

Basic

TACTICS for LISTENING

THIRD EDITION

Now with
Tactics for
Testing

AUDIO
DOWNLOAD

Jack C. Richards

with Grant Trew

www.ARMANIENGLISH.com

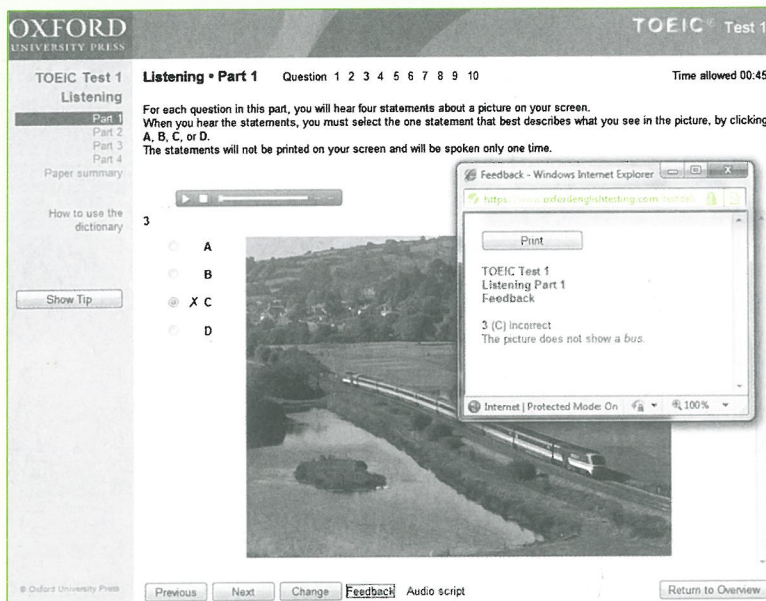
دانلود رایگان کتب آموزش زبان

مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

OXFORD

For all your testing needs online, go to
oxfordenglishtesting.com.

- Online practice tests for: the TOEFL® test, the TOEIC® test, IELTS™, KET, PET, FCE, and CAE
- Instant feedback on answers
- Testing tips



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

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

TOEFL® and TOEIC® are registered trademarks of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

www.ARMANIENGLISH.com

دانلود رایگان کتب آموزش زبان

مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

Basic

Now with
Tactics for
Testing

TACTICS for LISTENING

THIRD EDITION

More listening. More testing. More effective.

Jack C. Richards
with Grant Trew

OXFORD
UNIVERSITY PRESS

www.ARMANIENGLISH.com

دانلود رایگان کتب آموزش زبان
مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

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

Oxford New York

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

With offices in

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

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

© Oxford University Press 2010

Database right Oxford University Press (maker)

No unauthorized photocopying

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

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

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

General Manager: Laura Pearson
Editorial Director, International Schools and Adult: Pam Murphy
Executive Publishing Manager: Erik Gundersen
Associate Editor: Jonathan Bucchino
Director, ADP: Susan Sanguily
Executive Design Manager: Maj-Britt Hagsted
Designer (cover and interior): Debbie Lofaso
Electronic Production Manager: Julie Armstrong
Image Manager: Trisha Masterson
Production Coordinator: Elizabeth Matsumoto
Senior Manufacturing Controller: Eve Wong

ISBN: 978-0-19-401384-0

Printed in China

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

10 9 8 7 6 5 4 3 2 1

ACKNOWLEDGMENTS

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

Illustrations by: Anita Romeo: 9, 10 (b), 11, 30, 63; Geo Parkin: 98, 102, 104, 108 (b); Jacquie O'Neill: 94; Kenneth Batelman: 82 - 83, 108 (t); Leif Peng: 20; Michael Crampton: 14, 34, 36, 46, 51, 76, 78; Steve Sanford: 72, 80, 84, 95; Terry Wong: 7, 74; Vilma Ortiz-Dillon: 10, 30, 35, 62, 64.

Commissioned photography by: Gareth Boden, pg. 8 (blonde hair girl); David Jordan, pg. 32 (biking); Paul Bricknell, pg. 71 (sunhat, winter jacket, mittens).

The publishers would like to thank the following for their kind permission to reproduce photographs: Yuri Arcurs / Shutterstock, pg. 2 (shaking hands); ARENA Creative / Shutterstock, pg. 3 (greeting); bilderlounge / photolibary.com, pg. 3 (doing homework); Blend Images / Punchstock, pg. 3 (taking reservation); Eric Audras / photolibary.com, pg. 3 (meeting); Maggie Murray / photolibary.com, pg. 3 (registering); DV / photolibary.com, pg. 3 (checking in); Andresr / Shutterstock, pg. 4 (Hispanic female); Yuri Arcurs / Shutterstock, pg. 4 (Caucasian male); Flashon Studio / Shutterstock, pg. 4 (Asian female); EugeneF / Shutterstock, pg. 4 (African American Male); Andrey Shadrin / Shutterstock, pg. 4 (Caucasian boy); g_studio / iStockphoto, pg. 4 (Caucasian Female); Yuri Arcurs / Shutterstock, pg. 6 (Caucasian male); Edyta Pawlowska / Shutterstock, pg. 6 (short and tall); Elliot Westacott / Shutterstock, pg. 6 (curly hair); PhotoAlto, pg. 8 (brown hair boy); Blend Images /

Punchstock, pg. 8 (brown curly hair); Igor Dutina / Shutterstock, pg. 8 (blonde boy); Elena Elisseeva / Shutterstock, pg. 8 (dark brown hair); Plush Studios / Getty Images, pg. 8 (red hair girl); Digital Vision, pg. 12 (African American female); I Gustin / iStockphoto, pg. 12 (man looking up); Radius Images / Alamy, pg. 12 (t keyboard); Gabi Moisa / Shutterstock, pg. 12 (Caucasian Female); Charles Knox, Shutterstock, pg. 15 (waking up); Fancy / Alamy, pg. 15 (turning on alarm); Stockbyte, pg. 16 (business man); Dmitriy Shironosov / Shutterstock, pg. 16 (business woman); Eduard Titov / Shutterstock, pg. 16 (young boy); Comstock / Getty Images, pg. 18 (unloading luggage); Yuri Tuchkov / Shutterstock, pg. 19 (on phone); fstop / Punchstock, pg. 22 (taxi driver); mangostock / Shutterstock, pg. 22 (chef); Stephen Coburn / Shutterstock, pg. 22 (nurse); Deklofenak / Shutterstock, pg. 22 (waiter); Gene Chutka / iStockphoto, pg. 22 (airline attendant); Dmitriy Shironosov / Shutterstock, pg. 22 (business woman); Jim Cummins / Getty Images, pg. 22 (teacher); James Peragine / Shutterstock, pg. 22 (construction worker); Getty Images, pg. 23 (tennis lesson); Dmitriy Shironosov / Shutterstock, pg. 24 (business man); Monkey Business Images / Shutterstock, pg. 24 (business people); View Stock / Alamy, pg. 26 (fan); ARENA Creative / Shutterstock, pg. 27 (blogger); John Kershaw, pg. 28 (concert); Carlos E. Santa Maria / Shutterstock, pg. 28 (baseball); magicinfo / Shutterstock, pg. 28 (sale); Image 100, pg. 28 (movie); Dan Brandenburg / iStockphoto, pg. 28 (eating hamburger); Comstock Images / Getty Images, pg. 28 (watching TV); Ljupco Smokovski / Shutterstock, pg. 30 (biking); Richard Levine / Alamy, pg. 30 (restaurant); Monkey Business Images / Shutterstock, pg. 30 (watching TV); Robert Michael / Corbis, pg. 30 (swimming); Juice Images / Alamy, pg. 30 (broken leg); olly / Shutterstock, pg. 30 (tennis); EdBockStock / Shutterstock, pg. 31 (walking); wavebreakmedia ltd / Shutterstock, pg. 32 (video game); cw from top: iofoto / Shutterstock, pg. 38 (siblings); Andi Berger / Shutterstock, pg. 38 (family); Yellow Dog Productions / Getty Images, pg. 38 (family); Allison Michael Orenstein / Getty Images, pg. 38 (family); Andresr / Shutterstock, pg. 38 (family); nautilus_shell_studios / iStockphoto, pg. 38 (siblings); Monkey Business Images / Shutterstock, pg. 39 (family); StockLite / Shutterstock, pg. 40 (guitar); INC SUPERSTOCK / photolibary.com, pg. 40 (waxing car); Westend61 GmbH / Alamy, pg. 40 (piano); David R. Frazier Photolibary, Inc. / Alamy, pg. 42 (talking); Comstock / Punchstock, pg. 42 (picnic); Photodisc / Punchstock, pg. 42 (rollerblading); John Eder / Getty Images, pg. 42 (movie line); Tom Carter / Alamy, pg. 42 (soccer); Yellowj / Shutterstock, pg. 42 (shopping); Hermínia Lúcia Lopes Serra / Shutterstock, pg. 42 (beach); Svetlana Turilova / Shutterstock, pg. 43 (Female on phone); wrangler / Shutterstock, pg. 43 (Male on phone); Tracy Whiteside / Shutterstock, pg. 44 (on phone); Tetra Images / Getty Images, pg. 46 (camera); Creatas, pg. 47 (purchase); mangostock / Shutterstock, pg. 48 (new car); Cynthia Farmer / Shutterstock, pg. 48 (school); Per Magnus Persson / Getty Images, pg. 52 (dinner); ARENA Creative / Shutterstock, pg. 54 (greeting); Andrey Shadrin / iStockphoto, pg. 54 (waving); PhotoAlto/Eric Audras / Getty Images, pg. 55 (party); Elena Elisseeva / Shutterstock, pg. 56 (talking); Vivek Sharma / Getty Images, pg. 58 (coming home); Clynt Garnham Europe / Alamy, pg. 59 (ponchos); Bounce / Getty Images, pg. 60 (piggyback); Peter Dazeley / Getty Images, pg. 60 (sunburn); UpperCut Images / Getty Images, pg. 60 (museum); Patrycja Loeppky / Alamy, pg. 60 (water skiing); Alf / Alamy, pg. 60 (camping); Fancy / Alamy, pg. 60 (cooking); Luminis / Shutterstock, pg. 66 (looking up); Phil Date / Shutterstock, pg. 66 (graduate); AMA / Shutterstock, pg. 66 (house); Denis Raev / iStockphoto, pg. 66 (family); Jutta Klee / photolibary.com, pg. 66 (surf lesson); moodboard / Punchstock, pg. 66 (famous); Monkey Business Images / Shutterstock, pg. 66 (doctor and patient); Andrejs Pidjass / Shutterstock, pg. 67 (family); Tomas del Amo / Shutterstock, pg. 68 (graduate); Steve Dunwell / photolibary.com, pg. 70 (snowy); Philip and Karen Smith / Getty Images, pg. 70 (Autumn); D. Hurst, pg. 71 (umbrella); Photodisc, pg. 71 (swim trunks); Leonid Nyshko, pg. 71 (plaid jacket); OUP, pg. 71 (sunglasses); Stefan Kiefer / Photolibary, pg. 74 (sneakers); BananaStock, pg. 75 (shopping); David Cook / blueshiftstudios / Alamy, pg. 79 (running shoes); William Howell / iStockphoto, pg. 79 (duffle bag); D. Hurst, pg. 79 (umbrella); Photodisc, pg. 79 (hat); karam Miri / Shutterstock, pg. 79 (suitcase); Photodisc, pg. 79 (laptop case); Kim Steele / Getty Images, pg. 86 (headphones); MeaCreations / Alamy, pg. 86 (homework); Betsie Van der Meer / Getty Images, pg. 87 (video game); Photodisc, pg. 88 (Caucasian male); Supri Suharto / Shutterstock, pg. 88 (Hispanic female); Corbis, pg. 88 (Asian Male); Phil Date / Shutterstock, pg. 88 (African American Male); Tom Cummins / Shutterstock, pg. 90 (opera house); Tom Bonaventure / Getty Images, pg. 91 (Tokyo); Jerric Ramos / Shutterstock, pg. 92 (capital); Songquan Deng / Shutterstock, pg. 92 (city skyline); age fotostock / SuperStock, pg. 94 (earache); Radius Images / photolibary.com, pg. 94 (broken arm); Digital Vision / Punchstock, pg. 94 (broken leg); Monkey Business Images / Shutterstock, pg. 94 (backache); Romilly Lockyer / Getty Images, pg. 94 (arm in sling); Nicholas Sutcliffe / Shutterstock, pg. 94 (headache); summersgraphicsinc / iStockphoto, pg. 96 (awake); Corbis/Photolibary, pg. 99 (student); iofoto / Shutterstock, pg. 100 (candles); Andresr / Shutterstock, pg. 100 (construction worker); Gualtiero Boffi / Shutterstock, pg. 100 (x-ray); mikedredy / Shutterstock, pg. 100 (clarinet); Radu Razvan / Shutterstock, pg. 100 (table tennis); Keith Gentry / Shutterstock, pg. 100 (trainer); Masterfile, pg. 101 (Asian Male); David Davis Photoproductions RF/Alamy, pg. 103 (Asian female); Gabrielle Revere / Getty Images, pg. 105 (Caucasian male); Marcin Balcerzak / Shutterstock, pg. 106 (library); alex&alexL / Shutterstock, pg. 106 (rain); Dmitrijs Dmitrijevs / Shutterstock, pg. 106 (snow); Simone van den Berg / Shutterstock, pg. 106 (shopping); Bernd Jürgens / Shutterstock, pg. 106 (purse); StockLite / Shutterstock, pg. 106 (working); David Davis Photoproductions RF / Alamy, pg. 107 (Asian female); David Davis Photoproductions RF/Alamy, pg. 109 (Asian female); D. Hurst/Alamy, back cover (mp3 player).

TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

Conversation Corner Meeting new people

Pronunciation
Linking vowel sounds

CD 1-5 ▶ **Task 1**

Listen and repeat.

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

▶ **Task 2**

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

Dictation

CD 1-6 ▶ **Task 1**

Listen to the conversation. Write the missing words.

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

More listening

40% more listening activities than before!

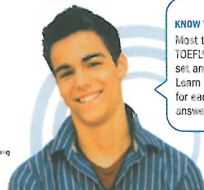
ALL-NEW Conversation Corner pages provide **Pronunciation** and **Dictation** activities for oral production and listening comprehension practice.

CD 4-13 **Part 3**

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

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

KNOW YOUR TIME LIMITS
No-it tests, like the TOEIC® test, the TOEFL® test, and IELTS™, give you a set amount of time for each section. Learn how much time you will have for each section and practice answering questions in this time limit.



TOEIC® and TOEFL® are registered trademarks of Educational Testing Service (ETS). This publication is not evaluated or approved by ETS.

105

More testing

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

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



OXFORD UNIVERSITY PRESS

TACTICS FOR LISTENING


Students > Tactics For Listening

Audio Download Center

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

Choose your level >

More listening. More testing. More effective.



Basic Developing Expanding

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

More effective

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

Scope and Sequence

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

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

Scope and Sequence

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

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

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

Series Overview

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

Basic Tactics for Listening

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

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

Student Book

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

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

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

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

Audio Program

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

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



Teacher's Book

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

Testing Program and Resource CD-ROM

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

Getting Ready

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



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

CD 1-2 Listening 1

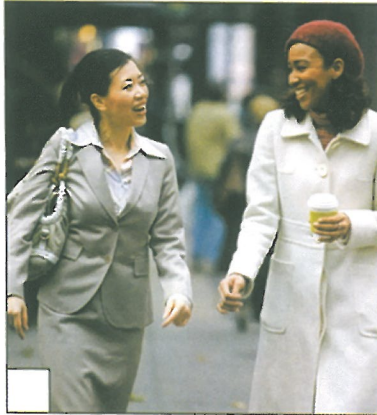
Listen. Circle the correct answer.

