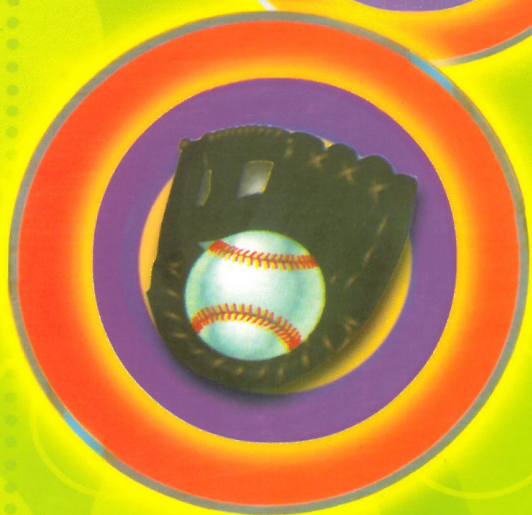


# TUNE IN

Learning English Through Listening

Jack C. Richards  
& Kerry O'Sullivan



Student



includes [www.ARMANIENGLISH.com](http://www.ARMANIENGLISH.com)

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# Introduction

Welcome to *Tune In!* This is a three-level listening series that teaches you the two important aspects of listening: understanding *what* people say and *how* they say it. This will help you improve your English.

## Student Book

There are two lessons in each of the 15 units in the Student Book. Each lesson focuses on a different aspect of the unit topic. The lessons are organized into five sections, each one with carefully graded activities. This step-by-step approach makes learning natural English much easier.

### BEFORE YOU LISTEN

This section introduces the topic of the lesson and presents key vocabulary for the listening activities.

### LISTEN AND UNDERSTAND

There are two **Listen and Understand** sections in each lesson that go with recordings of people talking. The activities in these sections help you understand *what* the people say. These sections help you improve your overall listening comprehension skills.

For extra practice, you can also listen to the final **Listen and Understand** of each lesson on the Student CD.

### TUNE IN

This section focuses on one feature of spoken English. This helps you understand *how* people say what they want to say. This will then help you speak English in a more natural way.

### AFTER YOU LISTEN

This section gives you the chance to talk to your classmates about the lesson topic. It also lets you practice the feature of spoken English from the **Tune In** section.

## Audio Program

There are various types of spoken English on the CDs—from casual conversations, telephone conversations, and voice-mail messages to travel announcements, TV interviews, and radio shows. The complete audio program for the Student Book is on the Class CDs. There is also a Student CD on the inside back cover of the Student Book for self study. The Student CD contains the final **Listen and Understand** of each lesson. The track list for the Student CD is on page 92.



# Scope and Sequence

Unit	Lesson	Lesson Objectives		Listening Genres
		Listen and Understand	Tune In	
1 Meeting People Page 2	1 Nice to meet you	<ul style="list-style-type: none"> <li>▶ Understanding introductions</li> <li>▶ Spelling people's names</li> </ul>	Starting conversations	<ul style="list-style-type: none"> <li>▶ Party conversations</li> <li>▶ Casual introductions</li> </ul>
	2 See you later	<ul style="list-style-type: none"> <li>▶ Recognizing greetings and good-byes</li> <li>▶ Identifying topics of conversation</li> </ul>	Keeping conversations going	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> </ul>
2 Communicating Page 8	1 What's your e-mail address?	<ul style="list-style-type: none"> <li>▶ Recognizing numbers</li> <li>▶ Spelling e-mail addresses</li> </ul>	Asking for clarification	<ul style="list-style-type: none"> <li>▶ Customer service conversations</li> <li>▶ Casual conversations</li> </ul>
	2 May I speak to Tony, please?	<ul style="list-style-type: none"> <li>▶ Recognizing ways of using the telephone</li> <li>▶ Identifying people's purposes</li> </ul>	Using rising and falling intonation	<ul style="list-style-type: none"> <li>▶ Telephone conversations</li> <li>▶ Voice-mail messages</li> </ul>
3 Telling Time Page 14	1 What time do you get up?	<ul style="list-style-type: none"> <li>▶ Identifying time of day</li> <li>▶ Understanding work routines</li> </ul>	Confirming or correcting information	<ul style="list-style-type: none"> <li>▶ Travel announcements &amp; casual conversations</li> <li>▶ Class conversations</li> </ul>
	2 Are you free on Friday night?	<ul style="list-style-type: none"> <li>▶ Understanding schedules</li> <li>▶ Recognizing appointments</li> </ul>	Giving polite negative answers	<ul style="list-style-type: none"> <li>▶ Telephone conversations</li> <li>▶ Voice-mail messages</li> </ul>
4 Shopping Page 20	1 How much does it cost?	<ul style="list-style-type: none"> <li>▶ Identifying prices</li> <li>▶ Identifying items in a store</li> </ul>	Using the contraction of <i>did you</i>	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Conversations with store clerks</li> </ul>
	2 It's just what I need!	<ul style="list-style-type: none"> <li>▶ Identifying stores</li> <li>▶ Identifying locations in a store</li> </ul>	Making and responding to suggestions	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Store announcements</li> </ul>
5 Dates & Events Page 26	1 When's your birthday?	<ul style="list-style-type: none"> <li>▶ Understanding people's plans</li> <li>▶ Understanding descriptions of events</li> </ul>	Showing interest	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> </ul>
	2 So when was that?	<ul style="list-style-type: none"> <li>▶ Recognizing dates</li> <li>▶ Understanding descriptions of events</li> </ul>	Using intonation in questions	<ul style="list-style-type: none"> <li>▶ TV quiz show</li> <li>▶ Magazine interviews</li> </ul>
6 Places Page 32	1 It sounds like an interesting place	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of places</li> <li>▶ Distinguishing facts and opinions</li> </ul>	Expressing agreement	<ul style="list-style-type: none"> <li>▶ Tour guide conversations</li> <li>▶ Casual conversations</li> </ul>
	2 How do I get there?	<ul style="list-style-type: none"> <li>▶ Identifying locations</li> <li>▶ Understanding directions</li> </ul>	Checking understanding	<ul style="list-style-type: none"> <li>▶ Conversations in the street</li> <li>▶ Conversations at a tourist information office</li> </ul>
7 Lifestyles Page 38	1 Do you ride every day?	<ul style="list-style-type: none"> <li>▶ Understanding activities and routines</li> <li>▶ Recognizing likes and dislikes</li> </ul>	Using double questions	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Magazine interviews</li> </ul>
	2 What are you going to do this weekend?	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of plans</li> <li>▶ Identifying descriptions of events</li> </ul>	Using the contraction of <i>going to</i>	<ul style="list-style-type: none"> <li>▶ Office conversations</li> <li>▶ Casual conversations</li> </ul>
8 Possessions Page 44	1 Hey, that's cool!	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of items</li> <li>▶ Recognizing features of items</li> </ul>	Expressing enthusiasm	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Conversations with sales clerks</li> </ul>
	2 What a terrific collection!	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of interests</li> <li>▶ Recognizing requests</li> </ul>	Checking understanding	<ul style="list-style-type: none"> <li>▶ Radio show</li> <li>▶ Telephone inquiries</li> </ul>



Unit	Lesson	Lesson Objectives		Listening Genres
		Listen and Understand	Tune In	
9 The Body Page 50	1 Where does it hurt?	<ul style="list-style-type: none"> <li>▶ Identifying parts of the body</li> <li>▶ Recognizing descriptions of problems</li> </ul>	Clarifying information	<ul style="list-style-type: none"> <li>▶ Conversations with a doctor</li> <li>▶ Telephone inquiries</li> </ul>
	2 Now try this!	<ul style="list-style-type: none"> <li>▶ Understanding instructions</li> <li>▶ Understanding descriptions of exercises</li> </ul>	Giving supporting and contrasting information	<ul style="list-style-type: none"> <li>▶ Exercise class</li> <li>▶ Casual conversations</li> </ul>
10 Clothes & Fashion Page 56	1 I like your shirt!	<ul style="list-style-type: none"> <li>▶ Identifying clothes</li> <li>▶ Recognizing preferences</li> </ul>	Expressing uncertainty	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ TV interviews</li> </ul>
	2 Where did you buy those jeans?	<ul style="list-style-type: none"> <li>▶ Identifying features of clothes</li> <li>▶ Understanding information about people</li> </ul>	Expressing agreement or disagreement	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> </ul>
11 Music Page 62	1 He's a great drummer!	<ul style="list-style-type: none"> <li>▶ Recognizing descriptions of instruments</li> <li>▶ Identifying information about people</li> </ul>	Showing you are listening	<ul style="list-style-type: none"> <li>▶ Conversations with a store clerk</li> <li>▶ Radio show</li> </ul>
	2 How was the concert?	<ul style="list-style-type: none"> <li>▶ Understanding information about events</li> <li>▶ Recognizing people's intentions</li> </ul>	Accepting and declining invitations	<ul style="list-style-type: none"> <li>▶ Radio show</li> <li>▶ Casual conversations</li> </ul>
12 Food Page 68	1 Would you care for a snack?	<ul style="list-style-type: none"> <li>▶ Understanding offers and replies</li> <li>▶ Identifying descriptions of meals</li> </ul>	Using short forms of questions	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> </ul>
	2 What are we having for dinner?	<ul style="list-style-type: none"> <li>▶ Understanding recipes</li> <li>▶ Understanding food orders</li> </ul>	Checking understanding	<ul style="list-style-type: none"> <li>▶ TV cooking show</li> <li>▶ Telephone food orders</li> </ul>
13 Housing Page 74	1 Where do you live?	<ul style="list-style-type: none"> <li>▶ Understanding housing preferences</li> <li>▶ Recognizing likes and dislikes</li> </ul>	Expressing uncertainty	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Conversations with a college counselor</li> </ul>
	2 How do you like my room?	<ul style="list-style-type: none"> <li>▶ Understanding ideas and wishes</li> <li>▶ Identifying changes and suggestions</li> </ul>	Making and responding to suggestions	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Conversations with an interior designer</li> </ul>
14 Jobs Page 80	1 Are you interested in sales work?	<ul style="list-style-type: none"> <li>▶ Understanding and comparing abilities</li> <li>▶ Understanding descriptions of jobs</li> </ul>	Expressing agreement	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> </ul>
	2 What's the job like?	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of job routines</li> <li>▶ Recognizing descriptions of occupations</li> </ul>	Giving supporting and contrasting information	<ul style="list-style-type: none"> <li>▶ Party conversations</li> <li>▶ Casual conversations</li> </ul>
15 Talents & Abilities Page 86	1 Can you drive a car?	<ul style="list-style-type: none"> <li>▶ Understanding descriptions of abilities</li> <li>▶ Recognizing items from descriptions</li> </ul>	Answering questions	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ Conversations with store clerks</li> </ul>
	2 What are you good at?	<ul style="list-style-type: none"> <li>▶ Recognizing descriptions of talents</li> <li>▶ Understanding information about people</li> </ul>	Keeping conversations going	<ul style="list-style-type: none"> <li>▶ Casual conversations</li> <li>▶ TV talk show</li> </ul>
Student CD Track List Page 92				



- ▶ Understanding introductions
- ▶ Spelling people's names
- ▶ Starting conversations

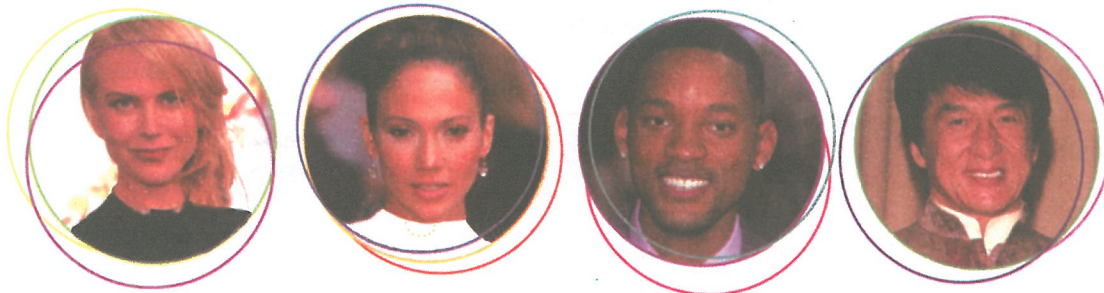
## Lesson 1 Nice to meet you

## 1 BEFORE YOU LISTEN

A. Are these first names or last names? Write *first* or *last* next to each name. The first two are done for you. Then compare your answers with a partner.

- |            |              |             |       |
|------------|--------------|-------------|-------|
| 1. Brown   | <u>last</u>  | 6. Woods    | _____ |
| 2. Jackie  | <u>first</u> | 7. Jennifer | _____ |
| 3. Rowling | _____        | 8. Kennedy  | _____ |
| 4. Nicole  | _____        | 9. Will     | _____ |
| 5. Peter   | _____        | 10. Emma    | _____ |

B. Who are these famous people? Their first names are in the list in part A. Write the first name under each photo. Then compare your answers with a partner.



1. \_\_\_\_\_ Kidman    2. \_\_\_\_\_ Lopez    3. \_\_\_\_\_ Smith    4. \_\_\_\_\_ Chan

2 LISTEN AND UNDERSTAND  CD 1 Track 02

A. People are introducing themselves at a party. What are their first names? Listen and number these names from 1 to 6. The first one is done for you.

- |                  |                |                 |
|------------------|----------------|-----------------|
| a. Sumio _____   | c. David _____ | e. Sarah _____  |
| b. John <u>1</u> | d. Matt _____  | f. Hannah _____ |

B. Listen again. Check (✓) the expression you hear in each conversation. The first one is done for you.

- |                                      |  |
|--------------------------------------|--|
| 1. a. Nice to see you. _____         | b. Nice to meet you. <u>✓</u>          |
| 2. a. Good to meet you anyway. _____ | b. Good to meet you, by the way. _____ |
| 3. a. Anyway, my name's Sarah. _____ | b. By the way, my name's Sarah. _____  |
| 4. a. What's your name again? _____  | b. Who are you again? _____            |
| 5. a. Do you mean me? _____          | b. Remember me? _____                  |
| 6. a. Sorry, is it Anna? _____       | b. Sorry, did you say Anna? _____      |



**3 LISTEN AND UNDERSTAND**  CD 1 Tracks 03 & 04

**A.** People are putting each other's names in their cell phones. Listen and finish the spelling of each name. The first one is done for you.



- |                     |                    |
|---------------------|--------------------|
| 1. <u>M a r i e</u> | 4. _ a z _         |
| 2. S _ _ _ - j i    | 5. P _ _ _ t _ _ _ |
| 3. S _ _ _ _ n      | 6. _ _ _ _ _ i a n |

**B.** Listen to the rest of the conversations. Write the other person's name in each conversation. The first one is done for you.

- |                         |              |
|-------------------------|--------------|
| 1. <u>Y u - t i n g</u> | 4. _ _ _ _ _ |
| 2. _ _ _ _ _            | 5. _ _ _ _ _ |
| 3. _ _ _ _ _            | 6. _ _ _ _ _ |

**4 TUNE IN**  CD 1 Tracks 05 & 06

**A.** Listen and notice how people start conversations at a party by talking about the party, the music, and the food.

**A:** Nice party, isn't it?  
**B:** Yeah, it's great.

**A:** Great music, isn't it?  
**B:** Yeah, it is.

**A:** Are you enjoying the food?  
**B:** Yes, I am.

**B.** Now listen to other people at a party. What does the person talk about to start each conversation? Number these topics from 1 to 4.

- a. the music \_\_\_\_
- b. the guests \_\_\_\_
- c. the weather \_\_\_\_
- d. the food \_\_\_\_



## 5 AFTER YOU LISTEN

A. Choose the correct question in the box to complete each conversation. Then practice the conversations with a partner.

Are you enjoying the food?  
Do you know everybody here?  
Great music, isn't it?

1. A: \_\_\_\_\_?

B: *Yeah, it's perfect for relaxing.*

A: *This is my favorite band.*

B: *Mine, too.*

2. A: \_\_\_\_\_?

B: *Yes, it's delicious.*

A: *Have you tried these?*

B: *Not yet. They look good.*

3. A: \_\_\_\_\_?

B: *No, not really.*

A: *Come and meet some of my friends.*

B: *Thanks. I'd love to.*



B. Match each expression with its response. The first one is done for you. Then practice the conversations with a partner.

1. Nice to meet you. e

a. Hi, Yvonne. I'm Naoko.

2. How are you? \_\_\_\_

b. No, I'm Andrew.

3. By the way, are you Peter? \_\_\_\_

c. Pretty good, thanks.

4. We haven't met. I'm Yvonne. \_\_\_\_

d. It's Jennifer.

5. What's your name again? \_\_\_\_

e. Nice to meet you, too.

C. Role-play. You are at a party. Talk to three other guests using this conversation. Replace the **highlighted parts** with expressions in the boxes and your own information.

Nice party, isn't it? Beautiful weather, isn't it? Great food, isn't it?

great nice fantastic

By the way, my name's... Anyway, I'm...

Good to meet you. Nice to meet you. Great to meet you.

A: *Hi! Great music, isn't it?*

B: *Yeah, it's wonderful. Hey, my name's Akio.*

A: *Nice to meet you. I'm Sophie.*

B: *Good to meet you. How are you?*

A: *Pretty good, thanks. And you?*

B: *Fine, thanks.*



**LESSON OBJECTIVES**

- ▶ Recognizing greetings and good-byes
- ▶ Identifying topics of conversation
- ▶ Keeping conversations going

# Lesson 2 See you later

## 1 BEFORE YOU LISTEN

Do you use these expressions when you greet people or when you say good-bye? Check (✓) the correct column. The first one is done for you. Then compare your answers with a partner.



Greeting people      Saying good-bye

- |                        |                          |                                     |
|------------------------|--------------------------|-------------------------------------|
| 1. Have a nice day.    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. See you later.      | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. How are things?     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. How's it going?     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. What's up?          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. Talk to you later.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 7. How is everything?  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 8. Bye for now.        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 9. Catch you later.    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 10. How have you been? | <input type="checkbox"/> | <input type="checkbox"/>            |

## 2 LISTEN AND UNDERSTAND CD 1 Track 07

A. People are talking to their friends. Are they greeting their friends or saying good-bye? Listen and check (✓) the correct column.

Greeting people      Saying good-bye

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

B. Listen again. Where are the people talking? Number these pictures from 1 to 6.



a. a supermarket \_\_\_\_



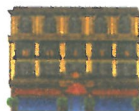
c. a movie theater \_\_\_\_



e. a cafe \_\_\_\_



b. a beach \_\_\_\_



d. a department store \_\_\_\_



f. a bus stop \_\_\_\_



**3 LISTEN AND UNDERSTAND**  CD 1 Track 08

A. People are greeting their friends. What do they talk about after they greet each other? Listen and **circle** the correct topic. The first one is done for you.

- |                          |             |
|--------------------------|-------------|
| 1. <b>a.</b> the weather | b. music    |
| 2. a. food               | b. clothes  |
| 3. a. school             | b. work     |
| 4. a. studying           | b. shopping |
| 5. a. movies             | b. vacation |



B. Listen again. Do both people have the same plans? Check (✓) the correct column.

	Same	Different
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>

**4 TUNE IN**  CD 1 Tracks 09 & 10

A. Listen and notice how people keep conversations going by asking follow-up questions.

- A: *It's really hot today, isn't it?*  
 B: *Yeah. I'm going to the pool. How about you?*  
 A: *How's your job going?*  
 B: *Pretty good, but I'm really busy this month. What about you?*  
 A: *How's school going?*  
 B: *OK, but I have two big exams this week. How are things with you?*

B. Now listen to other conversations and **circle** the follow-up question you hear.

- |  |  |
|--|--|
| 1. a. How about you?<br>b. What about you? | 3. a. What about you?<br>b. What are you doing?      |
| 2. a. How about you?<br>b. What about you? | 4. a. How are things?<br>b. How are things with you? |



## 5 AFTER YOU LISTEN

A. Put these sentences in order to make two conversations. The first one is done. Then practice the conversations with a partner.

### Conversation 1

\_\_\_ *It's pretty good, thanks. I'm very busy these days. How about you?*

\_\_\_ *Yeah, see you later.*

**1** *Hi, how are you?*

\_\_\_ *Yeah, I'm very busy, too.*

\_\_\_ *Well, talk to you later.*

\_\_\_ *Fine, thanks. How's school?*



### Conversation 2

\_\_\_ *Well, have a nice day anyway.*

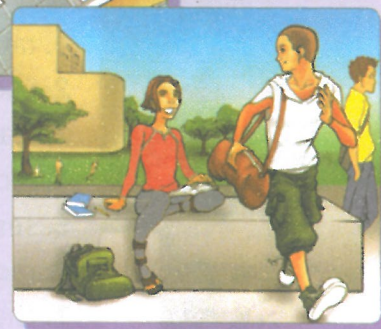
\_\_\_ *Pretty good. It's hot today, isn't it?*

**1** *Hi! How's it going?*

\_\_\_ *I can't. I have to study.*

\_\_\_ *Thanks. You, too.*

\_\_\_ *Yeah, I'm going to the pool. How about you?*



B. Role-play. You meet a friend in the street. Use this conversation but replace the **highlighted parts** with expressions in the boxes or your own information.

