- B: Oh, there should be one in the seat pocket in front of you.
- A: Yes, I looked, but there isn't one there. There's just the menu and the magazine.
- B: Oh, I'm sorry. Let me get another one for you right away.

## 3.

- A: Excuse me. These headphones don't seem to be working properly.
- B: Really? Are you hearing any sound at all?
- A: Yes, but it isn't very clear.
- B: Let me check them for you. You're right. I'll get another set of headphones for you after I finish serving the drinks.
- A: Sure. That's fine.

## 4.

- A: Excuse me. I think there's a problem with my seat number.
- B: What's wrong?
- A: I should be in business class, but this seat number is for a seat in economy class.
- B: Could I check your ticket, please? Yes, I see the problem. You should be in seat 12A, not in seat 22A. I'm so sorry. Come with me now and I'll find your correct seat in business class.

page 28, CD 1, Track 35

## Listening 3

### 1.

The airport is far away from the city, and it's a pretty horrible place. It's very crowded, and there aren't many facilities there. You know, like stores or restaurants. Anyway, my flight was okay. It was a bit bumpy, but it left on time. The food was awful, though. It was dry and tasteless. The service was fantastic. The flight attendants did their best to make everyone feel comfortable. The worst problem was the other passengers. The plane was full of loud college students on their way to spring break in Florida. Next time, I won't travel during spring break!

### 2.

It must be one of the best airports in the world. It's full of stores and restaurants, and they even have a gym and a swimming pool there. The flight was great, too. It was very smooth. There wasn't any food—just some snacks. They were so-so, but I was still hungry! The service wasn't good. The flight attendants were really impolite. Next time, I'll try a different airline, maybe Goldstar Airlines.



3.

The airport is okay, I guess. It's really small, but it's near the city. The flight was great—nice and smooth. I had my own TV screen and I could choose my own movies. The food was fantastic. It was a spicy meat dish with some very nice vegetables. The only problem was the service. It was very slow because I was sitting right at the back of the plane and it took the flight attendants a long time to reach me. They weren't very friendly, either. Next time I'll try to get a seat near the front of the plane.

4.

It isn't one of my favorite airports, but it's okay. The airport is always very crowded and it takes a long time to check in and go through immigration. Other than that, it's all right. The flight was pretty awful. As soon as we took off, we ran into bad weather and it became very bumpy. The food was great. They served a really nice chicken dish. The flight attendants were really nice. I think the next time I fly I'll check the weather report before I leave. If the weather looks bad along the route, I won't fly.

page 29, CD 1, Track 36

## Pronunciation

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

page 29, CD 1, Track 37

## Dictation

- A: Excuse me, could you put that bag in the overhead compartment?  
 B: I'm afraid it's a bit heavy. Would you help me?  
 A: Sure. There you go.  
 B: Thanks.  
 A: Oh, and we're taking off soon. Could you turn off your cell phone, please? And would you put your seat back forward, too?  
 B: No problem. Thanks for your help.

## Unit 8: Mishaps

page 30, CD 1, Track 38

## Listening 1

1.

- A: I just walked in and there's water everywhere!  
 B: Calm down. What seems to be the problem?  
 A: I don't know. I've been out all day, and now there's water everywhere.  
 B: Did you leave the sink running?

- A: No. Oh, wait a minute. I think it's the dishwasher. It must be broken. I turned it on this morning before I left, and now the kitchen is flooded.

2.

- A: Hello, Amy? It's Mark.  
 B: Hi, Mark! Are you on your way?  
 A: Yes, but I'm calling because I'm going to be late.  
 B: Did you get lost?  
 A: No, but I missed the 6 o'clock train. I'll have to catch the next one.  
 B: That's okay. Thanks for calling.

3.

- A: Oh, no, the entire bathroom is flooded!  
 B: Did you leave the water running or something?  
 A: No, I never do that. I don't know what happened. Wait a minute. . . do you feel that?  
 B: Yes, there's water dripping from the ceiling. Look!  
 A: I guess the upstairs neighbors left the water running in their bathroom. Now, ours is flooded! We better call the manager, quick!

4.

- A: Hey, can you help me? I've got a 10 o'clock appointment, and I think I'm going to be a little late.  
 B: Did you get lost?  
 A: I'm afraid so.  
 B: Where are you?  
 A: I'm just opposite the new train station. According to my map, there's a street that goes right through it!  
 B: Yes, there used to be. Now, you have to go down to Main Street and take a right, and then another right.  
 A: Oh, okay. Thanks. I'll be there in a little while.

5.

- A: Hello. This is Robert Baldwin.  
 B: Yes, Robert, what can I do for you?  
 A: I'm calling because I'm going to be late.  
 B: Did you get lost?  
 A: No. I've got a flat tire. I'm going to have to call a tow truck.  
 B: Well, why don't we just reschedule the appointment?  
 A: Okay, I guess we'll have to.

6.

- A: Hi, Sue. This is Eric.  
 B: Hi Eric. What's up?  
 A: I'm afraid I'm going to be a little late for work today.  
 B: Did you miss the train?  
 A: No. But I was sitting in a cafe this morning, having coffee. The server walked by with someone else's coffee. She tripped and spilled it all over me! Now I have to go home and change my shirt.  
 B: No problem. Thanks for calling.

page 31, CD 1, Track 39

## Listening 2

1.

- A: Uh-oh, I just spilled some tomato sauce on the rug.  
 B: What? You spilled tomato juice on the floor?  
 A: No. On the rug. Tomato sauce. Now there's a stain.  
 B: Oh, I have the best solution for that.  
 A: Really?  
 B: Just pour soda on it.  
 A: Soda? That sounds crazy!  
 B: I'm serious. Pour plain soda on it.  
 A: Don't you think plain water will work?  
 B: Trust me. Soda is the best thing. I've seen it work.  
 A: Okay. I'll try it.

2.

- A: I need your advice.  
 B: What's the matter?  
 A: Lisa invited me over for tea yesterday. When we finished, I was carrying this heavy teapot on a tray and I slipped . . .  
 B: Oh, no! Did you spill tea on your clothes?  
 A: No. Worse. I dropped the tray, and Lisa's teapot broke into little pieces. It was her favorite teapot, and it looked expensive . . .  
 B: Well, if I were you, I would offer to buy her a new one.  
 A: You don't think an apology is enough?  
 B: No, you should at least offer to buy her a new one.  
 A: You're right. That's the best thing to do.

3.

- A: Oh, no. I've got a stain on my new shirt. What should I do?  
 B: Is it a food stain?  
 A: No, unfortunately, it's ink.  
 B: Ink? That's very tricky.  
 A: Should I just put some water on it?  
 B: Hmm... Let me look it up on the Internet. Here it is: For ink, use plain soda. It will lift the stain right out.  
 A: That doesn't sound right to me.  
 B: I'm sure this is right. Let's try it.  
 A: No way! I'm not going to do an experiment on my best shirt. I'm going to take it to the drycleaner.

4.

- A: Remember that jacket my aunt gave me for my birthday?  
 B: Sure. The one you lost at the theater?  
 A: No, the one I spilled coffee all over.  
 B: Oh, yeah . . . It was ruined . . .  
 A: Yes. Anyway, she's invited me to dinner. I'm afraid if I don't wear the jacket, her feelings will be hurt.  
 B: You should just buy a new one exactly like it.  
 A: Gee, I don't know . . . That sounds expensive.



- B: But you don't want to offend your aunt, do you?
- A: No, but she's very understanding. I'll just show up without it. If she says anything, I'll tell her the truth. The truth is always the best!

5.

- A: Uh-oh.
- B: What happened?
- A: I can't find my wallet. Whenever I sit in a theater, things fall out of my pockets. Oh, wait a minute . . . there it is. But my keys are missing!
- B: Oh, great! How will we get back into the house?
- A: Well, we could go back to the theater and try to find them.
- B: But the theater is closed. It's past midnight!
- A: Well, I guess we'll have to call a locksmith.
- B: Is there such a thing as a 24-hour locksmith?
- A: I'm sure there is. I'll look one up on my phone.

6.

- A: Why are you stopping? Is there something wrong with the car?
- B: No, the car is fine, but we're lost!
- A: What should we do?
- B: I don't know. I've got it. You wait here.
- A: What are you doing?
- B: I'm going to ask someone for directions.
- A: But there's no one around here. It's completely deserted. In fact, it looks kind of dangerous.
- B: Do you have a better idea?
- A: Yes. Let's just call the restaurant and ask them how to get there.
- B: That makes sense.

**page 32, CD 1, Track 40**

## Listening 3

1.

I had the worst thing happen to me this morning! I was running to catch the bus, and I was talking on my cell phone at the same time. Anyway, it was raining hard, and just as I got to the bus stop, I dropped my phone in a gigantic puddle! Some nice man helped me find it. It was completely soaked. The man told me to take the battery out and let all the parts dry out during the day. It sounded like a good idea, so I tried it. I put the battery back this afternoon and tried to make a call, but it doesn't work at all. Now I'll have to go to the phone store and get a new one.

2.

I had quite a mishap last night. I got home from my office really late—about 11 p.m. I reached in my pocket for my keys. My phone was there, but no keys! I was locked out of my apartment. Then I remembered that I left my keys on the

checkout counter at the grocery store at lunchtime! But it was too late to go back there. My apartment manager has an emergency number, but she charges a fee if you get locked out at night. I decided to call anyway. She came over and let me in. She was pretty nice about it, but as soon as I get my key back, I'm going to make a copy and give it to a neighbor.

3.

I had a little problem this morning. I was in my boss's office. As I was heading back to my own office, I accidentally knocked some things off her desk onto the floor. I was horrified! She had a picture of her kids on her desk. I was afraid that I broke it. Actually, the picture was fine, but I knocked her coffee cup over. There was coffee on her rug. She said not to worry about it. She was going to call someone to clean the rug at the end of the day. But I ran into the kitchen and got some plain soda. It worked perfectly! The stain is completely gone! Now my boss doesn't have to call a rug cleaner.

4.

I got some ink on my new shirt at work yesterday. At first, I thought it was just some food I spilled at lunchtime, but then I realized it was ink from a leaky pen. I just bought that shirt last week. Anyway, I called my friend, Lisa. She told me to put some plain soda on it, and then wash it in cold water. I thought I should take it to the drycleaner, but she said this would work. It sounded like a cheaper solution, too. So I poured some soda on it and threw it in the washing machine. When I took it out, the stain was still there. In fact, it looked worse! Now I'm going to have to buy a new shirt!

**page 33, CD 1, Track 41**

## Pronunciation

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

**page 33, CD 1, Track 42**

## Dictation

- A: I heard you had a terrible mishap yesterday. What happened?
- B: I slipped on the steps. I dropped my phone and my cup of coffee!
- A: Wow! Did you break your phone?
- B: Yes, but I got a new one.
- A: What happened to the coffee? Did you spill it?
- B: Yes. Now I have a stain on my new pants.
- A: Did you take them to the dry cleaners?
- B: Yes. I hope the stain comes out!

## Unit 9: Jobs

**page 34, CD 2, Track 2**

## Listening 1

1.

- A: So you're a teacher. Is that right?
- B: Yep.
- A: Do you enjoy teaching?
- B: Yes, I do. The vacations are great, but I've got a really difficult class this year. I try everything, but they just don't want to learn anything. Maybe it's the way I teach.

2.

- A: So how long have you been a flight attendant?
- B: For nearly ten years.
- A: Do you like flying?
- B: Actually I do. I love it. And I meet lots of interesting passengers. The only thing I don't like is staying in hotels all the time. I miss home cooking.

3.

- A: So, you're an architect. That must be interesting.
- B: Yes, it is. Right now we're in the middle of a big project. We're designing a new hotel.
- A: Uh-huh.
- B: The only trouble is the woman I work with and I have completely different ideas of what it should look like.
- A: Is that going to be a problem?
- B: I hope not. You see, I'm her boss.

4.

- A: So, you work in an auto shop?
- B: That's right. Bob's Auto, on Ford Street. Do you know it?
- A: Yeah, I think so. Do you enjoy working on cars?
- B: Yeah, I really do. I love anything mechanical. The only trouble is the shop's about an hour from my house.
- A: An hour? So what do you do? Drive?
- B: Sometimes. Sometimes I take the bus. The commute's the worst part. But the money's good. It kind of makes up for it.

5.

- A: Where do you work, Rachel?
- B: In a bookstore.
- A: Oh. Do you like it there?
- B: Yea, it's interesting.
- A: Uh-huh.
- B: But the boss is a bit strange. Not at all friendly. And he's got a terrible temper.
- A: Oh.

6.

- A: So what do you do, Mike?
- B: I'm a hairdresser.
- A: Oh, what's it like?
- B: Well, I love my customers. Some of them are so friendly. But it's tiring work. I work long hours, and I'm on my feet all day.
- A: Yeah. That must be tiring.



## Listening 2

1.  
A: So where do you work now, Megan?  
B: I'm working at a new cafe downtown.  
A: Hey, that's kind of interesting. Are you the manager or something?  
B: Oh, yeah, right! Actually, I do all the baking.  
A: Oh! How long have you been baking?  
B: Well, only for three weeks! But I'm learning real fast.
2.  
A: Where do you work, Tim?  
B: At a hotel. I'm with the Grand City Towers.  
A: Oh, yeah? Do you like it?  
B: It's pretty good. I get to meet some really interesting people.  
A: Oh, are you the manager?  
B: Well, not yet. I'm still carrying bags, but I'm sure I'll be manager before long.
3.  
A: So, you work for a TV producer. That must be interesting work.  
B: It's okay.  
A: And what kind of work do you do?  
B: Well, I'm on the road a lot.  
A: Oh, yeah—a kind of personal assistant?  
B: Well, not quite—I drive her to work every day.
4.  
A: So you work in an office?  
B: That's right.  
A: How do you like it?  
B: Well, it's pretty boring.  
A: Oh, yeah? What do you do there?  
B: Oh, I schedule appointments, answer the phone, that sort of thing. And it really doesn't pay much.  
A: So why do you stay there?  
B: I like my co-workers.
5.  
A: Where do you work?  
B: I work for an online newspaper.  
A: Really?  
B: Yeah. I write about sports. Have you read any of my stories?  
A: Maybe. Say—what's your name again?  
B: Ted Grant.  
A: The Ted Grant? Can I have your autograph?
6.  
A: Are you still working in a restaurant on the weekend?  
B: That's right. But I'm not working the cash register anymore.  
A: Oh?  
B: Yeah. Now I'm working as a server.  
A: Lucky you.