- | | |
|---|--|
| 1. Her name is _____. | 4. Her e-mail address is _____. |
| <input checked="" type="radio"/> a. Alina Smith
<input type="radio"/> b. Elena Smith | <input type="radio"/> a. coolgal@rol.com
<input type="radio"/> b. coolpal@rol.com |
| 2. His name is _____. | 5. His phone number is _____. |
| <input type="radio"/> a. Matt Rosenblum
<input type="radio"/> b. Matt Rosenbloom | <input type="radio"/> a. 555-2358
<input type="radio"/> b. 555-2398 |
| 3. His e-mail address is _____. | 6. Her phone number is _____. |
| <input type="radio"/> a. mattnelson@tmail.com
<input type="radio"/> b. natwilson@tmail.com | <input type="radio"/> a. 555-7126
<input type="radio"/> b. 555-7216 |

Listening 2

CD 1-3 ▶ Task 1

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



A.



B.



C.



D.

1



E.



F.

CD 1-3 ▶ Task 2

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

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

Listening 3

CD 1-4 ▶ Task 1

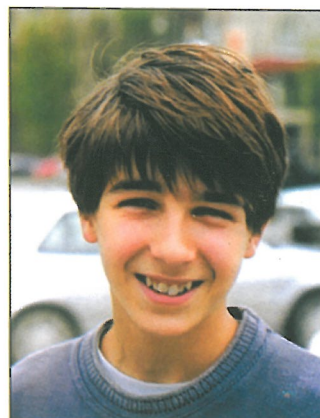
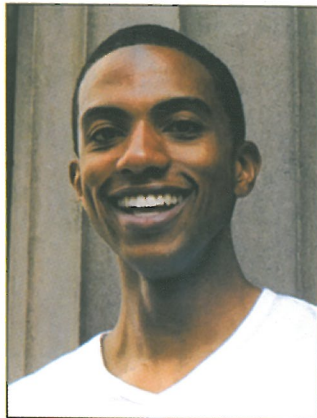
People are greeting each other. Listen and write each person's name.



1. Elise

2. _____

3. _____



4. _____

5. _____

6. _____

CD 1-4 ▶ Task 2

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

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

Pronunciation

Linking vowel sounds

CD 1-5 ▶ Task 1

Listen and repeat.

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

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

▶ Task 2

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

Dictation

CD 1-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Fun party, isn't it?

B: Sure is. My _____ is Emma, by the way.

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

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

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

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

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

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

▶ Task 2

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

Conversation

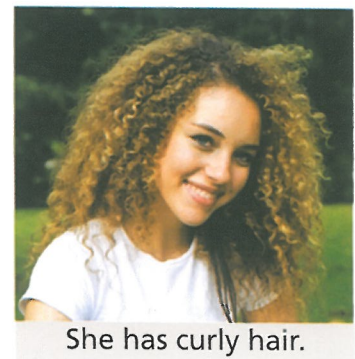
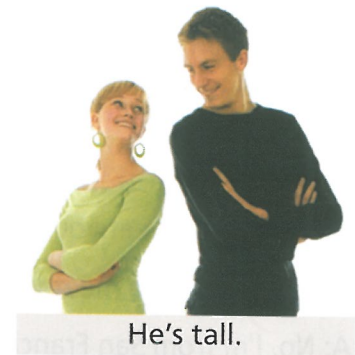
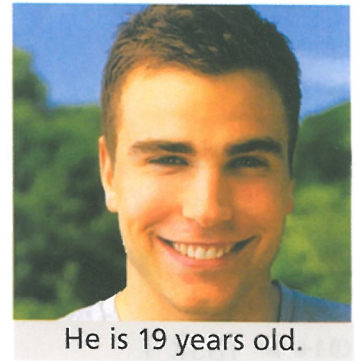
Walk around the classroom. Introduce yourself to three or four of your classmates.

Getting Ready

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

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

Age	Height	Hair
_____	_____	curly
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Listening 1

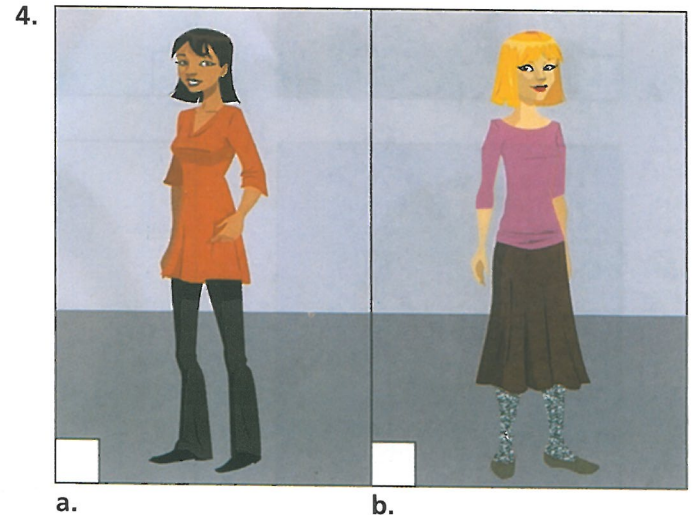
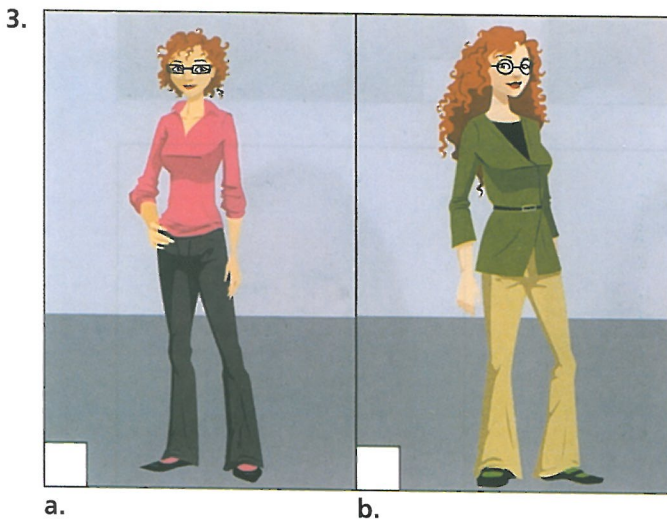
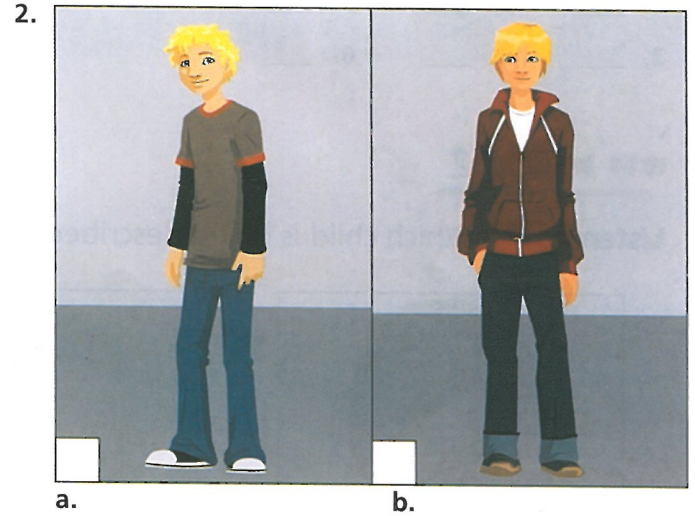
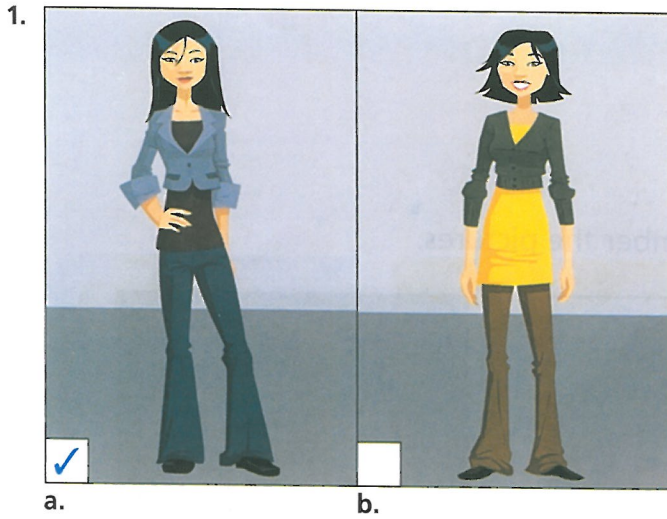
People are describing other people. Are they describing age, height, or hair? Listen and check (✓) the correct column.

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

Listening 2

CD 1-8 ► Task 1

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



CD 1-8 ► Task 2

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

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

Listening 3

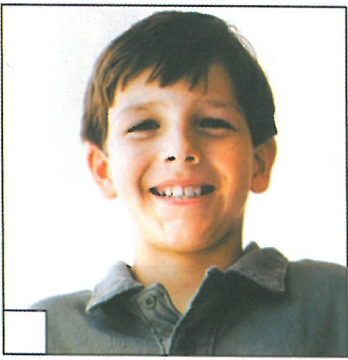





CD 1-9 ▶ Task 1

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

1. 9 3. ____ 5. ____
2. ____ 4. ____ 6. ____

CD 1-9 ▶ Task 2

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

A. 	B. 	C. 
D. 	E. 	F. 

Pronunciation Help

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

Pronunciation

Intonation of yes/no questions and answers

CD 1-10 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Dictation

CD 1-11 ▶ Task 1

Listen to the conversation. Write the missing words.

- A: What does your new boyfriend look like, Jenna?
 B: Well, he's really good looking.
 A: Oh? _____ he tall?
 B: _____, he _____. He's pretty short.
 A: Really? _____ you taller than him?
 B: No, we're about the same height. Let's see. . . and he has curly brown hair.
 A: He sounds cute. _____ about your age?
 B: _____, he _____. And we have the same birthday!

▶ Task 2

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

Conversation

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

Getting Ready

Match each picture with the correct word.

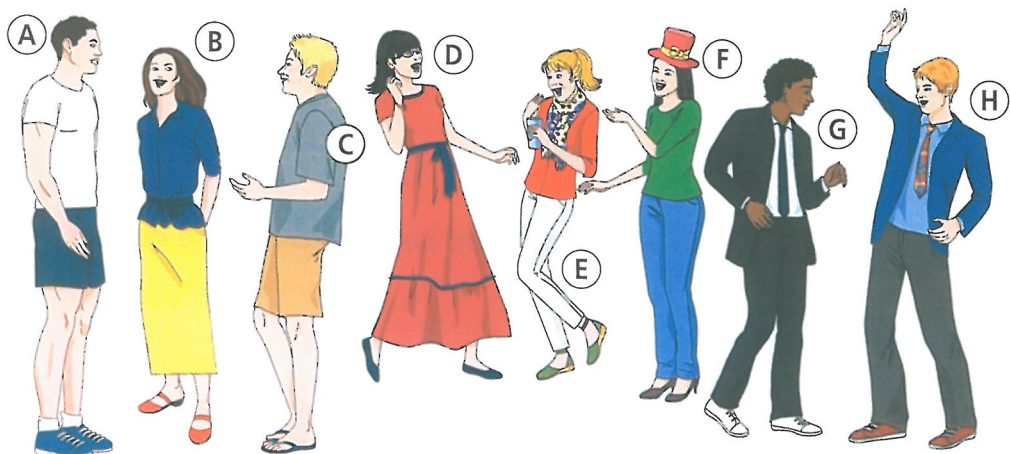


- | | | | | |
|-------------------|---------------------|------------------|-------------------|-----------------------|
| 1. jeans <u>A</u> | 5. dress ____ | 9. hat ____ | 13. glasses ____ | 17. blouse ____ |
| 2. tie ____ | 6. scarf ____ | 10. suit ____ | 14. pants ____ | 18. shoulder bag ____ |
|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

CD 1-12))) Listening 1

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

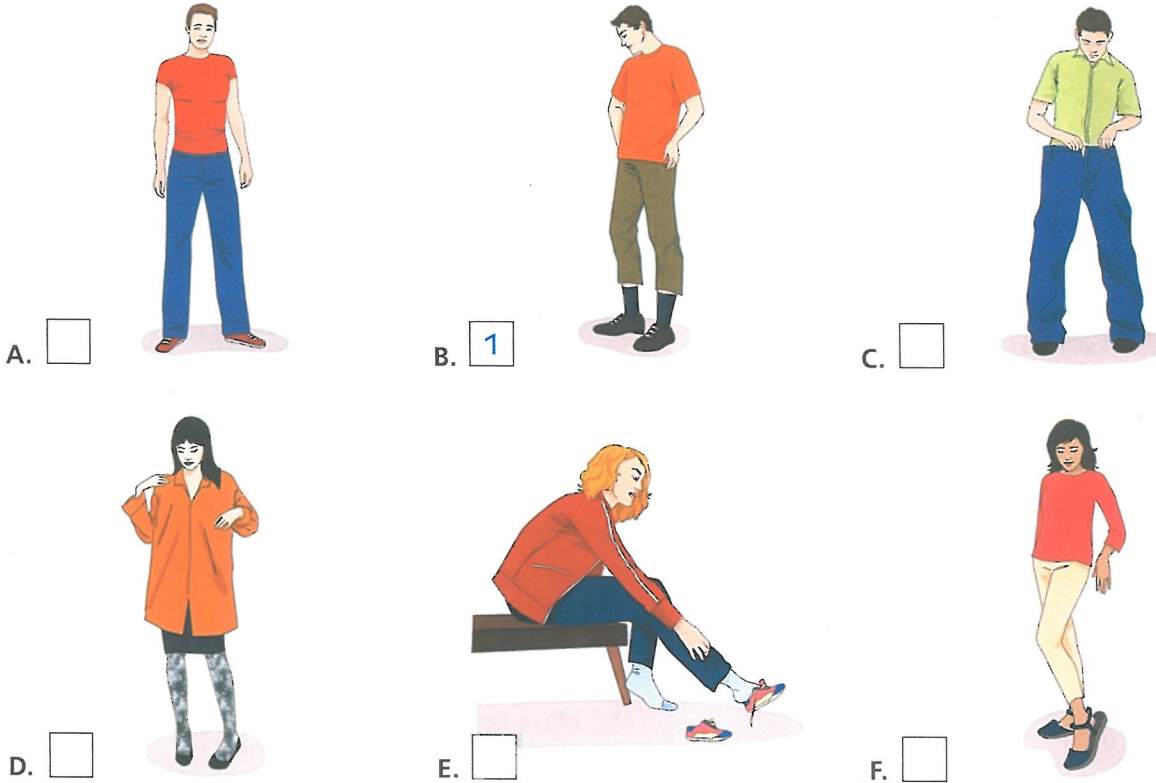
- David H
- Monica ____
- Nick ____
- Emma ____
- Andrew ____
- Kate ____
- Mary ____
- Ben ____



Listening 2

CD 1-13 ► Task 1

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



CD 1-13 ► Task 2

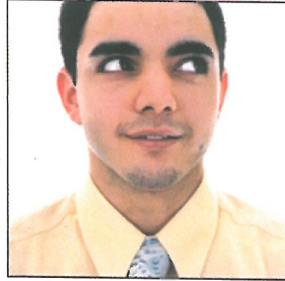
Listen again. What does each person need? Circle the correct answer.

- He needs a _____ pair.
 - longer
 - shorter
 - cheaper
- She needs a _____ one.
 - prettier
 - bigger
 - smaller
- She needs a _____ pair.
 - tighter
 - bigger
 - smaller
- He needs a _____ pair.
 - bigger
 - cheaper
 - smaller
- He needs a _____ one.
 - tighter
 - looser
 - smaller
- She needs a _____ size.
 - smaller
 - bigger
 - more comfortable

Listening 3

CD 1-14 ▶ Task 1

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



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

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

CD 1-14 ▶ Task 2

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

- Sonia was wearing a _____ skirt.
 - yellow
 - black
 - dark blue
- Matt was wearing a _____ belt.
 - red
 - wide
 - silver
- Kevin was wearing _____ pants.
 - brown
 - white
 - green
- Amy was wearing _____ glasses.
 - expensive
 - black
 - beautiful

Pronunciation

Plural -s endings

CD 1-15 ▶ **Task 1**

Listen and repeat.

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

CD 1-16 ▶ **Task 2**

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

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

Dictation

CD 1-17 ▶ **Task 1**

Listen to the conversation. Write the missing words.