#### Greetings

How's it going?

How is everything?

How have you been?

#### Good-byes

Have a nice day.

See you later.

Talk to you later.

Bye for now.

Catch you later.

a baseball game    the pool    the mall

tomorrow    Saturday    next week

brother    friend    mother    father

at a party    at the beach    at school    at home

A: Hi **Yu-ting**. **How's it going?**

B: **Pretty good**. And you?

A: **Fine, thanks**. Are you going to **a movie tonight?**

B: **No**, I'm going to **a concert**. What about you?

A: I'm meeting my **sister downtown**.

B: **Well**, I'd better go. **Have a nice day**.

A: **See you later**.



- ▶ Recognizing numbers
- ▶ Spelling e-mail addresses
- ▶ Asking for clarification

## Lesson 1 What's your e-mail address?

### 1 BEFORE YOU LISTEN

How often do you do these activities? Check (✓) the correct column. Then compare your answers with a partner.

	Every day	Sometimes	Never
1. talk on a cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. use a public telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. leave a message on someone's voice mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. receive a voice-mail message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. send a text message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. receive a text message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. check for e-mail messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. send an e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. receive an e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. send instant messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 1 Tracks 11 & 12

A. Customer service clerks are asking for personal information. Listen and write the telephone numbers you hear.

- |                       |                       |
|-----------------------|-----------------------|
| 1. home number: _____ | work number: _____    |
| 2. cell number: _____ | home number: _____    |
| 3. cell number: _____ | weekend number: _____ |
| 4. home number: _____ | work number: _____    |

B. Listen to the rest of the conversations. Fix the mistakes in these addresses. The first one is done for you.





**3 LISTEN AND UNDERSTAND**  CD 1 Track 13

**A.** People are giving each other their e-mail addresses. Listen and finish writing these e-mail addresses.

1. terrybrown@\_\_\_\_\_
2. \_\_\_\_\_@wow.com
3. \_\_\_\_\_@oneworld.com
4. rosa\_\_\_\_\_@\_\_\_\_\_.

**B.** Listen again. Are these statements true or false? Write *T* (true) or *F* (false). The first one is done for you.

1. Terry checks her e-mail often. T
2. Li-wei's mother suggested his e-mail address. \_\_\_\_
3. Yumi's sister uses e-mail a lot. \_\_\_\_
4. Rosa has her birthday in her e-mail address. \_\_\_\_



**4 TUNE IN**  CD 1 Tracks 14 & 15

**A.** Listen and notice how people ask for clarification.

**A:** My number is 945-667-0513.

**B:** Could you say that again, please?

**A:** My address is 349 Haig Street, Apartment 56.

**B:** Did you say 339 Haig Street?

**A:** It's 17 Johnson Street, Apartment B.

**B:** Is that 17 or 70?


**B.** Now listen to other conversations. Does the person ask for clarification in each conversation? Check (✓) the correct column.

	Asks for clarification	Does not ask for clarification
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>



## 5 AFTER YOU LISTEN


A. Complete one ID card with the information in the boxes. Do not show it to anyone. You can use any of the telephone numbers or street addresses.

1.  Name .....

Telephone .....

Address .....

E-mail .....

3.  Name .....

Telephone .....

Address .....


E-mail .....

2.  Name .....

Telephone .....

Address .....

E-mail .....

4.  Name .....

Telephone .....

Address .....

E-mail .....

### NAMES

Scarlet Jones  
BB Tanaka  
Katy Wyman  
Li-hong Su  
Jae-won Park  
PJ Jones

### TELEPHONE NUMBERS

782-328-4608  
230-591-3329  
945-221-6975  
230-917-6875  
782-598-4380  
945-392-4163

### STREET ADDRESSES

33 West 33rd Street  
49 Green Street  
15 Castle Road  
43 West 33rd Street  
50 Castle Road  
2634 George Street

### E-MAIL ADDRESSES

jp@notmail.com  
katy@wow.com  
lihong@galaxy.com  
happy@harmoni.com  
red@yohoo.com  
jones@oneworld.com

B. Find three people who completed the other three ID cards using this conversation. Replace the **highlighted parts** with information in the boxes. Guess which ID card each person chose and then complete it.

A: What's your name?

B: It's **Katy Wyman**.

A: Could you say that again, please?

B: Sure. **Katy Wyman**.

A: Thanks. And do you have a telephone number?

B: Yes, it's **230-591-3329**.

A: And what's your street address?

B: It's **33 West 33rd Street**.

A: Did you say **43 West 33rd Street**?

B: No, it's **33 West 33rd Street**.

A: Do you have an e-mail address?

B: Uh-huh. It's **katy@wow.com**.

A: Sorry, could you say that again?

B: **katy@wow.com**

A: Thanks. Are you ID card **4**?

B: No, I'm ID card **1**.



**LESSON OBJECTIVES**

- ▶ Recognizing ways of using the telephone
- ▶ Identifying people's purposes
- ▶ Using rising and falling intonation

## Lesson 2 May I speak to Tony, please?

### 1 BEFORE YOU LISTEN

When do you use these telephone expressions? Check (✓) the correct column. Then compare your answers with a partner.

	Answer the telephone	Ask to speak to someone	Explain where someone is
1. Hello. This is Justin speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I'm sorry. He can't come to the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I'd like to speak to Samantha, please.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Smith Enterprises. Emma speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I'm afraid she's busy at the moment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is Pei-ting there, please?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sorry, she's not here right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. May I speak to Sang-woo, please?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. He'll be back soon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Totem Records. Can I help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 1 Track 16

A. People are making telephone calls. What do they do? Listen and circle the correct answer.

- |          |  |                              |
|----------|--|------------------------------|
| 1. Cindy | a. leaves a message                        | b. offers to call back later |
| 2. Tina  | a. waits for Allison to come to the phone  | b. offers to call back later |
| 3. Jack  | a. waits for Moe to come to the phone      | b. leaves a message          |
| 4. Tim   | a. leaves a message                        | b. offers to call back later |
| 5. Billy | a. waits for Hao-ming to come to the phone | b. offers to call back later |

B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. Cindy's number is 735-744-3339. \_\_\_\_
2. Allison will be home by six o'clock. \_\_\_\_
3. Jack is in Moe's English class. \_\_\_\_
4. Mei-ling already has Tim's phone number. \_\_\_\_
5. Hao-ming and Billy live in the same apartment. \_\_\_\_





**3 LISTEN AND UNDERSTAND**  CD 1 Track 17

**A.** People are leaving voice-mail messages. Is each message a request, a reminder, a thank-you, or an apology? Listen and circle the correct answer.

1. a. an apology                      b. a reminder
2. a. an apology                      b. a request
3. a. a thank-you                      b. a request
4. a. a thank-you                      b. a reminder
5. a. a request                          b. an apology

**B.** Listen again. Check (✓) the correct statement

1. a. The concert is on Friday at 6:00. \_\_\_\_  
b. They will meet in front of the theater at 4:45. ✓
2. a. Koichi's birthday was on Saturday. \_\_\_\_  
b. Sarah went to the airport with her sister. \_\_\_\_
3. a. Jian-hao wants to borrow a laptop. \_\_\_\_  
b. Jian-hao is doing a biology project. \_\_\_\_
4. a. Ricardo enjoyed the party. \_\_\_\_  
b. Ricardo gave Anna a ride home. \_\_\_\_
5. a. Kevin is going to buy a new computer \_\_\_\_  
b. Kevin's computer is being fixed. \_\_\_\_



**4 TUNE IN**  CD 1 Tracks 18 & 19

**A.** Listen and notice how people use falling and rising intonation to ask for information and check information.

We use Falling intonation when we ask for information.

**A:** *What time will you call?*

**B:** *About six o'clock.*

**A:** *Who's calling, please?*

**B:** *My name's Jack. I'm in her biology class.*

We use rising intonation when we check information.

**A:** *Please ask her to call Cindy.*

**B:** *Sorry, did you say Cindy?*

**A:** *Is this Billy?*

**B:** *Yes, but don't worry, thanks. I'll call him back later.*

**B.** Now listen to other people. Does each person ask for information or check information? Circle the correct answer.

1. a. asks                                  b. checks
2. a. asks                                  b. checks
3. a. asks                                  b. checks
4. a. asks                                  b. checks
5. a. asks                                  b. checks



## 5 AFTER YOU LISTEN

A. Put these sentences in order to make a telephone conversation. The first one is done for you. Then practice the conversation with a partner.



- \_\_\_ I think so, but anyway it's 930-441-7689.
- \_\_\_ Yes, that's right.
- \_\_\_ I see. Could I leave a message?
- \_\_\_ Did you say 930-441-7689?
- \_\_\_ Thank you very much. Good-bye.
- \_\_\_ Hi, Kazu. This is Margaret. May I speak to Rosa, please?
- \_\_\_ Around seven o'clock. OK. Does she have your number?
- \_\_\_ All right. I'll give her the message.
- \_\_\_ Yes, of course.
- 1. Hello. Kazu speaking.
- \_\_\_ Please ask her to call me tonight around seven o'clock.
- \_\_\_ Sorry, Margaret. She's not here right now.
- \_\_\_ Bye, Margaret.

B. Role-play. You are calling a friend who is not at home. Work with a partner. Take turns asking to speak to your friend and leaving a message. Use this conversation but replace the **highlighted parts** with your own information. Write your partner's message below.

- A: Hello.  
 B: Hello. May I speak to **Elizabeth**, please?  
 A: Sorry, **she** isn't here right now.  
 B: When will **she** be back?  
 A: In about an hour. Do you want to leave a message?  
 B: Yes, please. This is **Michael**. Please ask **her** to call me.  
 A: OK. And what's your telephone number?  
 B: My cell phone number is **821-997-4566**.  
 A: All right. I'll ask **her** to call you.

Hey \_\_\_\_\_,  
 \_\_\_\_\_ called.  
 Please \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 The number is \_\_\_\_\_  
 \_\_\_\_\_

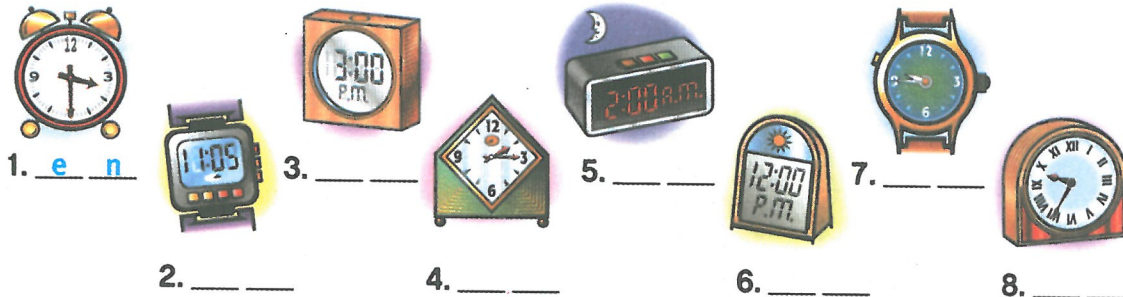


- ▶ Identifying time of day
- ▶ Understanding work routines
- ▶ Confirming or correcting information

## Lesson 1 What time do you get up?

### 1 BEFORE YOU LISTEN

How do you say these times? Match each picture with an expression in column A and an expression in column B. The first one is done for you. Then compare your answers with a partner.



A

B

- |                     |                                   |
|---------------------|-----------------------------------|
| a. nine thirty-five | i. five after eleven              |
| b. two fifteen      | j. three o'clock in the afternoon |
| c. nine forty-five  | k. noon                           |
| d. three P.M.       | l. twenty-five to ten             |
| e. three thirty     | m. a quarter after two            |
| f. twelve P.M.      | n. half past three                |
| g. two A.M.         | o. two o'clock in the morning     |
| h. eleven oh five   | p. a quarter to ten               |

### 2 LISTEN AND UNDERSTAND CD 1 Track 20

A. People are talking about their travel plans. Are they at an airport, a train station, or a bus station? Listen and check (✓) the correct column.

	Airport	Train station	Bus station
1.	<input 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"/>

B. Listen again. Circle the correct time.

- |             |         |
|-------------|---------|
| 1. a. 2:15  | b. 2:50 |
| 2. a. 3:13  | b. 3:30 |
| 3. a. 4:15  | b. 4:50 |
| 4. a. 11:05 | b. 5:11 |



**3 LISTEN AND UNDERSTAND**  CD 1 Track 21

**A.** Students in an evening class are talking about their work. What do they do? Listen and number these people from 1 to 4.

- a. a teacher \_\_\_\_
- b. a taxi driver \_\_\_\_
- c. a musician \_\_\_\_
- d. a supermarket cashier \_\_\_\_

**B.** Listen again. When does each person start and finish work? Write the times you hear in each conversation.

	Starts	Finishes
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____



**4 TUNE IN**  CD 1 Tracks 22 & 23

**A.** Listen and notice how people confirm or correct information.

Confirm information	Correct information
A: <i>Did she say 2:15?</i> B: <i>That's right.</i>	A: <i>Oh, no. Our flight is 30 minutes late.</i> B: <i>I think he said 20 minutes, actually.</i>
A: <i>So you get home pretty early, then?</i> B: <i>Yeah, I do.</i>	A: <i>So you work for 12 hours at a time?</i> B: <i>No, about 10 hours, actually.</i>

**B.** Now listen to other conversations. Does the person confirm information or correct information in each conversation? Check (✓) the correct column.

	Confirm information	Correct information
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>



# 5 AFTER YOU LISTEN

## A. Match each question with its answer. Then practice the conversations with a partner.

- |  |   |
|--|---|
| 1. Did she say the bus leaves at ten after ten? ____ | a. No, about 14 hours, actually.            |
| 2. Does your class start at 9:15? ____               | b. No, she said it leaves at 9:50.          |
| 3. So you study 12 hours a day? ____                 | c. Correct. Three o'clock in the morning.   |
| 4. So you finish work at 3:00 A.M.? ____             | d. Yes, that's right. A quarter after nine. |
| 5. The movie starts at 11:30 P.M., right? ____       | e. No, at 11:30 in the morning.             |

## B. What is your schedule like on school days? Complete the survey for yourself. Add two more questions of your own and answer them.

	Me	My partner
1. What time do you usually get up?	_____	_____
2. What time do you have breakfast?	_____	_____
3. What time do you leave home?	_____	_____
4. When do you usually arrive back home?	_____	_____
5. What time do you eat dinner?	_____	_____
6. When do you usually go to bed?	_____	_____
7. _____	_____	_____
8. _____	_____	_____

## C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. How many of your answers are the same?





**LESSON OBJECTIVES**

- ▶ Understanding schedules
- ▶ Recognizing appointments
- ▶ Giving polite negative answers

# Lesson 2 Are you free on Friday night?

## 1 BEFORE YOU LISTEN

Check (✓) the activities in the list you are going to do this week. Write the day of the week you are going to do each activity. Then compare your answers with a partner.

Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday



- |                     |                          |       |
|---------------------|--------------------------|-------|
| 1. go to a movie    | <input type="checkbox"/> | _____ |
| 2. go bowling       | <input type="checkbox"/> | _____ |
| 3. go out for lunch | <input type="checkbox"/> | _____ |
| 4. go to a party    | <input type="checkbox"/> | _____ |
| 5. get a haircut    | <input type="checkbox"/> | _____ |
| 6. go skateboarding | <input type="checkbox"/> | _____ |
| 7. do karate        | <input type="checkbox"/> | _____ |
| 8. go shopping      | <input type="checkbox"/> | _____ |
| 9. have a barbecue  | <input type="checkbox"/> | _____ |
| 10. watch a DVD     | <input type="checkbox"/> | _____ |



## 2 LISTEN AND UNDERSTAND CD 1 Track 24

A. Josh is planning a surprise party for his friend Naoko. Listen and check (✓) the nights each person is free. Then answer the question.

	Wednesday	Thursday	Friday	Saturday
1. Carlos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which night is everybody free? \_\_\_\_\_

B. Listen again. Match each person with the correct activity.

- |                |                           |
|----------------|---------------------------|
| 1. Carlos ____ | a. studies Korean         |
| 2. Ai ____     | b. works on Friday nights |
| 3. Jane ____   | c. does karate            |



3

LISTEN AND UNDERSTAND



CD 1 Track 25

A. Friends are leaving voice-mail messages about meeting up. Does each caller give information about *when* to meet or *where* to meet? Listen and check (✓) the correct column.

	When to meet	Where to meet
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. Circle the two topics you hear in each message.

- a. her wedding
  - b. the weather
  - c. her trip
- a. a store
  - b. prices
  - c. clothing
- a. a meal
  - b. music
  - c. the weather
- a. a famous person
  - b. clothing
  - c. a meal



4

TUNE IN



CD 1 Tracks 26 & 27

A. Listen and notice how people give polite negative answers.

- A: *How about Friday?*  
 B: *Unfortunately, I work every Friday night.*
- A: *And is Friday night good for you?*  
 B: *Not really, I'm afraid. The problem is I have karate on Fridays.*
- A: *Are you free on Saturday night?*  
 B: *I'm afraid not. The thing is I have Korean classes on Wednesday and Saturday evenings.*

B. Now listen to other conversations and circle the polite negative answer you hear.

- a. unfortunately
  - b. the problem is
- a. I'm afraid not
  - b. not really, I'm afraid
- a. unfortunately
  - b. the thing is
- a. the thing is
  - b. the problem is



## 5 AFTER YOU LISTEN

A. You are planning your weekend. Choose four activities in the box and write them in your planner.

go to a movie    go out for lunch    play tennis    watch a basketball game  
go shopping    have a barbecue    watch a DVD    go bowling



Planner			
	Day		
	Friday	Saturday	Sunday
Morning			
Afternoon			
Evening			

Day Week Month

B. Work with a partner. Take turns inviting your partner to do the activities with you at the times in your planner. If your partner is busy, ask about another time and activity. Use these conversations but replace the **highlighted parts**. How many activities are you going to do together?

A: Are you free on **Friday evening**?

B: Yes, I'm not doing anything.

A: Would you like to **go to a movie**?

B: Sure. That sounds nice.

A: Are you free on **Saturday morning**?

B: No, I'm afraid not. I'm planning to **play tennis**.

A: Oh. Well, how about **Saturday afternoon**? Are you free then?

B: Yeah, I am.

A: Would you like to **watch a basketball game** with me?

B: Yeah, that would be great.



- ▶ Identifying prices
- ▶ Identifying items in a store
- ▶ Using the contraction of *did you*

## Lesson 1 How much does it cost?

### 1 BEFORE YOU LISTEN

How much do you think these items cost in New York City? Match each item with its price. Then compare your answers with a partner.









1. a can of soda	_____	a. \$299.00
2. a digital camera	_____	b. \$199.99
3. a skateboard	_____	c. \$135.00
4. a magazine	_____	d. \$44.99
5. a movie ticket	_____	e. \$25.00
6. a cell phone	_____	f. \$16.99
7. a T-shirt	_____	g. \$12.95
8. jeans	_____	h. \$10.00
9. sandals	_____	i. \$4.50
10. a comic book	_____	j. 80¢

### 2 LISTEN AND UNDERSTAND CD 1 Track 28

A. Friends are talking about their shopping. Listen and circle the correct price of each item.

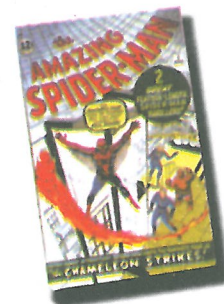


- |                       |         |         |                 |         |          |
|-----------------------|---------|---------|-----------------|---------|----------|
| 1. a. jeans           | \$85.00 | \$25.00 | c. sandals      | \$99.00 | \$90.00  |
| b. a T-shirt          | \$49.00 | \$29.00 | d. sunglasses   | \$38.00 | \$108.00 |
| 2. a. DVDs            | \$50.00 | \$15.00 | c. CDs          | \$4.00  | \$24.00  |
| b. a video game       | \$12.00 | \$20.00 | d. a CD rack    | \$19.00 | \$15.00  |
| 3. a. magazines       | \$10.00 | \$10.25 | c. a dictionary | \$7.95  | \$5.75   |
| b. Harry Potter books | \$99.00 | \$19.99 | d. comic books  | \$70.00 | \$17.50  |

B. Listen again. Was each person happy or unhappy with the prices? Check (✓) the correct column.



- |    | Happy                    | Unhappy                  |
|----|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> |





**3 LISTEN AND UNDERSTAND**  CD 1 Track 29

A. People are in a store. What are they buying? Listen and number these items from



a. \_\_\_\_



c. \_\_\_\_



b. \_\_\_\_



d. \_\_\_\_

B. Listen again. Did customers get the correct change? Check (✓) the correct column.

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

**4 TUNE IN**  CD 1 Tracks 30 & 31

A. Listen and notice how people contract *did you* in questions so it sounds like *didja*.

<i>did you</i>	<i>didja</i>
So how much <i>did you</i> spend today, Elizabeth?	So how much <i>didja</i> spend today, Elizabeth?
Where <i>did you</i> go?	Where <i>didja</i> go?

