

Expanding

# TACTICS for LISTENING

THIRD EDITION

Now with  
Tactics for  
Testing

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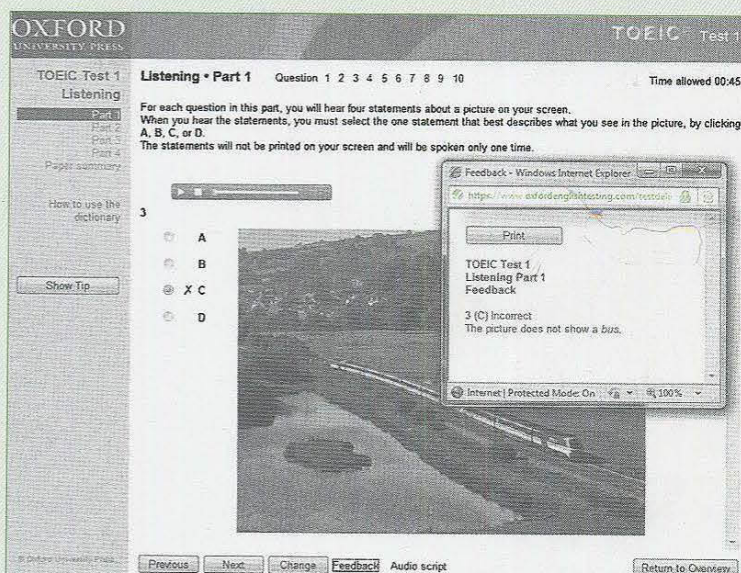
Jack C. Richards  
with Grant Trew

OXFORD



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

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



Expanding

# TACTICS for LISTENING

THIRD EDITION

Now with  
Tactics for  
Testing

More listening. More testing. More effective.

Jack C. Richards  
with Grant Trew

OXFORD  
UNIVERSITY PRESS



# TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

## Conversation Corner Talking about birthdays

### Pronunciation

Reduction of t in numbers

CD 2-25 ▶ Task 1

Listen and repeat.

1. Mark is twenty-one in September.
2. This will be their fiftieth wedding anniversary!
3. Her birthday is on the thirty-first.

▶ Task 2

Read the sentences to a partner. Be sure to reduce the t sounds in the numbers.

### Dictation

CD 2-26 ▶ Task 1

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

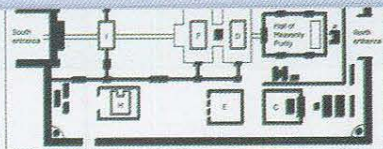
#### Pronunciation Help

| How we spell it | How we say it |
|-----------------|---------------|
| twenty          | twenny        |
| thirty          | thirry        |
| fourty          | fourdy        |
| fifty           | fiddy         |
| sixty           | sixdy         |

## More listening

40% more listening activities than before!

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



15. \_\_\_ Gate of Supreme Harmony
16. \_\_\_ Hall of Supreme Harmony
17. \_\_\_ Imperial Garden
18. \_\_\_ Hall of Mental Cultivation
19. \_\_\_ Nine Dragons Screen
20. \_\_\_ Hall of Military Skill



#### PREVIEW QUESTIONS

On some tests, such as IELTS™, you will answer several questions based on the same listening passage. Read all of the questions before you listen. This will help you focus your attention on the information that is truly important.

103

## More testing

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

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



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Students > Tactics For Listening

## Audio Download Center

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

Choose your level >

More listening. More testing. More effective.