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

▶ **Task 2**

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

Conversation

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

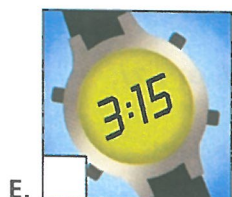
Pronunciation Help		
Sounds like /s/	Sounds like /z/	Sounds like /iz/
pants	sneakers	blouses
jackets	earrings	purses
shirts	ties	dresses

Getting Ready

▶ Task 1

Match each time with a picture.

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



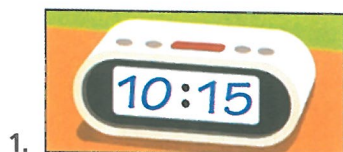
▶ Task 2

Say the times.



CD 1-18))) Listening 1

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

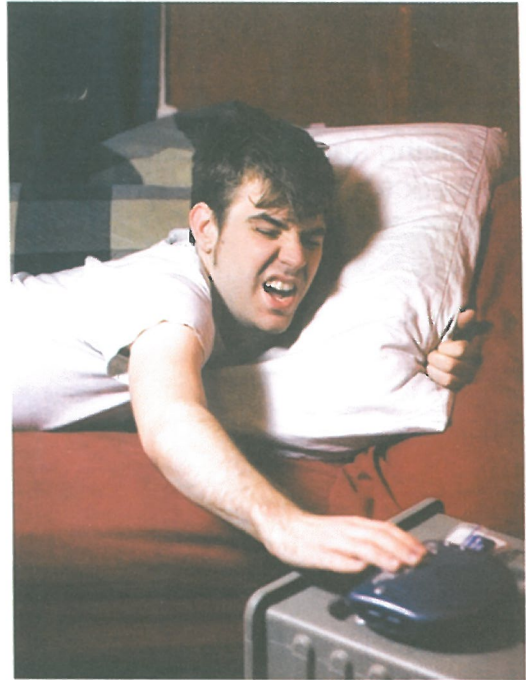


Listening 2

CD 1-19 ► Task 1

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

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



CD 1-19 ► Task 2

Listen again. Circle the correct statement.

- a. Sandra studies before school.
 b. Sandra studies at night.
- a. John looks happy.
 b. John looks tired.
- a. Sam usually goes running in the morning.
 b. Sam usually sleeps late in the morning.
- a. Grace is a night person.
 b. Grace is a morning person.
- a. Mia gets up early to go to work.
 b. Mia gets up early to take a walk.
- a. James likes his new job.
 b. James likes working at night.

Listening 3

CD 1-20 ► Task 1

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

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



Peter



Amelia



Charlie

CD 1-20 ► Task 2

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

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

Pronunciation

Syllable stress in numbers

CD 1-21 ▶ Task 1

Listen and repeat.

1. thirtéen 2. fiftéen 3. sixtéen 4. thírty 5. fífty 6. síxty

CD 1-22 ▶ Task 2

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

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

Dictation

CD 1-23 ▶ Task 1

Listen to the conversation. Write the missing times.

A: You look tired, Jake.

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

A: _____? Why so early?

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

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

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

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

▶ Task 2

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

Conversation

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

TACTICS FOR TESTING
PAGE 98

Getting Ready

Task 1

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

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

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

Task 2

Write your birthday and a classmate's birthday.

My birthday: _____ My classmate's birthday: _____

CD 1-24 Listening 1

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

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



Listening 2

CD 1-25 ► Task 1

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



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

CD 1-25 ► Task 2

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

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

Listening 3

CD 1-26 ▶ Task 1



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

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

CD 1-26 ▶ Task 2

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

- | | |
|--|---|
| <p>1. Henry</p> <p>a. had a party</p> <p>b. studied for exams</p> <p>c. met friends</p> | <p>3. Julia</p> <p>a. have a barbecue</p> <p>b. go out to dinner with friends</p> <p>c. stay home alone</p> |
| <p>2. Eva</p> <p>a. go to her parents' house</p> <p>b. go on a trip by herself</p> <p>c. go to New York with her parents</p> | <p>4. Luke</p> <p>a. met friends</p> <p>b. had a busy day</p> <p>c. had a quiet family party</p> |

Pronunciation

Ordinal numbers

CD 1-27 ▶ Task 1

Listen and repeat.

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

CD 1-28 ▶ Task 2

Listen. Circle the ordinal number you hear.

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

Dictation

CD 1-29 ▶ Task 1

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

A: When are you going on vacation, Nick?

B: We're leaving on _____.

A: And when are you coming back?

B: On _____.

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

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

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

▶ Task 2

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

Conversation

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

Pronunciation Help

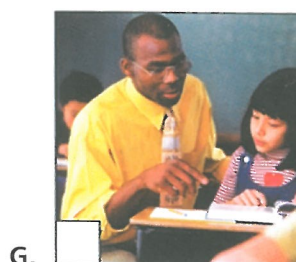
Pronounce the *t* as *d* in numbers thirty, forty, fifty, sixty, etc. Say *thirty, forty, fifty, sixty, etc.* Say *thirty, forty, fifty, sixty, etc.*

Getting Ready

▶ Task 1

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

- | | | | |
|-------------------|----------------|---------------------|------------------------|
| 1. businessperson | 3. taxi driver | 5. server | 7. construction worker |
| 2. nurse | 4. chef | 6. flight attendant | 8. teacher |



▶ Task 2

Write three more jobs.

CD 1-30 Listening 1

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

- | | |
|---------------------|------------------------|
| 1. a. salesperson | 4. a. chef |
| b. office worker | b. nurse |
| 2. a. waiter | 5. a. nurse |
| b. actor | b. businessperson |
| 3. a. teacher | 6. a. receptionist |
| b. flight attendant | b. construction worker |

Listening 2

CD 1-31 ► Task 1

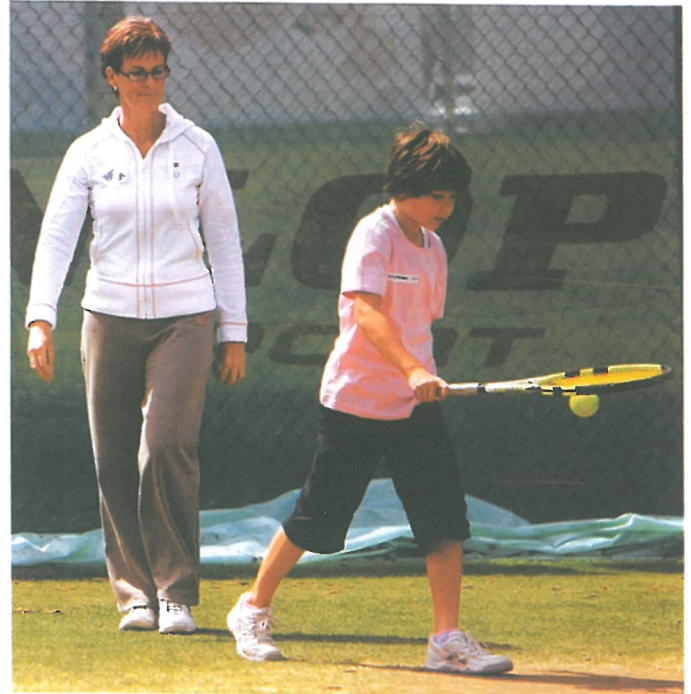
People are talking about their work. Listen and check (✓) the correct information about each person.

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

CD 1-31 ► Task 2

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

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



Listening 3

CD 1-32 ▶ Task 1

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



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



CD 1-32 ▶ Task 2

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

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

Pronunciation

Syllable stress in words

CD 1-33 ▶ Task 1

Listen and repeat.

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

CD 1-34 ▶ Task 2

Listen. Mark the stressed syllables.

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

Dictation

CD 1-35 ▶ Task 1

Listen to the conversation. Write the missing words.

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

▶ Task 2

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

Conversation

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

Pronunciation Help

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

Getting Ready

Write your favorite for each topic.

website _____

TV show _____

movie _____

video game _____

radio station _____

sports team _____

store _____

restaurant _____

athlete _____

singer _____

actor _____

My favorite sport is soccer.



CD 1-36 Listening 1

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

1. a. his favorite TV show
 b. his favorite website
 c. his favorite movie
2. a. her favorite singer
 b. her favorite actor
 c. her favorite athlete
3. a. her favorite actor
 b. her favorite singer
 c. her favorite athlete
4. a. his favorite radio station
 b. his favorite video game
 c. his favorite TV show
5. a. his favorite singer
 b. his favorite store
 c. his favorite restaurant
6. a. her favorite singer
 b. her favorite radio station
 c. her favorite song

Listening 2

CD 1-37 ► Task 1



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

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

CD 1-37 ► Task 2


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


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


Listening 3


CD 1-38 ▶ Task 1


Listen to the entertainment news stories. Number the pictures.


A. 

B. 

C. 

D.  1

E. 

F. 

CD 1-38 ▶ Task 2

Listen again. Circle the correct statement.

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

Pronunciation

Intonation of *Wh-* questions

CD 1-39 ▶ **Task 1**

Listen and repeat.

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

▶ **Task 2**

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

Pronunciation Help

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

Dictation

CD 1-40 ▶ **Task 1**

Listen to the conversation. Write the missing words.

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

▶ **Task 2**

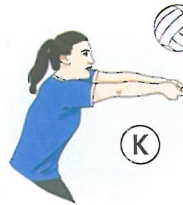
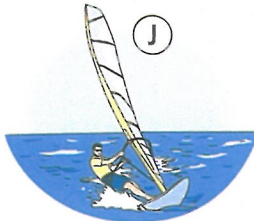
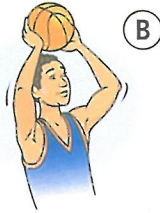
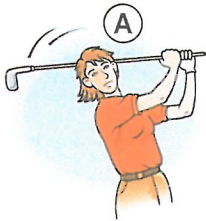
Practice the conversation with a partner. Be sure to use the correct intonation.

Conversation

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

Getting Ready

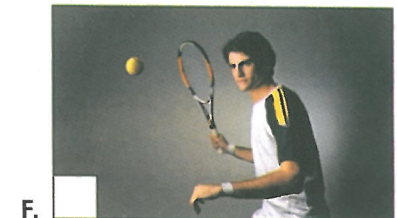
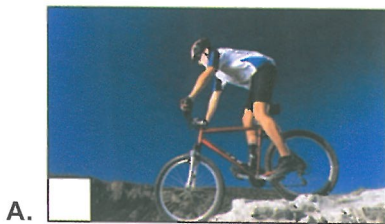
Match each picture with the correct word.



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

CD 1-41))) Listening 1

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



Listening 2

CD 1-42 ► Task 1

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

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



CD 1-42 ► Task 2

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

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

Listening 3

CD 1-43 ► Task 1

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

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



CD 1-43 ► Task 2

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

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



Pronunciation

Sentence stress

CD 1-44 ▶ Task 1

Listen and repeat.

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

CD 1-45 ▶ Task 2

Listen. Mark the stressed words.

1. I gó to the gým every dáy.
2. I wáťch a lot of básieball on TV.
3. What do you do on wéekends?
4. Do you pláy ténnis?

Dictation

CD 1-46 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Do you _____ any _____, Nick?

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

A: Really? Are you on a team?

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

A: How _____ do you _____?

B: Oh, about _____ a _____. So, how about you? Do you play sports?

A: Well, it depends. Do you think playing video games is a sport?

B: Umm. . . . I'm not sure about _____.

▶ Task 2

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

Conversation

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

Pronunciation Help

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

Getting Ready

Task 1

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

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



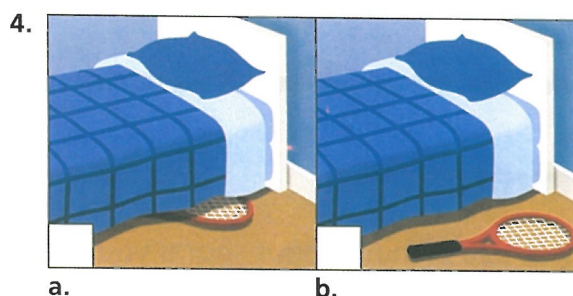
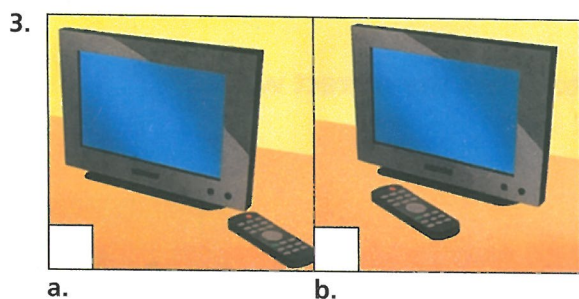
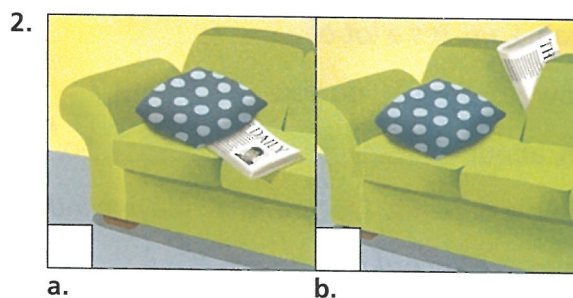
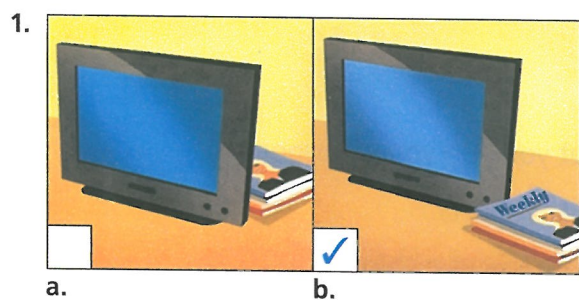
Task 2

Write the number of each item next to the location.

- behind the TV between the bedside tables next to the window
 next to the bookcase 1 on top of the bookcase under the bedside table

Listening 1

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



Listening 2

CD 2-3 ► Task 1

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

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



CD 2-3 ► Task 2

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

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

Listening 3

CD 2-4 ► Task 1

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



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

CD 2-4 ► Task 2

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

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

Pronunciation Help

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

Pronunciation

Contracted *not*

CD 2-5 ▶ Task 1

Listen and repeat.

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

CD 2-6 ▶ Task 2

Listen. Circle the word you hear.

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

Dictation

CD 2-7 ▶ Task 1

Listen to the conversation. Write the missing words.

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

B: _____ usually keep it in the desk drawer?

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

B: Oh, there _____, on the table.

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

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

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

▶ Task 2

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

Conversation

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

Getting Ready

Write the correct word.

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

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

CD 2-8 Listening 1

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



A.



B. 1



C.



D.



E.



F.

Listening 2

CD 2-9 ► Task 1

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



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

CD 2-9 ► Task 2

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

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

Listening 3

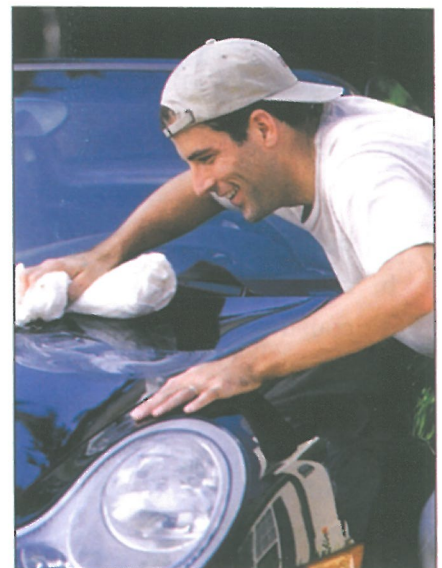
CD 2-10 ▶ Task 1

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

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

CD 2-10 ▶ Task 2

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



- | | |
|----------------------------------|------------------------------|
| 1. Wen-ping's brother <u>c</u> . | a. likes sports |
| 2. Michael's brother ____. | b. likes reading and music |
| 3. Justin's sister ____. | c. is taller than the father |
| 4. Hannah's father ____. | d. prefers to play cards |
| 5. Robert's sister ____. | e. hates flying |
| 6. Elizabeth's father ____. | f. isn't interested in music |

Pronunciation

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

CD 2-11 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Dictation

CD 2-12 ▶ Task 1

Listen to the conversation. Write the missing words.