B. Now listen to short conversations. Is the question with *did you* contracted or not? Check (✓) the correct column.

	<i>did you</i>	<i>didja</i>
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>



## 5 AFTER YOU LISTEN

A. Work with a partner. Decide who is student A and who is student B. Write prices for your items. Do not let your partner see them.

Student A:

cap \$ \_\_\_\_\_

can of soda \$ \_\_\_\_\_

comic book \$ \_\_\_\_\_

T-shirt \$ \_\_\_\_\_

Student B:

laptop \$ \_\_\_\_\_

cell phone \$ \_\_\_\_\_

sneakers \$ \_\_\_\_\_

jeans \$ \_\_\_\_\_

B. Ask each other how much the items in part A cost. Use this conversation but replace the highlighted parts with expressions in the box and your own information.

A: How much is the cap?

B: It's \$49.95.

A: How much did you say?

B: \$49.95.

A: That's expensive.

That's expensive.

That's not bad.

That's pretty cheap.

C. Role-play. You are at a store. Take turns being a store clerk and a customer. The clerk gives a price for each item (less than \$100). The customer has \$100 to spend. Use this conversation but replace the highlighted parts with these items and your own information.



digital camera



cap



T-shirt



computer game



cell phone



DVD



comic book



skateboard

A: I'm interested in this digital camera. How much is it?

B: It's on sale this week. It's usually \$250, but this week it's only \$98.99.

A: That's pretty cheap. I'll take it, please.

B: Certainly. And how will you pay for that?

A: Cash. Here's \$100.

B: Thank you. And here's your change. \$1.00.

A: Sorry, how much did you say? I think you made a mistake.

B: Sorry, it should be \$1.01. Here's your penny.



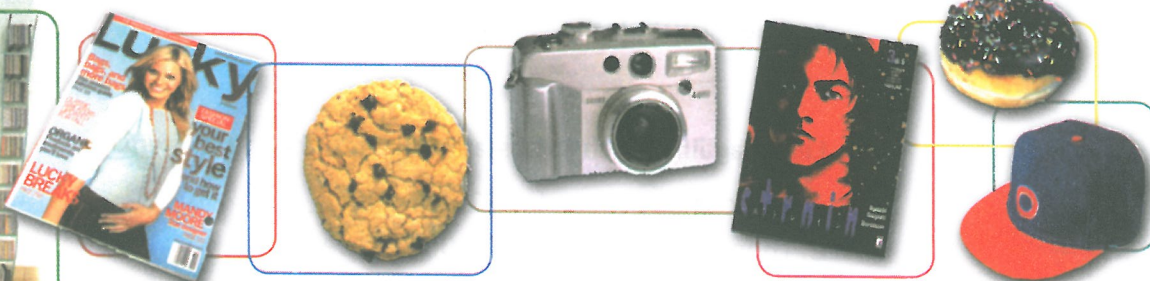
LESSON OBJECTIVES

- ▶ Identifying stores
- ▶ Identifying locations in a store
- ▶ Making and responding to suggestions

# Lesson 2 It's just what I need!

## 1 BEFORE YOU LISTEN

A. Where can you buy these items? Write each item under the correct store. Then compare your answers with a partner.



a magazine	a digital camera	a golf ball	a donut
a cookie	a TV	a comic book	a baseball cap
Electronics Store	Bookstore	Sporting Goods Store	Bakery
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Work with a partner. What are two other items you can buy in each store? Write them in the correct columns.

## 2 LISTEN AND UNDERSTAND CD 1 Track 32

A. Friends are shopping. What kind of store are they in? Listen and number these stores from 1 to 4.

- a. a sporting goods store \_\_\_\_
- b. a bookstore \_\_\_\_
- c. a music store \_\_\_\_
- d. a bakery \_\_\_\_

B. Listen again. Do the people buy anything? Check (✓) the correct column.

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

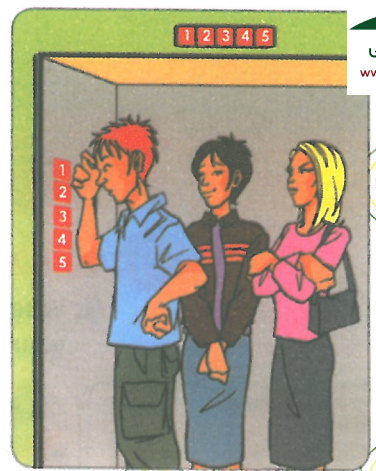




**3 LISTEN AND UNDERSTAND**  CD 1 Track 33

A. A department store is making announcements about its sales. Where can you find these items? Listen and circle the correct floor number.

- |                        |      |      |
|------------------------|------|------|
| 1. a children's game   | a. 5 | b. 4 |
| 2. a gift for a golfer | a. 5 | b. 3 |
| 3. a French magazine   | a. 4 | b. 2 |
| 4. a new DVD player    | a. 3 | b. 2 |



B. Listen again. Match each statement with the correct item.

1. You can buy these for \$29.95 today. \_\_\_\_
  2. These cost less than \$20.00 this week. \_\_\_\_
  3. One of these is free if you spend more than \$30.00. \_\_\_\_
  4. These are 40% off this week. \_\_\_\_
- a. digital cameras  
b. books  
c. T-shirts  
d. computer games

**4 TUNE IN**  CD 1 Tracks 34 & 35

A. Listen and notice how people make and respond to suggestions.

Suggestions	Accept	Decline
<i>Why don't we each get one?</i>	<i>That's a good idea.</i>	
<i>Why don't you try them on?</i>	<i>I think I will.</i>	
<i>Maybe you'd like to sit down.</i>	<i>Great idea!</i>	
<i>Maybe we could ask for a bigger size.</i>		<i>I don't think so.</i>
<i>How about a new computer game?</i>		<i>I'm not sure.</i>
<i>Maybe you could get a digital camera.</i>		<i>Probably not.</i>

B. Now listen to people giving suggestions. Does the other person accept or decline the suggestion in each conversation? Circle the correct answer.

- |  |            |             |
|--|------------|-------------|
| 1. How about a DVD?                                | a. accepts | b. declines |
| 2. Maybe you could buy her some chocolates.        | a. accepts | b. declines |
| 3. How about a tie?                                | a. accepts | b. declines |
| 4. Maybe we could get some Korean food.            | a. accepts | b. declines |
| 5. Why don't you go to that new store in the mall? | a. accepts | b. declines |



## 5 AFTER YOU LISTEN

A. What are good gifts to buy? Think of three suitable birthday gifts for these people. Use the gifts in the box or your own ideas. Write them in each person's column.

flowers	a digital camera	chocolates	a book	a computer game
a bicycle	an MP3 player	a puzzle	a DVD	a skateboard



1. a 13-year-old brother

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. a 19-year-old girl

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. a math teacher

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Role-play. You are discussing gifts for the people in part A. Take turns making and responding to suggestions. Use this conversation but replace the highlighted parts with the information in part A and your own ideas.

A: I'd like to buy a gift for my brother.

B: Why don't you buy him flowers?

A: Mm. No, I don't think so.

B: Well, maybe he'd like a skateboard.

A: I'm not sure.

B: How about buying him an MP3 player?

A: Yeah. That's a good idea. Thanks for the suggestion.



- ▶ Understanding people's plans
- ▶ Understanding descriptions of
- ▶ Showing interest

## Lesson 1 When's your birthday?

### 1 BEFORE YOU LISTEN

A. Number the months in order from 1 to 12.

- |             |              |              |               |
|-------------|--------------|--------------|---------------|
| ___ October | ___ August   | ___ April    | ___ December  |
| ___ June    | ___ May      | ___ February | ___ September |
| ___ March   | ___ November | ___ July     | ___ January   |

B. When do these people have their birthday? Write the month and day. Use this form: *August 16*. Then compare your answers with a partner.



**Birthday**

1. Me \_\_\_\_\_
2. Father \_\_\_\_\_
3. Mother \_\_\_\_\_
4. Brother or sister \_\_\_\_\_
5. Best friend \_\_\_\_\_

### 2 LISTEN AND UNDERSTAND CD 1 Track 36

A. People are talking about their birthdays. Have they already had their birthdays this year? Listen and check (✓) the correct column.

	Has already had it	Has not had it yet
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. Match each person with the correct celebration.

- |                |                                 |
|----------------|---------------------------------|
| 1. Andrew ___  | a. a party at home with friends |
| 2. Yumi ___    | b. a family celebration at home |
| 3. Linda ___   | c. a trip to Wonder World       |
| 4. Akihiko ___ | d. a barbecue at the park       |
| 5. Katy ___    | e. lunch at a seafood cafe      |



**3 LISTEN AND UNDERSTAND**  CD 1 Track 37

**A. Emily is talking to Jin-won about her school. Listen and write the dates for these events. Use this form: 8/16. The first one is done for you.**

1. First semester 8/16-12/17
2. Second semester \_\_\_\_\_
3. International Festival \_\_\_\_\_
4. Sports Festival \_\_\_\_\_
5. School Exchange Day \_\_\_\_\_
6. Music Gala \_\_\_\_\_
7. International Trip \_\_\_\_\_



Emily and Jin-won

**B. Listen again. Are these statements true or false? Write T (true) or F (false).**

1. Emily and Jin-won have summer vacation in June and July. \_\_\_\_
2. Students can win prizes at the International Festival. \_\_\_\_
3. Other schools take part in the Sports Festival. \_\_\_\_
4. The Music Gala lasts for three days. \_\_\_\_
5. Emily hated the trip to Malaysia. \_\_\_\_

**4 TUNE IN**  CD 1 Tracks 38 & 39

**A. Listen and notice how people show interest in what someone is saying.**

**A:** My parents gave me a new scooter.

**B:** Oh, that's cool.

**A:** My birthday is on Saturday.

**B:** Oh, great. What have you got planned?

**A:** My family's going to have a barbecue.

**B:** That sounds nice.

**A:** All the schools get together for a huge sports competition.

**B:** How exciting!

**B. Now listen to other conversations and circle the expression of interest you hear.**

- |                               |                        |
|-------------------------------|------------------------|
| 1. a. How exciting!           | 3. a. Oh, that's nice. |
| b. How nice!                  | b. That sounds nice.   |
| 2. a. Oh, that's interesting. | 4. a. Great!           |
| b. Oh, that's cool.           | b. That's great!       |



**5 AFTER YOU LISTEN**

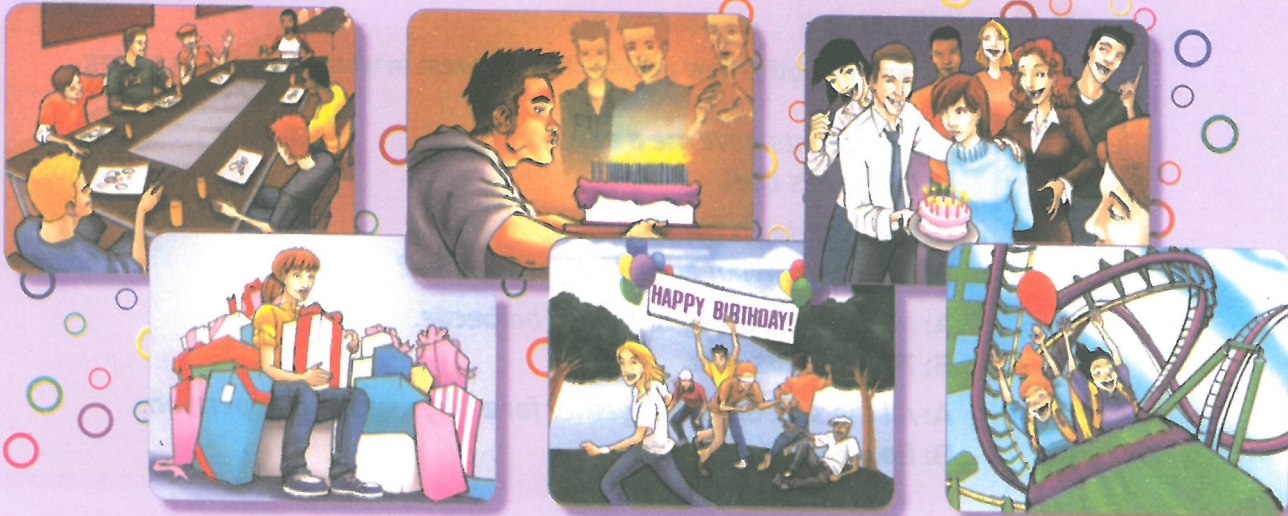
**A. Complete the conversation with expressions in the box. Then practice the conversation with a partner.**

Oh, that's cool!                      How exciting!                      That sounds nice.

- A: *Do you have any plans for your birthday?*  
 B: *My brother and I are going to my favorite restaurant in Chinatown.*  
 A: \_\_\_\_\_ *Are you doing anything after that?*  
 B: *We're going to that new club downtown. My brother works there, so he can get us in for free.*  
 A: \_\_\_\_\_ *They have great bands, don't they?*  
 B: *Yeah, and quite a few movie stars go there.*  
 A: \_\_\_\_\_ *Lucky you!*

**B. What do you do on your birthday? Complete this survey for yourself. Use expressions in the box and your own information.**

have a family meal at home                      go out to eat in a restaurant  
 sing "Happy Birthday"                      have a party  
 go somewhere special                      play games  
 have a birthday cake with candles



	Me	My partner
1. When is your birthday?	_____	_____
2. How does your family celebrate birthdays?	_____	_____
3. How do your friends celebrate birthdays?	_____	_____
4. What are you going to do for your next birthday?	_____	_____
5. What gift would you like to get for your next birthday?	_____	_____

**C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. How many of your answers are the same?**



**LESSON OBJECTIVES**

- ▶ Recognizing dates
- ▶ Understanding descriptions of events
- ▶ Using intonation in questions

## Lesson 2 So when was that?

### 1 BEFORE YOU LISTEN

Work with a partner. When did these events from Tiger Woods' life happen? Match each year with its event. Then check your answers below.



- |             |   |
|-------------|---|
| 1. 1975 ___ | a. He became a professional golfer.   |
| 2. 1991 ___ | b. He got married.  |
| 3. 1996 ___ | c. He was born.   |
| 4. 1997 ___ | d. He won his first major professional championship.                        |
| 5. 2004 ___ | e. He became the youngest player to win the US Junior Amateur Championship. |

### 2 LISTEN AND UNDERSTAND CD 1 Track 40

**A.** People are taking part in a quiz show about movie stars. Listen and write the correct year for each event.

Event	Year
1. Ziyi Zhang was born.	_____
2. The movie <i>House of Flying Daggers</i> came out.	_____
3. Tom Cruise was born.	_____
4. The movie <i>Risky Business</i> came out.	_____
5. Nicole Kidman was born.	_____

**B.** Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

1. Ziyi Zhang was born in Shanghai. \_\_\_
2. Tom Cruise was born in Syracuse, New York. \_\_\_
3. Tom Cruise's first big film was *War of the Worlds*. \_\_\_
4. Nicole Kidman and Tom Cruise were married for about ten years. \_\_\_
5. Nicole Kidman was born in Australia. \_\_\_

ANSWERS: 1. d, 2. f, 3. a, 4. e, 5. b



**3 LISTEN AND UNDERSTAND**  CD 1 Track 41

**A. Brian is writing a magazine article about some people who attended his high school. Listen and number the events for each person from 1 to 4.**

- |                   |                                |                                    |
|-------------------|--------------------------------|------------------------------------|
| <b>1. Sue</b>     | a. graduated from school ____  | c. moved to Boston ____            |
|                   | b. won an Olympic medal ____   | d. went to Mexico ____             |
| <b>2. Jae-won</b> | a. recorded a CD ____          | c. learned to play the guitar ____ |
|                   | b. won a music contest ____    | d. left school ____                |
| <b>3. Laura</b>   | a. lived in Italy ____         | c. became a TV show host ____      |
|                   | b. worked for a newspaper ____ | d. studied drama ____              |

**B. Listen again. Check (✓) the correct statement.**

- a. Sue speaks Spanish. \_\_\_\_  
b. Sue worked at the Olympic Games. \_\_\_\_
- a. Jae-won's first CD sold very well. \_\_\_\_  
b. Jae-won is a college graduate. \_\_\_\_
- a. Laura didn't like college. \_\_\_\_  
b. Laura's TV show is popular. \_\_\_\_



Laura

**4 TUNE IN**  CD 1 Tracks 42 & 43

**A. Listen and notice how people use falling and rising intonation in questions.**









We use Falling intonation when we ask a *wh-* question.

- When was he born?* (falling intonation)  
*How did you learn to play the guitar?* (falling intonation)  
*What did you study in college?* (falling intonation)

We use rising intonation when we ask a *yes/no* question.

- Are you ready?* (rising intonation)  
*Have you always lived in Boston?* (rising intonation)  
*Is it interesting to host a TV show?* (rising intonation)

**B. Now listen to short conversations. Do you hear a question with falling or rising intonation in each conversation? Circle the correct answer.**

- a.  b. 
- a.  b. 
- a.  b. 
- a.  b. 



## 5 AFTER YOU LISTEN

A. Role-play. You are interviewing the actress Gwyneth Paltrow. Match these questions with the correct answers. Then practice the conversation with a partner.



- |   |  |
|---|--|
| 1. So when were you born? ____          | a. In Los Angeles, until I was 11.                             |
| 2. Where did you grow up? ____          | b. That was in 2003.   |
| 3. How did you learn to act? ____       | c. I was born in 1972.   |
| 4. When did you win an Oscar? ____      | d. I learned acting from my parents.                           |
| 5. When did you get married? ____       | e. She was born in 2004.                                       |
| 6. When was your first child born? ____ | f. I got it in 1999 for the movie <i>Shakespeare in Love</i> . |

B. What are some events in your life? Complete this survey for yourself. Add two more questions of your own and answer them.

	Me	My partner
1. When were you born?	_____	_____
2. Are you an only child?	_____	_____
3. What year did you start elementary school?	_____	_____
4. What year did you start high school?	_____	_____
5. What year did you start learning English?	_____	_____
6. Are you studying other subjects?	_____	_____
7. _____?	_____	_____
8. _____?	_____	_____

C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. How many of your answers are the same?

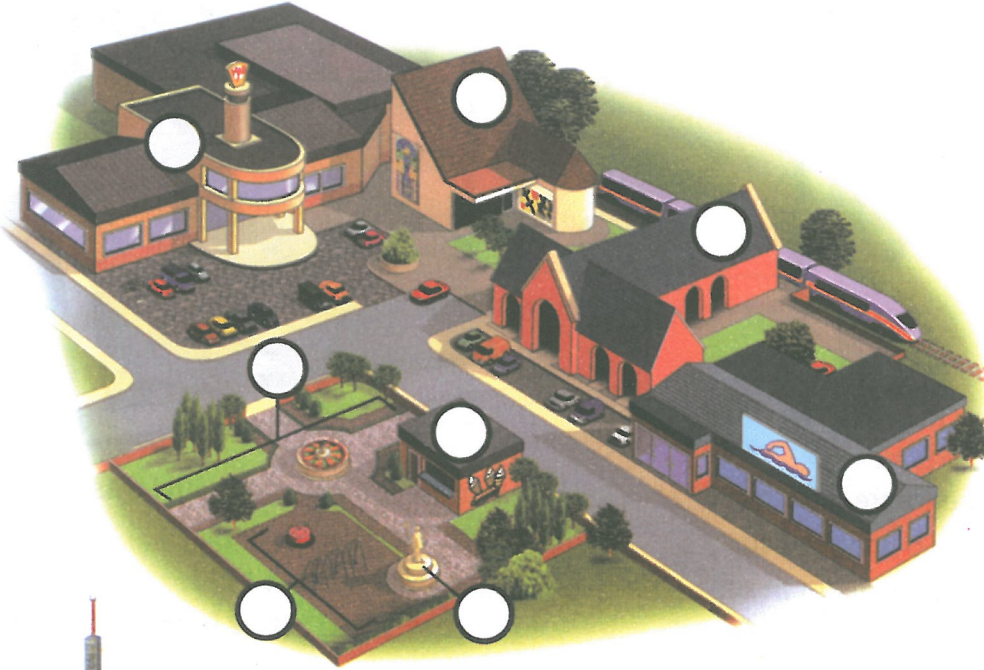


- ▶ Understanding descriptions of places
- ▶ Distinguishing facts and opinions
- ▶ Expressing agreement

## Lesson 1 It sounds like an interesting place

### 1 BEFORE YOU LISTEN

A. Can you find these items in the picture? Number them from 1 to 8.



1. a statue
2. a playground
3. a shopping mall
4. a swimming pool
5. a train station
6. a snack bar
7. a museum
8. a park

B. What are three interesting places near where you live? Write their names. Then compare your answers with a partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 2 LISTEN AND UNDERSTAND CD 2 Track 02

A. Four guides are describing different places. What do they say about each place? Listen and check (✓) the two topics you hear in each description.