## Listening 3

1.  
I work for a market research company. We do research for companies that are planning to develop new products. I call people and ask them questions about products they are using now. Sometimes I invite people to come to meetings. We discuss plans for new products with them. It's pretty interesting work. I've been doing it for nearly 15 years now, and I've got no plans to change jobs. The thing I really like about my job is that each month I'm working on something completely different, so it never gets boring.
2.  
I have my own design company. It's very small—just me and two assistants. I design brochures, advertisements for magazines, menus, and things like that. It's a very creative job. I started the company just two years ago, just after I graduated from design school. Things have gone pretty well for me. I have two big clients, and most of my work is for them. Sometimes I have to work very late at night if I have a big job to finish quickly. I always have plenty of work to do, and I am always busy.
3.  
I've had my own restaurant for ten years. When I first bought this place, I thought it would be easy to run, but it's very hard work. I work long hours. Sometimes we're very busy, and sometimes we're very slow. We usually have a lot of customers on the weekends. During the week, it's sometimes quiet. I never have a day off because there are always so many things to do. I don't do any of the cooking myself. I have three very good chefs to do that. Owning a restaurant is a tough job, but I love it. I don't want to do anything else.
4.  
I'm a flight attendant. Many people think it's a boring job, but I love it. I get to travel all over the world, and I meet lots of interesting people. I like that. The job is pretty easy, really. We don't work nonstop for the whole flight. We have plenty of time to sit down and take a break. On long flights, we can even take a nap. Also the money is very good because all our expenses are paid when we're working.

## Pronunciation

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

## Dictation

- A: So, what do you do?  
B: I'm a flight attendant.  
A: That sounds interesting. Do you fly overseas a lot?  
B: Yes. I've been to over 30 countries. How about you? What do you do?  
A: I am a manager in a restaurant.  
B: Do you work on the weekends?  
A: No. I travel on weekends. It's a great job!

## Unit 10: Keeping Fit

## Listening 1

1.  
A: What's your New Year's resolution, Lee?  
B: I'm really going to get in shape this year. I'm going to exercise every day and lose five pounds. You watch.
2.  
A: Have you made any New Year's resolutions?  
B: Sure. I'm going to give up smoking.  
A: Why don't you enroll in a program that helps people stop smoking?  
B: That sounds like a great idea.
3.  
A: I need to get more exercise.  
B: You should do more walking. Maybe you could walk to the subway every day instead of taking the bus.  
A: Yeah, I think I will.  
B: And why not take up jogging?  
A: Let's not push it. I can't stand jogging.
4.  
A: What are you going to do for the New Year?  
B: Well, everyone tells me I look too thin. I need to put on a couple of pounds.  
A: Why don't you join a gym and lift weights?  
B: No time. I think I'll go back and live with my mom. She's the greatest cook.
5.  
A: So, what are your New Year's resolutions?  
B: Well, I'm going to change my diet and start eating healthier food.  
A: Really?  
B: Yep, I'm going to start eating less meat and more vegetables.
6.  
A: I'm getting a little fat.  
B: Yeah—I noticed.  
A: Hey—come on! Anyway, I'm going to do something about it.  
B: Are you taking up jogging?  
A: No, but I'm going to start doing sit-ups every morning starting January first. Just like this. Watch. One...two...ugh!



## Listening 2

1.

I used to lift weights, but I didn't really enjoy it. So that's when I started swimming. Now I do it about twice a week. It's much more fun. I go to a nice pool near my office. It's never too crowded, which is great. There are friendly people who go there, so it's a good place to meet people.

2.

I go out every morning. It's a great way to start the day. It's more interesting than exercising at home like I used to. That was really boring. I go to a beach near my house. It's lovely in the early morning. There's hardly anyone there and you can listen to the ocean as you do it.

3.

I used to play both tennis and volleyball. But I play mainly volleyball now. I think it's a lot more fun. I thought tennis was very tiring. It was also difficult to find a partner, and the courts were always crowded, too. With volleyball, I have no trouble finding somewhere to play.

4.

I used to take long walks every day, but it got boring. I wanted something more exciting, so that's when I took up rollerblading. It's really fun! But, it's not as easy as it looks. It took me a long time to learn how to do it. I fell a lot at the beginning. The great thing is you can do it almost anywhere. My friends think I'm kind of strange because none of them do it, but I love it.

5.

I finally bought myself a bicycle. It's a great way to keep fit. I think it's better than going to a health club. It took me a long time to learn to ride it in traffic. I nearly fell off a couple of times. I don't often go on busy streets because that can be dangerous, but there are plenty of places where I can ride near where I live. I use it to get to work sometimes, but only if the weather is nice.

6.

I used to go to aerobics class, but I found it pretty silly—all that jumping around. So that's when I decided to take golf lessons. It can be pretty expensive because you have to buy all your equipment and club fees are high. People think it's very easy, but it's not. It's also good exercise because you have to walk a lot.

## Listening 3

1.

I was a big athlete in high school. All I did was swimming, swimming, and more swimming! But I work now, and I never go

swimming. I know that I should exercise more, but I'm just too lazy. Jogging? That's way too much work, and it really makes my knees hurt. A lot of people I know are into bicycling, but I don't have a bike. I guess there's tennis, though. My wife loves it, and wants to teach me how to play. I'd like to play, I think.

2.

After my husband got sick last year, the doctor told him to lose 20 pounds. Since then, I've been trying to help him lose the weight by exercising with him. There isn't much we can do together, though. We sometimes jog in the morning, but when he works late, he doesn't want to wake up early. Our community center has an aerobics class in the evening, but he won't go. He says it's just for women, so neither of us does that. He wanted to try weightlifting, but the doctor said it was too dangerous. So, now I'm thinking about getting him golf lessons—for both of us, actually. The walking might even be a little romantic, too!

3.

I try to stay very active. I play tennis with my daughters every weekend, and I go golfing every day. I used to lift weights, too—and I'm talking about heavy weights. But I had to stop recently, because I had to have an operation on my back. Now I'm really worried that I'll have to stop playing tennis and golf, too. I don't really have a lot of hobbies or interests besides sports, so I really need to keep doing them. The doctor said swimming would help my back improve, so maybe I'll try that.

4.

I guess I really need to get some exercise outside, in nature. Right now, I exercise all the time, but it's always indoors. I lift weights at an indoor gym, and I go swimming every weekend at an indoor pool. I even go jogging on an indoor track! I was watching TV last night when a bicycling competition came on. Now, I'm totally excited about bicycle racing! I would really love to try it.

## Pronunciation

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

## Dictation

- A: What did you do in the past that you don't do now?  
 B: Well, I didn't use to work out very much.  
 A: So what do you do now?

- B: Now, I run every day in the park. I used to hate running, but now I love it!  
 A: I used to lift weights and use the machines at the gym.  
 B: And now?  
 A: Now I ride my bike a lot. I didn't use to exercise outdoors, but now I really enjoy it.

## Unit 11: Invitations

## Listening 1

1.

A bunch of us are going to get something to eat after class. How about coming with us?

2.

I think it'll be too cold to go to the beach this weekend. How about going to the health club instead? It's got a great indoor pool.

3.

Do you have any plans for Sunday? Why don't we check the movie theater website and see what's playing?

4.

Do you want to go somewhere after class? Why don't we try that new cafe near school?

5.

Would you like to come to my place for dinner on Friday night? I've invited a few friends over.

6.

Why don't we rent a DVD tomorrow night? There are some great new movies I'd like to see.

## Listening 2

1.

- A: Listen, I've got some tickets for a great play on Sunday night. Are you free, Melanie?  
 B: Sunday night? Yeah, I'm free. What kind of play is it?  
 A: A musical.  
 B: Oh. Actually, I don't really like musicals. Thanks, anyway. Some other time, maybe.  
 A: Oh, sure.

2.

- A: There's a great new Mexican restaurant downtown. Would you like to try it, Jake? We could go there for dinner on Friday night.  
 B: That sounds great. I love Mexican food.  
 A: Maybe after dinner we could take a walk in the park.



B: Yeah. I haven't been to the park in a long time. And it's supposed to be really nice out.

3.

A: Are you doing anything tonight, Sarah? How about seeing a movie?

B: A movie? I'd like to, but I'm really tired.

A: Are you sure? There's a new French movie I'm dying to see.

B: I really think I'd better stay home tonight. I've been out nearly every night this week. Maybe some other time?

A: Sure.

4.

A: I'm going to the park with some friends for a barbecue this weekend.

B: That sounds fun.

A: Would you like to come with us, Ben? We're going on Sunday afternoon.

B: Sunday afternoon? I'd love to. Uh... wait... I just remembered, I'm going to a baseball game with my dad. He got the tickets a month ago.

A: That sounds cool, too. Enjoy the game.

5.

A: Do you like ice skating, Jen?

B: I've never tried it.

A: Then you have to try it. How about Thursday or Friday night?

B: Thursday night is no good for me. I have a Spanish class.

A: Is Friday night okay?

B: Yes, it's fine.

A: Terrific. You'll love it. Then after we finish, we can get something to eat downtown.

B: Okay. Thanks.

6.

A: Would you like to see a tennis match with me on Sunday afternoon, Steven?

B: Sunday? What am I doing on Sunday afternoon? That should be okay. I don't think I have any plans.

A: Great. And maybe after the match we could see a movie?

B: Sounds good.

**page 44, CD 2, Track 14**

## Listening 3

1.

Erin. This is David. How are things? I'm calling to see if you want to come over to my place on Friday night. Some friends from school are coming over to watch the soccer game on TV. They'll probably bring pizza to eat while we watch. We plan to meet at my place around 7:00. Anyway, if you can come, please give me a call. Bye.

2.

Hi, Erin. This is Maria. Sorry I missed you. I wondered if you're free for lunch on Saturday. It's Meg's birthday and some of us are planning a surprise party for her. We're going to meet at that Japanese restaurant

in the mall at 1:00 p.m. If you can join us, please let me know as soon as you can. Oh! We're buying her a big bunch of flowers, so you don't have to buy anything for her. Okay, I'll call you later. Bye.

3.

Hello, Erin. This is your Aunt Barbara. How's my favorite niece? Listen, honey. I have an extra ticket for the opera on Friday night. I wondered if you'd like to go with me. It's a wonderful Australian singer, a soprano. Doesn't that sound great? I know how you love opera. We could have dinner together before the concert if you like. Anyway, I'll call you tonight to see if you're interested in going. Bye-bye.

**N: 4.**

Hi, Erin. This is Paul. Some of us are going bowling on Sunday afternoon, and we wondered if you'd like to join us. We'll meet at around 3:00 p.m. at the Holiday Bowling Lanes—you know, the one we usually go to. We're going to have dinner somewhere afterward, and then see a movie, too. How does that sound? Give me a call if you want to join us. Bye.

**page 45, CD 2, Track 15**

## Pronunciation

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

**page 45, CD 2, Track 16**

## Dictation

A: Hey, Jen. Are you free this weekend?

B: Maybe. Do you have some plans?

A: Yes. Do you like pop music?

B: Sure. Why?

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

B: Do you have tickets for Friday night or Saturday night?

A: Saturday night.

B: Great! I'd love to!

## Unit 12: Campus Life

**page 46, CD 2, Track 17**

## Listening 1

1.

A: Gee, it's pretty crowded today.

B: Yeah. Why don't you find a table, and I'll go get the food?

A: Good idea.

B: What do you want?

A: I'll have a salad and an iced tea.

B: Got it. Be right back.

2.

A: Can I help you?

B: Yes. I'm looking for this book on American art.

A: Oh, yes. You'll find that on the fifth floor.

B: Oh, can I take it out?

A: Yes, just bring it back to the desk to check it out.

3.

A: Hi, Jun. Come on in.

B: Hi, Professor Green. I had an appointment...

A: Sure, you're right on time. Okay, let's go over your essay. First, did you have any questions about my comments on your paper?

B: Uhm, yes. Can you explain what the grade means?

A: Sure. This grade is for ideas, and this one is for things like grammar and spelling.

B: Oh, I see...

4.

A: Have you been here yet?

B: No. Hey, they have a lot of neat things here.

A: Yeah, look at all the stuff you can buy: books, stationery, even food!

B: I'm going to get one of the sweatshirts.

A: Me, too. I'm going to get the white one with the school logo in green.

5.

A: May I help you?

B: Um, is this Chemistry 101?

A: Yes. You're in the right place. Take this seat here, in the front row.

B: Thanks.

A: And your name, please?

6.

A: Are you here for a class?

B: No, I just want to work out.

A: Sure. Let me scan your student ID. Okay, you're all set. The lockers are that way, the workout room is on the right, and the pool is directly behind me.

A: Thanks!

**page 47, CD 2, Track 18**

## Listening 2

1.

A: So what do you think of the class so far?

B: I like it. What about you?

A: I love looking at the slides. And I really enjoy the discussion group.

B: But we sure have to do a lot of reading!

A: That's true, but it isn't as much as for English.

B: Right, but aren't these art books heavy?

A: Yeah. I guess that's what happens when you're studying the entire history of art since the beginning of time!



2.  
A: Oh, I didn't know you were taking this class, too.  
B: Yes. I think it's going to be interesting.  
A: Yes, I think it'll be more interesting than the biology class we took last semester.  
B: Yes, there was an awful lot of reading for that class, wasn't there? There isn't as much in this class. And I really enjoy doing the experiments! The equipment in the lab is state-of-the-art, too.  
A: Do you think you'll be a chemistry major?  
B: Maybe.
3.  
A: What's the matter?  
B: Oh, I just got my essay back. She wrote so many comments on it! It's going to take hours to write a second draft.  
A: Do you think she was unfair?  
B: No, not at all. In fact, I really like her.  
A: Yeah, Ms. Downs is great. She and the art history teacher are the best teachers I've ever had here.  
B: I agree. I think my writing is really going to improve in this class.  
A: Me, too.
4.  
A: Uh, oh. It looks like we got here too late. The computer lab is closed.  
B: Oh, no, and I'm working on a very complicated web program . . .  
A: Yeah, we have a lot of homework for that class, don't we?  
B: Yeah, it's tough, but I love programming! Don't you?  
A: No, it's hard for me. This isn't my favorite class. I prefer sciences like biology or chemistry.  
B: Well, let me know if you need any help with your programs.  
A: Thanks. That's really nice.
5.  
A: What do you think of Professor Green?  
B: He's so boring. I'm not crazy about this class. What about you?  
A: Yes, Professor Green is a little boring, but the subject is so interesting! I love learning about the past. I'm particularly interested in the 20th century.  
B: There's a lot of reading, though, isn't there?  
A: True, and the books are so heavy!  
B: They're not as heavy as those art books, though.  
A: No, you're right about that!
6.  
A: Do you think this class is going to be easy or hard?  
B: I think it's going to be okay. I don't think it'll be too hard. It's certainly not as hard as chemistry. Not yet, anyway.  
A: Yeah, I guess because it's just an introductory course.

- B: Right. It says here we're going to study the cell, basic genetics, and the human body.  
A: Do we meet in a lab?  
B: No, not for this class. We meet in a regular classroom.