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

▶ Task 2

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

Conversation

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

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

Getting Ready

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

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



CD 2-13 Listening 1

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



Listening 2

CD 2-14 ▶ Task 1

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



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

CD 2-14 ▶ Task 2

Listen again. Circle the correct answer to each question.

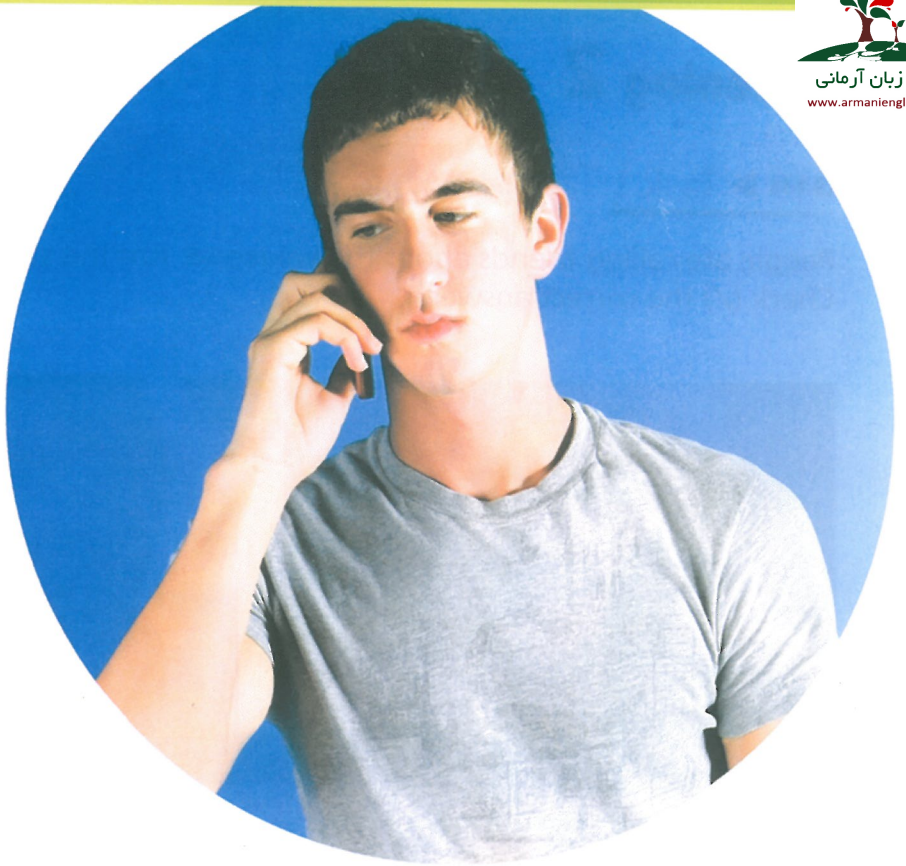
- When does Nate want to go to the movies?
 - on the weekend
 - on Friday morning
 - c.** on Friday night
- When is the party?
 - on Saturday night
 - the weekend after next
 - on Sunday night
- When does Jake want to go out with Rachel?
 - on Friday morning
 - on Friday night
 - on the weekend
- When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

Listening 3

CD 2-15 ► Task 1

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

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



CD 2-15 ► Task 2

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

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

Pronunciation

Reduction of the vowel sound in *can*

CD 2-16 ▶ Task 1

Listen and repeat.

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

CD 2-17 ▶ Task 2

Listen. Circle the word you hear.

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

Pronunciation Help

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

Dictation

CD 2-18 ▶ Task 1

Listen to the conversation. Write the missing words.

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

B: Saturday night? _____, I _____. I have to work.

A: Oh, that's too bad.

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

A: Yes, I _____. Can you check what's playing? I can't find my phone.

B: Okay, let's see. . . How about *The Monster's Return*? There's a 7:30 show.

A: That sounds good. Think _____ can _____ me a ride?

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

▶ Task 2

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

Conversation

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

Getting Ready

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



75¢ \$1500 \$9 \$20 \$140 \$500

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

CD 2-19))) Listening 1

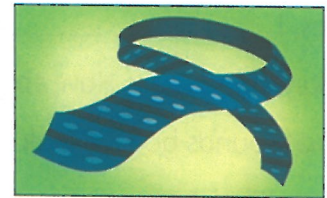
People are asking about prices. Listen and write the price of each item.



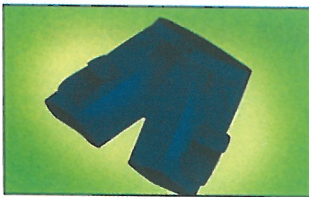
1. \$55



2. _____



3. _____



4. _____



5. _____



6. _____

Listening 2

CD 2-20 ► Task 1

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

1. total: \$7.50

change: \$12.50

2. total:

change:

3. total:

change:

4. total:

change:



5. total:

change:

6. total:

change:

CD 2-20 ► Task 2

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

1. soup
 soap
 apples
 tomatoes
 shampoo

3. newspapers
 stamps
 books
 magazines
 notebook

5. chocolates
 cake
 soda
 bread
 cookies

2. CD
 DVD
 batteries
 cassette
 poster

4. coat
 T-shirt
 shoes
 socks
 tie

6. stamps
 magazines
 newspapers
 book
 notebook

Listening 3

CD 2-21 ► Task 1

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



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

CD 2-21 ► Task 2

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



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

Pronunciation

Saying large numbers

CD 2-22 ▶ **Task 1**

Listen and repeat.

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

▶ **Task 2**

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

Pronunciation Help

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

Dictation

CD 2-23 ▶ **Task 1**

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

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

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

A: That's _____! Can you tell me about the low-priced one?

B: Well, it's fine for basic use, if you don't play games much.

A: Well, I am a big gamer, but I don't want to spend over a _____ dollars, though.

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

A: Hmm, let me take a look.

▶ **Task 2**

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

Conversation

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

TACTICS FOR TESTING
PAGE 102

Getting Ready

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

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

Appetizers	Main dishes	Vegetables	Desserts	Drinks
salad	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CD 2-24 Listening 1

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

1.

MENU

Appetizers

Vegetable soup 4.50
 House salad 3.75

Main Dishes

Steak with fries 18.00
 Roast chicken 9.95
 Spaghetti with meat sauce 11.00

Desserts

Apple pie 3.75
 Ice cream 2.75

Drinks

Tea 1.50
 Soda 1.75
 Coffee 1.50
 Juice 2.00

2.

MENU

Appetizers

Soup of the day 4.50
 Greek salad 5.00

Main Dishes

Vegetable plate 9.50
 Grilled fish with broccoli or peas 13.00

Desserts

Chocolate cake 3.75
 Ice cream 2.75

Drinks

Iced tea 1.50
 Soda 1.75
 Coffee 1.50
 Juice 2.00

3.

MENU

Appetizers

Chicken soup 2.75
 Spinach salad 3.50

Main Dishes

Beef stir-fry 5.95
 Hamburger with fries 4.95

Desserts

Cheesecake 3.50
 Fresh fruit 2.75

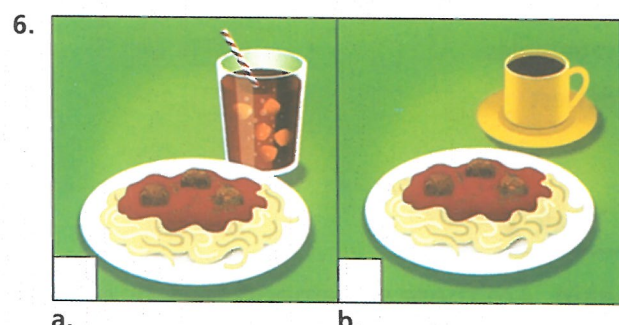
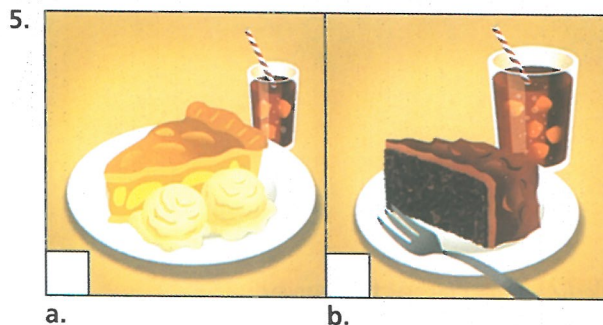
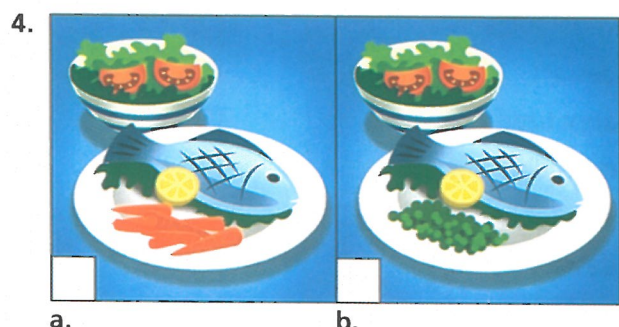
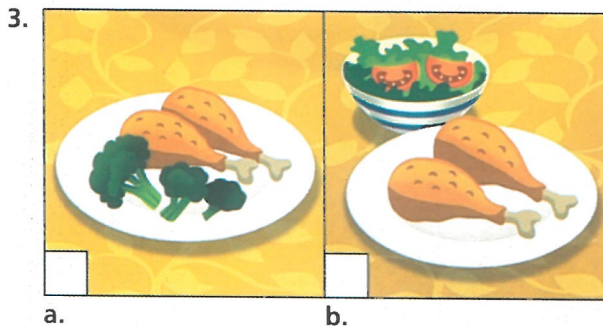
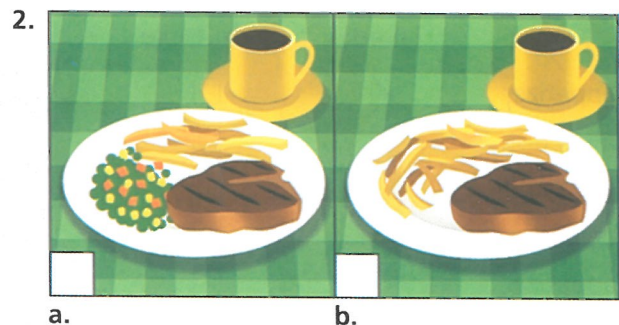
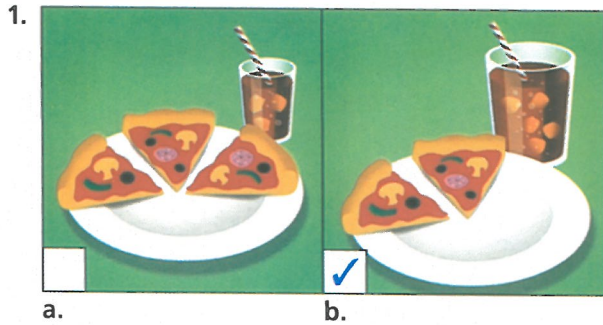
Drinks

Coffee/Tea 1.50
 Milk 2.00
 Soda 1.75
 Juice 2.50

Listening 2

CD 2-25 ▶ Task 1

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



CD 2-25 ▶ Task 2

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

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

Listening 3

CD 2-26 ▶ Task 1

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



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

CD 2-26 ▶ Task 2

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

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

Pronunciation

wasn't and *weren't*

CD 2-27 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Dictation

CD 2-28 ▶ Task 1

Listen. Write the missing words.

A: How was your dinner, Evan?

B: It _____ delicious! How about yours?

A: Actually, it _____ . My vegetables were overcooked.

B: Really?

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

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

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

▶ Task 2

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

Conversation

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

Pronunciation Help	
How we spell it	How we say it
wasn't	wuznt
weren't	wernt

Getting Ready



Greet someone



End a conversation

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

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

CD 2-29 Listening 1

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

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

Listening 2

CD 2-30 ► Task 1

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

1. a. the guests
b. the music
c. friends
2. a. a guest
b. the music
c. Tim
3. a. the music
b. a guest
c. an old friend
4. a. school
b. the woman's health
c. work
5. a. a guest
b. the party
c. the food
6. a. a job
b. a vacation
c. friends
7. a. the guests
b. her new job
c. family
8. a. family
b. the food
c. the guests



CD 2-30 ► Task 2

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

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

Listening 3

CD 2-31 ► Task 1

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



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

CD 2-31 ► Task 2

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

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

Pronunciation

Reduction of *Wh-* questions

CD 2-32 ▶ Task 1

Listen and repeat.

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

Pronunciation Help

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

▶ Task 2

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

Dictation

CD 2-33 ▶ Task 1

Listen to the conversation. Write the missing words.

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

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

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

B: Oh, nice. So, _____ sister these days?

A: She's fine, thanks.

B: And _____ your parents?

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

▶ Task 2

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

Conversation

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

Getting Ready

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

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

My vacation was fantastic.



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

CD 2-34 Listening 1

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

- | | |
|--|---|
| 1. a. went away
b. <input checked="" type="radio"/> stayed home | 5. a. went to the beach
b. went to the country |
| 2. a. went to Hawaii
b. went to Okinawa | 6. a. went skiing
b. stayed home |
| 3. a. went away
b. stayed home | 7. a. went skiing
b. stayed home |
| 4. a. invited relatives to stay
b. visited relatives | 8. a. went to Las Vegas
b. went to Los Angeles |

Listening 2

CD 2-35 ▶ Task 1

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

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



CD 2-35 ▶ Task 2




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

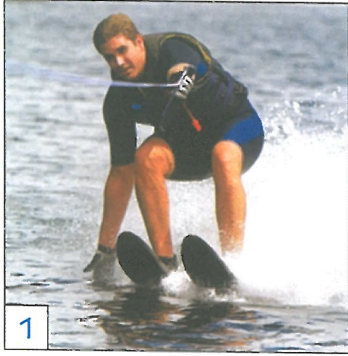


- | | |
|--|------------------|
| 1. The weather was <u>b</u> . | a. fantastic |
| 2. The people were ____. | b. terrible |
| 3. The ski trip was ____. | c. disappointing |
| 4. Their trip to France was very ____. | d. nice |
| 5. Her trip to the beach was ____. | e. clean |
| 6. The hotel wasn't ____.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

Listening 3

CD 2-36 ▶ Task 1

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

A.  B.  C. 

D.  E.  F. 

CD 2-36 ▶ Task 2

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

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

Pronunciation

Past tense *-ed* endings

CD 2-37 ▶ Task 1

Listen and repeat.

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

CD 2-38 ▶ Task 2

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

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

Pronunciation Help

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

Dictation

CD 2-39 ▶ Task 1

Listen to the conversation. Write the missing words.

A: How was your vacation, Julia?

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

A: That sounds like fun!

B: It was. I _____ the beach every morning, and I learned to windsurf.

A: Nice. Did you stay at the beach the whole time?

B: No, we visited a cute town nearby. We _____ souvenirs and ate ice cream.

A: Sounds wonderful.