- |               |              |                |              |
|---------------|--------------|----------------|--------------|
| 1. the lake   | a. name ____ | b. age ____    | c. size ____ |
| 2. the temple | a. cost ____ | b. age ____    | c. size ____ |
| 3. the tower  | a. cost ____ | b. height ____ | c. view ____ |

B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. Lake Biwa is beautiful but very small. \_\_\_\_
2. Wat Chiang Man is the oldest temple in Chiang Mai. \_\_\_\_
3. You can eat at the Menara Kuala Lumpur tower. \_\_\_\_



Lake Biwa



Wat Chiang Man

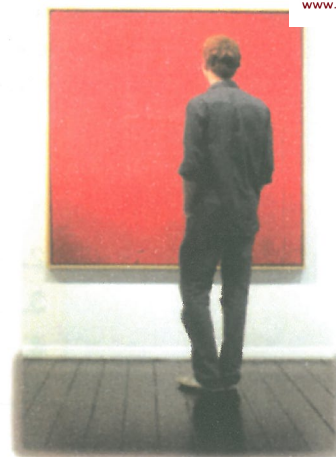
Menara Kuala Lumpur



**3 LISTEN AND UNDERSTAND**  CD 2 Track 03

A. People are asking Max about different places in his city. Does he state facts or give opinions? Listen and check (✓) the correct column.

	Facts	Opinions
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen again. Circle the correct information. The first one is done for you.

- The park is *in front of* / behind the train station.
- The mall has some *great* / *expensive* stores.
- Max likes to shop *downtown* / *at the mall*.
- Max says modern paintings are *very interesting* / *horrible*.

**4 TUNE IN**  CD 2 Tracks 04 & 05

A. Listen and notice how people express agreement with affirmative and negative statements.

**Affirmative Statements**

A: *It's beautiful.*

B: *Yes, it is.*

A: *The water's very clear.*

B: *Yes, it is.*

A: *It probably has good restaurants, too.*

B: *Yeah, it does.*

**Negative Statements**

A: *It's not very big.*

B: *No, it isn't.*

A: *They're not expensive.*

B: *No, they're not.*

A: *I guess you don't like modern paintings.*

B: *No, I don't.*

B. Now listen to other statements. How can you agree with each one? Circle the correct response.

- |                      |                     |
|----------------------|---------------------|
| 1. a. Yes, it is.    | b. No, it isn't.    |
| 2. a. Yes, it does.  | b. No, it doesn't.  |
| 3. a. Yes, it is.    | b. No, it isn't.    |
| 4. a. Yes, they are. | b. No, they aren't. |
| 5. a. Yeah, it is.   | b. No, it isn't.    |
| 6. a. Yeah, it is.   | b. No, it isn't.    |



## 5 AFTER YOU LISTEN

A. Work with a partner. Decide who is student A and who is student B. Individually, complete your survey about the capital city in your country. Add two more places and check (✓) the correct column.

Student A	Worth visiting	Not worth visiting
1. the science museum	<input type="checkbox"/>	<input type="checkbox"/>
2. the train station	<input type="checkbox"/>	<input type="checkbox"/>
3. the main sports stadium	<input type="checkbox"/>	<input type="checkbox"/>
4. the main park	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>

Student B	Worth visiting	Not worth visiting
1. the zoo	<input type="checkbox"/>	<input type="checkbox"/>
2. the art museum	<input type="checkbox"/>	<input type="checkbox"/>
3. the airport	<input type="checkbox"/>	<input type="checkbox"/>
4. the main shopping area	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>

B. Take turns asking and answering questions about the places in each survey. Use these conversations but replace the **highlighted parts** with words in the box and your own information.

interesting	beautiful	great	unusual
nice	not very interesting	boring	ugly

A: What do you think of **the zoo**?

B: It's **great**.

A: So it's worth visiting?

B: Yes, it is.

B: What do you think of **the science museum**?

A: It's **boring**.

B: So it's not worth visiting?

A: No, not really.

C. Decide with your partner: Which place in your capital city is the most interesting?





**LESSON OBJECTIVES**

- ▶ Identifying locations
- ▶ Understanding directions
- ▶ Checking understanding

# Lesson 2 How do I get there?

## 1 BEFORE YOU LISTEN

Follow these directions on the map. Write the places you find. Then compare your answers with a partner.



1. Go one block on First Street and turn right on King Street. It's on your left.  
\_\_\_\_\_
2. Go one block on First Street and turn right on King Street. It's on your right.  
\_\_\_\_\_
3. Go two blocks on First Street and turn right on Queen Street. It's on your left.  
\_\_\_\_\_
4. Go one block on First Street and turn left on King Street. It's on your right.  
\_\_\_\_\_
5. Go two blocks on First Street and turn left on Queen Street. It's on your right.  
\_\_\_\_\_

## 2 LISTEN AND UNDERSTAND



CD 2 Track 06

A. People are asking for information. Where are they? Listen and number these places from 1 to 5.

- a. in an office building \_\_\_\_
- b. in a shopping mall \_\_\_\_
- c. on a street \_\_\_\_
- d. on a college campus \_\_\_\_
- e. at an airport \_\_\_\_

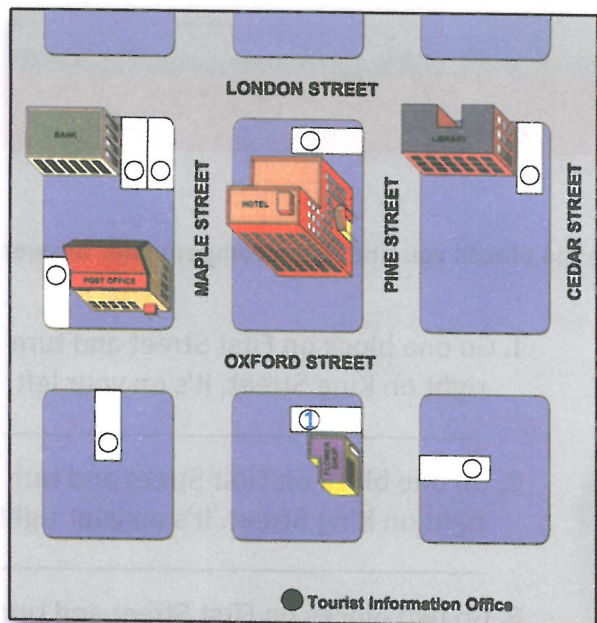


B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. The woman is looking for the computer center. \_\_\_\_
2. The man will need to take the elevator. \_\_\_\_
3. The man likes the ice-cream parlor on the third floor better. \_\_\_\_
4. The music store is next to a sporting goods store. \_\_\_\_
5. The woman needs to go downstairs. \_\_\_\_



### 3 LISTEN AND UNDERSTAND CD 2 Track 07



A. People are asking for directions at a tourist information office. Listen and number the places they want to go on the map. The first one is done for you.

1. a coffee shop
2. a hairdresser
3. a music store
4. a noodle shop

B. Listen again. What does the clerk at the tourist office like about each place? Check (✓) the correct column.

	Quality	Service	Price
1.	<input 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"/>

### 4 TUNE IN CD 2 Tracks 08 & 09

A. Listen and notice how people check understanding by questioning or repeating what has been said.

#### Questioning

A: Turn left on Pine and you'll see Bob's Coffee Shop on the left, next to a flower shop.

B: Did you say Pine Street or Green Street?

#### Repeating

A: Turn left on Oxford. The hairdresser will be on the left, across from the post office.

B: On Oxford Street, across from the post office.

B. Now listen to how other people check understanding. Does the person check understanding by questioning or repeating what has been said in each conversation? Circle the correct answer.

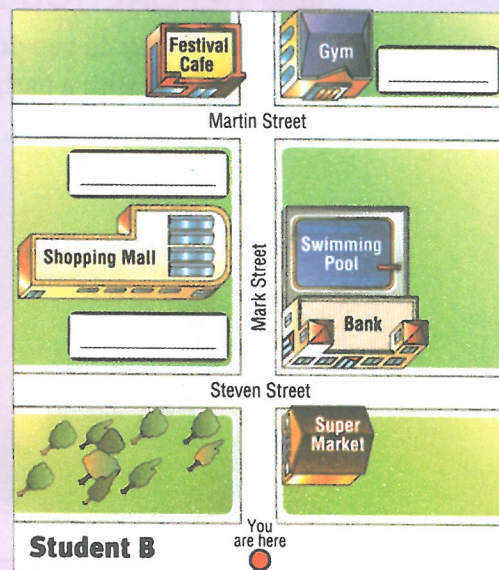
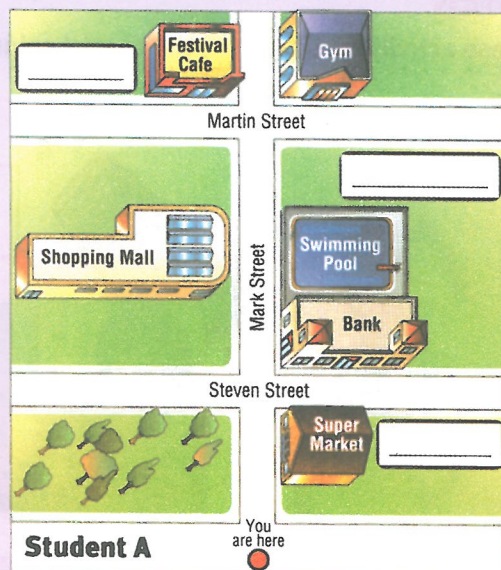
- |                   |              |
|-------------------|--------------|
| 1. a. questioning | b. repeating |
| 2. a. questioning | b. repeating |
| 3. a. questioning | b. repeating |
| 4. a. questioning | b. repeating |
| 5. a. questioning | b. repeating |



## 5 AFTER YOU LISTEN

- A. Work with a partner. Decide who is student A and who is student B. Individually, mark these places on your map. Do not let your partner see them.

Student A: Bicycle World, Comics Corner, Metro Music  
Student B: Century Computers, Universal Sports, Top Jeans



- B. Take turns asking about and giving directions to the places on the maps. Use this conversation but replace the highlighted parts with information from your own map. Give directions from "You are here." Write the new places on your map.

Student A ask for directions to: Century Computers, Universal Sports, Top Jeans  
Student B ask for directions to: Bicycle World, Comics Corner, Metro Music



- A: Excuse me. I'm trying to find **Century Computers**. Do you know where it is, please?  
B: Yes. Just go straight ahead.  
A: Uh-huh.  
B: And then turn **right** on **Martin Street**. **Century Computers** is on the left.  
A: Sorry. Did you say turn left or turn right?  
B: Um. Turn **right**.  
A: OK. So turn **right** on **Martin Street**, and it's on the **left**?  
B: Correct. It's **next to the gym**.  
A: Thanks a lot.  
B: No problem.

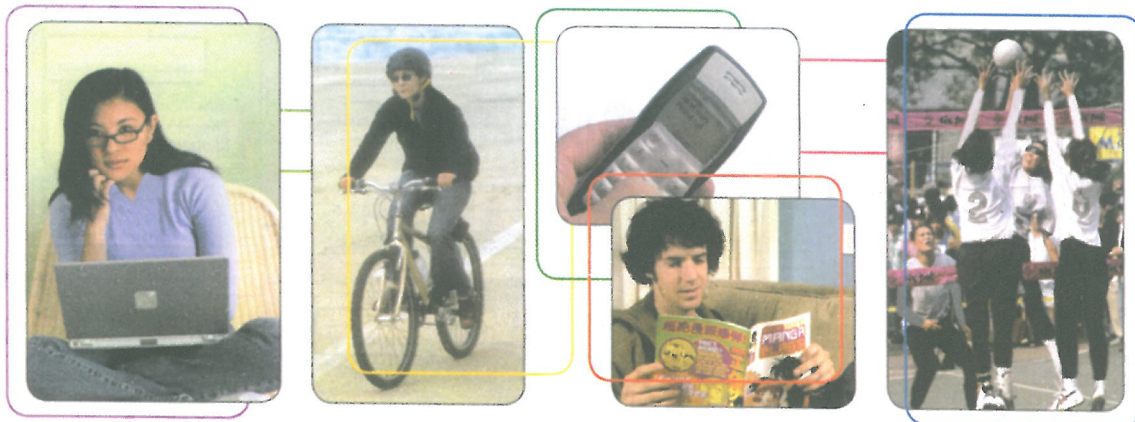


- ▶ Understanding activities and routines
- ▶ Recognizing likes and dislikes
- ▶ Using double questions

## Lesson 1 Do you ride every day?

### 1 BEFORE YOU LISTEN

How often do you do these activities? Check (✓) the correct column. Then compare your answers with a partner.



	Every day	Once a week	Never
1. surf the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ride a bike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. send text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. play sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. watch DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. read comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. play computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 2 Track 10

A. School friends are talking about their daily activities. Listen and number these topics from 1 to 4.

- |                       |                               |
|-----------------------|-------------------------------|
| a. watching DVDs ____ | c. surfing the Internet ____  |
| b. cycling ____       | d. sending text messages ____ |

B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. Soo-ji likes a Web site about pop stars and movie stars. \_\_\_\_
2. Josh often makes phone calls. \_\_\_\_
3. Peter has a small collection of DVDs. \_\_\_\_
4. Kate stays home when it's cold or wet. \_\_\_\_





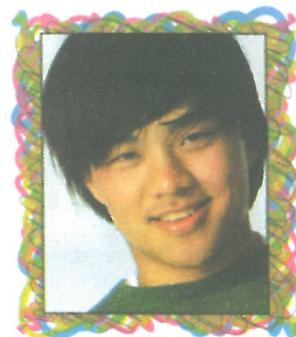
**3 LISTEN AND UNDERSTAND**  CD 2 Track 11

A. Wen-ping is writing an article for a lifestyle magazine. She is talking to people about their work routines. Listen and circle the correct information.



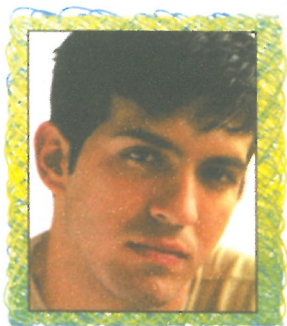
Sophie

1. Sophie      a. works late at night  
                    b. goes to bed before 3 A.M.
2. Carl            a. always works all night  
                    b. sometimes stays in other countries
3. Young-woo   a. often does more than one show a day  
                    b. always models in hotels
4. Amy            a. works during the day  
                    b. often eats out with the players



Young-woo

B. Listen again. Does each person like or dislike their present lifestyle? Check (✓) the correct column.



Carl

	Likes	Dislikes
1. Sophie	<input type="checkbox"/>	<input type="checkbox"/>
2. Carl	<input type="checkbox"/>	<input type="checkbox"/>
3. Young-woo	<input type="checkbox"/>	<input type="checkbox"/>
4. Amy	<input type="checkbox"/>	<input type="checkbox"/>



Amy

**4 TUNE IN**  CD 2 Tracks 12 & 13

A. Listen and notice how people use double questions.

Opening question	+	Focus question
<i>Do you surf the Internet much?</i>	+	<i>What's your favorite Web site?</i>
<i>How often do you use your phone?</i>	+	<i>Do you make a lot of calls?</i>
<i>What's it like being a flight attendant?</i>	+	<i>Do you work long hours?</i>

B. Now match each opening question with its focus question. Then listen and check your answers.

Opening question	Focus question
1. How do you get to school? ____	a. Do you like comic books?
2. What do you eat for breakfast? ____	b. Do you send some every day?
3. What time is your last class? ____	c. Do you have a class in the evening?
4. How often do you send text messages? ____	d. Do you catch a bus?
5. What do you like to read? ____	e. Do you always eat the same thing?



## 5 AFTER YOU LISTEN

A. What is your lifestyle like? Complete this survey for yourself.



	Me	My partner
1. When is your first class?	_____	_____
2. When do you eat lunch?	_____	_____
3. What do you have for dinner?	_____	_____
4. What do you do in the evenings?	_____	_____
5. What do you do on Saturdays?	_____	_____
6. What time do you go to bed on Saturdays?	_____	_____

B. Write focus questions for the questions in the survey. The first one is done for you.

Opening question	Focus question
1. When is your first class?	<u>Do you have one at 8:00?</u>
2. When do you eat lunch?	_____
3. What do you have for dinner?	_____
4. What do you do in the evenings?	_____
5. What do you do on Saturdays?	_____
6. What time do you go to bed on Saturdays?	_____

C. Work with a partner. Take turns asking and answering double questions and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own information.

A: When is your first class? **Do you have one at 8:00?**  
 B: **No, my first class is at 9:00.**  
 A: When do you eat lunch? **Do you always eat at the same time?**  
 B: **I usually eat lunch at 1:00.**  
 A: What do you have for dinner? **Do you always eat the same thing?**  
 B: **No, not always but I guess I usually have noodles.**  
 A: ...



### LESSON OBJECTIVES

- ▶ Understanding descriptions of places
- ▶ Identifying descriptions of events
- ▶ Using the contraction of *going to*

## Lesson 2 What are you going to do this weekend?

### 1 BEFORE YOU LISTEN

Which of these weekend events sound interesting? **Circle** your two favorite events. Then compare your answers with a partner.

**FASHION**  
Sat 24  
Japanese fashion show  
Hotel Glam, 12:30 P.M.,  
Free entry

**PERFORMANCE**  
Sat 24  
Ballroom  
competition  
Bowtie Ballroom,  
8:00 P.M., \$10

**FOOD**  
Sat 24 & Sun 25  
East Asian Food Fair  
Market Street, 9:30 A.M.

**RETAIL FAIRS**  
Sat 24 & Sun 25  
International  
Electronics Fair  
Convention Center,  
10:00 A.M., \$30

**SPORTS**  
Sun 25  
Baseball game  
Giants vs. Heroes  
Skybox Stadium,  
1:30 P.M.

**ANIMALS & PETS**  
Sat 24 & Sun 25  
Dog show  
City Hall,  
10:00 A.M., \$25



### 2 LISTEN AND UNDERSTAND CD 2 Track 14

**A.** Office workers are discussing their plans for the weekend. Listen and check ( ) the correct statement.

- a. David has plans for the weekend. \_\_\_\_

b. Anne is going to have a busy weekend. \_\_\_\_
- a. The dog show ends on Saturday. \_\_\_\_

b. Tony is going to go away for the weekend. \_\_\_\_
- a. Silvia wants to go to the Electronics Fair. \_\_\_\_

b. Hye-won is going to have a relaxing weekend. \_\_\_\_



**B.** Listen again. **Circle** the correct answer.

- Who might need a map of the city this weekend?     a. David     b. Anne
- Who should use sunscreen this weekend?             a. Tony        b. Mary
- Who might use a credit card this weekend?           a. Silvia      b. Hye-won









## 5 AFTER YOU LISTEN

A. What are your plans for this weekend? Complete this survey for yourself. Add **th** more activities of your own. Check (✓) the activities you are going to do.



	Me	My partner
1. go to a party	<input type="checkbox"/>	<input type="checkbox"/>
2. go to a soccer game	<input type="checkbox"/>	<input type="checkbox"/>
3. watch a DVD	<input type="checkbox"/>	<input type="checkbox"/>
4. play tennis	<input type="checkbox"/>	<input type="checkbox"/>
5. read a book or magazine	<input type="checkbox"/>	<input type="checkbox"/>
6. buy a gift for someone	<input type="checkbox"/>	<input type="checkbox"/>
7. go to a movie	<input type="checkbox"/>	<input type="checkbox"/>
8. listen to music	<input type="checkbox"/>	<input type="checkbox"/>
9. go out of town	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>



B. Work with a partner. Take turns asking and answering questions and complete the survey for your partner. Use this conversation to start but replace the **highlighted parts** with your own information.

A: Are you going to go to a party?

B: **Yes, I'm going to go to a party on Sunday.**

A: Are you going to go to a soccer game?

B: **No, I'm not.**

A: ...

C. Think of one activity that you are going to do tonight and make up an activity that you are not going to do. Use this conversation but replace the **highlighted parts** with your own ideas. Can your partner guess which activity is false?

A: Tonight I'm going to **go to a concert** and **get my hair cut**. So which one is false?

B: Oh, I don't think you're going to **get your hair cut**.

A: That's right! / That's wrong!



- ▶ Understanding descriptions of
- ▶ Recognizing features of items
- ▶ Expressing enthusiasm

## Lesson 1 Hey, that's cool!

### 1 BEFORE YOU LISTEN

What are your favorite items? Check (✓) them in the list. Add two other favorite items you have. Then compare your answers with a partner.



- |                          |                         |
|--------------------------|-------------------------|
| 1. a backpack ____       | 9. a basketball ____    |
| 2. a cell phone ____     | 10. a bracelet ____     |
| 3. a purse ____          | 11. a pen ____          |
| 4. a digital camera ____ | 12. headphones ____     |
| 5. a laptop ____         | 13. a book ____         |
| 6. an MP3 player ____    | 14. in-line skates ____ |
| 7. a watch ____          | 15. _____               |
| 8. a skateboard ____     | 16. _____               |

### 2 LISTEN AND UNDERSTAND CD 2 Track 18

A. People are talking about items they own. Listen and number these pictures from 1 to 4.



a. a purse \_\_\_\_



b. a pen \_\_\_\_



c. a watch \_\_\_\_



d. a bracelet \_\_\_\_

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

1. It is made of gold. \_\_\_\_
2. It is pretty and useful. \_\_\_\_
3. It brings him good luck. \_\_\_\_
4. It was a gift from someone. \_\_\_\_



**3 LISTEN AND UNDERSTAND**  CD 2 Track 19

**A.** People are discussing items with sales clerks at an electronics fair. What is the special feature of each item? Listen and check (✓) the correct statement.