**page 48, CD 2, Track 19**

## Listening 3

1.  
This campus is really beautiful! It's like a park. There are lots of plants and trees everywhere. That was one of the reasons I decided to come here. Another was the teachers. I heard the teachers were really great, but a lot of them don't seem to be very interested in teaching. They give boring lectures, and they don't seem to have time to talk to students after class. Another problem is my schedule. I have trouble getting into the classes that I need. It's because the school is overcrowded. However, the other students I've met have been really great. I've made some wonderful friends.
2.  
I've been at this school for two years now. It's not the most attractive campus. The buildings are ugly. They look like cement blocks. And there are hardly any trees or plants. One thing that I do like here is the gym. It's a great place to go between classes. You can swim in a beautiful pool and the workout room has modern equipment. It's funny that the gym looks so nice, while the rest of the campus doesn't! I'm pretty happy with my classes. And my teachers are very helpful. They have plenty of time to see you outside of class. I have a great schedule right now. All of my classes start in the afternoon, so I can sleep in! I love sleeping in!
3.  
I'm afraid I haven't been happy here at all. I think I made a mistake. It costs a lot of money, but just isn't worth it. The classes are really boring. And they don't seem very useful. I want to take a computer science class, and they don't even teach that here! I haven't made many friends, either. Everyone thinks it's so easy to meet people, but the other students seem very unfriendly to me. They do have a lot of interesting clubs. There's a photography club I might join. One thing that's nice is the campus. It's very attractive. There are a lot of trees and nice places to sit outside. There's even an outdoor cafe. I guess that's what you're paying for!
4.  
I came here because I wanted to study art. The photography department is famous. The teachers are well-known, working artists. Some people think that just because you're good at something doesn't mean you can teach it. But the teachers here are

great. The campus is really just a building downtown, so it isn't very nice to look at. There's no gym or cafeteria or clubs or anything. My schedule is terrible! All my classes are at 8 in the morning! That's hard for me because I like to stay up late and work on my photos. I'm so busy that I haven't really paid much attention to the other students, but they seem very nice. Sometimes at art schools, the students are too competitive. I think this place is different, though.

**page 49, CD 2, Track 20**

## Pronunciation

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

**page 49, CD 2, Track 21**

## Dictation

- A: So, how do you like your school?  
B: Well, I like some things, but I don't like other things.  
A: Such as?  
B: I like the campus, the teachers, and the students. But I don't like the food, the gym, or the clubs. How about you?  
A: Just the opposite! I really like the food, the clubs, and the pool.  
B: What don't you like?  
A: I guess I don't really like the classes, the teachers, and the homework!

## Unit 13: Hobbies and Pastimes

**page 50, CD 2, Track 22**

## Listening 1

1.  
I love to eat out. I eat at restaurants most of the time. I really love to eat at pizzerias.
2.  
I read almost everything I can: books, magazines, newspapers. I go to the public library about twice a week.
3.  
I never used to like stamp collecting, but now I think it's great. I've got two huge stamp albums. Hey, why don't you come and see my collection some time?
4.  
My wife says I should take up gardening. We have a big garden, and she loves working in it, but the truth is, it bores me.
5.  
Well, everyone in my family loves sports—everyone, that is, except me. My family's



out playing baseball and stuff all the time. But I think most sports are pretty boring. I don't like chasing balls around a field. And I couldn't hit a ball if I had to.

6.

My friends think I'm really boring because I'm always listening to music. I go to concerts all the time. I love Mozart and all that classical stuff.

page 51, CD 2, Track 23

## Listening 2

1.

I used to play sports a lot when I was younger, but I don't play much anymore. Now I enjoy painting. I have my own studio in my garage, and pretty soon I'll have a show at a gallery. Maybe I'll become famous! I really enjoy using bright colors in my paintings—that's what I like best about it.

2.

I've always collected things, even when I was young. I used to collect everything—comic books, baseball cards, you name it. But they're all packed away in boxes now. Now my favorite pastime is gardening. I spend all weekend outside with my flowers. I love seeing them change. That's what I like best about it, I guess. They're these little seeds at first, and then one day, they're big, beautiful flowers.

3.

When I was a teenager, all I did was sit around playing video games. But I can't stand them anymore. I work in an office now, so I sit in front of a boring computer screen all day. Now I like being outdoors. I belong to a hiking group, and we go someplace different every weekend. I keep fit and healthy this way. The best thing is that I can make some really great friends.

4.

I like collecting things. I collected baseball cards when I was a kid, but I don't anymore. These days, baseball card collectors are only interested in money. I wanted to collect things that are really beautiful, so that's why I started collecting stamps. Some of the stamps I have are really, really beautiful. I think they're like paintings. What I like best is looking at my collection. It's like walking through a tiny museum full of wonderful paintings.

5.

I always loved reading as a kid, so for a long time I wanted to write children's books. I tried to do it for a few years after college, but it was really hard to come up with good stories. I guess I'm not very good with words. Now, I'm happy just painting. I've won a few prizes, too—in art competitions—for my watercolors and oils. The pictures are important to me, though,

not the prizes. What I enjoy most is creating pictures. It makes me so happy.

6.

Well, I'm retired now, and I have a lot of free time. I worked for the same company for over thirty years, mostly in the same little office. I worked long hours, and when I came home from work, I was too tired to do anything but read the newspaper. Now it's different. I spend almost all my free time outdoors playing golf. I guess what I love best is looking at the beautiful blue sky.

page 52, CD 2, Track 24

## Listening 3

1.

A few months ago, I moved to this cute little house out in the country. Before I moved, all I did was sit in cafes and read or surf the Internet. Boring! Now I want to spend all my free time outside, enjoying nature. The only problem is, I'm not in very good shape, so I don't like doing any sports, or anything that involves a lot of exercise. I tried hiking once, but I fell down a hill and hurt my leg. Don't get me wrong, I love the outdoors—but what I really want is something I can do quietly in nature.

2.

I live in a big city, so I love being around lots of people. My brother is completely the opposite—last weekend, he took me to the country to go bird watching. I was so bored the whole time. I like talking to people and doing creative things. I'd just love to get all my friends together at my apartment in the city and do something. We could have a dinner party, maybe. Or we could bring over some guitars and drums, and stuff like that, and sing and dance!

3.

Exercise is really important to me. I like doing things where I keep active, things that are good for my health. My roommate isn't like that at all, though—he wakes up and surfs the Internet for hours. Then he plays his guitar in his room all afternoon. Yuck! I just hate sitting around indoors! I especially hate surfing the Internet. I want to meet other people. I also want to get out and visit new places, like out in the country, where you can see some real nature.

4.

I don't really like going to parties or working out at the gym all the time. I don't like hiking around in nature, either. I like to do things that develop my mind or things that teach me about other countries and places. What I really love is history. To me, a good history book is a lot more exciting than a fancy dinner party, or some concert, or a baseball game. And there's a lot of great historical information on the Internet,

too! I'm not one of those people who sit at home and collect stamps. For me, learning something new is a real adventure!

page 53, CD 2, Track 25

## Pronunciation-Task 1

1. baseball
2. cooking
3. gardening
4. restaurants
5. hiking
6. painting

CD 2, Track 26

## Pronunciation-Task 2

1. He collects comic books.
2. They love playing golf.
3. She enjoys watching videos.

page 53, CD 2, Track 27

## Dictation

- A: What do you do in your free time, Lara?  
B: I used to enjoy painting, but now I like cooking and gardening.  
A: Oh, not me! I enjoy collecting things. I collect baseball cards.  
B: Do you do anything else?  
A: Yes, I really enjoy surfing the Internet and listening to music.  
B: Do you play any sports?  
A: I go skiing and snowboarding in the winter. How about you?  
B: I like summer sports. I enjoy swimming and hiking.

## Unit 14: Shopping Problems

page 54, CD 2, Track 28

## Listening 1

1.

Hey, they said this camcorder had a case—but look! There's no case here.

2.

Look at this! I asked for a small T-shirt, and they gave me a large sweatshirt.

3.

Hey, look what happened! I ordered these glasses through the mail, and one of them came broken.

4.

Hey, look. A button is missing from my new shirt. And look at this stain.

page 55, CD 2, Track 29

## Listening 2

1.

- A: Can I exchange this shirt, please?  
B: What's the problem?  
A: I asked for a size 44, but this is a size 34.



B: Let me see if I can find one in the right size. Just a moment. I'm sorry, madam. We are completely out of your size. Could you come back next week? We'll have some more in then.

A: Um, okay.

2.

A: I'd like to exchange these shoes, please.  
 B: Oh, are they the wrong size?  
 A: No, I just bought them, and I noticed that the heels are coming off. Look...  
 B: I see what you mean. Do you have your receipt?  
 A: Let me see. Oh, it looks like I forgot it. Does it matter?  
 B: Yes. Could you bring us your receipt?

3.

A: Excuse me, I bought this briefcase here a few months ago. Look. Here's my receipt.  
 B: Yes?  
 A: The problem is, I can't get the lock to work.  
 B: Strange. Let's have a look. You're right. No problem. It comes with a two-year guarantee, so we'll repair it for you. But could you leave the briefcase with us for a few days?  
 A: Sure. No problem.

4.

A: Excuse me, I'd like to exchange this watch. I just bought it a few weeks ago, but look at this!  
 B: What seems to be the problem?  
 A: It's the band. It's already broken.  
 B: Oh. That's not good. Let me see if I can get you another one. I'm sorry. We are completely sold out of that style. I can order one for you. Or do you want to exchange it for a different watch?  
 A: Well, I really like this style.  
 B: Tell you what. Call me here tomorrow. By then, I'll know when I can get you a new one.  
 A: Okay. Thanks. I'll call you tomorrow.

5.

A: Excuse me. I'd like to return this shirt.  
 B: Is there a problem with it?  
 A: Yes. See the sleeves? Believe it or not, this used to be a long-sleeved shirt.  
 B: Really.  
 A: Yes, I washed it once, and look at the sleeves. Now they're much too short.  
 B: I see what you mean. I'll get you another one. Could you just fill out this form for me, please?  
 A: Oh, sure. And here's my receipt.

6.

A: There's something wrong with this camera I bought here a few months ago.  
 B: What's the problem with it?  
 A: The back doesn't shut properly. See? It pops open when you try to shut it.  
 B: That's strange. I've never seen that problem before. We'll repair it for you

at no charge. But I do need one thing. Could you show me the guarantee that came with the camera?

A: Yes, here it is.  
 B: Thanks.

page 56, CD 2, Track 30

## Listening 3

1.

I went to a summer sale at the department store the other day. There were hundreds of people there. People were lined up in front of the main door before it opened. As soon as the doors opened, everyone rushed in. There were some great bargains there, but it was impossible to find what I wanted because of the crowds. I really wanted to buy a few things, but after a while I got fed up and left without buying anything. Big crowds drive me crazy. Next time, I won't go shopping during a big sale.

2.

I bought lots of cheap clothes when I was on vacation last summer. Things were about half the price of the same things here. The clothes looked well-made, so I spent a lot of money. But I've had problems with almost everything I bought. Some shrank as soon as I washed them. And the colors have faded on the rest. Next time, I'll save my money and wait for the sales at home.

3.

I needed a new camera last month, so I bought one from a store in the mall. I paid \$248 for it, and it's a really good camera. It takes beautiful pictures. A few days ago, though, I found exactly the same camera online for only \$195. I was really annoyed, but I guess there's nothing much I can do about it. Next time, I will spend more time comparing prices before I buy something.

4.

Some friends and I were on vacation in China last summer. I went shopping one day and got some really fabulous things. I got nice running shoes and tennis clothes. I thought the prices were reasonable and I hate bargaining, so I just paid the price they asked. The next day, one of my friends went back to the same store and decided to bargain. She got things for much cheaper prices than I paid. Next time I go traveling, I'll be sure to bargain when I buy something.

page 57, CD 2, Track 31

## Pronunciation

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

page 57, CD 2, Track 32

## Dictation

A: Can I help you?  
 B: Yes, I'd like to return this shirt. I need to get a larger one.  
 A: No problem.  
 B: And the color is wrong. I'd like to find a blue one.  
 A: That's fine. Oh, and do you have your receipt?  
 B: Uh-oh, I think I forgot it. I need to go home and get it.  
 A: Yes, I need to see your receipt.  
 B: Okay, I'll be right back.

## Unit 15: Hotel Services

page 58, CD 2, Track 33

## Listening 1

1.

A: Hello. I'd like to have some shirts pressed.  
 B: Yes. How soon will you need them?  
 A: Can I get them by 6 o'clock tonight?  
 B: Of course. Just leave them in your room, and I'll send someone to get them.

2.

A: Yes, can I help you?  
 B: Yes. I'd like tickets for the show at the Warfield.  
 A: Certainly. What night do you want the tickets for?  
 B: How about Friday?  
 A: I'll see what I can get and call you right back.

3.

A: I'd like to order a large pot of coffee, please.  
 B: Yes, for how many people?  
 A: Two.  
 B: Anything to eat?  
 A: No, thanks. That's all.

4.

A: Can you send someone to my room to help with my bags, please?  
 B: Yes, how many bags do you have?  
 A: Three.  
 B: Just leave them in the room, and I'll send someone to bring them down to the lobby for you.

5.

A: Has anyone left a package for me?  
 B: Yes, we do have a large envelope for you at the front desk. Do you want me to send it up to your room?  
 A: That's okay. I'll come down for it, thanks.

6.

A: Can I help you?  
 B: Yes. Could you send up a couple of extra towels and another blanket?  
 A: Certainly. I'll send them up right away.



## Listening 2

1.

- A: Good afternoon. Can I help you?  
 B: Yes, please. Could you check if any packages have arrived for me please? I'm in room 219.  
 A: Sure. Let me see. No, I'm sorry, it doesn't look like there are any packages here.  
 B: Oh, no! That's really too bad. I was expecting something from my boss.  
 A: I'm sorry. If any packages do come in, I'll let you know right away.  
 B: Thanks. Oh! I almost forgot. I need to mail some letters. Do you happen to know where the nearest post office is? Or a mailbox?  
 A: Actually, you can just leave them here, and we'll mail them for you.  
 B: Great! Thanks a lot!

2.

- A: Can I help you?  
 B: Yes, I'd like to move to a different room, if possible.  
 A: Of course. Is there something wrong with your room, Sir?  
 B: Yes. It faces the street, so it's pretty noisy.  
 A: I see. Let me check. Yes, I can move you to a room on the opposite side. That should be much quieter.  
 B: Great. And is it a non-smoking room?  
 A: Let me check on that. I'm sorry, it's not. All the non-smoking rooms are occupied at the moment.  
 B: That's too bad, I hate the smell of smoke. But at least it will be quieter.

3.

- A: Can I help you, ma'am?  
 B: Yes, I need a taxi to the airport tomorrow morning.  
 A: No problem. I can arrange that for you right now. What time is your flight?  
 B: I think it's around 9:30, so can the taxi come around eight o'clock?  
 A: Actually, you'll probably want the taxi to pick you up around 6:30.  
 B: 6:30? Are you sure?  
 A: Well, the airport is pretty far from here, as you know. And it's been taking people a really long time to get through security recently.  
 B: I guess you're right. Can you call me before the taxi comes tomorrow morning? I need about an hour to wake up and get ready.  
 A: No problem. I'll schedule a wake-up call for 5:30.

4.

- A: Good evening, ma'am. Can I help you?  
 B: Hi. Can I still get room service? I've been driving all night, and I'm hungry.  
 A: Sure. Here's the menu. I believe they're open for another 15 minutes.

- B: Hmm. Is there any way to get the lasagna without meat?  
 A: Actually, I'm sorry, they can't do that.  
 B: But I'm a vegetarian. I don't eat meat. Are you sure they can't help me?  
 A: I really wish they could. Maybe you should try the spaghetti. It's very tasty, and the sauce doesn't have any meat.  
 B: Hey, good idea! I'll have that. They can bring it up to room 147.

page 60, CD 2, Track 35

## Listening 3

1.