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

▶ Task 2

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

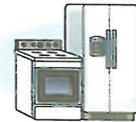
Conversation

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

Getting Ready

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

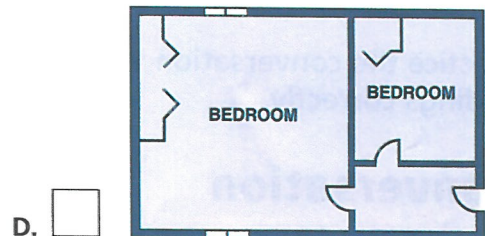
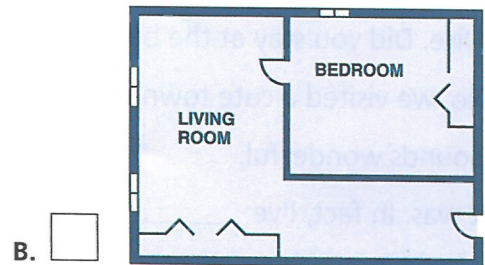
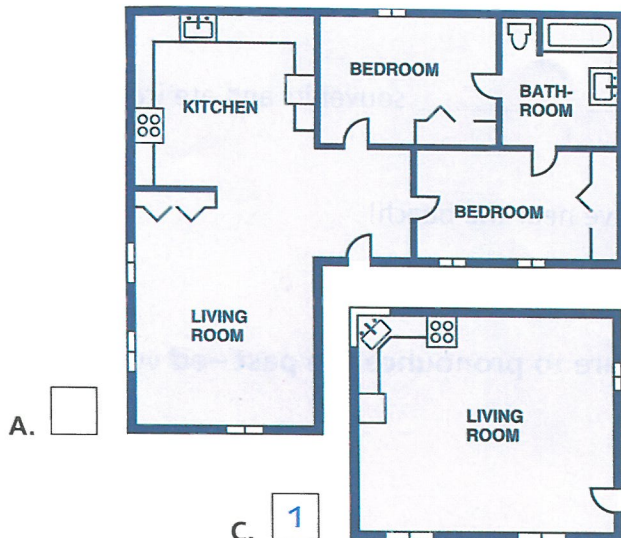
- | | | | | | |
|--------|------|--------------|----------|--------------|-----------|
| toilet | bed | dresser | shower | refrigerator | piano |
| stove | sofa | coffee table | mattress | bathtub | microwave |



Living room	Bedroom	Bathroom	Kitchen
_____	_____	toilet	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CD 2-40))) Listening 1

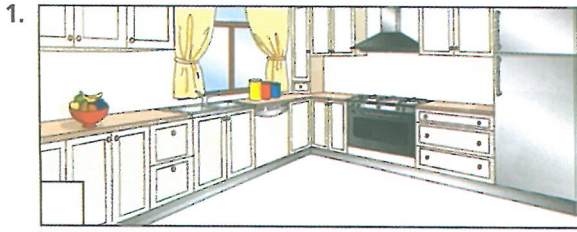
People are describing their apartments.
Listen and number the pictures.



Listening 2

CD 2-41 ▶ Task 1

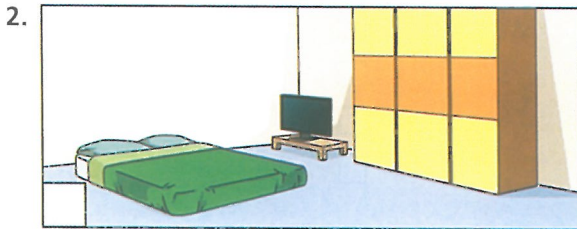
People are describing rooms in their apartments. Listen and check (✓) the correct picture.



a.



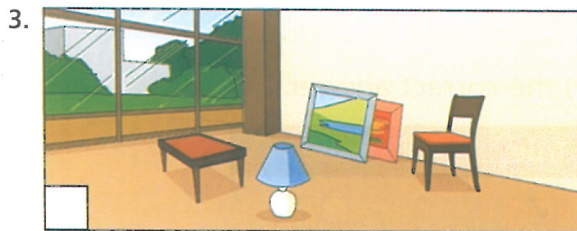
b.



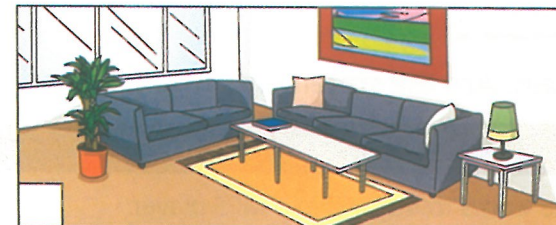
a.



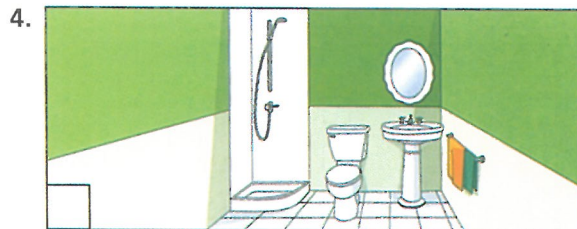
b.



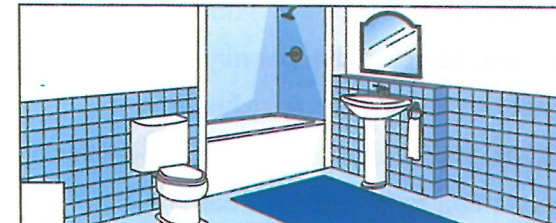
a.



b.



a.



b.

CD 2-41 ▶ Task 2

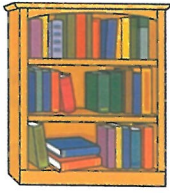
Listen again. Are the statements true or false? Check (✓) the correct answer.

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

Listening 3

CD 2-42 ▶ Task 1

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



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

CD 2-42 ▶ Task 2

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

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

Pronunciation

Contractions of *there is* and *there are*

CD 2-43 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

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

Dictation

CD 2-44 ▶ Task 1

Listen to the conversation. Write the missing words.

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

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

A: Nice!

B: Yeah. Oh, and _____ an office.

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

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

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

▶ Task 2

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

Conversation

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

TACTICS FOR TESTING
PAGE 104

Getting Ready

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

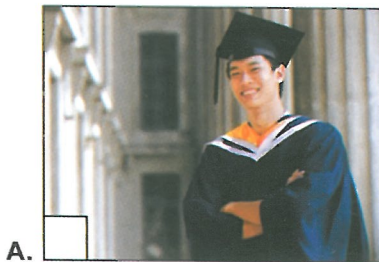
	Yes	No
be rich	<input type="checkbox"/>	<input type="checkbox"/>
be famous	<input type="checkbox"/>	<input type="checkbox"/>
travel to another country	<input type="checkbox"/>	<input type="checkbox"/>
graduate from college	<input type="checkbox"/>	<input type="checkbox"/>
move to another city	<input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

I hope to be a famous singer.



CD 3-2 Listening 1

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

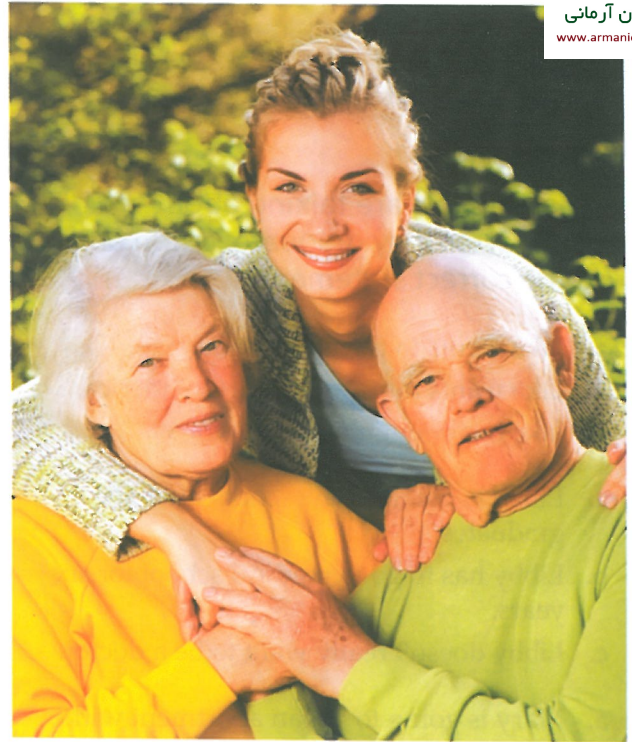


Listening 2

CD 3-3 ► Task 1

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

- Molly is going to _____ .
 a. study for exams
 b. take exams
 c. have fun
- Peter is going to _____ .
 a. go to the movies
 b. get a part-time job
 c. relax
- Cara is going to _____ .
 a. go on a trip with her grandparents
 b. visit her grandparents
 c. visit her friends
- John is going to _____ .
 a. visit friends in Spain
 b. study Spanish in Mexico
 c. study Spanish in Spain



- Nick is going to _____ .
 a. study
 b. relax
 c. get a job
- Julia is going to _____ .
 a. travel for work
 b. hang out with her friends
 c. take care of her sister

CD 3-3 ► Task 2

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

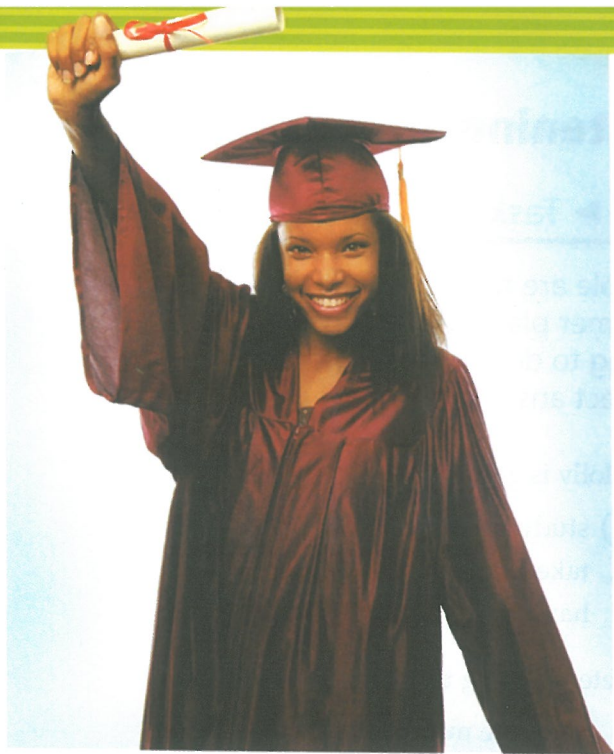
	Looking forward to summer	Not looking forward to summer
1. Molly	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Peter	<input type="checkbox"/>	<input type="checkbox"/>
3. Cara	<input type="checkbox"/>	<input type="checkbox"/>
4. John	<input type="checkbox"/>	<input type="checkbox"/>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

Listening 3

CD 3-4 ▶ Task 1

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

1. **a.** Jake wants to travel to Africa.
b. Jake wants to travel to North America.
c. Jake has enough money to travel.
2. a. Libby is going to law school after she graduates.
b. Libby has to go to medical school for six years.
c. Libby doesn't really want to be a doctor.
3. a. Mary is going to get an apartment with her sister.
b. Mary wants to live close to her family.
c. It will be easy to find an apartment near the beach.
4. a. Matt wants to be an actor.
b. Matt moved to Hollywood last week.
c. Matt is going to be in a movie called *The Surprise*.
5. a. Zach is getting married after he graduates.
b. Zach is marrying his girlfriend, Eva.
c. Zach has been going out with Elizabeth for a long time.
6. a. Kristin has a new job.
b. Kristin is looking for a job.
c. Kristin wants to be a teacher.



CD 3-4 ▶ Task 2

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

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

Pronunciation

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

CD 3-5 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

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

Dictation

CD 3-6 ▶ Task 1

Listen to the conversation. Write the missing words

A: What are you _____ do after you graduate, Evan?

B: Well, I hope _____ around the world.

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

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

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

B: Well, I'd _____ travel with a friend. Hey, do you want to come with me?

A: That would be great! But I'm going to start a new job in August.

B: Oh. Well, let me know if you _____ your mind.

▶ Task 2

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

Conversation

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

Getting Ready

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

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



It is cold and snowy in January.



It is cool, sunny, and windy in October.

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

CD 3-7))) Listening 1













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

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

Listening 2

CD 3-8 ▶ Task 1

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

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

CD 3-8 ▶ Task 2

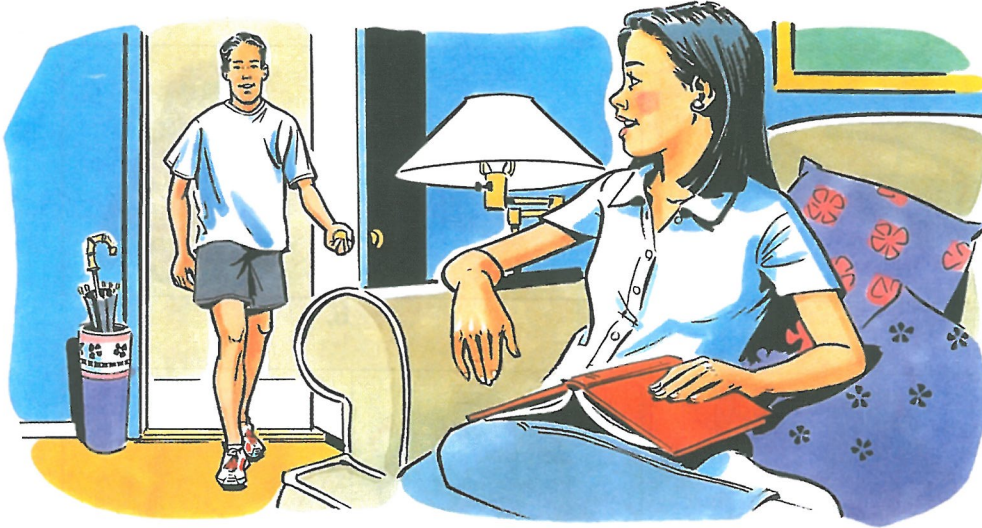
Listen again. Circle the answer that does not describe the weather now.

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

Listening 3

CD 3-9 ► Task 1

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



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

CD 3-9 ► Task 2

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

	Better	Worse		Better	Worse
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	7.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>

Pronunciation

Intonation of words in a series

CD 3-10 ▶ Task 1

Listen and repeat.

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

Pronunciation Help

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

▶ Task 2

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

Dictation

CD 3-11 ▶ Task 1

Listen to the conversation. Write the missing words.

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

▶ Task 2

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

Conversation

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

Getting Ready

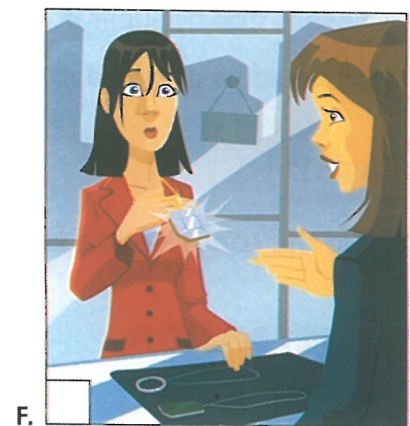
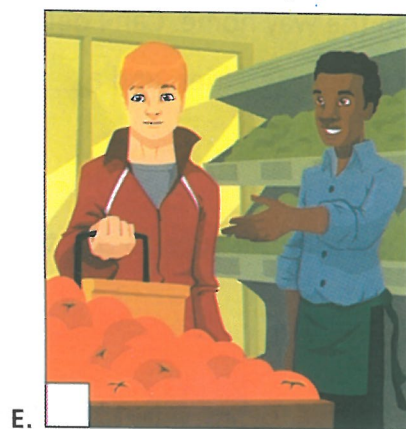
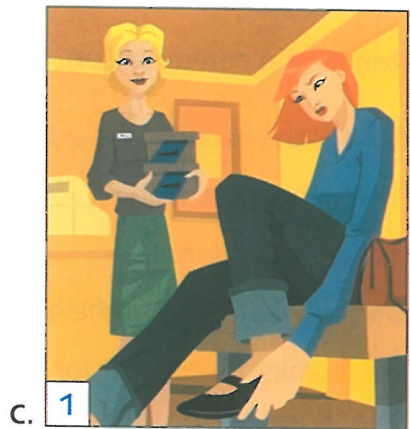
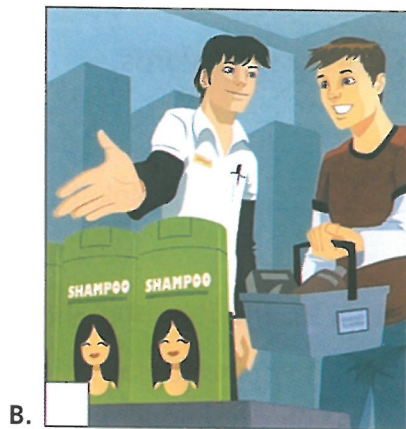
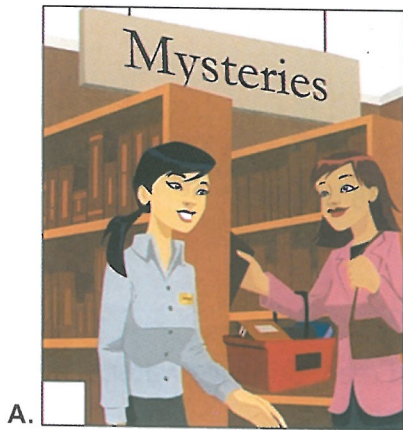
Match the items on the left with the store where you can buy them on the right. Then write one more item you can buy in each store.