1. a. The cell phone uses voice dialing. \_\_\_\_  
b. The cell phone weighs less than other phones. \_\_\_\_
2. a. The camera folds up to a small size. \_\_\_\_  
b. The camera takes beautiful photos. \_\_\_\_
3. a. The MP3 player stores more songs than other MP3 players. \_\_\_\_  
b. The MP3 player works underwater. \_\_\_\_
4. a. The TV does not need a screen. \_\_\_\_  
b. The TV's picture is almost as clear as a plasma TV. \_\_\_\_



**B.** Listen again. Do you think the person will buy the item? Check (✓) the correct column.

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

**4 TUNE IN**  CD 2 Tracks 20 & 21

**A.** Listen and notice how people express enthusiasm about something they see or hear.

A: *May I show you our new cell phone?*

B: *Yeah, it looks awesome.*

A: *Let me show you.*

B: *That's amazing!*

A: *This phone dials for you.*

B: *Cool!*

A: *Watch this.*

B: *Wow! That's neat.*

**B.** Now listen to a conversation. Number the expressions you hear from 1 to 5.

- a. Amazing! \_\_\_\_
- b. Cool. \_\_\_\_
- c. That's neat. \_\_\_\_
- d. Wow! \_\_\_\_
- e. That's awesome. \_\_\_\_



## 5 AFTER YOU LISTEN

A. Put these sentences in order to make two conversations. The first one is done for you. Then practice the conversations with a partner.



### Conversation 1

\_\_\_ Yes, I do. It's cool. Where did you get it?

1 Do you like my watch?

\_\_\_ Really? It's neat. How much was it?

\_\_\_ That's awesome.

\_\_\_ Only \$15.00.

\_\_\_ I bought it at a department store.

### Conversation 2

\_\_\_ You can? That's amazing! Where did you get it?

\_\_\_ Yeah, it's a Canon. It takes short videos as well as pictures.

\_\_\_ Yeah, but you can fold it up and make it smaller when you're not using it.

\_\_\_ That's neat. It's quite big, though.

1 Hey, is that a camera?

\_\_\_ At Camera World downtown. It was half price.

\_\_\_ But it was probably still quite expensive.

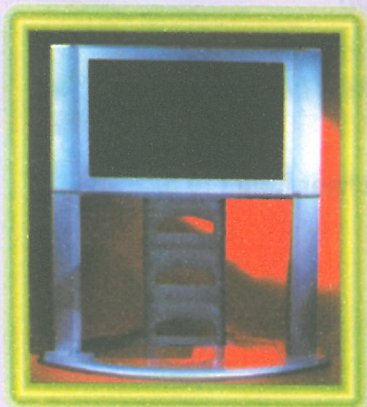


B. Which item in these photos do you like the best? What do you like about it? Work with a partner. Take turns talking about the item you like best. Use this conversation but replace the **highlighted parts** with features in the box and your own ideas.

has good picture quality  
uses voice dialing

weighs less than others  
has a digital camera

has a big screen



A: Hey, do you like my new **MP3 player**?

B: Yes, I do. It's **cool**.

A: And it **has a digital camera**, too!

B: **That's amazing!** Do you use it a lot?

A: Yes, it **weighs less than others** so **it's easy to carry around**.



LESSON OBJECTIVES

- ▶ Understanding descriptions of
- ▶ Recognizing requests
- ▶ Checking understanding

## Lesson 2 What a terrific collection!

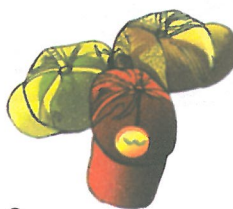
### 1 BEFORE YOU LISTEN

What do you think of these items people collect? Choose a word in the box to describe each collection. Then compare your answers with a partner.

cool neat awesome cute weird ugly fun boring creepy



1. \_\_\_\_\_



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



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



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



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



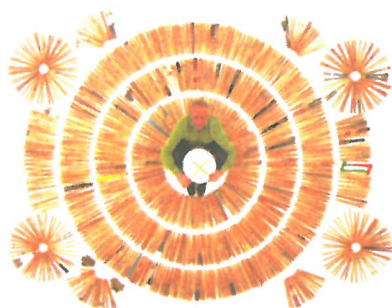
6. \_\_\_\_\_

### 2 LISTEN AND UNDERSTAND CD 2 Track 22

A. The hosts of a radio show are talking about people's collections. Listen and number these pictures from 1 to 4.



a. banana objects \_\_\_\_\_



b. autographed drumsticks \_\_\_\_\_



c. yo-yos \_\_\_\_\_



d. colored records \_\_\_\_\_

B. Listen again. Fix the mistakes in these sentences.

1. Peter Lavinger has 300 autographed drumsticks. \_\_\_\_\_
2. John Meisenheimer keeps his yo-yos in 33 boxes. \_\_\_\_\_
3. Alessandro Benedetti has 80 records with pictures on them. \_\_\_\_\_
4. Ken Bannister has 70,000 banana objects. \_\_\_\_\_



**3 LISTEN AND UNDERSTAND**  CD 2 Track 23

A. Young people are calling stores to find items for their collections. Are these statements true or false? Write *T* (true) or *F* (false).



1. The caller is looking for the poster from the third Harry Potter movie. \_\_\_\_
2. The Elvis Presley albums cost \$50.00 or more. \_\_\_\_
3. The store has a lot of T-shirts from the 2002 World Cup series. \_\_\_\_

B. Listen again. Will the person buy the item? Check (✓) the correct column.

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

**4 TUNE IN**  CD 2 Tracks 24 & 25

A. Listen and notice how people check understanding by using echo questions.

- A: Do you have posters from the Harry Potter movies?  
B: Harry Potter movie posters? Let me see.
- A: We have all the Lord of the Rings posters.  
B: Lord of the Rings? No, I've got those, thanks.
- A: I'm looking for things for my Elvis Presley collection.  
B: Elvis Presley things? We have a lot of them.

B. Now listen to other conversations and circle the echo question you hear.

- |                            |                           |
|----------------------------|---------------------------|
| 1. a. Old stamps?          | b. Stamps?                |
| 2. a. 1950s' stamps?       | b. Stamps from the 1950s? |
| 3. a. China in the 1950s?  | b. Chinese stamps?        |
| 4. a. Airplanes and taxis? | b. Trains and factories?  |



## 5 AFTER YOU LISTEN

A. Would you like to collect any of these items? Check (✓) at least two items in the list. Add two more items of your own. Answer the follow-up questions about the items you checked.



Items to collect	Follow-up questions	Answers
1. stamps ____	What kind of stamps?	_____
2. toys ____	What kind of toys?	_____
3. posters ____	What kind of posters?	_____
4. CDs ____	What kind of CDs?	_____
5. model cars ____	What kind of cars?	_____
6. dolls ____	What kind of dolls?	_____
7. coins ____	What kind of coins?	_____
8. trading cards ____	What kind of trading cards?	_____
9. _____	What kind of _____?	_____
10. _____	What kind of _____?	_____

B. Work with a partner. Try to guess which items your partner wants to collect. When you guess correctly, ask the follow-up question in part A. Use this conversation to start but replace the highlighted parts with your own information.

A: Would you like to collect **stamps**?

B: **Stamps**? Yes, I would.

A: What kind of **stamps**?

B: **Stamps with sports heroes on them**, I think.

A: Would you like to collect **toys**?

B: **Toys**? No, I wouldn't.

A: Would you like to collect **posters**?

B: ...



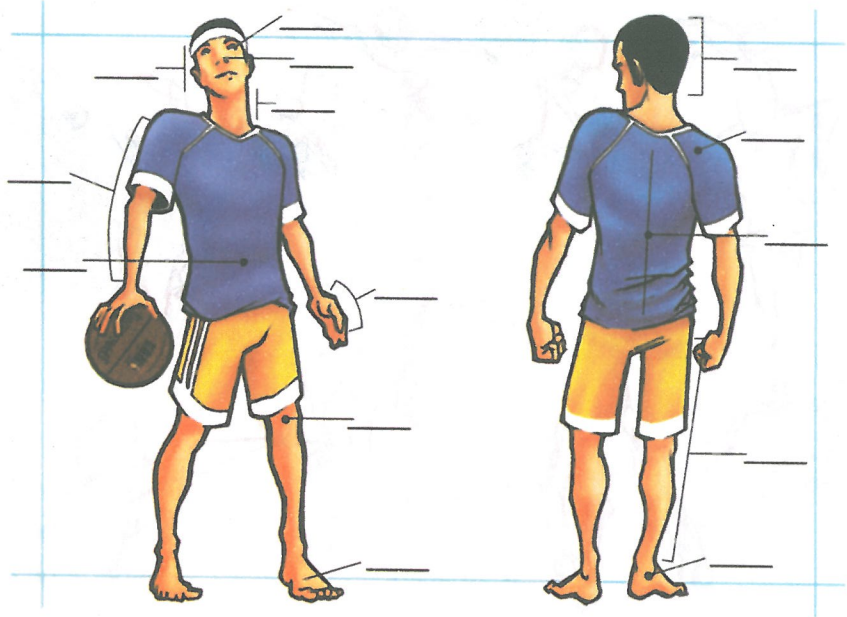
- ▶ Identifying parts of the body
- ▶ Recognizing descriptions of parts
- ▶ Clarifying information

## Lesson 1 Where does it hurt?

### 1 BEFORE YOU LISTEN

Can you find these parts of the body in the pictures? Number them from 1 to 14. Then compare your answers with a partner.

1. leg
2. back
3. arm
4. eye
5. nose
6. head
7. knee
8. foot
9. stomach
10. neck
11. shoulder
12. ankle
13. hand
14. face



### 2 LISTEN AND UNDERSTAND CD 2 Track 26

A. Young people are describing their injuries to a doctor. Listen and check (✓) the correct part of the body that is hurt.

- |                     |                      |                 |
|---------------------|----------------------|-----------------|
| 1. a. her knee ___  | b. her hands ___     | c. her ear ___  |
| 2. a. his foot ___  | b. his shoulders ___ | c. his eyes ___ |
| 3. a. his ankle ___ | b. his arm ___       | c. his neck ___ |
| 4. a. her foot ___  | b. her back ___      | c. her nose ___ |

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

1. The patient did not know the pot was hot. \_\_\_
2. The patient wore sunscreen all over his body. \_\_\_
3. The patient does not use the computer a lot. \_\_\_
4. The patient was not wearing shoes when it happened. \_\_\_





### 3 LISTEN AND UNDERSTAND CD 2 Track 27

A. People are calling a health clinic for appointments. Listen and check (✓) each person's problem.

1. a. a sore knee \_\_\_\_      b. a sore arm \_\_\_\_
2. a. a backache \_\_\_\_      b. an earache \_\_\_\_
3. a. an eye infection \_\_\_\_      b. a hearing problem \_\_\_\_
4. a. a swollen leg \_\_\_\_      b. a cut leg \_\_\_\_



B. Listen again. Fix the mistakes in the clinic's appointment schedule.

Patient:  
Henry Chen  
Doctor: Brown  
Appointment:  
Today 3:15

Patient:  
Wendy Lipskin  
Doctor: Brown  
Appointment:  
Tomorrow 10:30

Patient:  
Sun-hoo Park  
Doctor: Lee  
Appointment:  
Today 5:00

Patient:  
Cindy Lopez  
Doctor: Lee  
Appointment:  
Today 1:15

1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_

### 4 TUNE IN CD 2 Tracks 28 & 29

A. Listen and notice how people clarify information by asking questions.

A: *I picked up a pot with hot oil in it.*  
 B: *So you weren't wearing anything on your hands?*  
 A: *No. I didn't know the pot was hot.*  
 A: *I put sunscreen on my face and arms.*  
 B: *But you forgot about your shoulders?*  
 A: *Yeah.*  
 A: *I have a very sore knee. I can hardly walk.*  
 B: *So you need to see a doctor as soon as possible?*  
 A: *Yes, please.*

B. Now listen to other people clarifying information. Number the questions you hear from 1 to 6.

- a. But they didn't help? \_\_\_\_
- b. So you haven't been here before? \_\_\_\_
- c. So this isn't the first time? \_\_\_\_
- d. But you haven't taken anything for it? \_\_\_\_
- e. So you were using a knife? \_\_\_\_
- f. So you play a lot of tennis, do you? \_\_\_\_



## 5 AFTER YOU LISTEN

A. A doctor and patient are talking. Choose the correct question in the box to complete each conversation. Then practice the conversations with a partner.

So you can't hear very well?                      So you swim pretty often?  
So did you put your hand in cool water?      So did you spill something hot on it?



### Conversation 1

Doctor: *And what's the problem today?*

Patient: *There's something wrong with my ear.*

Doctor: \_\_\_\_\_

Patient: *What? The problem started yesterday after I went swimming.*

Doctor: \_\_\_\_\_

Patient: *Yes, I do. Do you think my ear's infected?*

Doctor: *Yes, it probably is. I'll have to check it.*

### Conversation 2

Doctor: *Yes, what's the problem?*

Patient: *I need something for my hand. I burned it while I was cooking.*

Doctor: \_\_\_\_\_

Patient: *Yes, cooking oil.*

Doctor: *Hot cooking oil? That can be very painful.* \_\_\_\_\_

Patient: *Yes, for about 20 minutes.*

Doctor: *That was good. Buy this cream to put on your hand and it'll be OK in a few days.*



B. Role-play. You are at the doctor's office. Take turns being a doctor and a patient. Use this conversation but replace the **highlighted parts** with expressions in the boxes or your own information.

### Problems

a backache   a sore knee   a cut on my foot   a headache   a swollen ankle   a sunburn

### Treatments

put this cream on it  
get some rest

use a heating pad  
take this medicine

take some painkillers  
put ice on it

Doctor: *Hello. How can I help you today?*

Patient: *I have **a backache**.*

Doctor: *Hmm. Let me see. Does this hurt?*

Patient: *Yes!*

Doctor: *I see. Well, you need to **use a heating pad and take some painkillers**.*

Patient: *OK. Thank you.*



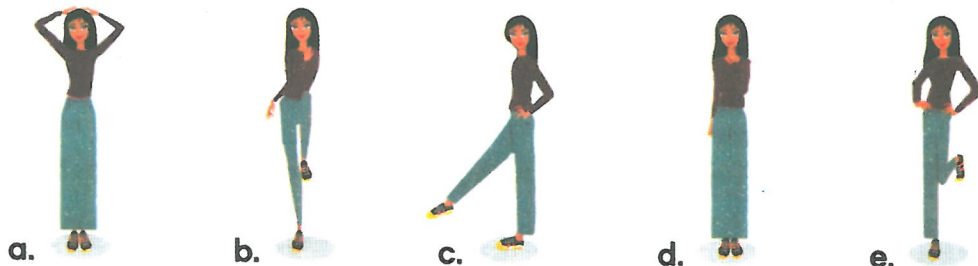
**LESSON OBJECTIVES**

- ▶ Understanding instructions
- ▶ Understanding descriptions of exercises
- ▶ Giving supporting and contrasting information

# Lesson 2 Now try this!

## 1 BEFORE YOU LISTEN

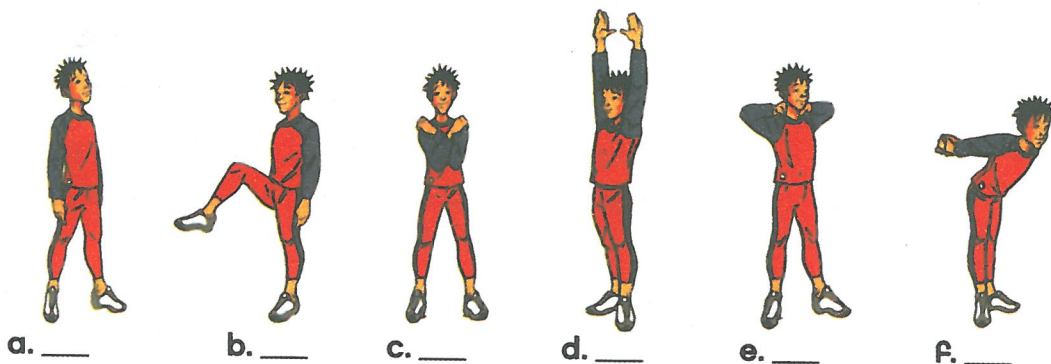
Match each picture with its instruction. Then compare your answers with a partner.



1. Hold your leg out in front of you. \_\_\_\_
2. Touch your nose with your finger. \_\_\_\_
3. Put your hands on your head. \_\_\_\_
4. Stand on your right foot. \_\_\_\_
5. Touch your knee with your elbow. \_\_\_\_

## 2 LISTEN AND UNDERSTAND CD 2 Track 30

A. A teacher is giving instructions to an exercise class. Listen and number these pictures from 1 to 6.



B. Listen again. Was the teacher happy or unhappy with how the class followed the instructions? Check (✓) the correct column.

	Happy	Unhappy
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



**3 LISTEN AND UNDERSTAND**  CD 2 Track 31

A. People are describing things they do for relaxation and exercise. Listen and number these activities from 1 to 5.

- a. power walking \_\_\_\_
- b. aerobics \_\_\_\_
- c. meditation \_\_\_\_
- d. line walking \_\_\_\_
- e. tai chi \_\_\_\_



B. Listen again. What do people say about their activities? Circle the correct answer.

- |                                      |   |
|--------------------------------------|---|
| 1. a. Alex does it once a week.      | b. Alex sometimes falls asleep.           |
| 2. a. It is really hard work.        | b. Nicholas does it at home.              |
| 3. a. The group sings to rock music. | b. The group wears cowboy hats and boots. |
| 4. a. Katy does it every day.        | b. The music is very relaxing.            |
| 5. a. You run very fast.             | b. You move your arms up and down.        |

**4 TUNE IN**  CD 2 Tracks 32 & 33

A. Listen and notice how people give supporting and contrasting information about an idea.

**Supporting information**

*Meditation helps me relax.  
And what's more, I enjoy it.*

*Tai chi is very slow and gentle.  
And another thing, the Chinese  
music we play is very relaxing.*

*You move very fast, but you don't run.  
You also move your arms up and down.*

**Contrasting information**

*Our aerobics class is really hard work.  
On the other hand, you feel great  
when you're done.*

*Tai chi is very slow and gentle.  
And yet it really stretches your muscles.*

*Line walking is a lot of fun.  
However, you do have to love the music.*

B. Now listen to other conversations. Does the second person give supporting or contrasting information in each conversation? Check (✓) the correct column.

	Supporting information	Contrasting information
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>







- ▶ Identifying clothes
- ▶ Recognizing preferences
- ▶ Expressing uncertainty

## Lesson 1 I like your shirt!

### 1 BEFORE YOU LISTEN

A. Where would you wear these clothes? Check (✓) one or more columns for each item. Then compare your answers with a partner.



	To school	To work	To a party	Nowhere
1. a jacket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sneakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. shorts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. a tie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. pants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. a sweater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. a shirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. sandals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. What clothes are you wearing today? Ask and answer with a partner.

### 2 LISTEN AND UNDERSTAND CD 2 Track 34

A. People are packing for a trip. Listen and circle the items each person will take. More than one answer is possible.

- |                |           |             |                    |
|----------------|-----------|-------------|--------------------|
| 1. a. sandals  | b. boots  | c. jacket   | d. swimming trunks |
| 2. a. shirts   | b. ties   | c. T-shirts | d. umbrella        |
| 3. a. sweaters | b. coat   | c. pants    | d. shorts          |
| 4. a. jeans    | b. jacket | c. sandals  | d. boots           |

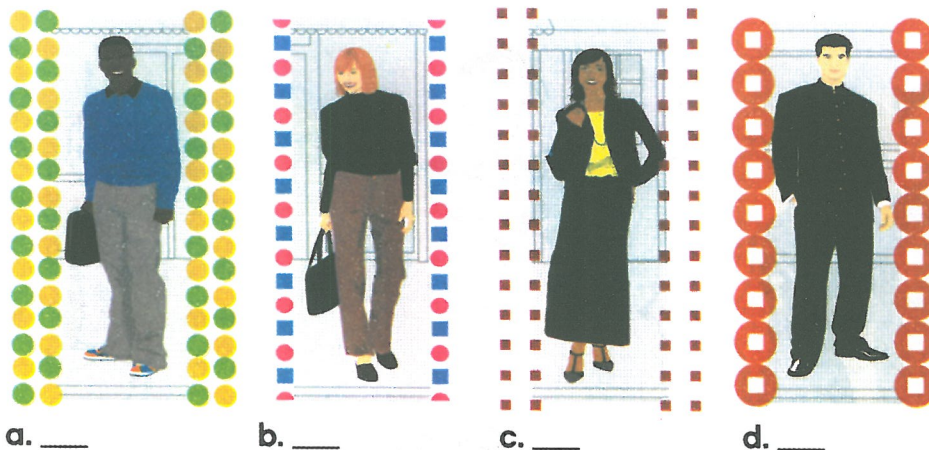
B. Listen again. Where is each person going? Check (✓) the correct answer.