My friends and I flew down here to the beach for spring break. Of course, we're really excited about swimming, and partying, and meeting other college students. Our hotel is full of families and little kids, though! The restaurants are terrible—really crowded with kids, and noisy—and they're really slow, too. The hotel should have one restaurant that's just for adults, I think. Another problem is the service. The staff is too busy running activities for the little kids, so sometimes they don't bring us new towels or clean the room. One good thing is the room. It's really big, and it has a great view of the beach. The price is great, too. I guess most college students don't want to stay here, so the room rates are low.

2.

I travel a lot for my job—too much, I think. Sometimes I'm away from home for three weeks or more. It can be pretty lonely. That's why I'm so happy about the hotel where I'm staying now. First of all, the restaurant serves light, healthy food that gives me a lot of energy for my work. Then there's the staff. They're very friendly to me. My only complaint is with the room. The bed is very hard. They should buy a softer mattress. Oh, and the rates are expensive, but the company pays for it, so I don't mind.

3.

Our trip to the lake has been pretty disappointing so far. It takes two days to drive there, so of course we have to stay in a hotel for one night on the way. My husband forgot to make a reservation, though! We found a hotel, but the restaurant was only serving small snacks. When I complained about it to the hotel manager, he just laughed at me. They should get a new manager! The room is dirty and tiny. It's really bad. The kids have to share a bed, and they're unhappy about that. Of course, the rates are very cheap, so that's good. We'll have to be sure to make reservations from now on.

4.

My flight was delayed by a big snowstorm, so I had to stay overnight in this hotel. My

only complaint is the restaurants. There are three of them, and they are all way too expensive for me, because the airline isn't paying for my dinner. They should have at least one cheap, casual restaurant. The staff is so friendly, though. Whenever I call the front desk to ask for something, they always remember my name, and they work so quickly. The room is huge, with a giant bathroom that is bigger than my whole apartment. It's got everything—a refrigerator, a microwave, even a flat-screen TV. The rates are very expensive. I am so glad that the airline is paying for the room.

page 61, CD 2, Track 36

## Pronunciation

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

page 61, CD 2, Track 37

## Dictation

- A: Can I help you?  
 B: Yes. I can't open the window in my room. Can I get some help?  
 A: Certainly. Is there anything else?  
 B: Yes. I can't turn the air conditioner off.  
 A: We can help with that. Is there anything else I can do?  
 B: Yes. I can't connect to the Internet.  
 A: You need a password. I can send someone up with it.  
 B: Thank you very much!

## Unit 16: Movies

page 62, CD 2, Track 38

## Listening 1

1.

- A: So, how was the movie?  
 B: Oh, not bad.  
 A: What was it about?  
 B: It's about a policeman who goes crazy and starts chasing people. Lots of excitement, car chases, things like that. You'd like it.

2.

- A: Did you enjoy the movie?  
 B: Yeah, it was terrific. It really made me laugh.  
 A: So what's the story about?  
 B: It's about this funny guy who gets lost on the freeway. He gets off at the wrong exit and then everything starts to go wrong.

3.

- A: What movie did you see?  
 B: I saw a movie called Night Life.  
 A: What's it about?



B: It's about these things that come out of the ground at night and start attacking people.

A: Sounds pretty frightening.

B: Yeah, it was.

4.

A: What was the movie like on Saturday?

B: Great. I really enjoyed it. Terrific special effects and an interesting story.

A: What's it about?

B: It's about a scientific experiment. They give this family some special drugs, and they go to sleep for 100 years. It's all about what happens when they wake up, and how the world has changed.

5.

A: So, tell me about the movie.

B: Oh, it's one of those cowboy stories. The usual thing. A cowboy rides into town on his horse, cleans up the town, and rides out with the girl.

A: Sounds like quite a story.

B: Yeah, really.

6.

A: Did you enjoy the movie?

B: Yeah. It was really exciting. It's about a famous gang that takes over a hotel. So along comes this tough guy, and kills them off. Lots of action. I enjoyed it.

#### page 63, CD 2, Track 39

### Listening 2

1.

A: So, what's on at Century Cinemas?

B: Let's see. . . . They're showing Hit Harder: The Final Conflict. It says it's "an action-packed movie with lots of car chases."

A: Hmmm . . . What are the times?

B: It looks like 2:30, 4:45, 7:30, and 10:00.

2.

A: What else?

B: Okay. What about the Party Animal?

A: I haven't heard of that. What does it say?

B: It's a comedy. It says: "This hilarious film is full of big stars."

A: Is that all?

B: Yes. And it's showing at 1:30, 4:30, 6:15, and 9:00.

3.

B: How about this one? Dreams. "Dreams is a romance about a doctor and her patient."

A: I don't know . . . When is that one showing?

B: At 1:00, 3:15, 6:30, and 9:30.

4.

A: Should I keep reading?

A: Yes. I'm sure we'll find something.

B: Okay. It looks like they're also showing Cowboy's Run. "Set in Mexico, a group of cowboys fight bankers who want to

take their land." It's at noon, 3:30, 5:30, and 8:00.

5.

A: Keep going.

B: Okay. How about Space Children?

"Space Children is an exciting story of five people who are kidnapped by aliens."

A: That's more like it. . . . When's that one playing?

B: At 2:00, 5:00, 7:00, and 9:15.

6.

B: Wait, there's one more. Monster Party.

"Two young men are bitten by bats, and when the moon comes out, they turn into vampires and attack people."

A: That's it! Let's see that!

B: Okay. When do you want to go? It's playing at 10:00, 1:45, 4:15, and 6:45.

#### page 64, CD 2, Track 40

### Listening 3

1.

I went to a really dumb movie last night. You should save yourself some money and find something else to do. It's supposed to be a comedy, but it isn't very funny at all. The story is really boring. It's all about some guys who are planning a bank robbery, and everything goes wrong. Some of the actors were really big stars, but the acting was just terrible. They seemed bored, and so was I. The ending was supposed to be this big surprise, but everyone in the theater knew it was coming. I guess the only good part was the music. The opening song had a great beat, and the rest of the soundtrack wasn't bad.

2.

I saw that new action movie this weekend. The story was much better than I expected. The main character has to go way underground, under the subway stations, to find this monster! The main character is that really handsome star Matt Castle. He looked fantastic. It's worth the price of a ticket just to see him on the big screen, smiling and fighting, and wearing these really great suits. The ending was a bit stupid and the music was disappointing, but I was still really into the story. If you like action movies, or good-looking movie stars, you should go out and see it right away.

3.

I saw an excellent movie last night. It was a totally different kind of story from a typical war movie—it was exciting and intelligent. The star was that actor who just won a big award. He's always good, but he's unbelievably good in this one. And the actress who plays opposite him is wonderful. The ending is really sad, but it also made me think a lot about really deep and important

stuff. I like it when movies do that to me. You should try to see it. I don't usually like war movies, but this one is really exciting. It has a terrific soundtrack. The songs made the battle scenes so exciting.

4.

Have you seen that new animated movie that's showing now? You should see it. The story is about a war between humans and giant insects. I know it sounds kind of silly, but the story really works well. All the animation was done with computers, and they used the voices of some really famous actors. That really made the movie enjoyable. I won't say who wins in the end, but I will tell you that it's a big surprise. I left the theater very happy. I guess they could have chosen better music, though. I don't think rap music is good for that kind of movie.

#### page 65, CD 2, Track 41

### Pronunciation

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

#### page 65, CD 2, Track 42

### Dictation

- A: Hey, would you like to go to a movie tonight?
- B: Yeah, I'd love to. What's on?
- A: Hats Off to Harry is playing at the Gateway Theater. It's about a boy that gets lost, ends up in Hollywood, and becomes a big star.
- B: Who's in it?
- A: Well, besides the boy, um, Russell Hill.
- B: Oh, he's a funny guy. Let's go!

## Unit 17: Fears

#### page 66, CD 3, Track 2

### Listening 1

1.

A: Are you sure you don't want me to drive? Look at the traffic!

B: Hey, don't worry. I'm fine. Whoops!

A: Careful. Not so fast.

B: Don't worry. I'm fine. Now what's this thing again?

A: The brake! I said. "Brake!"

B: Oh, yeah.

2.

A: I think there's someone in the house.

B: Are you sure?

A: Yes, the lights were off when we left.

B: That's funny. Oh, I'm sure it's okay.

A: Be careful.



3.  
A: Look—over there in the garden.  
B: Where?  
A: There. Oh, do something quick. Oh, I'm so frightened of those things.  
B: It's okay. I've got it. Are you really frightened of this? It's the garden hose.

4.  
A: Quick! Look in the kitchen.  
B: Where?  
A: There, behind the door. Oh, I hate those things. Can you do something?  
B: It's just a little mouse. Nothing to be afraid of.  
A: Oh, I can't stand mice. Do something!  
B: Go get it, Fluffy.

5.  
A: I'm sure I saw a big, black spider under the bed.  
B: A spider? Are you sure? Let me check.  
A: Did you get it?  
B: Ah, yes here it is. The missing button from my coat. I've been looking for it for days.

6.  
A: Listen. I can hear someone downstairs.  
B: Are you sure?  
A: Yes, listen to that noise.  
B: Let me check.  
A: Be careful!  
B: Don't worry. Everything is all right. We forgot to turn off the TV.

page 67, CD 3, Track 3

## Listening 2

1.  
I was so afraid of animals when I was younger—all kinds of animals— cats, horses, you name it. I didn't like the way they felt when I touched them, and I was sure they were going to bite me. I even hated going to the zoo. That all changed when I turned 13, and my mom gave me a kitten for my birthday. He was so cute and friendly that I realized an animal can really be your best friend.

2.  
I was afraid of snakes when I was a kid. I remember going to the zoo and seeing them there, and I thought they were kind of cute. But once, when I was out hiking, I nearly stepped on one, and it tried to bite me. It was really ugly and I'm sure it was poisonous. Since then, I've been pretty terrified of them. I could never touch one now!

3.  
Some people hate spiders. They think they're really creepy. I guess I felt like that when I was a kid. I used to scream if I saw a spider, on the wall. My friend had a pet spider and I couldn't go near it. Then when I went to college, we had a spider collection in our

biology lab. When we studied them, I decided they were interesting and intelligent, too. I kind of like them now.

4.  
I was always afraid of the water as a kid. I would never go into the pool or swim at the beach. I was sure I would drown. Then I took swimming lessons in high school. Once I learned how to swim, I felt different. Now I love the water and especially the beach. I feel totally safe because now I know how to take care of myself in the water.

5.  
I don't really like driving on the freeway. I guess it's because the traffic moves so fast. I didn't use to be so nervous. I used to travel all over using the freeways. But one day, I was in a car accident and I lost all my confidence. So nowadays, I only use the freeway when it's really necessary.

6.  
The first time I got on an airplane, I was terrified. I just couldn't understand how a big, heavy thing like a plane could stay up in the air. After we were in the air for a while, I spoke to the man next to me. He was an airplane engineer and explained how airplanes stay in the air. That really helped because I understand how planes work. I was still a little nervous on the next few flights, but now I really love flying.

page 68, CD 3, Track 4

## Listening 3

1.  
When I was a kid, I got stuck in an elevator when the electricity went out, and since then, I've always been afraid of elevators. I was all alone, and there was no way to get out of the elevator. I hated that feeling. Now I almost never use elevators. I take the stairs instead. If I have to take an elevator—for example, if I'm in a really tall building—I make sure there's someone else in the elevator with me. The only problem is, sometimes I have to wait a long time until another person comes along.

2.  
I don't like swimming in the ocean because the waves are so dangerous. They always knock me over. I also hate the way that seaweed touches me when I swim in the ocean. I always think it's some animal that's going to bite me—you know, like a shark or a jellyfish. That's why I only swim in the swimming pool. The only problem is that the pool in my neighborhood is always crowded.

3.  
Birds are the only animals I'm really afraid of. But not all birds. Just seagulls, like at the beach. I don't mind most little birds because

they leave you alone. But seagulls? That's a different story. I'm sure it's because of the time a bunch of seagulls chased me when I was a kid. They didn't hurt me, but I've been really scared of them ever since. That's a real problem, because a lot of my friends enjoy going to the beach, but I stay home to avoid the birds.

4.  
I don't know why, but I'm really afraid of heights. I work in a tall building, and I can't even stand to look out my office window. Right away, I get this feeling like I'm suddenly going to fall. I'm really afraid. Of course, airplanes are the worst. I'm really nervous when I have to fly. The biggest problem is that there are some fun things I can't do with my kids. The other weekend, I took them to an amusement park. They were excited about going on the roller coasters, but I was too afraid to take them. My kids were really disappointed. I felt terrible about letting them down.

page 69, CD 3, Track 5

## Pronunciation

- Once, I sat next to an airplane engineer.
- When I was a kid, I got stuck in an elevator.
- After we were in the air for a while, I felt a lot better.
- Then when I went to college, I learned about spiders.

page 69, CD 3, Track 6

## Dictation

- A: Are you afraid of anything?  
B: Yes. I'm afraid of elevators. Once, when I was a kid, I got stuck in an elevator.  
A: So what do you do when you have to take an elevator?  
B: I try to take the stairs! How about you?  
A: I was afraid of insects when I was a kid.  
B: How did you stop being afraid of insects?  
A: When I was in college, I studied insects in a biology class. Now, I'm not afraid at all. In fact, I think insects are fascinating!

## Unit 18: Phone Messages

page 70, CD 3, Track 7

## Listening 1

1.  
Hi. This is David. Remember me? We met at Bob's party. David—you know—the one with curly blond hair and green eyes? Anyway, just calling to say hello. I'd love to see you again. Can you call me tonight? My number is 981-2146. I'll be home after 9:00. Thanks. Bye.



2.  
Hi, Lara. This is Sarah calling. Sorry I missed you. I've got some really interesting news. It's about that cute blond guy we met at the party. Why don't you call me? I'm at my mom's place. The number is 461-5793. Try to call me between 6:00 and 7:00 tonight. Bye.

3.  
Hello. I'm calling for Lara. My name's Peter Rogers. That's R-O-G-E-R-S, from Morning Star Travel. I'm calling about your plane reservations. Please call me back at 391-6451. The best time to reach me is between 2:00 and 6:00 p.m. Thanks.

4.  
Hello. This is Linda Wong. Lara, could you call me on Saturday, in the morning or afternoon? Do you have my number? In case you don't, it's 536-8775. Thanks. Bye.

**page 71, CD 3, Track 8**

**Listening 2**

1.  
Hello. This is Jim from Jim's Auto Repair. I'm calling about your car. I'm afraid it's not going to be ready until Friday. You can pick it up any time after four. By the way, the car radio isn't working properly. Do you want us to fix that, too? Please give us a call today to confirm.

2.  
Hi. This is your neighbor Pat. ABC Express tried to deliver a package today, but you weren't home, so they left it with me. If you like, I'll bring it over tonight around 8 o'clock. Let me know if you'll be home.

3.  
Hi, Andre. This is Susan. I'd like to invite you to my birthday party on Saturday. I hope you can come. Bring a friend if you like. I'll be out till late tonight, so I'll be in touch tomorrow to give you more details. Bye.

4.  
This is Classic Clothes. The shirt you ordered is in. Please come by and pick it up. Or if you like, we can send it to your office. Please let us know which you prefer.