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

CD 3-12))) Listening 1

People are shopping. Listen and number the pictures.



Listening 2

CD 3-13 ► Task 1

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



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

CD 3-13 ► Task 2

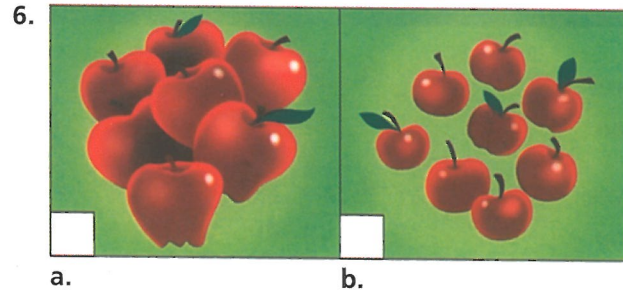
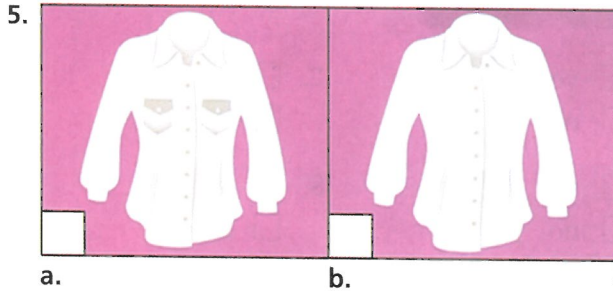
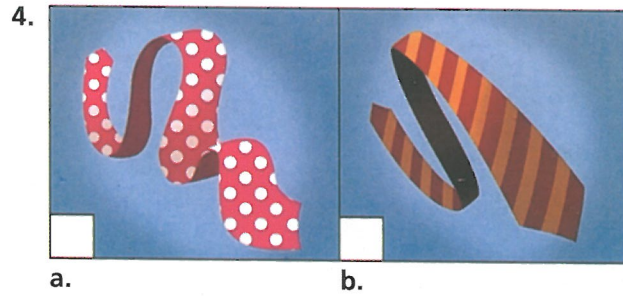
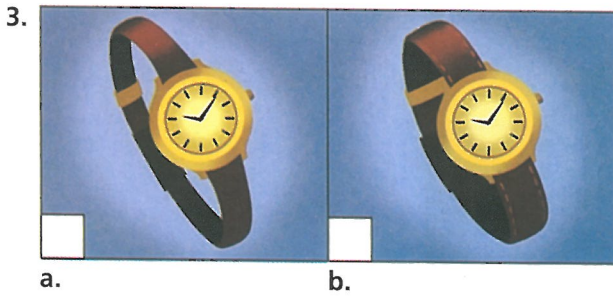
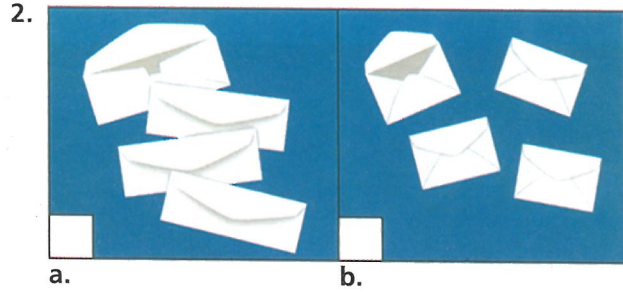
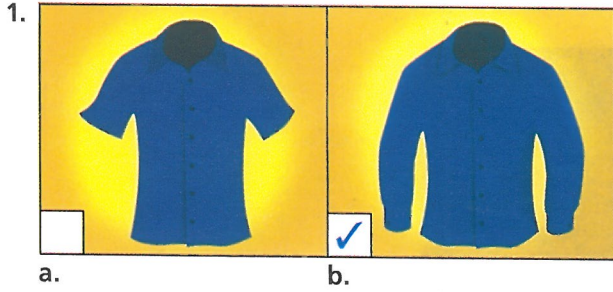
Listen again. What do you think the clerk says next? Circle the correct answer.

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

Listening 3

CD 3-14 ▶ Task 1

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



CD 3-14 ▶ Task 2

Listen again. Circle the correct answer.

- a. You can machine-wash the shirt.

(b.) It's best to dry-clean it.
- a. They are regular mail envelopes.

b. They are air mail envelopes.
- a. The man wants the watch for himself.

b. A man or woman can wear it.
- a. The woman prefers the striped tie.

b. The tie is a gift for someone.
- a. The blouse is made of cotton.

b. The blouse is made of cotton and linen.
- a. The large apples aren't very sweet.

b. They don't like sweet apples.

Pronunciation

Contrastive stress

CD 3-15 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Dictation

CD 3-16 ▶ Task 1

Listen to the conversation. Write the missing words.

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

B: Can I see that watch, please?

A: The one with the _____ ?

B: No, the one with _____ band.

A: Certainly. Here you are.

B: Thanks. Yes, this is perfect. I'll take it.

A: It's a very nice choice. Will you be _____ with credit today?

B: No, I'd like to _____ with _____.

▶ Task 2

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

Conversation

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

▶ Pronunciation Help

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

Getting Ready

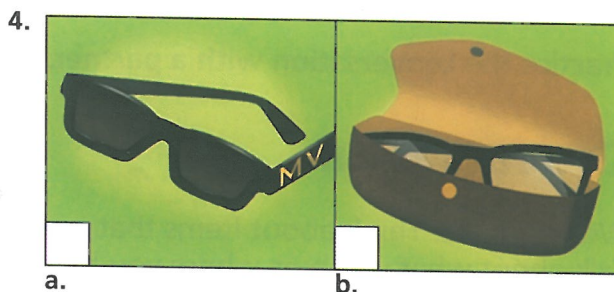
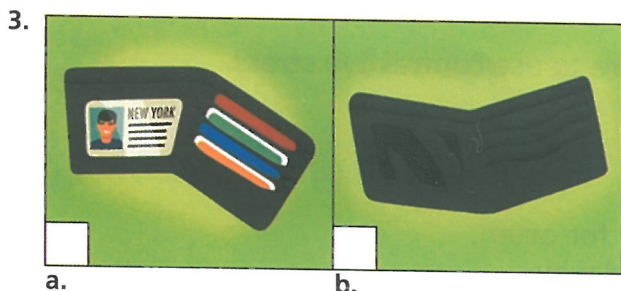
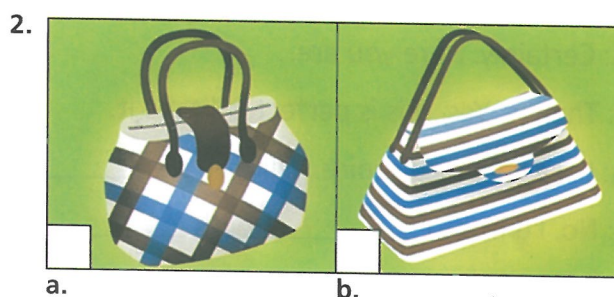
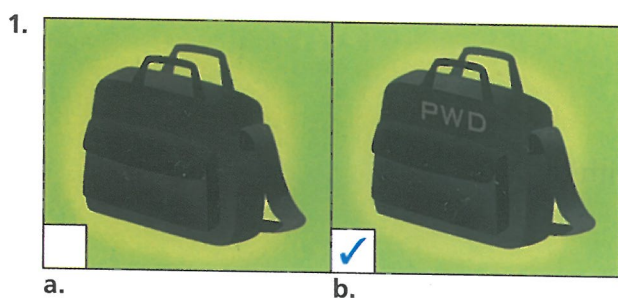
Find these items in the picture. Write the letter next to each item.



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

CD 3-17 Listening 1

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



Listening 2

CD 3-18 ► Task 1

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



CD 3-18 ► Task 2

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

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

Listening 3

CD 3-19 ▶ Task 1

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

Lost items

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



CD 3-19 ▶ Task 2

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

- | | | |
|---|---|-----------------------------------|
| 1. a. on the bus
b. in the car | 3. a. at school
b. in the house | 5. a. at home
b. at the office |
| 2. a. on the bus
b. at the coffee shop | 4. a. at the department store
b. at the restaurant | 6. a. on the subway
b. at home |

Pronunciation

Syllable stress in adjectives

CD 3-20 ▶ Task 1

Listen and repeat.

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

CD 3-21 ▶ Task 2

Listen. Mark the stressed syllables.

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

Pronunciation Help

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

Dictation

CD 3-22 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Hello. City Taxi.

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

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

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

A: Hmm. . . Those are _____. Let's see. . . no, I'm sorry, we don't have it.

B: Are you sure? I have to find it. . . it has all my important _____ in it. Wait – what's that?

Oh, it's in my jacket _____!

▶ Task 2

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

Conversation

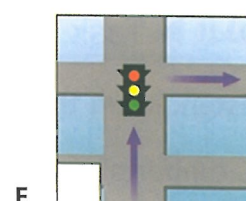
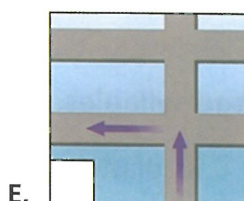
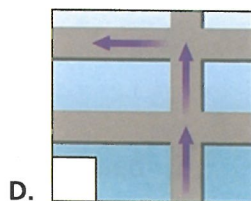
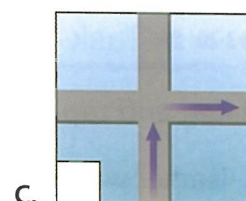
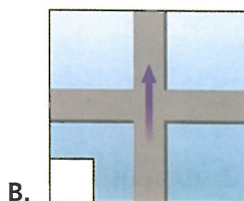
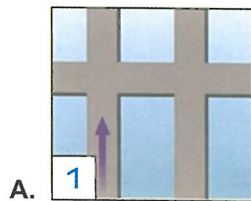
Work in pairs. Choose an item in your classroom. Describe the item and have your partner guess what it is.

TACTICS FOR TESTING
PAGE 106

Getting Ready

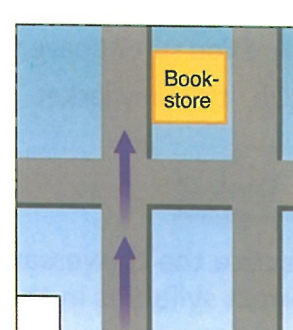
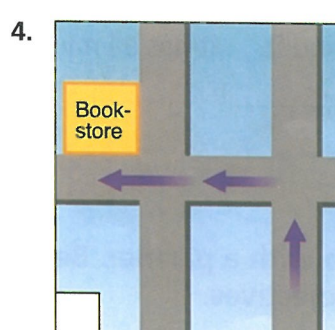
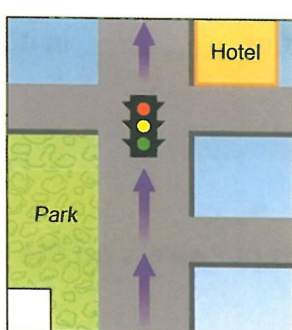
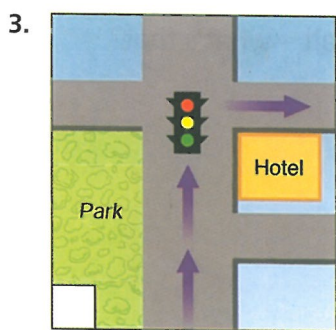
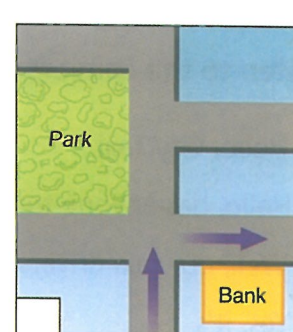
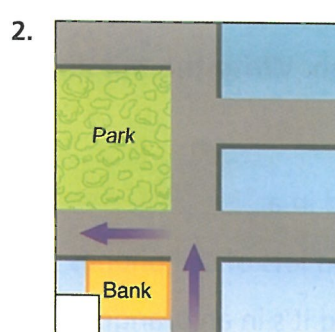
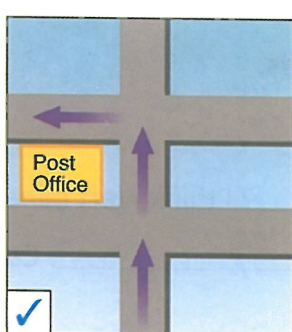
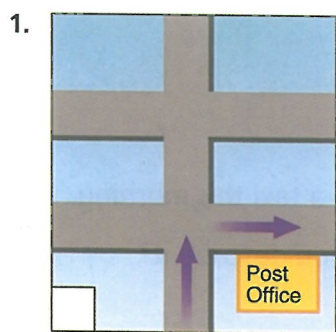
Match each direction with a map.

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



CD 3-23 Listening 1

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

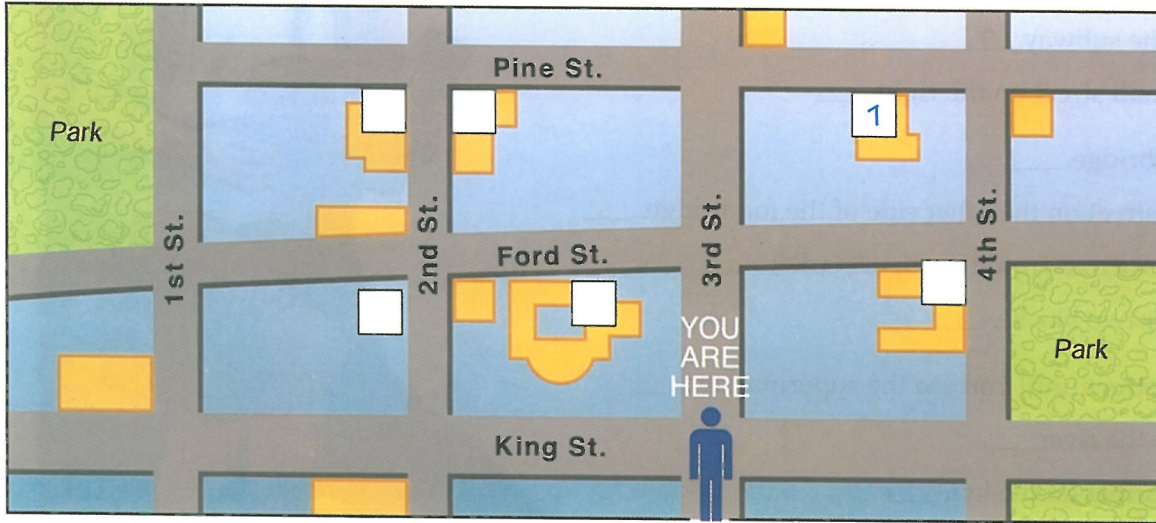


Listening 2

CD 3-24 ► Task 1

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

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



CD 3-24 ► Task 2

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

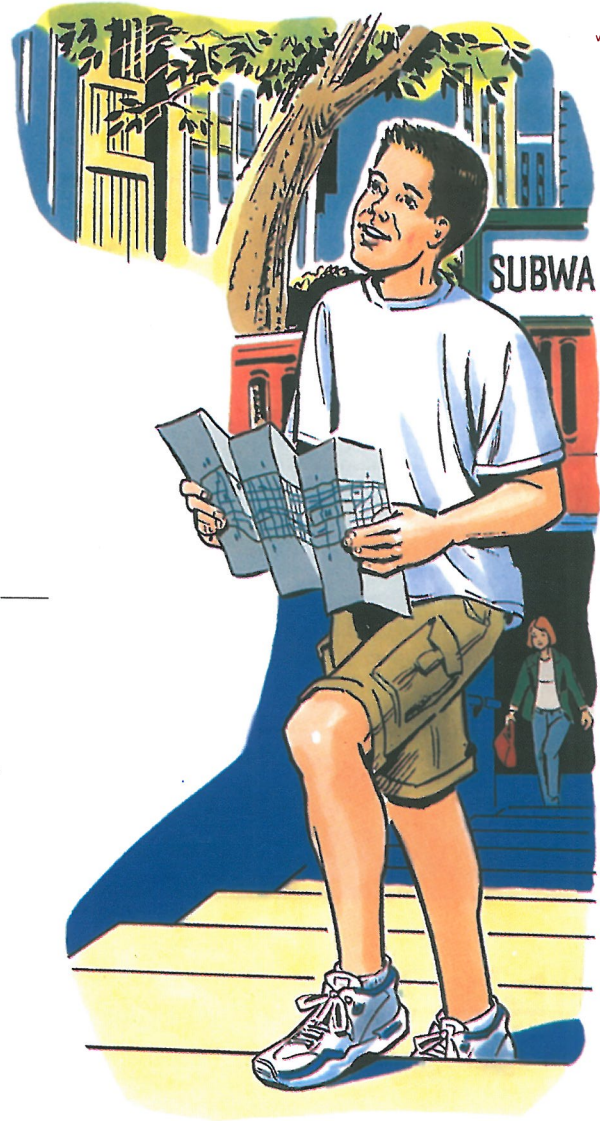
- Go straight up Third Street for two _____ and _____ right on Pine Street.
- It's _____ your left, on the _____ of Ford and Second.
- Go left down King and _____ go _____ Second Street for two blocks.
- It's not far _____ here.
- Go up Third Street and turn _____ on Ford. It's in the first big building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

Listening 3

CD 3-25 ▶ Task 1

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

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



CD 3-25 ▶ Task 2

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

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

Pronunciation

Intonation for confirming information

CD 3-26 ▶ Task 1

Listen and repeat.