- |                          |                      |                     |
|--------------------------|----------------------|---------------------|
| 1. a. beach vacation ___ | b. business trip ___ | c. ski trip ___     |
| 2. a. beach vacation ___ | b. business trip ___ | c. camping trip ___ |
| 3. a. beach vacation ___ | b. business trip ___ | c. ski trip ___     |
| 4. a. beach vacation ___ | b. business trip ___ | c. camping trip ___ |



**3 LISTEN AND UNDERSTAND**  CD 2 Track 35

A. A TV reporter is interviewing people on the street about how they dress for work. Listen and number these pictures from 1 to 4.



B. Listen again. Check (✓) the correct statement.

- |                      |   |
|----------------------|---|
| 1. The teacher       | a. dresses formally for work. ____            |
|                      | b. always wears comfortable shoes. ____       |
| 2. The receptionist  | a. does not spend money on work clothes. ____ |
|                      | b. does not like his uniform. ____            |
| 3. The banker        | a. wears a suit to work. ____                 |
|                      | b. likes the dress code at work. ____         |
| 4. The office worker | a. wears a tie to work. ____                  |
|                      | b. likes to dress casually. ____              |

**4 TUNE IN**  CD 2 Tracks 36 & 37

A. Listen and notice how people express uncertainty when they are not sure about an answer or do not want to say yes or no directly.

**Uncertainty or yes**

A: *Should I take a hat?*

B: *I think so.*

B: *I suppose so.*

B: *I guess so.*

**Uncertainty or no**

A: *Do you think uniforms are boring?*

B: *No, I don't think so.*

B: *Not really.*

B. Now listen to other conversations. Does the answer to each question mean yes or no? Check (✓) the correct column.

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



## 5 AFTER YOU LISTEN

A. What do you think of clothes and fashion? Complete this survey for yourself. Circle **yes** or **no**. Think of reasons for three of your answers.



Do you think...	Me		My partner	
1. college students should wear uniforms?	Yes	No	Yes	No
2. earrings look good on girls?	Yes	No	Yes	No
3. tattoos look good on people?	Yes	No	Yes	No
4. people should be able to wear jeans to work?	Yes	No	Yes	No
5. it is OK for men to color their hair?	Yes	No	Yes	No
6. designer clothes are better than other brands?	Yes	No	Yes	No
7. women are more interested in clothes than men?	Yes	No	Yes	No
8. it is important to wear the latest fashions?	Yes	No	Yes	No

B. Work with a partner. Take turns asking and answering questions and complete the survey for your partner. Use this conversation but replace the **highlighted parts** with expressions in the box and your own reasons.

I guess so. I think so. I suppose so. No, I don't think so. No, not really.

A: Do you think college students should wear uniforms?

B: **I think so.** I think they **look fashionable.**

A: Do you think earrings look good on men?

B: **No, not really.** To me they **look silly.**



**LESSON OBJECTIVES**

- ▶ Identifying features of clothes
- ▶ Understanding information about people
- ▶ Expressing agreement or disagreement

# Lesson 2 Where did you buy those jeans?

## 1 BEFORE YOU LISTEN

What is important to you when you buy clothes? Rank this list from 1 (most important) to 6 (least important). Then compare your answers with a partner.

- \_\_\_ price
- \_\_\_ style
- \_\_\_ brand
- \_\_\_ quality
- \_\_\_ comfort
- \_\_\_ fashion



## 2 LISTEN AND UNDERSTAND CD 2 Track 38

A. People are talking about clothes in a store. Listen and circle the feature they discuss.



- |               |            |
|---------------|------------|
| 1. a. comfort | b. quality |
| 2. a. quality | b. style   |
| 3. a. brand   | b. color   |
| 4. a. comfort | b. style   |
| 5. a. style   | b. brand   |

B. Listen again. Write the price of each item. Will the person buy it or not? Check (✓) the correct column.

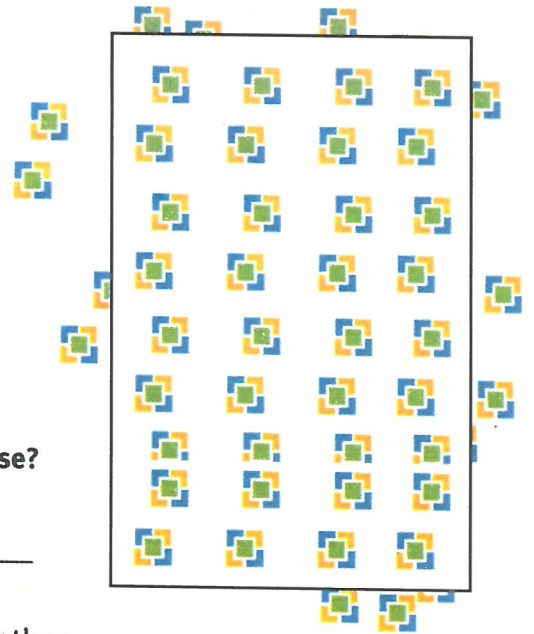
Item	Price	Will buy	Will not buy
1. shirt	_____	<input type="checkbox"/>	<input type="checkbox"/>
2. jeans	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. sneakers	_____	<input type="checkbox"/>	<input type="checkbox"/>
4. tie	_____	<input type="checkbox"/>	<input type="checkbox"/>
5. earrings	_____	<input type="checkbox"/>	<input type="checkbox"/>



**3 LISTEN AND UNDERSTAND**  CD 2 Track 39

A. College friends are talking about how they like to dress. Does the second person have the same or a different opinion? Listen and check (✓) the correct column.

	Same	Different
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

- Sally often buys second-hand clothes. \_\_\_\_
- Pei-ting hates to be noticed. \_\_\_\_
- Kevin and Linda usually buy designer clothes. \_\_\_\_
- Jack likes to wear comfortable clothes. \_\_\_\_
- Ben hardly ever dresses up. \_\_\_\_

**4 TUNE IN**  CD 2 Tracks 40 & 41

A. Listen and notice how people express agreement and disagreement with opinions.

**Agreement**

A: *This shirt looks very well made.*

B: *I think you're right.*

A: *The price is reasonable, too.*

B: *I agree.*

**Disagreement**

A: *It's fun to wear bright colors.*

B: *Really? Do you think so? I like to wear soft, warm colors.*

A: *It doesn't matter what clothes look like if they're comfortable.*

B: *I don't know about that. I think style is important.*

B. Now listen to people giving their opinions. Does the second person express agreement or disagreement with the opinion in each conversation? Circle the correct answer.

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



**5 AFTER YOU LISTEN**

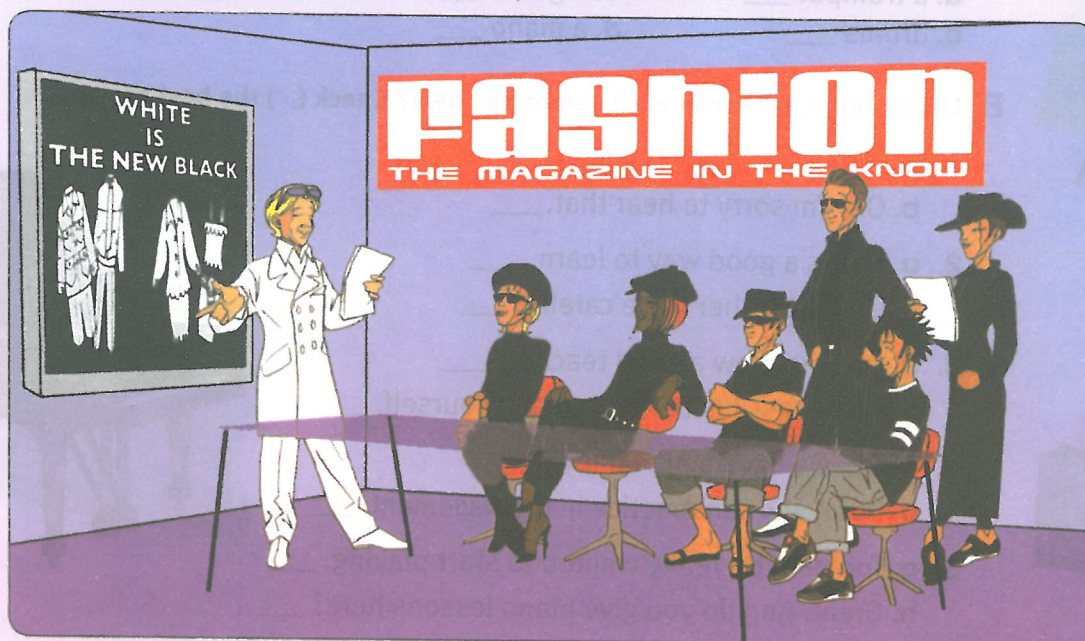
**A. Match each statement with its response. Then practice the conversations with a partner.**

- |  |   |
|--|---|
| 1. It's important to be fashionable. ____      | a. Do you think so? I think white clothes are more fashionable. |
| 2. It's fine to wear shorts to a wedding. ____ | b. I think you're right, but they're expensive.                 |
| 3. Dark clothes look more fashionable. ____    | c. Maybe, but I think pants are better.                         |
| 4. You should wear a suit to work. ____        | d. I'm not sure. It depends on your job.                        |
| 5. Designer clothes are the best. ____         | e. I don't know about that. I like being comfortable.           |

**B. What do you like to wear? Complete this survey for yourself. Add two more questions of your own and answer them.**

	Me	My partner
1. What is your favorite color?	_____	_____
2. What item of clothing would you like to buy?	_____	_____
3. What item of clothing would you never wear?	_____	_____
4. What is your favorite place to buy clothes?	_____	_____
5. What are your three favorite items of clothing?	_____	_____
6. What do you usually wear to school?	_____	_____
7. What do you usually wear on the weekends?	_____	_____
8. How would you describe your look?	_____	_____
a. fashionable                      c. formal		
b. casual                             d. different		
9. _____	_____	_____
10. _____	_____	_____

**C. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Do you and your partner have the same look?**



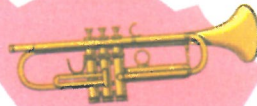


- ▶ Recognizing descriptions of instruments
- ▶ Identifying information about people
- ▶ Showing you are listening

## Lesson 1 He's a great drummer!

### 1 BEFORE YOU LISTEN

Do you play any of these musical instruments? Which ones would you like to learn? Check (✓) the correct column. Then compare your answers with a partner.



	I can play	I would like to learn
1. the piano	<input type="checkbox"/>	<input type="checkbox"/>
2. the violin	<input type="checkbox"/>	<input type="checkbox"/>
3. the drums	<input type="checkbox"/>	<input type="checkbox"/>
4. the guitar	<input type="checkbox"/>	<input type="checkbox"/>
5. the flute	<input type="checkbox"/>	<input type="checkbox"/>
6. the saxophone	<input type="checkbox"/>	<input type="checkbox"/>
7. the trumpet	<input type="checkbox"/>	<input type="checkbox"/>
8. the clarinet	<input type="checkbox"/>	<input type="checkbox"/>



### 2 LISTEN AND UNDERSTAND CD 3 Track 02

A. A music store clerk is talking to customers about musical instruments. Listen and number these instruments from 1 to 5.

- a. a trumpet \_\_\_\_      c. a guitar \_\_\_\_      e. a violin \_\_\_\_  
b. drums \_\_\_\_      d. a piano \_\_\_\_

B. Listen again. What will each person say next? Check (✓) the best answer.

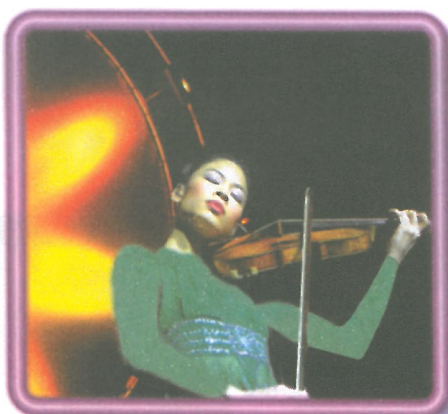
1. a. Well, I'm sure he'll enjoy that. \_\_\_\_  
b. Oh, I'm sorry to hear that. \_\_\_\_
2. a. That's a good way to learn. \_\_\_\_  
b. Oh, I'll tell her to be careful. \_\_\_\_
3. a. Do you know a good teacher? \_\_\_\_  
b. So I guess it's better to teach yourself. \_\_\_\_
4. a. Oh, we have a big family. \_\_\_\_  
b. Sure, she can practice in the basement. \_\_\_\_
5. a. Too bad. He really wanted to start playing. \_\_\_\_  
b. Great. And do you give piano lessons here? \_\_\_\_





**3 LISTEN AND UNDERSTAND**  CD 3 Track 03

A. A radio announcer is talking about musicians. Listen and check (✓) the correct st



1. a. Alicia Keys began writing songs when she was a teenager. \_\_\_\_  
b. Alicia Keys graduated from Columbia University. \_\_\_\_
2. a. Vanessa-Mae was born in London. \_\_\_\_  
b. Vanessa-Mae had recorded three albums by the age of 13. \_\_\_\_
3. a. Lang Lang gave his first concert when he was five years old. \_\_\_\_  
b. Lang Lang played with the Chicago Symphony Orchestra at the age of seven. \_\_\_\_

B. Listen again. Complete the chart with the correct information.

	Alicia Keys	Vanessa-Mae	Lang Lang
Born (year)			1982
Born (country)	US		
First music lessons (age)		5	

**4 TUNE IN**  CD 3 Tracks 04 & 05

A. Listen and notice how people show they are listening.

A: *Drums make a lot of noise.*

B: *That's for sure.*

B: *I know.*

B: *Uh-huh.*

A: *It's important to hold the violin correctly.*

B: *That's right.*

B: *That's true.*

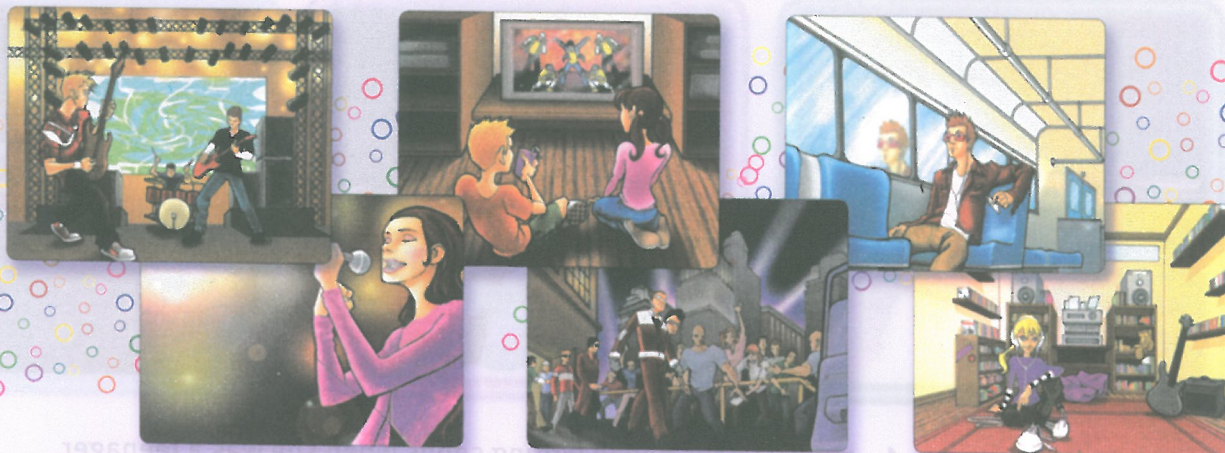
B. Now listen to a conversation. Check (✓) these expressions each time you hear them.

1. That's for sure. \_\_\_\_\_
2. I know. \_\_\_\_\_
3. Uh-huh. \_\_\_\_\_
4. That's right. \_\_\_\_\_
5. That's true. \_\_\_\_\_



## 5 AFTER YOU LISTEN

A. What kind of music do you like? Complete this survey for yourself. Add two more questions of your own and answer them.



	Me	Student A	Student B
1. What kind of music do you like?	_____	_____	_____
2. What kind of music do you dislike?	_____	_____	_____
3. Who is your favorite male singer?	_____	_____	_____
4. Who is your favorite female actress?	_____	_____	_____
5. What is your favorite music group?	_____	_____	_____
6. Which music show(s) do you watch on TV?	_____	_____	_____
7. Which radio station(s) do you listen to?	_____	_____	_____
8. What music performances do you attend?	_____	_____	_____
9. Do you have an MP3 player?	_____	_____	_____
10. How many CDs do you have?	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____

B. Work with two classmates. Take turns asking and answering the questions and complete the survey for your classmates. Use this conversation to start but replace the **highlighted parts** with your own information. Which questions did all three of you answer in the same way?

A: What kind of music do you like?

B: I like **R&B and hip hop**.

A: What kind of music do you dislike?

B: I dislike **classical music**.

A: Who is your favorite male singer?

B: I really like **Usher**.

A: Who is your favorite female actress?

B: I really like **BoA**.

A: What is your favorite group?

B: **I don't really have a favorite group**.

A: ...



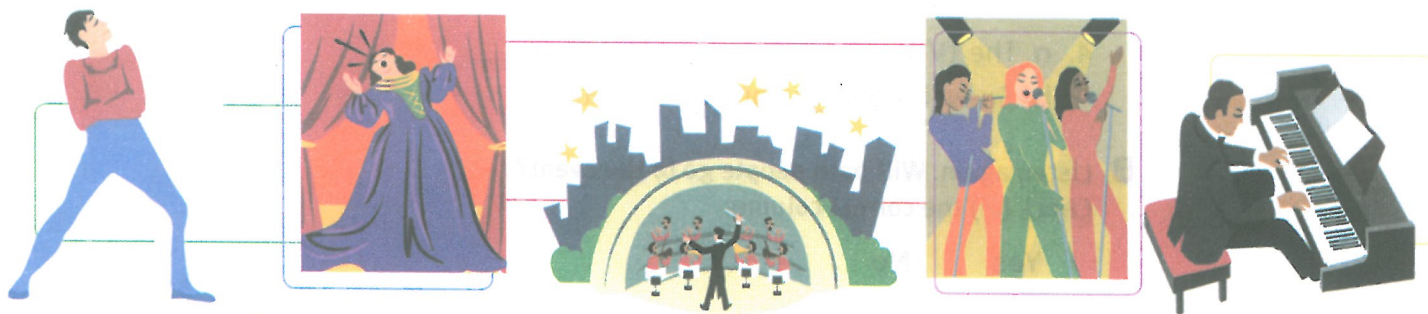
**LESSON OBJECTIVES**

- ▶ Understanding information about...
- ▶ Recognizing people's intentions
- ▶ Accepting and declining invitations

## Lesson 2 How was the concert?

### 1 BEFORE YOU LISTEN

Have you ever been to these events? Did you like them or not? Check (✓) the correct columns. Then compare your answers with a partner.



	Yes	No	I liked it.	I did not like it.
1. a rock concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a musical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. a ballet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. a symphony concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. a piano recital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. a pop concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. an opera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 3 Track 06

**A.** A radio announcer is giving information about musical events. Does he say *when* or *where* the events will take place? Listen and check (✓) the correct column.

	When	Where
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>

**B.** Listen again. What other information does the announcer give? Circle the two things he says about each event.

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 1. a. price     | b. seating        | c. tickets  |
| 2. a. seating   | b. price          | c. weather  |
| 3. a. performer | b. program        | c. clothing |
| 4. a. price     | b. length of show | c. food     |



**3 LISTEN AND UNDERSTAND**  CD 3 Track 07

**A. Friends are talking about events in town. Listen and check (✓) the correct statement.**

1. **a.** The Five Stars have been famous for years. \_\_\_\_  
**b.** Both friends have heard of the group. \_\_\_\_
2. **a.** The Rain concert is next week. \_\_\_\_  
**b.** Both friends would like to see him. \_\_\_\_
3. **a.** Kayla is a professional guitar player. \_\_\_\_  
**b.** The tickets are only \$10.00. \_\_\_\_
4. **a.** The TV show is a singing competition. \_\_\_\_  
**b.** Su-wei is going to buy two tickets. \_\_\_\_

**B. Listen again. Will both people go to the event? Check (✓) the correct column.**

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

**4 TUNE IN**  CD 3 Tracks 08 & 09

**A. Listen and notice how people accept and decline invitations.**

**Invitations**

**A:** *Are you interested in going to a rock concert?*

**Accept**

**B:** *That sounds great.*

**B:** *Sure, I'd love to.*

**B:** *Thanks, that sounds nice.*

**A:** *Would you like to go to the Pop Idol show?*

**Decline**

**B:** *I'm afraid I can't.*

**B:** *Sorry, I can't.*

**B:** *I'd love to, but I'm busy tonight.*

**B:** *Thanks, but I don't really like that show.*

**B. Now listen to other conversations. Does the second person accept or decline the invitation in each conversation? Circle the correct answer.**

1. **a.** accepts                      **b.** declines
2. **a.** accepts                      **b.** declines
3. **a.** accepts                      **b.** declines
4. **a.** accepts                      **b.** declines
5. **a.** accepts                      **b.** declines

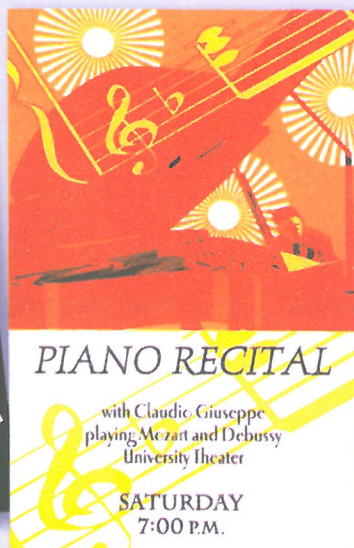
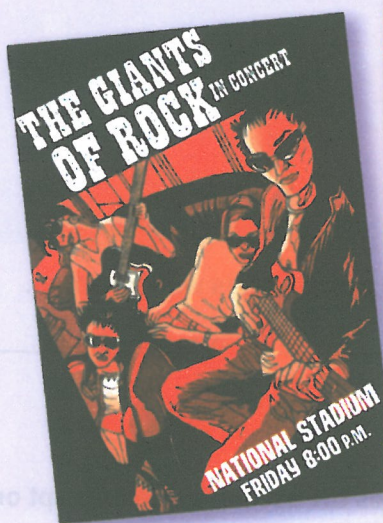


## 5 AFTER YOU LISTEN

A. Put these sentences in order to make a conversation. The first one is done for you. Then practice the conversation with a partner.