5.  
Andre. Hi. This is Kathy. Sorry I missed you. Thanks for your invitation to dinner tomorrow. It sounds lovely, but unfortunately I can't go. I have to work late. I'll try you tomorrow morning again before 9:00. Bye.

6.  
This is Dr. Costello's office. We're calling about your dental appointment. We can't give you an appointment on Thursday, but we can give you one next Tuesday. Please give us a call to confirm.

**page 72, CD 3, Track 9**

**Listening 3**

1.  
Hi. This is Mary from Gold Coast Travel Agency. We've confirmed your flights for you. We're e-mailing your itinerary to you, so you should be receiving it any minute. We've also booked you for three nights in the Paradise Inn, right on the beach. The hotel has a shuttle bus that takes you from the airport to the hotel, and it should be waiting for you outside the baggage claim area. It's a complimentary shuttle, so you don't have to pay for the trip, although we recommend you tip the driver. A few dollars for each bag should be fine. All right? Call me at 878-1990 when you get this message.

2.  
Hey, this is Peter from the mailroom. There's a package here waiting for you, so when you get a chance, could you come down and pick it up? Actually, it's after five o'clock, so I guess we're closed now. I'll leave the package for you at the front desk, with the receptionist. Just pick it up tomorrow from her. Oh, I almost forgot. That letter you were waiting for, the urgent one with the legal documents? I'm sorry to tell you it hasn't arrived yet. If you want to check again tomorrow morning, just give me a call at extension 44.

3.  
Hi, this is Mike. Hope you're not working too hard down there! Anyway, I was calling to ask you something. Would you like to have lunch with me? I want to take you to lunch at a great Italian restaurant near the harbor. They serve this really amazing vegetarian lasagna, and the service is really great—helpful and polite. Then, after lunch, I was thinking maybe we could take a boat trip on the river. I'm sure you'd enjoy it. Anyway, give me a call on Thursday and let me know if you're free. My number is 754-9367.

4.  
Hi, this message is for Dan. This is Mrs. Jones from Sunshine Dry Cleaners. The shirts you left with us on Friday are ready now. Please pick them up from the store any time on Monday. We're open until 9:00 p.m. In case you don't remember, we're on the corner of Elm Street and Highway 31, next to the movie theater. The total cost for the shirts is \$25.99. We don't take checks, but you can pay by credit card or cash. If you have any questions, please call me. The number is 468-3114.

**page 73, CD 3, Track 10**

**Pronunciation-Task 1**

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

**page 73, CD 3, Track 11**

**Pronunciation-Task 2**

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

**page 73, CD 3, Track 12**

**Dictation**

- A: Mike called today. He wants to go to the restaurant with us tonight.  
B: Did he leave his number?  
A: Yes. It's 645-760-3950. He also asked us to invite Lisa.  
B: Did he leave her number?  
A: No, but I have it memorized. It's 760-3950.  
B: Got it. We should call the restaurant, too. I think their number is 858-7869.

**Unit 19: Touring a City**

**page 74, CD 3, Track 13**

**Listening 1**

1.  
This is very unusual, isn't it? It's by a very famous artist. Nowadays, his works sell for over \$25,000 each. But I really don't understand how anybody would want to spend that much money on something like this. Do you?

2.  
It's okay. She's quite friendly. She probably just wants something to eat. I'm sure she loves those peanuts in your bag.

3.  
This is the best way to see the city, isn't it? You can see everything in a day just by sitting and looking through the window. I always do this the first day I visit a new place.

4.  
Oh, you have to try some of these. They are really delicious. They're so sweet. They grow them very near here.

5.  
This is an interesting old place. It was built over 200 years ago. It used to be the home of a very rich man. He lived here by himself until he died. Then his family gave it to the city so that now everyone can enjoy it.

6.  
I have to get some of these. I see them in all the souvenir shops. They're really amazing. And they're cheap, too. I think I'll take some back as gifts for my friends at school.



## Listening 2

1.

Good afternoon, and welcome to Hollywood, California. I hope you all enjoy today's tour of the houses of the stars. Here we go! Now remember, you can buy photos of all the stars' houses when the tour is over, so please don't take any pictures during the tour, okay? Up on the left is the gorgeous mansion where Marilyn Monroe lived. After she got married, she left this house and moved to New York to live with her husband, a famous American baseball player named Joe Di Maggio. Now, just around the corner you'll see a bright yellow house. Can you see it? Up on the hill? This is where James Dean lived. Finally, do you see that big iron gate on the right? Well, this is the entrance to Arnold Schwarzenegger's house. Unfortunately, you can't see the house from here, and we're not allowed to go inside the gate.

2.

We're starting our tour by going up the tallest building in New York City: the Empire State Building. You can see the whole city from the top of this building. While you're up there, don't forget to look at the Statue of Liberty through the telescope, since we don't visit it on this tour. Next, we'll take the bus uptown to beautiful Central Park. I know the bus doesn't sound very glamorous, but I promise you, it's just as fast as taking a taxi. When we get to Central Park, we'll visit the petting zoo and have a picnic lunch. Finally, we'll walk to another famous place: Rockefeller Center. In the winter, people go there to ice skate on the famous outdoor rink. Of course, there won't be any ice on a hot summer day like today, but there's a very nice photograph of the rink for sale at the gift shop.

3.

Welcome to Kathmandu, Nepal! As you all know, the country of Nepal has some really tall mountains, including the world's tallest mountain, Mt. Everest. But here in the capital city, Kathmandu, the mountains are almost always covered by clouds. So I'm afraid we probably won't be seeing Mt. Everest today. However, we are going to visit an exciting market in the center of town where you can buy all kinds of souvenirs, including beautiful wool sweaters at really great prices. As we go through the market, though, please don't eat any of the food offered to you on the street. It looks delicious, but it might not be healthy. After visiting the market, we'll take a taxi to Pashupati Temple. This is one of the most important temples for the people of India and Nepal. Unfortunately, because we do not belong to their religion, we won't be able to go inside the temple. We can still look and touch the beautiful statues outside it, though!

4.

Welcome to Buenos Aires, Argentina! This morning, I am going to introduce to you many of Buenos Aires' famous sites. And after our tour, you will be free to explore the city on your own. First, we are going to visit the parks and gardens of the Recoleta neighborhood. Here, we will get off the bus and walk around to enjoy this beautiful area close up. We will also stop at the Recoleta Cemetery, where many of Argentina's famous people are buried. We'll visit the grave of Eva Peron, Argentina's first lady from 1946 to 1952. Feel free to take photos of the famous graves. Next, we'll make a stop at the Latin American Art Museum in the Palermo neighborhood. Here, you will see many excellent examples of Latin American art from the 19th and 20th centuries. We won't have time to visit the museum gift shop, though, but we will be visiting an open-air market, where you will be able to find many locally made items.

page 76, CD 3, Track 15

## Listening 3

1.

- A: Have you taken a tour since you've been here?  
 B: Yes, I went on one last weekend.  
 A: What was it like?  
 B: Well, we didn't see a lot. We mainly went to a lot of shops. I would've preferred to see more of the museums and famous buildings. I'm not really interested in shopping. And the bus they took us in was so old and slow. They should put it in the museum!  
 A: Really! Did you say anything to the guide about it?  
 B: Well the problem was, he didn't speak English very well. And he wasn't really very friendly.  
 A: That's too bad!  
 B: But we did have a nice lunch on the tour, and the whole tour was very cheap, so it wasn't all bad. But I don't think it was worth the time or the money, even though it was cheap.

2.

- A: What was your city tour like?  
 B: Well, we saw lots of interesting places on the tour. I was totally exhausted at the end of it, but I'm really glad I took it. You should try it.  
 A: Did you go by bus?  
 B: Yes, we had a nice, comfortable bus, and a very helpful guide. You know how some guides talk all the time. This one didn't. He gave us just enough information, but not too much.  
 A: Where did they take you for lunch?  
 B: Oh, some dirty little place near the center of town. I didn't eat much

because the food didn't look very good to me.

A: That's too bad. Was the tour expensive?

B: No. Not at all. It was very reasonable.

3.

- A: Did you just get back from the tour?  
 B: Yeah. It was really good. We visited all the places of interest. I'm glad we took it.  
 A: Did you take a bus or a van?  
 B: We took a bus. There were only 15 of us in it, so we had lots of room. It was a new clean one, so it was pretty comfortable.  
 A: Did you have a guide?  
 B: Oh, yes. She was great. A student, I think. She really knew her stuff.  
 A: How was lunch?  
 B: Awful! We just had some fast food along the way.  
 A: How much was the tour?  
 B: Well, it was pretty expensive. That was the only problem. \$150! I think they should've charged us about \$75. But anyway, I think it's definitely worth doing this tour.

4.

- A: So how was the tour?  
 B: It was disappointing, actually.  
 A: That's too bad.  
 B: Yeah, we didn't get to see very much. It was too short. I wanted to see a lot more.  
 A: Really?  
 B: It wasn't very comfortable either. The bus wasn't air conditioned, so it got very hot and stuffy after a while.  
 A: Uh-huh.  
 B: Anyway, the guide was very helpful. He gave us some very interesting information and told a lot of jokes, so that was fun. And we had a really good lunch at the seafood restaurant.  
 A: So was the tour worth it?  
 B: Well, it was only \$35, which is pretty reasonable. But if you want to take a tour, you should try a different tour company.

page 77, CD 3, Track 16

## Pronunciation

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

page 77, CD 3, Track 17

## Dictation

- A: What did you see on your tour?  
 B: We first saw the Grant House. It's the oldest building in the city.



- A: Nice. What else did you see?  
 B: Then we visited the park. It's one of the biggest city parks in the country. After that, we went to the top of the mountain.  
 A: Oh, I bet the view was great. Isn't that one of the tallest mountains in the state?  
 B: Yes. Actually, it's the highest mountain in the country. The view was fantastic.

## Unit 20: Airports

page 78, CD 3, Track 18

### Listening 1

1.  
A: Could you tell me where departure gate 5 is, please?  
B: Yes, just take the escalator up to the next level and turn right. All the gates are upstairs.  
A: Thanks.
2.  
A: Excuse me. Where's the baggage claim area?  
B: It's downstairs. Take the escalator over there, near the currency exchange. Go down to level 1. You can get your bags there.
3.  
A: Where are the restrooms, please?  
B: Just go straight. They're on the left. Just across from the check-in counters.  
A: Thanks. Oh, dear. I think I'd better hurry. I need to change this baby right away.
4.  
A: Excuse me. How can I get a shuttle bus to the parking lot area for terminal B?  
B: Buses and taxis are on the next level. Just go up those stairs over there and turn right. The shuttle comes every five minutes.

page 79, CD 3, Track 19

### Listening 2

1.  
A: Excuse me. This is terminal A, isn't it?  
B: That's right.  
A: Can you tell me how to get from here to terminal B?  
B: Yes, go out the main entrance and turn right. Go over the foot bridge to the baggage claim and wait there for the bus to terminal B. There's one every five minutes.  
A: Do I need to buy a ticket?  
B: No, it's free.
2.  
A: Excuse me. Do you know what time the flight from Tokyo arrives?  
B: You can check it on one of the monitors over there, but let me see if I can find it for you.

- A: Thanks.  
 B: Hmm. It looks like it's delayed.  
 A: Oh, so do you know what time it's arriving?  
 B: They haven't announced the arrival time yet, so why don't you check again on the monitor in about 15 minutes?  
 A: Okay. Thanks again.
3.  
A: Excuse me. How can I get to the Wilson Hotel from the airport?  
B: Check at the information counter on level 1. They have maps there. Are you driving? Car rentals are on level 1 as well.  
A: No. I'd like to get a bus, if possible.  
B: I think there's a shuttle bus to the hotel in front of the airport.  
A: Oh, thanks. Do you know if the hotel is very far from here?  
B: Actually, it's really close. It's about a ten-minute ride.
  4.  
A: Is it possible to buy souvenirs and gifts here?  
B: Yes, go to level 2. There's only one store—a duty-free shop in the departure area.  
A: Do I need to go through customs and immigration first?  
B: Yes. You'll find the shop right in front of you after you go through.  
A: And do you know if they take credit cards or do I need to use cash?  
B: Either is fine.

page 80, CD 3, Track 20

### Listening 3

1.  
A: What's the airport like in your town?  
B: Well, it's only a short distance from the center of town, so that's good.  
A: Yes.  
B: And it's pretty easy to get there. It only costs about \$25 by taxi. Or you can take a bus from most of the hotels.  
A: Is it a big airport?  
B: It's fairly big, but it's not a very pleasant place to spend time.  
A: How come?  
B: There isn't much to do there. They really should put in some stores and cafes.  
A: That would help.  
B: Luckily, you don't have to spend much time there because it usually only takes about 15 minutes to check in and go through security.
2.  
A: What's the new airport like?  
B: It's fantastic. Much better than the old one.  
A: Is it far from town?  
B: Not really. It's only about 15 miles from the city, so it doesn't take long to get there.

- A: That's good.  
 B: Yes, now I can get out there on a fast train, which makes the trip very comfortable.  
 A: How nice! What are the facilities like at the airport?  
 B: It's almost like a big shopping mall. There are department stores, shops, a game center, and even a gym.  
 A: It sounds great.  
 B: Yeah, it is. The only trouble is it's always very crowded, so it can take a while to get through check-in. They really need to add some more check-in counters to speed things up.
3.  
A: Is the new airport close to town?  
B: Yeah. Really close!  
A: Does it take long to get to the airport?  
B: Well, you have to go by taxi or train, so it depends on how long it takes you to get a taxi. There are never enough taxis that will go to the airport, so you have to wait for a while. You can go by train, but it's not very easy to get on when you're carrying bags. There really should be a bus service into town.  
A: I agree.  
B: Yeah, but once you get there, it's okay. There are lots of good duty-free stores, and the restaurants are pretty good. Try the Italian restaurant there. It's excellent.  
A: Does it take long to check in?  
B: No. Check-in usually goes pretty quickly.
  4.  
A: What do you think of the airport?  
B: Well, it's far from downtown and when the traffic is bad, it can take an hour and a half to get there. The city really needs to build a new airport that is closer to the city.  
A: Do you usually drive to the airport?  
B: No. I usually take the airport bus. The bus is pretty nice. It's clean and comfortable, and it's a lot cheaper than driving because you don't have to pay for parking.  
A: Is there much to do there while you wait for your flight?  
B: Sure. There are a couple of stores that sell souvenirs and magazines. There are also a couple of fast-food places, and they're fine for coffee and a sandwich.  
A: How long does it take to check in?  
B: It doesn't take long. They're pretty efficient.

page 81, CD 3, Track 21

### Pronunciation

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



## Dictation

- A: Excuse me, where are our suitcases?  
 B: Your bags are in the baggage claim area, on carousel 3.  
 A: Thanks. Oh, and are there any places to eat near the baggage claim area?  
 B: Yes. There are two cafes and a couple of restaurants.  
 A: Great. How do we get into the city?  
 B: There are buses and taxis just outside, after you leave the baggage area.  
 A: Thank you so much!