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

Pronunciation Help

Use rising intonation to ask a question that confirms information.

▶ Task 2

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

Dictation

CD 3-27 ▶ Task 1

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

- A: Excuse me. I'm looking for the tourist office.
 B: _____ office? It's not far from here. Go right on Brentwood Road, then left at the light.
 A: Left _____ the _____?
 B: Yes, that's right. Then it's about halfway down the block on the right.
 A: _____ right?
 B: Yes. You can't miss it.

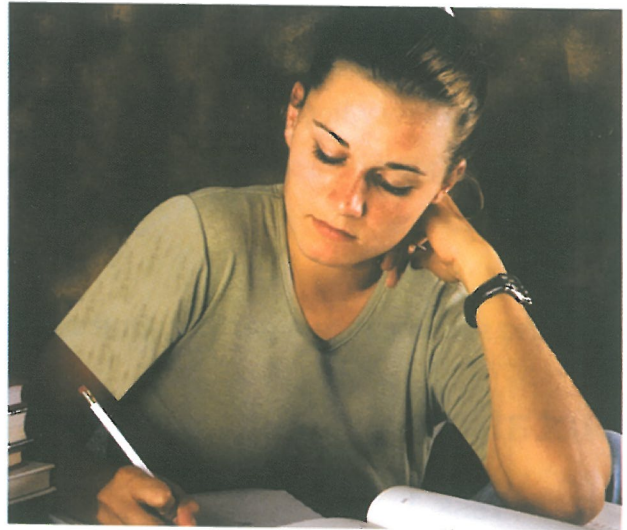
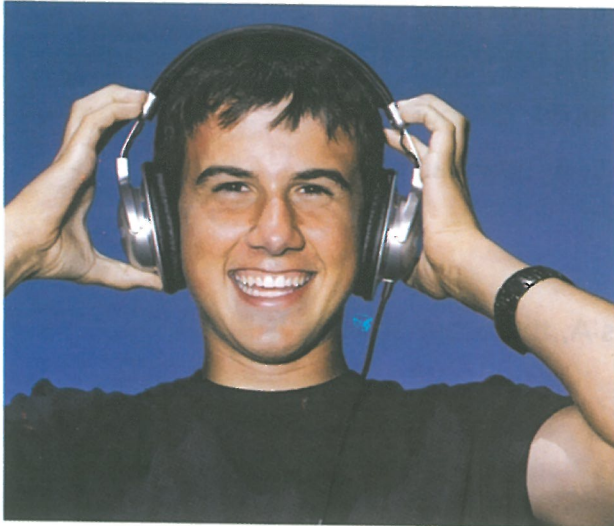
Conversation

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

Getting Ready

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

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



CD 3-28 Listening 1

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

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

Listening 2

CD 3-29 ► Task 1

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

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



CD 3-29 ► Task 2

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

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

Listening 3

CD 3-30 ► Task 1

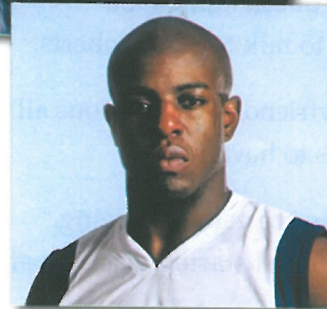
Mary is telling Anna about people at her school. What does she like or not like about each person? Listen and check (✓) the correct answer.

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

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

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

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



CD 3-30 ► Task 2

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

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

Pronunciation

Third person -s

CD 3-31 ▶ Task 1

Listen and repeat.

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

CD 3-32 ▶ Task 2

Listen. Circle the -s ending sound you hear.

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

Pronunciation Help

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

Dictation

CD 3-33 ▶ Task 1

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

- A: Hey Molly, have you met the new guy in our class? _____ right next to me.
 B: No, I haven't. What's he like?
 A: He's really outgoing. He _____ and _____ a lot.
 B: Really? He _____.
 A: Yeah, he is. And he's funny. He _____ every day after class.
 He's pretty cute, too.
 B: It _____ you're interested in him.
 A: Well, I am. But he already has _____.

Conversation

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

Getting Ready

Match the statements with the correct cities.

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



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

Listening 1

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

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

Listening 2

CD 3-35 ▶ Task 1

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



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

CD 3-35 ▶ Task 2

Listen again. Choose the correct answer for each question.

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

Listening 3



CD 3-36 ▶ Task 1

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

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

CD 3-36 ▶ Task 2

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

1.	Washington D.C.	New York
more exciting	<input type="checkbox"/>	<input checked="" type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
cheaper restaurants	<input type="checkbox"/>	<input type="checkbox"/>
better theater	<input type="checkbox"/>	<input type="checkbox"/>

2.	Los Angeles	San Francisco
huge	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
boring	<input type="checkbox"/>	<input type="checkbox"/>
fast-moving	<input type="checkbox"/>	<input type="checkbox"/>

3.	Singapore	Hong Kong
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
more comfortable	<input type="checkbox"/>	<input type="checkbox"/>
clean	<input type="checkbox"/>	<input type="checkbox"/>
polluted	<input type="checkbox"/>	<input type="checkbox"/>

4.	Sydney	Melbourne
more exciting	<input type="checkbox"/>	<input type="checkbox"/>
more beautiful	<input type="checkbox"/>	<input type="checkbox"/>
better prices	<input type="checkbox"/>	<input type="checkbox"/>
more relaxing	<input type="checkbox"/>	<input type="checkbox"/>

Pronunciation Help

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

Pronunciation

Sentence stress

CD 3-37 ▶ Task 1

Listen and repeat.

1. It's a **n**oisy **c**ity.
2. It's **v**ery **c**rowded.
3. **E**verything is **ch**éap.
4. The **p**arks are **b**éautiful.

CD 3-38 ▶ Task 2

Listen. Mark the stressed words.

1. Mélbourne is a reláxing **c**ity.
2. The pollution is getting really bad.
3. Osaka has lots of clubs.
4. This is a nice place to live.

Dictation

CD 3-39 ▶ Task 1

Listen. Write the missing words.

A: So, how do you like living here?

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

A: That's true.

B: And there are lots of great _____ and _____.

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

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

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

▶ Task 2

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

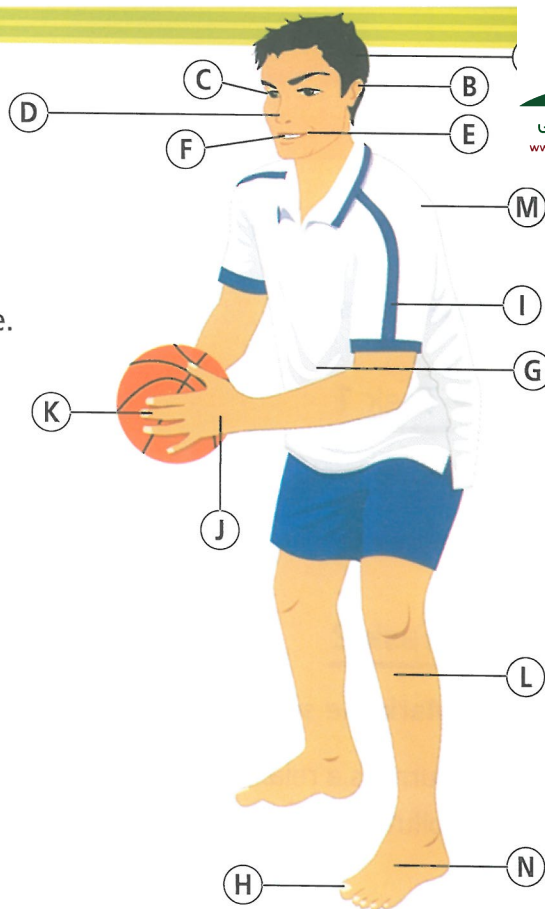
Conversation

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

Getting Ready

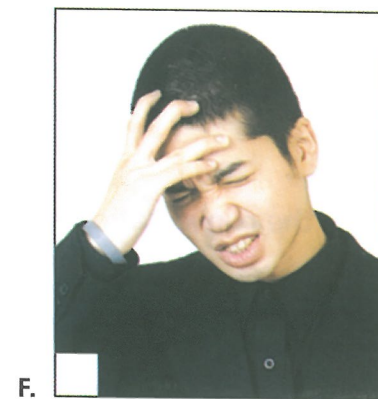
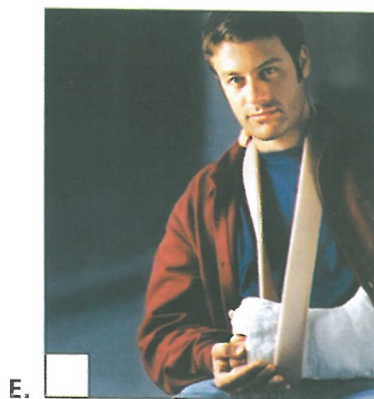
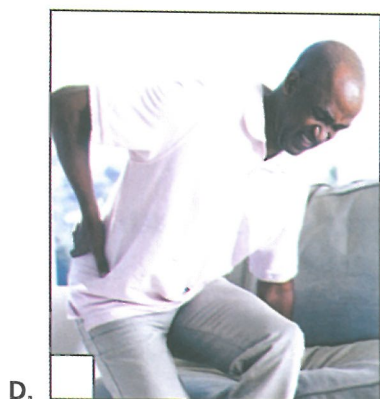
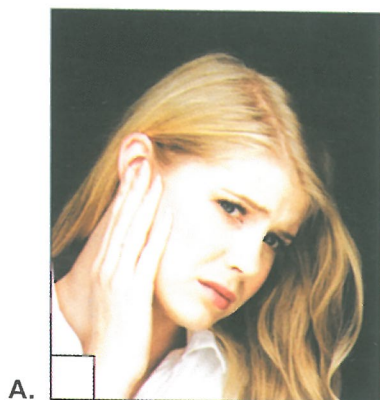
Match each word with the body part in the picture.

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



CD 3-40))) **Listening 1**

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

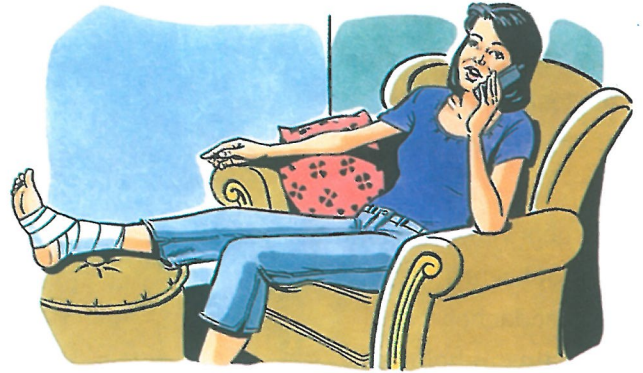


Listening 2

CD 3-41 ► Task 1

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

- | | |
|------------------|--------------------|
| 1. Nick <u>d</u> | a. a twisted ankle |
| 2. Julia ____ | b. a cut |
| 3. Pete ____ | c. a stomachache |
| 4. Lisa ____ | d. a backache |
| 5. Ron ____ | e. the flu |



CD 3-41 ► Task 2

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

- | | | |
|---|-------------------|-----------------|
| 1. a. last weekend | 3. a. yesterday | 5. a. last week |
| <input checked="" type="radio"/> b. yesterday | b. last week | b. last night |
| c. two days ago | c. a few days ago | c. today |
| 2. a. yesterday | 4. a. today | |
| b. two days ago | b. last night | |
| c. today | c. a few days ago | |

Listening 3

CD 3-42 ► Task 1

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

- Lately, she _____.
 - easily falls asleep
 - can't fall asleep
 - sleeps all night
- Lately, she doesn't _____.
 - take any vitamins
 - feel tired
 - have any energy
- He gets very bad _____.
 - backaches
 - headaches
 - pains in her eyes
- She's getting a lot of _____ this year.
 - toothaches
 - stomachaches
 - colds



CD 3-42 ► Task 2

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

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

Pronunciation

Reduction of *did you*

CD 3-43 ▶ Task 1

Listen and repeat.

1. *Did you* cut yourself?
2. How *did you* break your arm?
3. *Did you* go to the doctor?
4. Why *did you* go to the doctor?

▶ Task 2

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

Dictation

CD 3-44 ▶ Task 1

Listen. Write the missing words.

A: How _____ your leg, Craig?

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

A: Ouch. _____ to the hospital?

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

A: Really? _____ your leg?

B: No, it's just a sprain. But I won't be able to play soccer for the rest of the season.

A: Oh, no. That's too bad.