Basic



Developing



Expanding

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## More effective

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





# Scope and Sequence

|   | Unit                             | Topic                        | Listening Skills  | Pronunciation & Dictation                         | Conversation            |
|---|----------------------------------|------------------------------|---|---|-------------------------|
| 1 | Small Talk<br>page 2             | Greetings                    | <ul style="list-style-type: none"><li>• Listening for greetings and introductions</li><li>• Listening for topics</li><li>• Listening for attitudes</li><li>• Listening and making inferences</li><li>• Listening and making predictions</li></ul> | Reduction of <i>h</i> in <i>he, him, his, her</i> | Seeing someone you know |
| 2 | Plans<br>page 6                  | The weekend                  | <ul style="list-style-type: none"><li>• Listening for details</li><li>• Listening for plans</li><li>• Listening for attitudes</li></ul>   | Intonation of tag questions                       | Making weekend plans    |
| 3 | Successful Businesses<br>page 10 | Qualities of a good business | <ul style="list-style-type: none"><li>• Listening for gist</li><li>• Listening for jobs</li><li>• Listening for details</li></ul>   | Word stress in complaints                         | Making complaints       |
| 4 | Apologies and Excuses<br>page 14 | Explanations                 | <ul style="list-style-type: none"><li>• Listening for reasons</li><li>• Listening for details</li></ul>   | Intonation of yes/no and <i>Wh-</i> questions     | Asking for reasons      |
| 5 | Character Traits<br>page 18      | People                       | <ul style="list-style-type: none"><li>• Listening for gist</li><li>• Listening for praise or criticism</li><li>• Listening for details</li></ul>  | Linking vowel sounds                              | Talking about people    |
| 6 | Travel<br>page 22                | Schedules                    | <ul style="list-style-type: none"><li>• Listening for gist</li><li>• Listening for details</li></ul>  | Reduction of <i>to</i>                            | Travel stories          |



| Unit                                | Topic                | Listening Skills  | Pronunciation & Dictation                                       | Conversation             |
|-------------------------------------|----------------------|---|---|--------------------------|
| 7<br>Housing<br>page 26             | Types of housing     | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for negative information</li> <li>• Listening for details</li> </ul>                                       | Reduction of <i>is</i> and <i>are</i>                           | Talking about your home  |
| 8<br>Can You Believe It?<br>page 30 | Unusual news stories | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for topics</li> </ul>   | Intonation of complex sentences                                 | Telling stories          |
| 9<br>Friendship<br>page 34          | Invitations          | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> </ul>   | Word stress for emphasis  | Describing people        |
| 10<br>Television<br>page 38         | TV programs          | <ul style="list-style-type: none"> <li>• Listening for topics</li> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for agreement and disagreement</li> </ul> | Rising and falling intonation for positive and negative stress  | Giving opinions          |
| 11<br>Cities<br>page 42             | Travel               | <ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for gist</li> </ul>   | Reduction of <i>have to</i> , <i>got to</i> , and <i>had to</i> | Talking about a vacation |
| 12<br>Urban Life<br>page 46         | City Improvements    | <ul style="list-style-type: none"> <li>• Listening for topics</li> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for suggestions</li> </ul>                | Reduction of <i>used to</i> and <i>use to</i>                   | Talking about cities     |



# Scope and Sequence

|    | Unit                      | Topic                       | Listening Skills   | Pronunciation & Dictation                       | Conversation             |
|----|---------------------------|-----------------------------|--|---|--------------------------|
| 13 | Special Days<br>page 50   | Celebrations                | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for likes and dislikes</li> </ul>  | Reduction of t in numbers                       | Talking about birthdays  |
| 14 | Fashion<br>page 54        | Clothes                     | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for time references</li> <li>• Listening for details</li> </ul>   | Reduction of of                                 | Talking about clothes    |
| 15 | Favorites<br>page 58      | Preferences                 | <ul style="list-style-type: none"> <li>• Listening for preferences</li> <li>• Listening for topics</li> <li>• Listening for agreement and disagreement</li> <li>• Listening for details</li> </ul>                       | Intonation of questions of choice               | Asking about preferences |
| 16 | Phone Messages<br>page 62 | Voicemails                  | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for attitudes</li> <li>• Listening for details</li> </ul>   | Reduction of <i>going to</i> and <i>want to</i> | Leaving a message        |
| 17 | Past Events<br>page 66    | Telling about what happened | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for sequence</li> <li>• Listening for attitudes</li> <li>• Listening for making predictions</li> <li>• Listening for details</li> </ul> | Emphasis on time phrases                        | Talking about time       |
| 18 | Vacations<br>page 70      | Vacation plans              | <ul style="list-style-type: none"> <li>• Listening for preferences</li> <li>• Listening for details</li> <li>• Listening for gist</li> </ul>   | Linking vowel sounds                            | Talking about vacations  |