- \_\_\_ Maybe. What's on?  
 \_\_\_ See you.  
 \_\_\_ There's a musical called Stage Lights at the Capital Theater. I hear it's very good.  
 \_\_\_ That sounds interesting. Yeah, I'd love to go.  
 1 \_\_\_ Would you like to see a show Saturday night?  
 \_\_\_ Great. I'll get tickets. What time do you want to meet? The show starts at 8 o'clock.  
 \_\_\_ OK. See you Saturday.  
 \_\_\_ Why don't we meet in front of the theater at 7:30?

B. Work with a partner. Circle the two events you would like to attend. Take turns inviting each other to one of the events. Accept the invitation if you circled the event or decline if you did not. Use this conversation but replace the highlighted parts with information in the posters and your own ideas.



A: Would you like to go to a **rock concert** this weekend?

B: Sure. That sounds interesting. When is it?

A: It's **Friday at 8 o'clock**.

B: And where is it?

A: It's at **the National Stadium**.

B: **Great. I'd love to go.** What time shall we meet?

A: Let's meet at **7 o'clock** in front of the subway station.

B: Would you like to go to a **piano recital** on **Saturday**?

A: **Thanks, that sounds nice.** What time is it?

B: It's at **7 o'clock**.

A: **Oh, I'm afraid I can't.** I'm busy at **7**.

B: That's too bad.



- ▶ Understanding offers and repli
- ▶ Identifying descriptions of mea
- ▶ Using short forms of questions

# Lesson 1 Would you care for a snack?

## 1 BEFORE YOU LISTEN

A. How often do you eat these snacks? Check (✓) the correct column. Then compare your answers with a partner.

	Often	Sometimes	Never
1. chocolates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. popcorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. French fries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ice cream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. potato chips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Write your three favorite snacks. Then compare your answers with a partner.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## 2 LISTEN AND UNDERSTAND CD 3 Track 10

A. People are offering snacks to their friends. Does the second person accept or decline? Listen and check (✓) the correct column.

	Accepts	Declines		Accepts	Declines
1.	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	5.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. What do you think the friends will do next? Check (✓) the correct answer.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. a. play a video game _____         | b. play tennis _____               |
| 2. a. watch a DVD _____               | b. listen to music _____           |
| 3. a. go to a movie _____             | b. go swimming _____               |
| 4. a. keep watching the TV show _____ | b. watch a different TV show _____ |
| 5. a. look at the new computer _____  | b. look at a magazine _____        |
| 6. a. keep playing chess _____        | b. play basketball _____           |



**3 LISTEN AND UNDERSTAND**  CD 3 Track 11

A. People are talking about what they eat for lunch. Listen and number these pictures from 1 to 6.



a. \_\_\_      b. \_\_\_      c. \_\_\_      d. \_\_\_      e. \_\_\_      f. \_\_\_

B. Listen again. What reasons do people give for their lunch choices? Circle the correct answer.

1. Ken's lunch is *cheap* / *healthy*.
2. Emi is *not very hungry* / *not very busy* at lunchtime.
3. The man and woman do not have enough *time* / *money* to eat a big lunch.
4. Maria thinks rice and bread are *healthy* / *fattening*.
5. Jeff likes to eat a *cold* / *hot* lunch.
6. Claire and Terry think sushi is *easy* / *delicious*.

**4 TUNE IN**  CD 3 Tracks 12 & 13

A. Listen and notice how people use short forms of questions in informal speech.

Full question	Short Form
<i>Do you want something to eat?</i>	<i>Want something to eat?</i>
<i>Would you care to try one?</i>	<i>Care to try one?</i>
<i>Would you like a snack?</i>	<i>Like a snack?</i>
<i>Do you mind if I join you?</i>	<i>Mind if I join you?</i>

B. Now listen to short conversations. Do you hear a full question or a short form of question in each conversation? Check (✓) the correct column.

	Full question	Short Form
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



**5 AFTER YOU LISTEN**

**A. Role-play.** Your friend is going to pick up some snacks. What would you like to eat or drink? Check (✓) three items on this order form.

	cookies <input type="checkbox"/>		soda <input type="checkbox"/>
	popcorn <input type="checkbox"/>		tea <input type="checkbox"/>
	nuts <input type="checkbox"/>		coffee <input type="checkbox"/>
	fruit <input type="checkbox"/>		milk <input type="checkbox"/>
	chocolates <input type="checkbox"/>		juice <input type="checkbox"/>
	ice cream <input type="checkbox"/>		water <input type="checkbox"/>
	potato chips <input type="checkbox"/>		
	cheese <input type="checkbox"/>		

**B. Work with a partner.** Take turns offering to get snacks for each other. Use this conversation but replace the **highlighted parts** with items in part A or your own ideas.

A: I'm going out to get something to eat. Care for anything?

B: Yeah, could you pick up a snack for me?

A: Sure. What would you like?

B: Could you get me **some cookies**?

A: OK. And do you want anything to drink?

B: Yes, I'd like **some coffee**.

A: Sure. No problem.



**LESSON OBJECTIVES**

- ▶ Understanding recipes
- ▶ Understanding food orders
- ▶ Checking understanding

# Lesson 2 What are we having for dinner?

## 1 BEFORE YOU LISTEN

Match the ingredients with these British, Italian, and Asian rice dishes. Which dish would you like to try? Compare your answers with a partner.

1. rice pudding \_\_\_\_

2. mushroom risotto \_\_\_\_

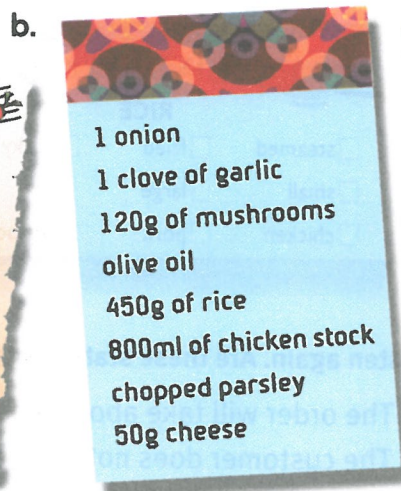
3. shrimp fried rice \_\_\_\_

a.



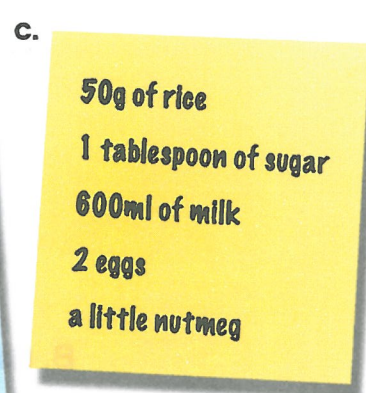
3 eggs  
vegetable oil  
200g cooked shrimp  
450g cooked rice  
2 onions  
2 cloves of garlic  
2 tablespoons of soy sauce

b.



1 onion  
1 clove of garlic  
120g of mushrooms  
olive oil  
450g of rice  
800ml of chicken stock  
chopped parsley  
50g cheese

c.



50g of rice  
1 tablespoon of sugar  
600ml of milk  
2 eggs  
a little nutmeg

## 2 LISTEN AND UNDERSTAND CD 3 Track 14

A. A chef is making rice on a TV cooking show. Which dishes is the chef making? Listen and check (✓) the correct dish.

1. a. mushroom risotto \_\_\_\_      b. rice pudding \_\_\_\_      c. shrimp fried rice \_\_\_\_  
2. a. mushroom risotto \_\_\_\_      b. rice pudding \_\_\_\_      c. shrimp fried rice \_\_\_\_

B. Listen again. Put these instructions in order. The first one is done for you.

1. \_\_\_\_ Stir slowly until all the liquid has disappeared.  
\_\_\_\_ Stir in the rice.  
1. Chop the onions and garlic into small pieces.  
\_\_\_\_ Stir in some cheese and then serve.  
\_\_\_\_ Add the stock and some chopped parsley.  
\_\_\_\_ Fry them in olive oil with 120g of mushrooms.
2. \_\_\_\_ Heat some oil and make a thin omelet.  
\_\_\_\_ Fry the shrimp for two to three minutes.  
\_\_\_\_ Beat three eggs with salt and pepper.  
\_\_\_\_ Add the onion and garlic and cook for one to two minutes.  
\_\_\_\_ Remove your pan from the heat and stir in the cooked omelet.  
\_\_\_\_ Stir in the rice and soy sauce.  
\_\_\_\_ Let the omelet cool and then chop it up.



**3 LISTEN AND UNDERSTAND**  CD 3 Track 15

A. People are ordering food by telephone. What do they order? Listen and check (✓) the correct information.

1. **Pizza to Go**

**PIZZA**

seafood     mushroom     sausage  
 small     medium     large  
 thin crust     thick crust

3. **Best Burger**

**Burger**  
 cheese     bacon     chili

**Fries**  
 small     medium     large

**Soda**  
 orange     lemon-lime     grape

2. **ASIAN EXPRESS**

**RICE**

steamed     fried     sticky  
 small     large  
 chicken     pork     seafood

4. **Spicy Eats**

**CHILI CON CARNE**  
 mild     medium     spicy

**SALAD**  
 regular     large

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

- The order will take about ten minutes. \_\_\_\_
- The customer does not need anything to drink. \_\_\_\_
- The customer does not want salt on the fries. \_\_\_\_
- The customer will pick up the order. \_\_\_\_

**4 TUNE IN**  CD 3 Tracks 16 & 17

A. Listen and notice how people check understanding by repeating key words.

A: I'd like a mushroom pizza, please.  
 B: Mushroom. OK.

A: I'd like some chili con carne. But I don't want it too spicy.  
 B: Chili con carne. Not too spicy. Is medium all right?

B. Now circle the key words in each sentence that you think the second person will repeat. Then listen and check your answers.

- I'd like two chicken sandwiches. I'm really hungry today.
- Could you deliver the food before 7:00? I have to leave after that.
- I think we should have beef kebabs at the barbecue. What do you think?
- We have two kinds of ice cream. Would you like chocolate or vanilla?
- When you go to Bangkok, you must try the shrimp soup. It's quite spicy, but it's delicious.



**5 AFTER YOU LISTEN**

**A. What food do you like? Complete the survey for yourself. Add two more questions of your own and answer them.**

	Me	My partner
What is your favorite...?		
1. meal of the day	_____	_____
a. breakfast		
b. lunch		
c. dinner		
2. home-cooked dinner	_____	_____
3. dessert	_____	_____
4. breakfast food	_____	_____
5. food from another country	_____	_____
6. pizza topping	_____	_____
7. fast-food restaurant	_____	_____
8. fast-food meal	_____	_____
9. _____	_____	_____
10. _____	_____	_____

**B. Work with a partner. Take turns asking and answering the questions and complete the survey for your partner. Use this conversation to start but replace the highlighted parts with your own information.**

A: *What's your favorite meal of the day?*

B: *I guess it's lunch.*

A: *Lunch. Really? And what's your favorite home-cooked dinner?*

B: *Steak and salad, I'd say.*

A: *Steak and salad. Right. And what's your favorite dessert?*

B: *Well, let me think...*





- ▶ Understanding housing preferences
- ▶ Recognizing likes and dislikes
- ▶ Expressing uncertainty

## Lesson 1 Where do you live?

## 1 BEFORE YOU LISTEN

A. What is important to you when choosing a place to live? Rank this list from 1 (most important) to 6 (least important). Then compare your answers with a partner.



- \_\_\_ close to school or work
- \_\_\_ not too expensive
- \_\_\_ not too noisy
- \_\_\_ close to transportation
- \_\_\_ size of room or apartment
- \_\_\_ close to stores and restaurants

B. Where would you prefer to live? Circle your answer. Then compare with a partner.

1. in an apartment with other students
2. in a residence hall
3. with a local family
4. in an apartment by yourself

2 LISTEN AND UNDERSTAND  CD 3 Track 18

A. Students are describing their housing preferences. Listen and check (✓) the best option for each student.

- |  |   |
|--|---|
| 1. a. stay with a local family ___           | b. rent an apartment by herself ___       |
| 2. a. live in a residence hall on campus ___ | b. rent an apartment downtown ___         |
| 3. a. rent a house with other students ___   | b. live in a residence hall on campus ___ |
| 4. a. stay with a local family ___           | b. rent an apartment by himself ___       |

B. Listen again. What will each person say next? Circle the best answer.

- |                                      |  |
|--------------------------------------|--|
| 1. a. What time is the movie?        | b. That's a good idea.                     |
| 2. a. That's a good idea.            | b. Maybe you can live in a residence hall. |
| 3. a. How many are in the group?     | b. Is the bus comfortable?                 |
| 4. a. That could be quite expensive. | b. Why do you want to buy a house?         |



**3 LISTEN AND UNDERSTAND**  CD 3 Track 19

A. College students are talking to a college counselor about their housing. Do they or not? Listen and check (✓) the correct column.



Jun-hao



Sam



Emma



Mei-ling



John

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

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

1. Jun-hao's room faces the street. \_\_\_\_
2. Sam has to share a bedroom. \_\_\_\_
3. It takes Emma a long time to get to class. \_\_\_\_
4. Mei-ling lives close to campus. \_\_\_\_
5. John's apartment is very comfortable. \_\_\_\_

**4 TUNE IN**  CD 3 Tracks 20 & 21

A. Listen and notice how people express uncertainty when they are not sure about an answer.

A: Are you going to stay in the same apartment next year?

- B: *It depends.*  
 B: *I'm not sure.*  
 B: *I don't know.*  
 B: *Maybe.*

B. Now listen to other people answering questions. Is the second person sure about the answer in each conversation? Check (✓) the correct column.

	Sure	Not sure
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



## 5 AFTER YOU LISTEN

A. Look at these advertisements for student housing. Complete the missing information with the numbers in the box. Do not show anyone what you have written.

1   2   3   5   6   10   15   30   \$100   \$150   \$300   \$500

**HOME STAY:** Room available for student. Family with \_\_\_\_\_ children. Downtown. \_\_\_\_\_ minutes from campus, \_\_\_\_\_ minutes from bus station. Own bathroom. No cooking facilities. Breakfast and dinner included. Rent: \_\_\_\_\_ a month.

**ROOMMATE NEEDED:** Share 3-bedroom apartment with \_\_\_\_\_ other students. \_\_\_\_\_ minutes from campus, \_\_\_\_\_ minutes from downtown. Own bedroom. Share kitchen and bathroom. Rent: \_\_\_\_\_ a month.

**RESIDENCE HALL:** On campus. \_\_\_\_\_ students per room. Cafeteria available. Limited cooking facilities. Share bathroom. \_\_\_\_\_ minutes from library, \_\_\_\_\_ minutes from gym, pool. Rent: \_\_\_\_\_ a month.

B. Role-play. You are at a school housing office. Work with a partner. Take turns being a housing officer and a student looking for housing. Use this conversation but replace the **highlighted parts** with information from the advertisements in part A.

A: I'm looking for a place to live. What kind of housing is available?

B: Well, would you like to live on campus or off campus?

A: **Off campus**, I think.

B: OK. And would you like to **live with a family or share an apartment**?

A: Hmm. **Share an apartment**, I guess.

B: Here's something: **a 3-bedroom apartment to share with three other students**.

A: Where is it?

B: **Fifteen** minutes from **campus**.

A: How much is the rent?

B: **\$150** a month. You **share the kitchen and bathroom**.

A: Hmm. Maybe I should look at it.





**LESSON OBJECTIVES**

- ▶ Understanding ideas and wishes
- ▶ Identifying changes and suggestions
- ▶ Making and responding to suggestions

## Lesson 2 How do you like my room?

### 1 BEFORE YOU LISTEN

Someone has redecorated this room. What changes do you see? Talk about them with a partner. Use the words in the boxes.

a sofa armchairs a TV a rug carpeting curtains the floor a stereo

darker lighter older more modern



### 2 LISTEN AND UNDERSTAND



CD 3 Track 22

**A.** Teenagers are talking with their parents about changing things at home. What changes do they want to make? Listen and check (✓) the correct answer.

- |   |   |
|---|---|
| 1. a. paint the walls a darker color ____ | b. paint the walls a lighter color ____ |
| 2. a. buy a new sofa ____                 | b. buy a new chair ____                 |
| 3. a. get a piano ____                    | b. get a plasma TV ____                 |
| 4. a. get carpeting for the floor ____    | b. get new tiles for the floor ____     |

**B.** Listen again. Does each parent accept or reject the suggestions? Circle the correct answer.

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



**3 LISTEN AND UNDERSTAND**  CD 3 Track 23

**A.** An interior designer is suggesting changes to people's homes. Are these statements true or false? Write *T* (true) or *F* (false).



1. Use dark colors on the walls and floor. \_\_\_\_
2. Take out a lot of the furniture. \_\_\_\_
3. Try fresh colors and modern furniture. \_\_\_\_
4. Move the window. \_\_\_\_

**B.** Listen again. How will the changes improve the room? Circle the correct answer.

1. The room will feel *warmer* / bigger.
2. The room will seem *colder* / less crowded.
3. The room will look more *comfortable* / modern.
4. The room will be easier to *clean* / get in and out of.

**4 TUNE IN**  CD 3 Tracks 24 & 25

**A.** Listen and notice how people make and respond to suggestions.

Suggestions	Accept	Reject
<i>Let's try a lighter color.</i>	<i>All right.</i>	<i>I don't think we need to.</i>
<i>I think we should get a new sofa.</i>	<i>Yeah, why not?</i>	<i>Maybe not.</i>
<i>Don't you think we should get a new TV?</i>	<i>That's a good idea.</i>	<i>No, I don't think so.</i>
<i>Why don't we get new carpeting?</i>	<i>Sure. OK.</i>	<i>I don't think we should.</i>

**B.** Now listen to people making suggestions. Does the second person accept or reject the suggestion in each conversation? Check (✓) the correct column.

	Accepts	Rejects
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



## 5 AFTER YOU LISTEN

A. Work with a partner. You must give this room a different look but you can only change five things. What would you change? Complete these sentences and give a reason for each change.



Change

Reason

- |                        |       |
|------------------------|-------|
| 1. Let's fix _____.    | _____ |
| 2. Let's paint _____.  | _____ |
| 3. Let's buy _____.    | _____ |
| 4. Let's add _____.    | _____ |
| 5. Let's remove _____. | _____ |

B. Work with another partner. Take turns explaining your changes. Use this conversation but replace the **highlighted parts** with your own information. How many of your changes are the same? How many are different?

A: We're going to fix the **curtains** because **they're falling down**.

B: That's a good idea. Are you going to paint anything?

A: Yes. We're going to paint **the walls a light color** to make the room look bigger.

B: I see. Are you going to buy anything new?

A: Yes. We're going to buy a new **sofa** since **this one is ripped**. And we're going to add **some pictures** to make the room look more interesting.

B: Great. Are you going to remove anything?

A: Yes, we're going to remove **one of the chairs** to make the room less crowded.

C. Work with your first partner again. You can change one more thing in the room. What will you change now?



- ▶ Understanding and comparing jobs
- ▶ Understanding descriptions of jobs
- ▶ Expressing agreement

## Lesson 1 Are you interested in sales work?

### 1 BEFORE YOU LISTEN

Which of these summer jobs look interesting to you? Check (✓) them in the list. Then compare your answers with a partner.