## Unit 21: Hotels

### Listening 1

1.  
 A: Hello. My name's Bill Sampson. I have a reservation.  
 B: Just a moment please, Mr. Sampson. Ah, yes. Would you mind filling out this form please?  
 A: Thanks.  
 B: Could I also see your passport?  
 A: Here it is.  
 B: Thank you. Will you be paying by credit card?  
 A: Yes. I have it right here.  
 B: Thank you.
2.  
 A: Yes, I'd like to check in, please.  
 B: Certainly, do you have a reservation with us?  
 A: Yes, the name's Peter Fox.  
 B: That's funny. I can't find your name in the computer. Do you have your confirmation number?  
 A: Yes, it's 6913.  
 B: Oh, I see. Sorry. Your name was spelled wrong. And could I see your passport, please?  
 A: Here you are.  
 B: Okay. How will you be paying for your room?  
 A: I'll pay cash.  
 B: In that case I'll have to ask you for a deposit.  
 A: That's fine.
3.  
 A: I'd like to check in. My name's Pennington.  
 B: Would you mind spelling your name for me so I can check it on the computer?  
 A: Yes, it's P-E-N-N-I-N-G-T-O-N.  
 B: Ah, yes, here it is. Can I see some form of identification, please?  
 A: Is a driver's license okay?  
 B: Yes, that's fine. Thanks.  
 A: Do I need to fill out a registration form?  
 B: No, you're already registered. Just sign this card, please.

4.  
 A: Yes, I'd like a room, please.  
 B: Do you have a reservation?  
 A: No, I didn't think I'd need one. I'm with City Travel.  
 B: Oh, yes. Then can I see some form of identification?  
 A: Sure. Here's my company ID. Or would you prefer my passport?  
 B: Your company ID is fine.  
 A: Do you need my credit card?  
 B: Yes, please. And would you fill out this registration card?

### Listening 2

1.  
 A: Would you like a single or a double room?  
 B: Oh, it's just for me, so a single is fine.  
 A: Garden view or city view?  
 B: City view is fine.  
 A: And the standard or deluxe room? The deluxe is an extra \$20.  
 B: I'll take the cheaper one, please.  
 A: Sure.  
 B: Just one thing, I'm a very light sleeper. Can I get a room far from the elevator? I find being near the elevator can be a problem, especially at night.  
 A: Certainly. However, all our rooms are quiet, even the ones near the elevator. We have excellent soundproofing here.  
 B: Great. Thanks.
2.  
 A: What kind of room would you like?  
 B: Are there any deluxe rooms available? My wife and I want to give ourselves a treat.  
 A: Yes, there are. So that'll be the double deluxe. And you'd like a garden view room?  
 B: Absolutely. We're here to relax.  
 A: Okay. You're all set. You're in room 701. I'll have the bags sent up to your room right away. You'll find a complimentary fruit basket in the room.  
 B: That's nice. Thanks. Oh, and we'll need a wake-up call at 7:00 a.m. Can you arrange that?  
 A: Sure. No problem. Enjoy your stay.
3.  
 A: What kind of room would you like?  
 B: Oh, just something simple. The cheapest you have will be fine.  
 A: So you don't want the deluxe then?  
 B: No, thanks.  
 A: I can give you a standard single on the second floor. The lower floors are cheaper.  
 B: Sounds perfect.  
 A: And this one has a city view, as well.  
 B: Oh, that's what I want.  
 A: No problem, then.  
 B: I need to iron some clothes. Is there an iron in the room?  
 A: I'm afraid there isn't.

- B: Oh. Could you please send an iron up to my room?  
 A: Sure.

4.  
 A: Will that be a room for the two of you?  
 B: Yes, that's right.  
 A: Do you want a city view?  
 B: No, we don't. And we'd like a room on a high floor, please.  
 A: Let me see if we have one available. Yes, we do. Good. Would you like a deluxe room? It's a little more expensive, but it's much bigger.  
 B: Oh, it doesn't matter about the size. The ordinary room will be fine.  
 A: Certainly.  
 B: And is it possible to get coffee and say, some sandwiches at this hour? We're a little hungry.  
 A: Sure. I can send some up to your room if you like.  
 B: Thanks. That'd be great.

### Listening 3

1.  
 A: Is your room okay?  
 B: Well, it's certainly big enough. That's a nice change. A lot of hotel rooms these days are very small. There's also plenty of space in the bathroom.  
 A: That's good.  
 B: I wish I had a better view, though. There's nothing to see except the cars in the parking garage.  
 A: You could always change.  
 B: I guess so, but I can't be bothered. Anyway, it's great to have a big, flat-screen TV. There's also a coffeemaker, so I can make coffee whenever I want it. I was a little disappointed that there was nothing—not even a bottle of water—in the refrigerator when I checked in. But I called down and asked them to fill it up, and they did that right away.
2.  
 A: Is your room big enough for the two of you?  
 B: Well, it's kind of small. By the time we put our bags on the floor, there was hardly any room to move. But you should see the bathroom! It's almost as big as the bedroom! It's great, but isn't that strange? A bathroom bigger than the room!  
 B: It is. What floor are you on?  
 A: We're on the second floor, so we don't really see anything interesting. Just the street and the building next to us.  
 A: Is there anything much in the room?  
 B: Just the bed and a tiny refrigerator big enough for two bottles of water! The bed is as hard as a rock! I could hardly sleep last night. The manager said they would bring me a softer mattress later.  
 A: Well, that's good.



3.

A: Is your room at the hotel okay?

B: It's not bad. It's a good-sized room, so that's nice. The bathroom is absolutely tiny, though. And it doesn't have an electrical outlet, so I can't use my hair dryer in there!

A: That's inconvenient.

B: At least I can look out at the beautiful park across the street. I like to be able to see trees from my window.

A: That sounds lovely. Is there a lot in the room?

B: No, not really. Just an old TV, but no refrigerator or anything else. It was really hot last night and I couldn't sleep, so I spoke to the manager about it. She sent up an electric fan as soon as I called.

A: That should help.

4.

A: Is your room okay?

B: It's pretty good, thanks.

A: That's good. How big is the room?

B: Well, it could be bigger. It really is pretty small. There's just enough room for one chair beside the bed.

A: It does sound small.

B: Yeah, but my only real complaint is with the shower. The water's either much too hot or way too cold. I'm going crazy! Luckily, I spoke to the manager, and he's sending a plumber up tomorrow.

A: That's nice of him. How about the view?

B: Oh, I do love the view of the city at night. It's wonderful.

A: That's fantastic. What does the room have in it?

B: Well, there's a really nice TV and a DVD player. Plus there's a stereo and a mini-fridge—everything I need.

**page 85, CD 3, Track 26**

## Pronunciation

1. A: My name is Pennington.

B: Did you say "Pennington"?

2. A: I'd like a single room.

B: Excuse me. Did you say "a single" room?

3. A: I need to see your passport.

B: I'm sorry. Did you say you need to see my passport?

**page 85, CD 3, Track 27**

## Dictation

A: Yes, sir, may I help you?

B: I'd like a room for two nights, please.

A: Two nights?

B: That's right. My name is Chris Smithson.

A: Did you say Smith?

B: No, Smithson. S-m-i-t-h-s-o-n. Do you need to see some identification?

A: Did you say you have identification?

B: Yes. I do. Here you go.

## Unit 22: Traffic

**page 86, CD 3, Track 28**

### Listening 1

1.

Because of the holiday weekend, traffic on northbound Route 101 is very congested. So keep away from 101 North until further notice.

2.

Traffic is moving smoothly today on the Kennedy Bridge. Traffic is unusually light. There are very few cars on the bridge at this time.

3.

The New Harbor Bridge is very busy today. Traffic is moving very slowly across the bridge. It's bumper to bumper, so avoid the bridge if you can.

4.

There has been a traffic accident on Watergate Drive. An ambulance has arrived, but keep away from Watergate Drive. There is a lot of traffic backed up.

5.

Highway 25 is closed for repairs today, so better stay away from there. No traffic will be allowed on Highway 25 all day.

6.

Don't forget—it's the annual bicycle race today. Right now there are hundreds of cyclists on the road. Pine Street and all the streets from Pine through Oak are closed until 2:00 p.m.

**page 87, CD 3, Track 29**

### Listening 2

1.

A: Are you going to take the bus downtown, or are you going to take your bike?

B: I think there's too much traffic on the road today to go by bike. It's not safe to ride in traffic.

A: I guess there's so much traffic because of the big football game. Well, look, I'm driving downtown. Can I give you a ride?

B: Hey, thanks.

A: So do you use your bike very often?

B: Not during the week, but I ride it pretty often on the weekend.

2.

A: How are you going to get downtown? Are you going to drive?

B: I don't think so. I just heard the traffic report on the radio. It seems there is a traffic jam on the freeway. They said a couple of buses have broken down.

A: I guess it will be quicker to take the subway.

B: Absolutely!

3.

A: Gosh. I wonder how much longer we'll have to wait for a bus. We've waited half an hour already! Do you think we should go back and get the car?

B: Oh, no. I hate driving at night.

A: Let's take a taxi. I don't want to be late for the movie.

B: Good idea. I'll call for one on my cell phone. They usually come pretty quickly.

4.

A: How are you going to get home from the restaurant on Sunday, Harry?

B: Oh, I can just take a bus or a taxi. There are usually plenty of taxis around that area at night.

A: Yes, but not on a Sunday night. You might wait for a long time. Why don't you ask Kevin to drive you home? He's having dinner with us and he lives near you.

B: That's right. I'll ask him.

5.

A: What's the traffic like downtown today?

B: It's pretty bad. One of the traffic lights is broken, so all the traffic is backing up.

A: Oh. How should I get to my doctor's appointment? Drive? Take a taxi?

B: A taxi won't be any faster than driving.

A: Well then, I'll probably take the subway to the station and then walk from there.

B: Yeah, today I think that's the fastest way.

6.

A: How do you plan to get to your friend's house? Do you need a ride?

B: How's the weather?

A: It's really nice out.

B: Oh, thanks anyway, but I'll ride my bike. I was going to take the bus, but I need to get some exercise.

A: All right. But be careful of the traffic.

**page 88, CD 3, Track 30**

### Listening 3

1.

In my town, public transportation was never very good. You had to drive everywhere, so there was always traffic. The government wanted to make public transportation easier than driving cars. They bought some nice new buses, for example, and they added air conditioning to the ones we already had. They also began offering lower bus fares on the weekends, so more people would be encouraged to try the new buses. They raised taxi fares, too. I guess they figure that if taxis cost more, people might think about using buses more often.

2.

Well, the problem was that thousands of people drove into the city center every



day, and there weren't enough parking spaces. So the government wanted to make parking easier. But they didn't build more parking garages. Instead, they tried to keep cars out of the city center. Recently, they started making people who drive their cars downtown pay a daily fee. You have to pay \$10 if you want to drive your car into the center between 8 a.m. and 6 p.m. At the same time, they have raised the parking lot rates, so people think twice before they drive their car into the city.

3. Traffic was a real problem around here. It moved so slowly. Last year the government turned a bunch of streets downtown into one-way streets. This helped the traffic move more quickly. Special lanes on roads just for buses were built at the same time. If you're caught driving your car in a bus lane, you have to pay a fine—and it's a really high fine! Also, they passed a law last year that says you can only drive your car downtown three days a week. You have to display a special pass in your car that says which days you're allowed to drive downtown.

4. Air pollution in our city was a huge problem, and we really needed to lower it. I guess that's why the government started putting special bicycle lanes on the streets downtown. That way, people can ride their bikes to work instead of using their stinky cars! They also made a rule that says there must be at least two people in your car if you want to drive downtown during the week. They also ordered these amazing new pollution-free buses. They use electricity, so they don't put anything bad into the air.

page 89, CD 3, Track 31

## Pronunciation

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

page 89, CD 3, Track 32

## Dictation

- A: Are you going downtown today?  
 B: Yes, but there's a marathon today.  
 There's going to be a lot of traffic.  
 A: Yes. There are several streets blocked off.  
 B: And I just heard there's been an accident, too.  
 A: It's true. There's been a collision between two busses.  
 B: Wow! So, I guess I'll walk. There's no problem with my feet today!

# Unit 23: Roommates

page 90, CD 3, Track 33

## Listening 1

1. I like sharing a room with Greg. He's very quiet and always asks me if it's okay for him to listen to the radio or watch TV. He likes to keep the room nice and clean, just like I do. He helps me a lot with homework, too. He's really smart and is always happy to check over my assignments.
2. Laura loves baking. She's always making things and giving them to her friends. Cakes, pies, bread... she bakes everything. No wonder I'm putting on weight. She loves calling people on the phone, and she spends hours talking to them. She really should spend more time on her schoolwork, though.
3. I have a great roommate. She's neat and she makes me laugh a lot. She's got a wonderful sense of humor. She's really smart, too. She studies all the time. I sometimes wish she'd take more time off to make friends because she hardly knows anyone. She doesn't seem to feel comfortable when she's around people.
4. Tom's awful as a roommate. He always says he's going to do something, like pay the electric bill, but then he doesn't do it. He never does much to keep the place clean, either. He just throws things on the floor and expects me to put them away. He doesn't care that I have to live in his mess. It drives me crazy.
5. Bob and I get along pretty well. He keeps the place really clean and neat. The only thing is, he loves to party. He's always inviting friends over, and they sit around and talk really loudly until it's very late. It makes it really hard for me to study. I've asked him not to do it when I'm studying, but he still does. I guess it doesn't bother him because he never studies.
6. Ann is difficult to live with because she has very strong opinions. She always has to be right about things. And she just sits around all day watching TV. She never does anything active. The worst thing is she loses her temper very quickly. I think I need to find a new roommate.

page 91, CD 3, Track 34

## Listening 2

1. A: How are you getting along with your new roommate?  
 B: Well, she's very different from the one I had last semester.  
 A: Really?  
 B: Yeah, my old roommate used to play her radio really late and get about 20 phone calls a night. I could never get my work done. Luckily, my new roommate is very quiet and hardly talks on the phone. I really like her.
2. A: Do you have the same roommate this semester?  
 B: No, I have a new one, unfortunately. I don't like him too much.  
 A: Oh?  
 B: Yeah, David, my roommate from last semester, was really neat and clean. My new one leaves his clothes all over the place. The place is always a mess.
3. A: Has your new roommate moved in yet?  
 B: Yes. Last week.  
 A: Is he okay?  
 B: Oh, yeah! I am so glad my old roommate left. He was always in a bad mood about things. My new one is so friendly and always happy. We get along really well.
4. A: What's your new roommate like?  
 B: Oh, we've already started having arguments.  
 A: How come?  
 B: She likes to have her friends come by all the time. The place is always full of her noisy friends.  
 A: Oh. That's too bad. You used to get along so well with the old one.  
 B: I know. She was really considerate.
5. A: How are you and your roommate getting along?  
 B: Pretty well. She usually comes home late, but she's always careful not to make any noise in case I'm sleeping. She's very thoughtful. I like that.  
 A: That's nice.  
 B: Yeah. She's a real change from my old roommate. She only ever cared about herself.
6. A: Has your roommate arrived yet?  
 B: Yes, he has. He's really fun.  
 A: Oh, good!  
 B: Yeah. He has a great sense of humor, so we're always joking and telling stories.