▶ Task 2

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

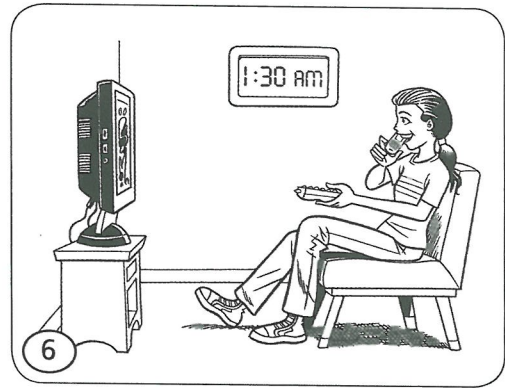
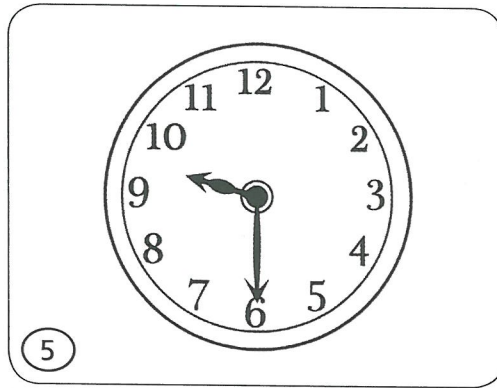
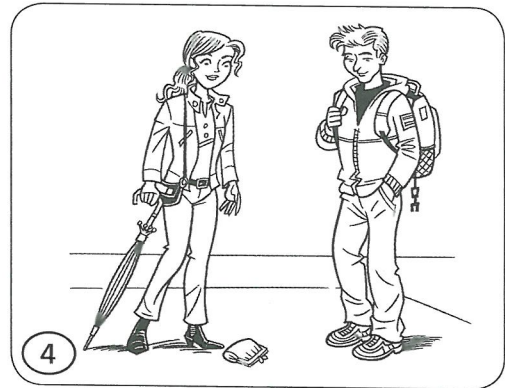
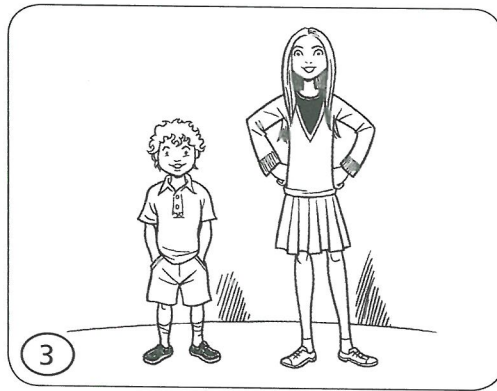
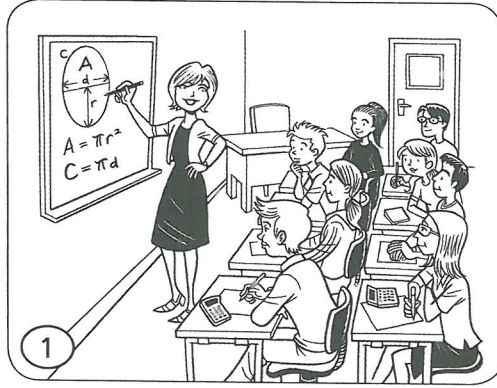
Conversation

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

Pronunciation Help	
How we spell it	How we say it
Did you	Didja

CD 4-2 Part 1

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



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

CD 4-3)) Part 2

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

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

CD 4-4)) Part 3

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

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



FOCUS ON THE ACTION

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

CD 4-5 **Part 1**

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

ANSWER SHEET

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



CD 4-6 **Part 2**

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

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

CD 4-7 **Part 3**

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

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



READ DIRECTIONS CAREFULLY

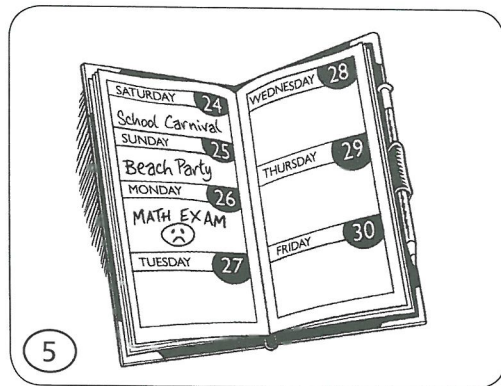
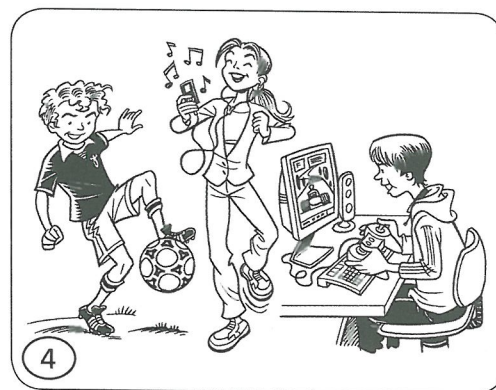
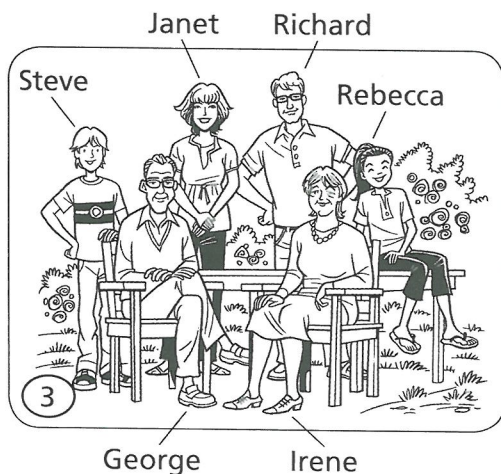
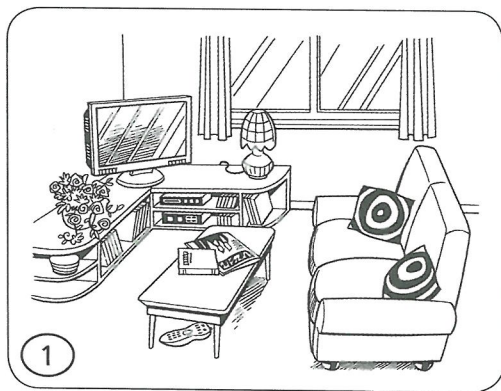
Some test sections ask you to choose the correct question. Other test sections ask you to choose the correct response. Be sure to read all directions carefully to make the correct choice.

CD 4-8 **Part 1**

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

ANSWER SHEET

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



CD 4-9 **Part 2**

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

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

CD 4-10 **Part 3**

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

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

CROSS OUT INCORRECT ANSWERS

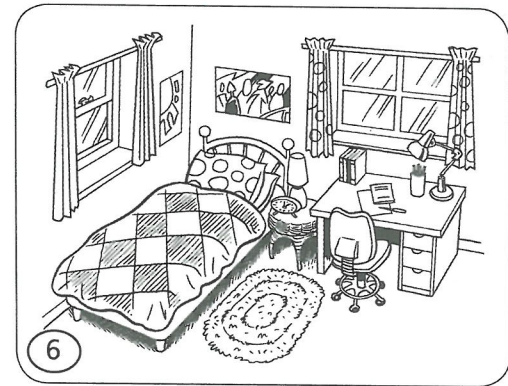
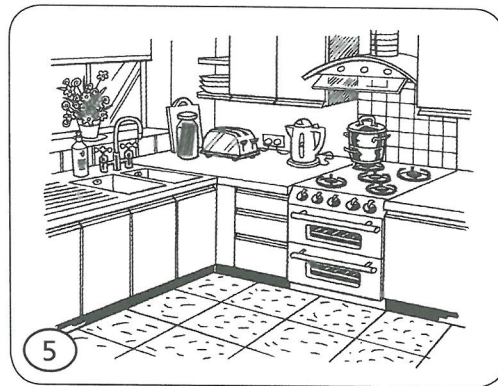
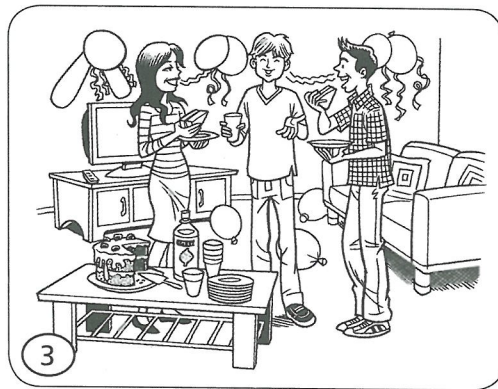
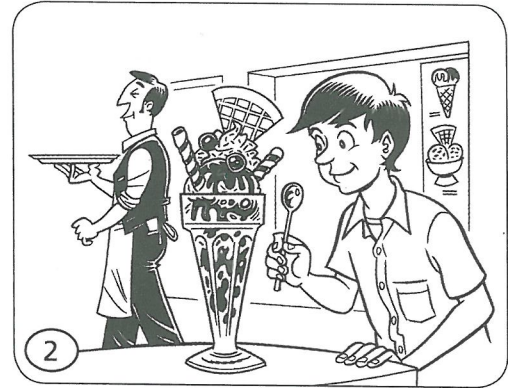
If you are unsure of your answer, start by eliminating any answer choices that are obviously incorrect. Then guess from the remaining answer choices.

CD 4-11 Part 1

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

ANSWER SHEET

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



CD 4-12))) **Part 2**

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

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

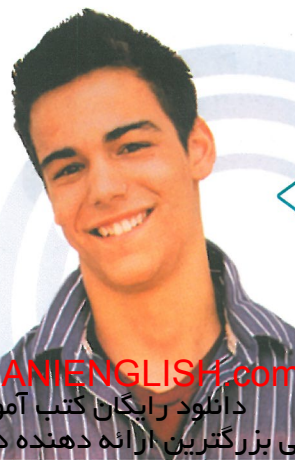
CD 4-13))) **Part 3**

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

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

KNOW YOUR TIME LIMITS

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

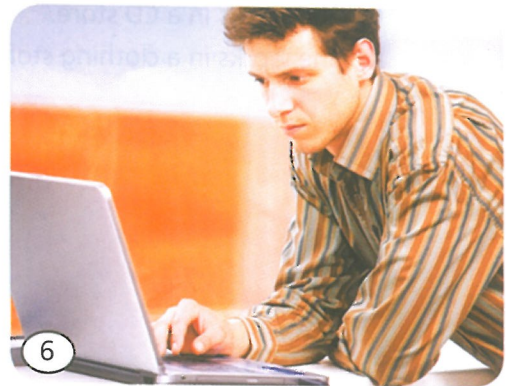


CD 4-14))) Part 1

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

ANSWER SHEET

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



CD 4-15))) **Part 2**

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

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

CD 4-16))) **Part 3**

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

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



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

CD 4-17 **Part 1**

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

ANSWER SHEET

1 A B C

2 A B C

3 A B C

4 A B C

5 A B C

6 A B C

7 A B C

8 A B C

9 A B C

10 A B C

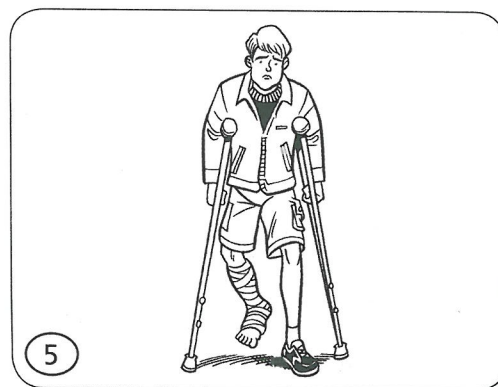
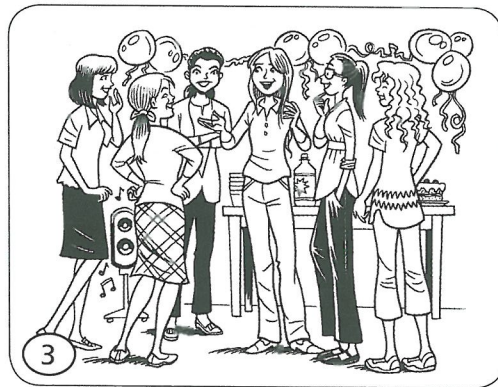
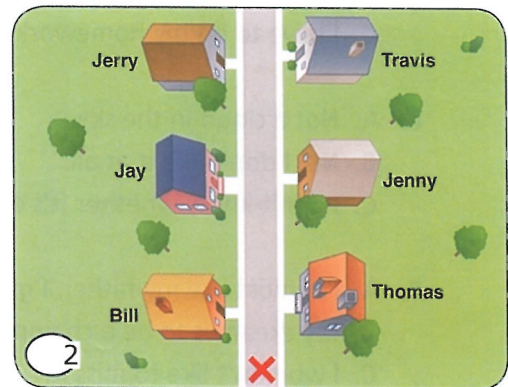
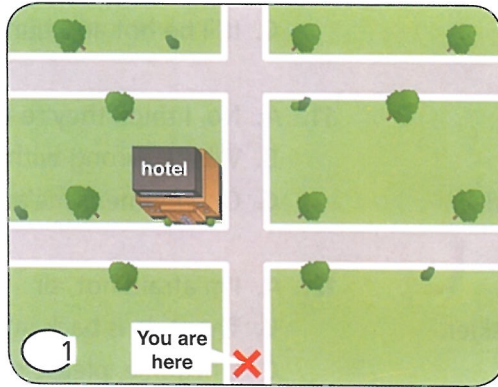
11 A B C

12 A B C

13 A B C

14 A B C

15 A B C



CD 4-18))) **Part 2**

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

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

CD 4-19))) **Part 3**

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

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

MARK THE TEST CAREFULLY

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

VOCABULARY INDEX

Unit 1

Introductions and Names

accounting
assignment
department
forgotten
gym
register
reservation
semester
university
unusual
weekend
yep

checking in
e-mail address
get together
give (someone) a call
How do you spell that?
It's nice to meet you.
Let me see.
phone number
pretty good
wait a minute

Unit 2

Describing People

actress
age
almost
blond
boyfriend
cousins
curly
cute
dark (hair)
glasses
height
kid (child)
long
lost
pretty (adv.)
short
shoulder-length
straight
tall
teens
thirties
twenties

about average
dark brown
drive (someone) crazy
light brown (hair)
looks about
rock band
wear (one's) hair
You can't miss
(someone)

Unit 3

Clothes

blouse

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

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

Unit 4

Routines

cereal
chat (v.)
newspaper
subway
text (v.)

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

Unit 5

Dates

airport
appointment

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

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

Unit 6

Jobs

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

waiter
well-paid

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

Unit 7

Favorites

actor
athlete
band
celebrities
drama
event
final
gossip
incredible
jazz
mall
movie
popular
rap
restaurant
rock
romance
season
selection
singer
sneak
store
website

Awesome!
beautiful voice
Good luck!
post a video
professional career
radio station
score a goal
stay in touch
take a break
talk show
TV show
video game
What's your favorite TV
show?
You're kidding!

Unit 8

Sports and Exercise

bike (v.)

chess
energetic
favorite
fries
jog (v.)
pool
run
ski
skiing
swim
windsurfing
work out

(be) in great shape
can't stand
during the week
go to a gym
keep in shape
Let's see.
not really
play baseball
play basketball
play golf
play soccer
play tennis
play volleyball
ride a bike
soccer fan
sports club

Unit 9

Locations

battery
bed
bedside
behind
belong
belt
beside
between
bookcase
bookshelf
bottom
case
computer
corner
cushions
dictionary
doorknob
drawer
empty
hang
hook
plant
remind
sofa
table
window

across from
against the wall
coffee table
dinner table
end table
in the middle of
magazine rack

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

Unit 10**The Family**

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

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

Unit 11**Entertainment**

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

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

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

Unit 12**Prices**

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

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

Unit 13**Restaurants**

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

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

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

Unit 14**Small Talk**

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

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

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

Unit 15**Vacations**

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

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

Unit 16**Apartment Living**

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

small
sofa
stove
toilet

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

Unit 17**Hopes and Plans**

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

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

Unit 18**The Weather**

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

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

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

Unit 19

Shopping

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

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

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

Unit 20

Describing Things

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

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

Unit 21

Directions

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

snacks
supermarket

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

Unit 22

People We Know

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

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

Unit 23

Places

beach

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

Unit 24

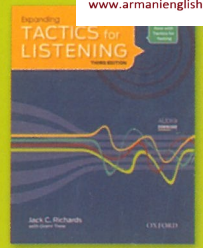
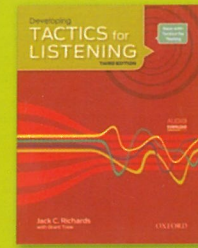
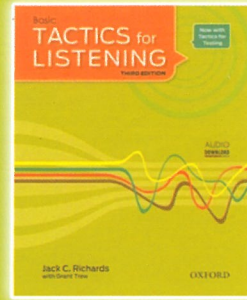
Health

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

teeth
toe
vitamins

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

Basic
TACTICS for LISTENING
THIRD EDITION



More listening. More testing. More effective.

NEW FOR THE THIRD EDITION

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

COMPONENTS

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

ANY TIME, ANYWHERE LISTENING

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

Oxford making **digital** sense



OXFORD
UNIVERSITY PRESS

www.oup.com

*TOEIC® is a registered trademark of Educational Testing Service (ETS).

This publication is not endorsed or approved by ETS.

www.ARMANENGLISH.com

دانلود رایگان کتب آموزش زبان

مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