	Me	My partner
1. work at a summer camp	<input type="checkbox"/>	<input type="checkbox"/>
2. work as a tour guide	<input type="checkbox"/>	<input type="checkbox"/>
3. work in a factory	<input type="checkbox"/>	<input type="checkbox"/>
4. pick fruit	<input type="checkbox"/>	<input type="checkbox"/>
5. work at a zoo	<input type="checkbox"/>	<input type="checkbox"/>
6. work as a cashier	<input type="checkbox"/>	<input type="checkbox"/>
7. work with computers	<input type="checkbox"/>	<input type="checkbox"/>
8. work at a fast-food restaurant	<input type="checkbox"/>	<input type="checkbox"/>
9. deliver packages on a motorcycle	<input type="checkbox"/>	<input type="checkbox"/>
10. work in a music store	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 3 Track 26

A. Ryan and Anne are looking for summer jobs. Listen and check (✓) the things they can do. Make an X for the things they cannot do. The first one is done for you.

	Ryan	Anne
1. speak Japanese	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. swim	<input type="checkbox"/>	<input type="checkbox"/>
3. draw	<input type="checkbox"/>	<input type="checkbox"/>
4. ride a motorcycle	<input type="checkbox"/>	<input type="checkbox"/>



Anne and Ryan

B. Listen again. Are these statements true or false? Write T (true) or F (false).

1. The applicant must be at least 21 for this job. \_\_\_\_
2. This job is at a college. \_\_\_\_
3. The applicant needs teaching experience for this job. \_\_\_\_
4. Anne took motorcycle driving classes last spring. \_\_\_\_



**3 LISTEN AND UNDERSTAND**  CD 3 Track 27

**A.** College students are talking about their jobs last summer. Listen and check (✓) correct statement.



1. a. Julie worked in a factory. \_\_\_\_  
b. Julie did not like the people she worked with. \_\_\_\_
2. a. Riko worked with the elephants. \_\_\_\_  
b. Riko played with some of the monkeys. \_\_\_\_
3. a. Michael worked on a fruit farm. \_\_\_\_  
b. Michael did not get to travel. \_\_\_\_
4. a. Jun-nan made quite a lot of money. \_\_\_\_  
b. Jun-nan did not like the food. \_\_\_\_

**B.** Listen again. Circle the best ending for each story.

1. a. But I made a lot of money.  
b. But I didn't have to work on the weekends.
2. a. Luckily, it wasn't my fault.  
b. Luckily, the monkey got lost.
3. a. So overall, it was a great experience.  
b. So overall, I'm sorry I went.
4. a. So unfortunately, the food was terrible.  
b. So now I'm on a diet.

**4 TUNE IN**  CD 3 Tracks 28 & 29

**A.** Listen and notice how people express agreement with affirmative and negative statements.

**Affirmative statements**

- A: *I'd love to work at a summer camp.*  
B: *So would I.*  
B: *I would, too.*  
B: *Me, too.*
- A: *I got a summer job.*  
B: *So did I.*  
B: *I did, too.*  
B: *Me, too.*

**Negative statements**

- A: *I can't swim.*  
B: *Neither can I.*  
B: *I can't, either.*  
B: *Me, neither.*
- A: *I didn't have much free time.*  
B: *Neither did I.*  
B: *I didn't, either.*  
B: *Me, neither.*

**B.** Now listen to short conversations and circle the response you hear.

- |                        |                  |                        |                  |
|------------------------|------------------|------------------------|------------------|
| 1. a. So do I.         | b. Neither do I. | 4. a. I don't, either. | b. I do, too.    |
| 2. a. So am I.         | b. Neither am I. | 5. a. So am I.         | b. Neither am I. |
| 3. a. I don't, either. | b. I do, too.    | 6. a. Me, neither.     | b. Me, too.      |



## 5 AFTER YOU LISTEN

A. What job would be good for you? Complete this survey for yourself. Circle the best number for you.



### Find a perfect job for you!

1. Are you good at . . .	very good				very poor
communicating with people?	5	4	3	2	1
helping with people's problems?	5	4	3	2	1
getting work done on time?	5	4	3	2	1
writing stories?	5	4	3	2	1
math?	5	4	3	2	1
2. Can you . . .	very well				not at all
drive a car?	5	4	3	2	1
speak any foreign languages?	5	4	3	2	1
write computer programs?	5	4	3	2	1
3. Are you . . .	very				not at all
friendly?	5	4	3	2	1
practical?	5	4	3	2	1
artistic?	5	4	3	2	1
4. Do you like . . .	very much				not at all
office work?	5	4	3	2	1
working outdoors?	5	4	3	2	1
selling things?	5	4	3	2	1

B. Work with a partner. Take turns asking and answering the questions in the survey. Use these conversations to start but replace the highlighted parts.

A: Are you good at communicating with people?

B: Can you drive a car?

B: Yes, I am. How about you?

A: No, I can't. What about you?

A: I am, too.

B: I can't, either.

A: Are you friendly?

B: Do you like office work?

B: Yes, I'm pretty friendly. What about you?

A: No, I don't. How about you?

A: Yes, I am, too.

B: Me, neither.

C. Work with another partner. Look at each other's survey results and take turns suggesting good jobs for each other. Use this example but replace the highlighted parts with jobs in the box and your own information.

a waiter      a teacher      a tour guide      a fashion designer  
a store clerk      a summer camp counselor

A: You're good at communicating with people. You're good at math.

You're friendly. You don't like office work. I think you would be a good teacher.



### LESSON OBJECTIVES

- ▶ Understanding descriptions of job routines
- ▶ Recognizing descriptions of occupations
- ▶ Giving supporting and contrasting information

## Lesson 2 What's the job like?

### 1 BEFORE YOU LISTEN

Match each job with its description. Then compare your answers with a partner.



- |                              |  |
|------------------------------|--|
| 1. a flight attendant ____   | a. Someone who helps people feel better.   |
| 2. a fashion model ____      | b. Someone who works with animals.         |
| 3. a real estate agent ____  | c. Someone who works with children.        |
| 4. a doctor ____             | d. Someone who wears interesting clothes.  |
| 5. a camp counselor ____     | e. Someone who travels a lot.              |
| 6. a driving instructor ____ | f. Someone who visits many people's homes. |
| 7. a Web site designer ____  | g. Someone who has to be patient.          |
| 8. a veterinarian ____       | h. Someone who works with computers.       |

### 2 LISTEN AND UNDERSTAND CD 3 Track 30

A. People are at a party talking about their jobs. What do they do? Listen and circle the correct answer.

- |  |  |
|--|--|
| 1. a. Shawn prepares meals.            | b. Shawn delivers meals.               |
| 2. a. Yu-ting buys properties.         | b. Yu-ting shows properties to people. |
| 3. a. Yuji sells cars.                 | b. Yuji teaches people how to drive.   |
| 4. a. Linda prepares food for parties. | b. Linda has a cooking show on TV.     |

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

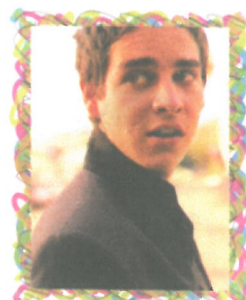
1. Shawn's job is very relaxing. \_\_\_\_
2. Yu-ting advertises properties on the Internet. \_\_\_\_
3. Yuji prepares people for their driving tests. \_\_\_\_
4. Linda gets most weekends off. \_\_\_\_



**3 LISTEN AND UNDERSTAND**  CD 3 Track 31



Maria



Tony



Will



Sun-young

**A. Friends are talking about what they do at work. What are their jobs? Listen and check (✓) the correct answer.**

- 1. a. a ski instructor \_\_\_\_      b. a driving instructor \_\_\_\_
- 2. a. a chef \_\_\_\_                      b. a photographer \_\_\_\_
- 3. a. a driving examiner \_\_\_\_      b. a police officer \_\_\_\_
- 4. a. a hotel manager \_\_\_\_          b. a flight attendant \_\_\_\_

**B. Listen again. Check (✓) the correct statement.**

- 1. a. It is a new job. \_\_\_\_
- b. Most of Maria's students are older couples. \_\_\_\_
- 2. a. Tony learned his skills in college. \_\_\_\_
- b. Tony sometimes works outdoors. \_\_\_\_
- 3. a. Will thinks it is an easy job. \_\_\_\_
- b. Sometimes the people have accidents. \_\_\_\_
- 4. a. Sun-young gets very tired. \_\_\_\_
- b. The passengers never complain. \_\_\_\_

**4 TUNE IN**  CD 3 Tracks 32 & 33

**A. Listen and notice how people give supporting and contrasting information about an idea.**

**Supporting information**

*It's a lot of fun.*  
*And on top of that, it's good exercise.*  
*Plus, it's good exercise.*  
*What's more, it's good exercise.*

**Contrasting information**

*It's a good business.*  
*But unfortunately, I have to work every weekend.*  
*But the problem is I have to work every weekend.*  
*However, I have to work every weekend.*

**B. Now listen to other people. Does each person give supporting information or contrasting information? Check (✓) the correct column.**

	Supporting information	Contrasting information
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>



**5 AFTER YOU LISTEN**

**A. What do you think about these jobs? Individually, choose words in the box to describe each job. Then compare your answers with a partner using this conversation but replace the highlighted parts with different jobs and the words in the box.**

- |             |               |             |           |
|-------------|---------------|-------------|-----------|
| relaxing    | exciting      | difficult   | dangerous |
| boring      | well paid     | poorly paid | fun       |
| interesting | nerve-racking | stressful   | rewarding |



1. a ski instructor \_\_\_\_\_
2. a doctor \_\_\_\_\_
3. an actor \_\_\_\_\_
4. a driving teacher \_\_\_\_\_
5. a magician's assistant \_\_\_\_\_
6. a science teacher \_\_\_\_\_
7. a fashion model \_\_\_\_\_
8. a truck driver \_\_\_\_\_
9. a rock singer \_\_\_\_\_

**A: What do you think about being a ski instructor?**  
**B: I think being a ski instructor is fun. However, it's quite dangerous.**  
**A: What do you think about being a doctor?**  
**B: I think being a doctor is very difficult. What's more, it's quite stressful.**

**B. Work with your partner. What other jobs have these qualities? Write them in the list.**

1. stressful and nerve-racking \_\_\_\_\_
2. exciting but dangerous \_\_\_\_\_
3. interesting and rewarding \_\_\_\_\_
4. well paid but boring \_\_\_\_\_
5. poorly paid but rewarding \_\_\_\_\_



- ▶ Understanding descriptions of a
- ▶ Recognizing items from descri
- ▶ Answering questions

## Lesson 1 Can you dance the tango?

### 1 BEFORE YOU LISTEN

Which of these activities can you do? Check (✓) them in the list. Add two other activities you can do. Then ask a partner and compare your answers.

	Me	My partner
1. play the piano	<input type="checkbox"/>	<input type="checkbox"/>
2. speak Japanese	<input type="checkbox"/>	<input type="checkbox"/>
3. stand on your head	<input type="checkbox"/>	<input type="checkbox"/>
4. make pizza	<input type="checkbox"/>	<input type="checkbox"/>
5. read music	<input type="checkbox"/>	<input type="checkbox"/>
6. write a computer program	<input type="checkbox"/>	<input type="checkbox"/>
7. drive a car	<input type="checkbox"/>	<input type="checkbox"/>
8. play chess	<input type="checkbox"/>	<input type="checkbox"/>
9. type fast	<input type="checkbox"/>	<input type="checkbox"/>
10. ice-skate	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>

### 2 LISTEN AND UNDERSTAND CD 3 Track 34

A. Eun-joo and Paul are talking about things they can do. Listen and number these activities from 1 to 4.



a. play the piano \_\_\_\_



b. cook \_\_\_\_



c. speak Japanese \_\_\_\_



d. type on a computer \_\_\_\_

B. Listen again. Who is better at each activity: Eun-joo or Paul? Circle the correct answer.

1. a. Eun-joo    b. Paul
2. a. Eun-joo    b. Paul
3. a. Eun-joo    b. Paul
4. a. Eun-joo    b. Paul



**3 LISTEN AND UNDERSTAND**  CD 3 Track 35

A. Parents are talking with department store clerks about gifts for their children. Listen and number these items from 1 to 5.



a. an electronic dictionary \_\_\_\_



b. a video camera \_\_\_\_



c. ice skates \_\_\_\_



d. a keyboard \_\_\_\_



e. snorkeling equipment \_\_\_\_

B. Listen again. Are these statements true or false? Write *T* (true) or *F* (false).

1. Her son is a weak swimmer. \_\_\_\_
2. His daughter has had a lot of lessons. \_\_\_\_
3. His son joined a film club in college. \_\_\_\_
4. It contains about 5,000 words. \_\_\_\_
5. The father is an excellent skater. \_\_\_\_

**4 TUNE IN**  CD 3 Tracks 36 & 37

A. Listen and notice how people answer questions and give additional information.

A: *Did you find it difficult to learn Japanese?*

B: *Yes, I did. But going to Japan for a summer really helped.*

A: *Is he a good swimmer?*

B: *Oh, yes, he is. He's on the school team.*

B. Now match each question with its answer. Then listen and check your answers.

1. Can you play chess? \_\_\_\_
  2. Do you know how to design a Web site? \_\_\_\_
  3. Can you do tai chi? \_\_\_\_
  4. Are you good at fixing things? \_\_\_\_
  5. Can you drive a car? \_\_\_\_
- a. No, I'm not. I always get other people to fix them.
  - b. No, I can't. But I hear it's a good way to keep fit.
  - c. Yes, I do. I've designed quite a few.
  - d. No, I can't. But I've always wanted to learn how to play it.
  - e. No, I can't. I love cars, but I'm a terrible driver!



## 5 AFTER YOU LISTEN

A. Work with a partner. Match each question with its short answer and the correct statement that gives additional information. Then practice the conversations with a partner.



1. Can you play a musical instrument? \_\_\_\_
2. Do you know how to cook? \_\_\_\_
3. Can you drive a car? \_\_\_\_
4. Can you ice-skate? \_\_\_\_
5. Can you ride a motorcycle? \_\_\_\_



- a. No, I can't. I'd like to get one, but my parents say they're too dangerous.
- b. Yes, a little. But I prefer in-line skating.
- c. Yeah! I love it, and now I'm taking driving lessons.
- d. Yes, I can. I play the violin. I'm in the school orchestra.
- e. Not very well. But I'm getting better. My roommate's helping me.

B. Individually, write your own answers to the questions in part A and add more information. Then work with a partner. Take turns asking and answering the questions and write your partner's answers. Use these conversations but replace the **highlighted parts** with your own information.



Me	My partner
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____



A: *Can you play a musical instrument?*

B: **Yes, I can. I play the flute.** *Can you play a musical instrument?*

A: **No, I can't. I wish I could play the guitar.**

B: *Do you know how to cook?*

A: **Not really. But I make great sandwiches.** *Do you?*

B: **Yes, I do. I cook most of our meals at home.**



C. Think of two more questions to ask your partner. Take turns asking and answering the questions. Use the conversations in part B.

1. Can you \_\_\_\_\_?
2. Do you know how to \_\_\_\_\_?





### LESSON OBJECTIVES

- ▶ Recognizing descriptions of talents
- ▶ Understanding information about people
- ▶ Keeping conversations going

## Lesson 2 What are you good at?

### 1 BEFORE YOU LISTEN

A. Match each talent with its description. Then compare your answers with a partner.



- |                         |  |
|-------------------------|--|
| 1. linguistic ____      | a. good at logical and scientific thinking and problem-solving |
| 2. mathematical ____    | b. good at languages, reading, writing, and storytelling       |
| 3. musical ____         | c. good at using your hands and body, and sports               |
| 4. naturalist ____      | d. good at painting, decorating, and photography               |
| 5. artistic ____        | e. good at singing, creating rhythms, and playing instruments  |
| 6. interpersonal ____   | f. good at understanding yourself and your feelings            |
| 7. self-reflective ____ | g. good at understanding and working with other people         |
| 8. physical ____        | h. good at recognizing and classifying plants and animals      |



B. What are your talents? Circle your three best talents in part A. Then compare your answers with a partner.

### 2 LISTEN AND UNDERSTAND CD 3 Track 38

A. People are talking about activities they are good at. Listen and circle the talent they describe.



- |                  |                  |                 |
|------------------|------------------|-----------------|
| 1. a. naturalist | b. interpersonal | c. physical     |
| 2. a. artistic   | b. linguistic    | c. musical      |
| 3. a. linguistic | b. interpersonal | c. mathematical |

B. Listen again. What will each person say next? Check (✓) the best follow-up question.



- |  |   |
|--|---|
| 1. a. So what kind of phone do you have? ____    | b. So do you like giving advice? ____     |
| 2. a. And what colors do you like the best? ____ | b. And where do you live? ____            |
| 3. a. Hmm. Are you planning to go there? ____    | b. Hmm. Is that what you want to do? ____ |



**3 LISTEN AND UNDERSTAND**  CD 3 Track 39

**A. A TV talk show host is talking to young people about their abilities. Are these statements true or false? Write T (true) or F (false).**



Hyun-joo



Allison

1. Hyun-joo has not sold any paintings yet. \_\_\_\_
2. Koichi did not have a good voice when he was five. \_\_\_\_
3. Allison started playing tennis when she was a teenager. \_\_\_\_
4. Patrick's parents speak many languages. \_\_\_\_

**B. Listen again. What do you think the host will say next? Check (✓) the best answer.**



Koichi



Patrick

1. a. That's too bad. \_\_\_\_  
b. That's wonderful. \_\_\_\_
2. a. That must be really delicious. \_\_\_\_  
b. That must be very exciting. \_\_\_\_
3. a. Your parents must be very proud of you. \_\_\_\_  
b. You should get a new racket. \_\_\_\_
4. a. You should try to learn more languages. \_\_\_\_  
b. You could get a job as a translator. \_\_\_\_

**4 TUNE IN**  CD 3 Tracks 40 & 41

**A. Listen and notice how people keep conversations going by repeating information and asking follow-up questions.**

**A:** *I usually paint the walls every year.*

**B:** *Every year! Wow. Is that necessary?*

**A:** *I'm a freshman in the school of engineering.*

**B:** *Engineering! That's interesting. Why did you choose engineering?*

**A:** *I'm learning two more languages at the moment.*

**B:** *Two more! Which ones?*

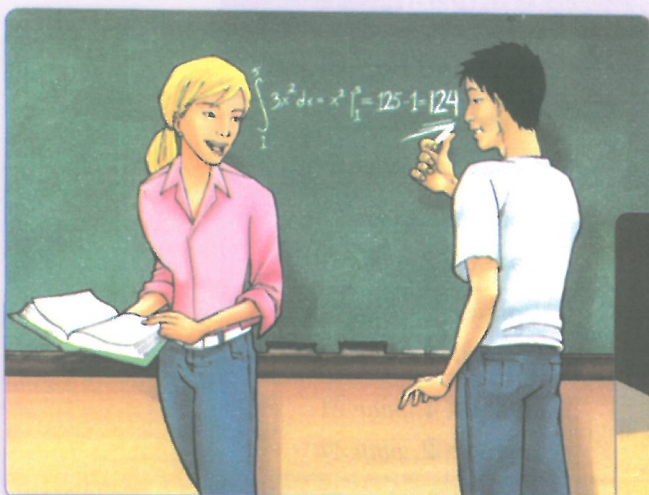
**B. Now circle the key words in each sentence that you think the second person will repeat. Then listen and check your answers.**

1. I won a sports prize at school last year.
2. When I went to college, I was the youngest person in my class.
3. I've always liked animals, and we had a lot of pets when I was a child.
4. After I graduated from college, I got a small part in a TV show.
5. I got interested in performances after I saw a famous Russian ballet perform.



**5 AFTER YOU LISTEN**

**A. What do you like to do? Complete this survey for yourself. Check (✓) the statements that are true for you in the list.**



	Me	My partner
1. I enjoy music and I play two instruments.	<input type="checkbox"/>	<input type="checkbox"/>
2. I love the outdoors and I enjoy hiking.	<input type="checkbox"/>	<input type="checkbox"/>
3. I spend all of my free time on a hobby.	<input type="checkbox"/>	<input type="checkbox"/>
4. I enjoy learning new languages.	<input type="checkbox"/>	<input type="checkbox"/>
5. I love animals and I have a pet.	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a good sense of design, and people say I am artistic.	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoy making things and working with my hands.	<input type="checkbox"/>	<input type="checkbox"/>
8. I love food and I enjoy cooking.	<input type="checkbox"/>	<input type="checkbox"/>
9. I am very healthy and I exercise a lot.	<input type="checkbox"/>	<input type="checkbox"/>
10. I love math and I enjoy solving problems.	<input type="checkbox"/>	<input type="checkbox"/>

**B. Work with a partner. Take turns asking and answering questions about the statements that are true for you. Complete the survey for your partner. Use these conversations to start but replace the highlighted parts with your own information.**

- A:** *I enjoy music and I play two musical instruments.*  
**B:** *Two instruments! That's amazing. Which ones do you play?*  
**A:** *Well, I play the piano and the saxophone.*
- B:** *I enjoy making things and working with my hands.*  
**A:** *Making things! That sounds interesting. What do you make?*  
**B:** *I make bird houses and other things out of wood.*



# Student CD Track List

This CD contains the final Listen and Understand of each lesson.

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