- A: That's great. Your old roommate never told jokes.  
B: Yes, he was so serious about everything.

**page 92, CD 3, Track 35**

## Listening 3

1.  
Hi, Paul. This is Ted. Listen, could you do me a favor? I left my chemistry book on my bed. I hope you can find it. The bed's a mess because I didn't have time to make it this morning. Could you bring my book with you to class this afternoon? I need it for class, and I don't have time to go back for it. Thanks.
2.  
Anne. This is Meg. I've invited a couple of friends to come by tonight at 7:30 to watch TV with us. You know them—Dave and Sue. Would you be able to pick up some snacks? I have a class till 7:00, so I won't have time to buy them before the guests arrive. I'll pay you back when I get home. Thanks!
3.  
Hey, Ken, it's John. Guess what? My folks just sent me an e-mail to say they'll be over to visit around five. Sorry, but I left the living room in a real mess. Could you give it a quick clean up? I have soccer practice till 4:30, and I can't get back to do it myself. We can all go out for dinner together later. I'll buy you whatever you want to eat!
4.  
Jill, this is Carrie. I'm calling because we're completely out of food. Sorry, but some friends came by earlier and we finished everything. We were really hungry! The refrigerator is completely empty. Could you get a few things for dinner on the way home? I have to finish an assignment, so I won't be home till about 8:00. By the way, I cleaned the apartment. I hope you like it.

**page 93, CD 3, Track 36**

## Pronunciation–Task 1

1. He's really smart.
2. He's extremely noisy.
3. She's terribly rude!
4. She was very considerate.

**page 93, CD 3, Track 37**

## Pronunciation–Task 2

1. They talk really loudly.
2. She is extremely forgetful!
3. We're very quiet.

**page 93, CD 3, Track 38**

## Dictation

- A: How do you like your new roommate?  
B: I don't know . . . She's really inconsiderate!

- A: What do you mean?  
B: She's terribly loud at night. She watches TV and sings in her room.  
A: So she's not as nice as your last roommate?  
B: No. My last roommate was extremely kind and considerate.  
A: So what are you going to do?  
B: Well, you know me . . . I'm really timid. I guess I won't do anything!

## Unit 24: Travel

**page 94, CD 3, Track 39**

## Listening 1

- A: So, how was your trip to Maui, Emily?  
B: Oh, pretty good, mostly.  
A: Mostly?  
B: Yeah, it started off okay. I did all the usual things. You know, I went snorkeling right off the shore next to my hotel. The fish were beautiful!  
A: I know, I love snorkeling!  
B: Then I saw a hula dance—you know—traditional Hawaiian dancing.  
A: Sounds great.  
B: Anyway. On my second day, I decided to rent a car. I wanted to see some other sights on the island.  
A: Were you on your own?  
B: Uh-huh. So first I drove all the way up to the top of the volcano. I stopped to take some photos on the way. And I got some great shots of the volcano. The next day, I decided to drive all the way to Hana.  
A: Hana?  
B: Yeah. It's on the other side of the island. There are some spectacular waterfalls on the way. It's really beautiful. But it's a really long ride. Unfortunately, when I was about halfway there, I had a slight accident.  
A: Oh, no. Were you hurt?  
B: No, but it was awful. I had to leave the car and take a taxi all the way back to the hotel. It cost me an arm and a leg!  
A: Oh, no. What a vacation!

**page 95, CD 3, Track 40**

## Listening 2

1.  
Hi, Mom. This is Jill. Just calling to say hello. I'm having a wonderful time. Last week I met this really nice lady. We are getting along so well. She is a teacher here. She loves it and says maybe I could teach here someday! Anyway, what do you think? I'll call back later. Bye.
2.  
Hi, Mom. Hi, Dad. This is Sean. I'm having a terrific time, but I'm not relaxing much. The weather is great so I'm always busy doing something. Things are really

expensive in Hawaii—the hotel, the clothes, the food, everything—and I'm completely out of money. So can you send me some money as soon as possible? Thanks. Love you. Bye.

**3.**

Mom. This is John. Listen. I'm going to be back a day late. Traffic to the airport this morning was terrible. By the time I arrived, my plane had left. I also lost my wallet in the rush. It has all my credit cards in it. And the airline won't help me. I'm not sure what to do. I'll call you later. Bye.

**4.**

Oh, Bob. This is Rachel. Sorry I missed your call last night. I went out for dinner and today I've got a terrible stomachache. It must be something I ate. Anyway, I'm going to see the doctor. Don't worry—I'm sure I'll be fine. Talk to you soon.

**5.**

Hi, Dad. This is Mary calling from Paris. Sorry I missed you. I went on a bus tour this morning and dropped my camera somewhere. I can't find it. It has all of my photos of me and Julie on it. And even photos from home. I don't know what to do about it. Can you call me back as soon as you get this message?

**6.**

Hi, Mom. This is Meg calling. Listen. I won't be home tomorrow night. They changed my flight and there's no flight tomorrow. So, uh, I'll be home on Friday. Don't worry about me! I'm excited because I can do a few more things here in Hong Kong. See you soon.

**page 96, CD 3, Track 41**

## Listening 3

**1.**

I met this really nice family when I was in Korea last year. I was in a restaurant, and I was having trouble understanding the menu. The wife came over and asked me what I wanted to eat and told me all about Korean food. Then they asked me to join them at their table, and they paid for my dinner. They also invited me to their house. We became friends, and we keep in touch now by e-mail. They'll take me to a famous temple the next time I go back. Isn't that fabulous? I can't wait to see that temple!

**2.**

Once when I was in Italy, I took a bus trip from Rome to Florence. The bus was very crowded, and I had to stand most of the way. I had a couple of small bags with me. One was a backpack that had my wallet in it. I kept it in front of me for the entire trip. But when I got to Florence, I couldn't believe what had happened! Someone had cut a hole in my backpack, put in their hand, and removed



my wallet. Then they took the money out and put the wallet back inside my backpack. I never noticed a thing! It really ruined my vacation because I couldn't pay to get into any museums. So now I want to go back again next summer and see all the museums I missed.

3.

Last summer, I flew from London to Casablanca in Morocco to do some research on the traditional music there. Unfortunately, my bags didn't arrive with the flight. I thought they would probably arrive on the next flight, but they didn't. I had nothing to wear except the clothes I had on. Luckily the airline gave me some money to buy some extra clothes and things. The bags didn't turn up till four days later. I was really glad to get my bags back because I had a lot of important stuff inside them. But I had to wait around until they turned up, so I didn't get a chance to listen to any of the traditional music. That's why I want to get back there again sometime.

4.

I was on vacation in Australia last summer when I got a terrible case of the flu. I had to stay in bed for four days and it was a week before I was feeling well enough to go out. I have a cousin in Sydney who was really kind and spent a lot of time with me until I was better. By then, I only had three days of sightseeing left before I had to leave. I saw the Sydney Opera House, and that was about it. The most awful thing is I didn't have the chance to go scuba diving. I want to go back and scuba dive there. They have the best coral reefs in the world.

**page 97, CD 3, Track 42**

## Pronunciation

1.

A: How was your trip?  
B: It was great.

2.

A: How was the food?  
B: It was okay.

**page 97, CD 3, Track 43**

## Dictation

A: Hi, Jen. How was your trip?  
B: It was great! I had a wonderful time.  
A: How was the food?  
B: It was good! I ate a lot!  
A: How was the weather there?  
B: It was beautiful the whole time I was there.  
A: So what was the best thing about your trip?  
B: The beaches!

# Tactics for Testing Units 1–4

## Part 1

**page 98, CD 4, Track 2**

1.

Q: What did Harvey do last weekend?  
A. He went to the gym.  
B. He rented a movie.  
C. He met his girlfriend.  
D. He moved to a new house.

2.

Q: How does Joel usually get to his office?  
A. He takes the bus.  
B. He goes by train.  
C. He rides his bicycle.  
D. He drives his car.

3.

Q: What time will the train to Boston leave?  
A. At 13:25.  
B. At 14:05.  
C. At 14:15.  
D. At 13:15.

4.

Q: What kind of concert did Brittany attend?  
A. She went to a hip-hop concert.  
B. She went to a country concert.  
C. She went to a classical concert.  
D. She went to a pop concert.

5.

Q: What did Larry and Mike think of last night's concert?  
A. It was terrific, but their seats were at the back of the hall.  
B. The sound was okay, but they couldn't really see the band.  
C. The band was disappointing, but they had good seats.  
D. It was great, because their seats were in the front row.

6.

Q: What kind of party is Sandra holding?  
A. She's holding a dinner party.  
B. She's holding a birthday party.  
C. She's holding a barbecue party.  
D. She's holding an engagement party.

## Part 2

**page 99, CD 4, Track 3**

7.

Q: What did you do over the weekend?

8.

Q: Did you see the game on TV last night?

9.

Q: Can you change the station, please?

10.

Q: Why do you like listening to hip-hop so much?

11.

Q: What did Harvey do last weekend?

12.

Q: Would you like to come to a party on Saturday?

## Part 3

**page 99, CD 4, Track 4**

13.

M: So how was your weekend? I just stayed home and watched TV.

W: Not bad. I met some friends and we went bowling on Saturday.

M: Really? I love bowling. Why didn't you call me?

W: Sorry, it was a girls' night out.

Q: What did the woman do on Saturday?

14.

W: Are you free?

M: Sure, hop in. Where to?

W: I need to get to the Excelsior Hotel.

Do you know where it is?

M: Sure, it's about a five minute ride.

Q: Who is the man?

15.

W: Did you make these yourself?

M: Actually, my wife did. But it is an old family recipe.

W: What's in it?

M: Smoked salmon, dill and goat cheese.

W: Goat cheese? I don't think I've tried that before. It's really nice.

Q: What does the woman say about the food?

# Tactics for Testing Units 5–8

## Part 1

**page 100, CD 4, Track 5**

1.

A. The woman is making a reservation.  
B. He is giving her the menu.  
C. The waiter is serving the food.  
D. The customer is calling the waiter.

2.

A. The chef is preparing the meal.  
B. The steak is served on the dishes.  
C. The food is being cooked in the oven.  
D. He is putting the fish in the pan.

3.

A. They are wrapping the gift.  
B. The woman is opening a box.  
C. They are giving the woman a present.  
D. She's holding the child.

4.

A. The passengers are waiting in the airport.  
B. The plane is taking off.



- C. The attendant is serving the meal.  
D. The woman is closing the overhead compartment.

5.

- A. There are empty seats on the airplane.  
B. They are boarding the flight.  
C. The passengers are in the waiting area.  
D. They are checking in at the airport.

6.

- A. His car has broken down.  
B. The man is stuck in traffic.  
C. He's lost his telephone.  
D. He is fixing the engine.

## Part 2

page 101, CD 4, Track 6

7.

- Q: What do you feel like eating for dinner?  
A. I don't feel like it.  
B. That's kind of you to offer.  
C. Something quick and easy.

8.

- Q: How about vegetarian food tonight?  
A. Sure, if you like.  
B. No, I'm sick of junk food.  
C. Actually, I don't eat meat.

9.

- Q: Do you think Dad would like this tie?  
A. I've never seen him wear that color.  
B. No, Thai food is too spicy for him.  
C. I think it's in his closet.

10.

- Q: Could you fasten your seat-belt, please sir?  
A. I think I like the other belt better.  
B. Oh, are we about to land?  
C. I can't go any faster.

11.

- Q: Could you put that bag in the overhead compartment?  
A. I'd like to check this bag in.  
B. I work in the sales department.  
C. Can't I keep it under my seat?

12.

- Q: Did you leave the water running?  
A. No, the washing machine is leaking.  
B. I think I need more exercise.  
C. Yes, it's been raining all day.

## Part 3

page 101, CD 4, Track 7

13-15

- W: What do you think we should do for Mom's birthday? You do realize that it's next week, right?  
M: I know, I haven't forgotten. Why don't we just get her some flowers like last year? You know she always likes to get flowers.

- W: But she's going to be 60 this year, we have to do something special.  
M: Oh, I don't know... How about we take her to that French restaurant in the Imperial Hotel. I'm sure that she would appreciate that.

## Tactics for Testing Units 9-12

### Part 1

page 102, CD 4, Track 8

- W: Hello?  
M: Hello, is this the American Diner?  
W: Yes it is... Can I help you?  
M: Oh yes... I understand that you're hiring new staff, and I'd like to find out some more about what's involved.  
W: Sure... Do you mind me asking how you heard about the openings? Did you see our ad in the newspaper?  
M: Actually, I came to the diner with a friend last week, to eat, and as we were leaving I saw the notice in your window. I thought about it and decided to call you.  
W: Right. Well... As you know we're looking for servers...  
M: Yes.  
W: So, can you tell me a bit about yourself....Are you employed at the moment?  
M: Yes, I'm an administrator at a college. But my contract ends on Friday, and I want to do something completely different.  
W: This would be very different, wouldn't it? And it's not particularly easy – you can get extremely busy sometimes.... Do you have any kind of work experience related to waiting tables? Like serving experience? Or experience dealing with customers?  
M: I'm afraid I don't. But I am used to working under pressure. Especially in my present job...I get overloaded. But I think I handle it pretty well...  
W: OK...And you say you finish on Friday, that's the day after tomorrow isn't it... So would you be able to start work right away if you were offered a job?  
M: Not exactly. I could start at the beginning of next month, though.... I've got a doctor's appointment next week, and a few other things I have to take care of, that's all.  
W: OK...Well, would you like me to tell you a bit more about the job?  
M: Yes please. I'll just grab a piece of paper and make some notes..... Right...  
M: Is it a permanent position you're offering?  
W: It is, yes. But one of the conditions is that there's a trial period. We always do that. It gives us a chance to see

whether we think you're suitable, and it gives you a chance to see whether you actually like the work.

- M: How long is that for?  
W: A month. After that, if everyone's agreed, we make the job permanent.  
M: Fine. And...er...you didn't say anything about the qualifications. What do you....  
W: They're not necessary. But before we made the position permanent, we'd ask you to give us references. We'd need two – one from an employer and another one from someone who's known you for a long time.  
M: Okay. No problem. And....what about the hours of work? I seem to remember the advert mentioned shift work. How many shifts are there?  
W: Two – there's one from ten to six, and another from four to ten. And you swap every three weeks, so that no one has to do evenings all the time.  
M: And what about weekends? Do servers get both days off?  
W: Actually if you take the job you'll have to agree to work every Saturday and Sunday. Your days off would be Tuesday and Wednesday. Would that be a problem?  
M: I'll have to think about it.... I didn't realize that.  
W: I'm afraid weekends are our busiest time, so most of the staff has to work then. The only thing is, you can sometimes get one of the other servers to swap days with you. We don't mind that, but you have to arrange it yourself.  
M: Okay. And the pay?  
W: It's \$8.50 an hour at the moment, though it may go up soon. And on top of your pay you get benefits—one free meal a day, and we also provide transportation for all our staff to and from work. There's no charge. It's not a very easy place to get to by bus, and it's too far to bicycle for most people, so we collect people in our minivan.  
M: Mmm. That's good...and what about clothes? Do I have to wear anything special?  
W: We'd like you to wear dark pants and a white shirt, one with short sleeves – long sleeves are less hygienic. That's all.  
M: Fine. Well I think that's all the questions I've got for the moment.  
W: Would you like to think about it, and then give me a call when you've made up your mind? I don't....

## Part 2

page 103, CD 4, Track 9

Well, I'd like to say welcome to Thornton Sports and Leisure Club. My name's Peter and I'm one of the managers here. I'll just tell you briefly about the club's facilities



and membership, and then I'll leave you to wander round and look.

First of all, facilities. We have two golf courses, one an older, nine-hole course, which is very suitable if you haven't played much golf before. And a brand new, 18-hole course, which is challenging even for experienced players. In fact, every year our club will be hosting a tournament at the international level..... Apart from the courses we also have a practice green, and we offer intensive courses for people who've never played golf before.

Apart from golf, our other outdoor sporting facility is tennis courts. These can be used for most of the year, because the weather in this area's so mild, as you all know, of course. In fact, they're only closed during November and December, when we do routine maintenance work on them. And we have plenty of things to do indoors... families generally like to use our swimming pools, for example—there's a 25 meter one for adults and a smaller one for children. Then there's the gym. It's got the latest exercise equipment—we've added over 40 pieces of new equipment in the past year alone—as well as music and TV. And last year we opened a new weight-training gym. There are specially trained instructors on hand in both gyms who can design fitness programs for your own personal needs, or answer any questions you have about the equipment.

Lastly, we have two exercise studios, and a lot of different types and levels of exercise classes. Everyone will be able to find something to suit them. In studio 1 you can do classes in indoor cycling, for example, and in studio 2 you can do freestyle step and aerobics. Or you can do aqua aerobics in the pool. All of our classes are led by qualified instructors, and they know how to create workouts that are safe. And fun as well, I hope!

We offer two levels of membership: full membership, which includes the use of all our facilities, and gives you a 20 percent discount on all meals bought in the restaurant here. And then there's a leisure membership, which allows you access to all the facilities except golf. And that gives you a 10 percent discount on food bought on the premises. Well, I'll give you some time to look around now, and we'll start here on the ground floor. From the entrance, you'll first enter the lobby. If you continue straight on from the lobby you'll enter our ballroom. This is where we hold our annual dinner for members and other formal events. If you are looking for the locker rooms, take the door to the right of the lobby, turn left down the hallway, and they are on your right hand side. Also on this side of the clubhouse you find the indoor pool, which is just to the right of the locker rooms. If you go through the left hand doorway from the lobby, you'll find our members lounge and our exercise

room. The lounge is the first door on the left hand side of the hallway. The exercise room is the large room on the right.

## Tactics for Testing Units 13–16

### Part 1

page 104, CD 4, Track 10

1.

- A. She's sitting on the grass.
- B. She's working in the garden.
- C. She's digging up the field.
- D. She's planting trees in the soil.

2.

- A. She's relaxing with a book.
- B. She's reading a newspaper.
- C. She's booking a table.
- D. She's standing beside the window.

3.

- A. The kite is flying in the sky.
- B. She's carrying the kite across the field.
- C. She's fixing a broken kite.
- D. The kite is lying on the sand.

4.

- A. She's checking into a hotel.
- B. There are three clocks on the desk.
- C. She's standing beside the doorway.
- D. She's seated behind the counter.

5.

- A. The sheets are striped.
- B. There are no covers on the bed.
- C. The bed hasn't been made.
- D. The bread is not yet prepared.

6.

- A. They are watching a movie.
- B. The women are chatting.
- C. The theater is crowded.
- D. They each have a bucket of popcorn.

### Part 2

page 105, CD 4, Track 11

7.

- Q: What do you do in your free time?
- A. I enjoy walking.
  - B. I think it's just past two.
  - C. No, I had to pay about \$20.

8.

- Q: What do you collect?
- A. Yes, that's correct.
  - B. He collected my paper.
  - C. I really like toy robots.

9.

- Q: Is the sweater a good fit, sir?
- A. Yes, the color is perfect.
  - B. Not really, it's a bit tight.
  - C. It could be sweeter.

10.

- Q: What seems to be the problem with the watch?
- A. I don't have time to wash it.
  - B. It doesn't keep time very well.
  - C. I haven't watched it yet.

11.

- Q: How soon will you need the shirts?
- A. Can I get them by tomorrow?
  - B. Two white ones and one blue one.
  - C. I can spend up to about \$40.

12.

- Q: What's playing at the City Theater?
- A. It's on Boulder Avenue.
  - B. There are many theaters in the city.
  - C. Nothing I haven't already seen.

### Part 3

page 105, CD 4, Track 12

13–15

- M: Hello, I wonder if you can help me.  
I bought this tent last month and took it on a camping trip last week. It rained the first night, and we found a hole in the tent. Everything got soaked!
- W: Oh, I'm sorry to hear that. We can give you a replacement, or if you no longer have the receipt, we can repair this tent.
- M: Well, actually I would prefer to get a refund. I've heard other people had similar problems with this model.
- W: Okay, well, in that case we'll definitely need a receipt.

## Tactics for Testing Units 17–20

### Part 1

page 106, CD 4, Track 13

1.

- Q: What is the woman afraid of?
- A. She's afraid of heights.
  - B. She's afraid of mice.
  - C. She's afraid of snakes.
  - D. She's afraid of chairs.

2.

- Q: What is the man doing?
- A. He's talking to his friend.
  - B. He's leaving his house.
  - C. He's buying a telephone.
  - D. He's leaving a message.

3.

- Q: Where is the guide talking to the tourists?
- A. They are in a castle.
  - B. They are in a church.
  - C. They are in a museum.
  - D. They are in a temple.



4.

Q: What is Harry doing at the museum?

- A. He's taking a photograph.
- B. He's working in a gift shop.
- C. He's taking a tour.
- D. He's buying souvenirs.

5.

Q: Where is the man standing?

- A. He's standing at the baggage claim area.
- B. He's standing in front of the departure gate.
- C. He's standing at the check-in counter.
- D. He's standing in a luggage store.

6.

Q: What is the man going to do next?

- A. He's going to leave the plane.
- B. He's going to buy his ticket.
- C. He's going to show his passport.
- D. He's going to check in his bag.

## Part 2

page 107, CD 4, Track 14

7.

M: Wake up! I think there is someone in the house!

W: What? I was sleeping. I didn't hear anything.

M: Listen. Do you hear that? What was it?

8.

M: Hello, RPG Engineering. How can I help you?

W: Hi, this is Silvia McCall from Pro-View. Can I speak to Dave?

M: Sorry, he's not available at the moment. Would you like to leave a message?

9.

W: Hi Monty, this is Jane from the tennis club.

M: Oh, hi Jane. What can I do for you?

W: You left your racket in the locker room. Do you want me to bring it over?

10.

W: What did you see on your tour of the city?

M: Well, the central market was interesting, and the transportation museum wasn't bad, but the cathedral was closed.

W: So did you have a good day out?

11.

M: Excuse me, how do I get to terminal 3 from here?

W: Well, you can walk, or there's a shuttle bus if you have a lot of luggage.

M: I have two suitcases and a small child!

12.

W: Hello, I'm here to check in for flight 213 to Miami.

M: I'm sorry, ma'am, this desk is for flights to Manila.

W: This is the check in desk for Atlantic Airlines, isn't it?

## Part 3

page 107, CD 4, Track 15

13.

M: What's that on the wall! I'm sure I saw something move!

W: It was probably just a gecko. Yeah, we get lots of them in the house every summer. You're not scared, are you?

M: Ugh! I hate slimy things like lizards and snakes.

W: Actually, it is a gecko, and I think it's cute.

Q: Why is the man upset?

14.

M: Hi, this is Bryan, can I speak to Margaret?

W: I'm sorry, Bryan, but she's not here at the moment.

M: Okay. Can you tell her to call me back later?

W: Sure. I guess she has your number, right?

M: Yeah, I'm sure she does.

Q: What will the man do after this conversation?

15.

W: Excuse me, I'm looking for the flight to Singapore. My boarding pass says gate 14, but I can't see anyone waiting.

M: Ah, I see. That flight has moved to gate 29.

W: Oh, I didn't know that.

M: You should watch the monitors to check. But don't worry, you've still got 30 minutes.

Q: What is the woman's problem?

## Tactics for Testing Units 21–24

### Part 1

page 108, CD 4, Track 16

M: Good morning.

W: Good morning. I'd like to check in please....

M: Do you have a reservation?

W: No, I don't...is that a problem?

M: I don't think so...is it just for yourself?

W: No—my husband's joining me later. And I need a non-smoking room, please.

M: Fine. So today is the 17th of June...and is that just the one night?

W: We might stay for four nights, but I'll just book for three because I'm not sure yet. Is that okay?

M: Yes it is. We have rooms available, and you can just extend your stay later if you decide to. Do you have any special requirements?

W: If possible, I'd like a room with a view of the river...That's on the west side I think....

M: Yes, that's right...The other side faces the park. Let's see...Oh, no, I'm afraid there isn't one available till tomorrow. I'm sorry about that. But we can move you then if you like, so you'd have two nights there?

W: Okay. Thank you.

M: Now, if you don't mind I'd like to take some details from you....starting with your last name...

W: It's Urwin — that's U-R-W-I-N — G. Urwin.

M: And the first line of your home address please....?

W: It's three hundred and seventy Oak Drive.

M: Oak? Like the tree?

W: That's right.

M: And the zip code, if you can remember it?

W: Yes, it's 54628.

M: And how will you be paying for the room? Cash? Card?

W: By card.

M: Is that a Master Card or a Visa?

W: Yes. Do you want to authorize it?

M: Yes, please..... That's fine, thank you.

M: Now I'll just get someone to help you with your bags. But have you stayed here before?

W: No, I haven't.

M: Well, I'll just tell you that breakfast is served in the Washington Room between seven and ten in the morning. That's on the first floor next to the lounge. You'll need to take your registration card with you. Or if you'd prefer to have breakfast served in your room, just complete the request form in your welcome pack and hang it on the outside of the door. And if you'd like a morning newspaper delivered to your room, you have to order it before 11 o'clock tonight.

W: Okay. And where's the best place to send e-mails from? Is there a good connection in the room? I've got my laptop with me.

M: Well, for some reason the wireless signal isn't very good in the bedrooms here, so we usually advise guests to go to the lounge. Or we rent out phone cables for a small charge. Alternatively, there are PCs in the hotel's business center on the fourth floor.

W: Okay. I'll see how I do...And one last question. I know there's a theater near here, and I was thinking we might go this evening, but I don't know the phone number. How can I find out what's on? Is the quickest way to go there and ask?

M: It's certainly not far to the theater—just a few minutes' walk. Or you could get the information from Teletext—you know, the TV directory—when you go up to your room. But I'll tell you what, if you ask the porter he'll look in his newspaper

for you – that'll be the quickest way of finding out. His desk's just over there.  
W: Oh that's great, thank you very much.  
M: You're welcome.

## Part 2

### page 109, CD 4, Track 17

Good morning everyone. As you know I've come to talk to you about the company's new plan to encourage employees to come to work by bike instead of by car. First of all, let's look at the benefits to employees.... One of the obvious benefits is financial—obviously it costs a lot to buy and run a car, and bicycles are much cheaper. Cyclists don't have to pay road tax or insurance, and the cost of buying and repairing a bike is much lower than for a car. So you'd save a lot of money by cycling. And for most employees, cycling will also reduce the amount of time it takes them to get to and from work... Certainly over the past ten or twenty years, traffic jams in the city have been getting more frequent, and worse, and now it's common for cyclists to overtake a line of cars that are stuck in traffic. The health benefits of the plan are probably well known, but I'll just run through them quickly.... Studies have shown that cycling four miles a day halves the risk of heart disease, and people who cycle regularly

will have a fitness level equivalent to being 10 years younger than those who don't. Another health benefit is that cycling can reduce stress, so it helps you to arrive at work or at home feeling good.

Well, those are some of the benefits for employees. And of course, the company benefits too. Apart from the obvious advantage of having healthier, happier employees, who are more likely to show up on time for work because they haven't been delayed in traffic, the company can cut down on the amount of parking space it needs to provide. And the cost of land in the city is going up all the time, of course. Right... Well... let me just tell you a bit more about the plan itself. The company will lend you up to a thousand dollars to buy a bike and all the necessary safety equipment, and you won't have to pay any interest or any tax on that amount. You'll just repay it over two years. You are allowed to buy two bikes – but no more – with your loan, and that's if you live a long way from work. This allows you to cycle to your nearest station, leave one bike there, get a train, pick up the second bicycle at your arrival station, and then cycle from there to work.

Well, I hope I've said enough to encourage you to join the plan—it's a very good opportunity I think. If you've got any

questions, you're welcome to ask me during the coffee break. But before that, I'll just show you a map of our area with the various cycle paths marked. Just to give you an idea how easy cycling is in this area.... There's the company in the center of the map, on the corner of Bedford Street and High Street. It's marked with an X. Right?... And the cycle routes are marked with dotted lines. So if you're coming to work from the west, you'll come along Bedford Street. The only detour you have to make is around the museum, but that doesn't take long. Then you get back on to Bedford Street, and go across High Street. Then... for those of you who are coming from the south, you come up South Street, and then before you get to High Street, you have to turn right. It's the small turning just after the library, not the one after the bookshop. And from there, it's just a couple of minutes to the office here. If you're coming in along Bedford Street from the east, it's very straightforward, you stay on that street apart from that little loop you have to do past the bus station.... And lastly, if you come from the north most of High Street doesn't have a cycle path. You have to turn off opposite the fire station, and cycle down there till you come into Bedford Street. So really, it couldn't be easier.... So if you'd like to...



**Getting started (Windows/Mac):** Insert the CD-ROM. For Windows, the software will start automatically.

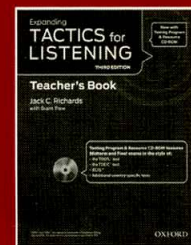
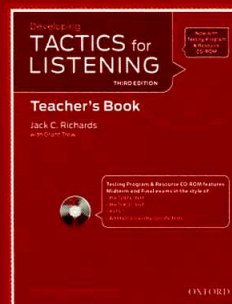
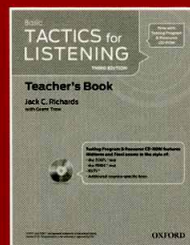
For Macs, double click on the file to start. After accepting the license agreement and choosing a test type, click on a quiz or test to open or print it. For help, please e-mail [elt.cdsupport.uk@oup.com](mailto:elt.cdsupport.uk@oup.com).

<b>Quiz Audio CD</b>		<b>Quiz Audio</b>	<b>Content</b>	<b>Test Audio</b>	<b>Content</b>
<b>Quiz Audio</b>	<b>Content</b>				
<b>2-3</b>	Unit Quiz 1	<b>38-39</b>	Unit Quiz 19	<b>13</b>	GEPT-Style Final Test, Part 1
<b>4-5</b>	Unit Quiz 2	<b>40-41</b>	Unit Quiz 20	<b>14</b>	GEPT-Style Final Test, Part 2
<b>6-7</b>	Unit Quiz 3	<b>42-43</b>	Unit Quiz 21	<b>15</b>	GEPT-Style Final Test, Part 3
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