| Unit                                | Topic                 | Listening Skills   | Pronunciation & Dictation                             | Conversation                       |
|-------------------------------------|-----------------------|--|---|------------------------------------|
| 19<br>The News<br>page 74           | News reports          | <ul style="list-style-type: none"> <li>• Listening for topics</li> <li>• Listening for details</li> <li>• Listening for gist</li> </ul>  | Saying large numbers                                  | Talking about current events       |
| 20<br>Opinions<br>page 78           | Expressing your views | <ul style="list-style-type: none"> <li>• Listening for topics</li> <li>• Listening for gist</li> <li>• Listening for opinions</li> <li>• Listening for details</li> <li>• Listening for reasons</li> </ul> | Intonation of words or phrases in a series            | A place in your town               |
| 21<br>Famous People<br>page 82      | Famous lives          | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for sequence</li> </ul>  | Reduction of <i>could you, would you, and did you</i> | Celebrity sightings                |
| 22<br>Food and Nutrition<br>page 86 | Eating habits         | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for suggestions</li> <li>• Listening for details</li> <li>• Listening for sequence</li> </ul>                             | Plural -s endings                                     | Ordering at a restaurant           |
| 23<br>Predicaments<br>page 90       | Difficult decisions   | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for attitudes</li> </ul>   | Word stress in compound nouns                         | Talking about difficult situations |
| 24<br>Global Issues<br>page 94      | Problems              | <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for topics</li> <li>• Listening for details</li> </ul>  | Syllable stress in two-syllable nouns and verbs       | Talking about problems             |



# TACTICS FOR TESTING **Scope and Sequence**

| Units                      | Testing Focus                                    | Test-taking Skill                  | Tasks  |
|----------------------------|--|------------------------------------|--|
| <b>1 – 4</b><br>page 98    | <b>Picture-based questions</b>                   | <b>Predicting</b>                  | <ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul> |
| <b>5 – 8</b><br>page 100   | <b>Making inferences</b>                         | <b>Making inferences</b>           | <ul style="list-style-type: none"> <li>• Comprehension questions based on a lecture</li> <li>• Comprehension questions based on a conversation</li> </ul>  |
| <b>9 – 12</b><br>page 102  | <b>Question-focused listening</b>                | <b>Previewing questions</b>        | <ul style="list-style-type: none"> <li>• Comprehension questions based on a conversation</li> <li>• Completing notes based on a conversation</li> <li>• Completing a map based on a talk</li> </ul>              |
| <b>13 – 16</b><br>page 104 | <b>Conversation-based questions</b>              | <b>Taking notes</b>                | <ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul> |
| <b>17 – 20</b><br>page 106 | <b>Negatives in questions and answer choices</b> | <b>Reading questions carefully</b> | <ul style="list-style-type: none"> <li>• Comprehension questions based on a lecture</li> <li>• Comprehension questions based on a conversation</li> </ul>  |
| <b>21 – 24</b><br>page 108 | <b>Listening for organization</b>                | <b>Listening for transitions</b>   | <ul style="list-style-type: none"> <li>• Comprehension questions based on a conversation</li> <li>• Completing notes based on a conversation</li> <li>• Completing a diagram based on a talk</li> </ul>          |



## Series Overview

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

### Expanding Tactics for Listening

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

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

### Student Book

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

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

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

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

### Audio Program

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

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



### Teacher's Book

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

### Testing Program and Resource CD-ROM

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

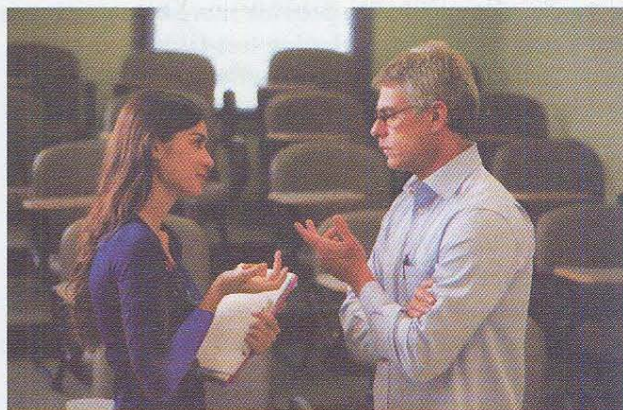


## Small Talk

## Getting Ready



Introducing yourself



Greeting someone

Do you use these expressions to greet someone you know or to introduce yourself to someone you don't know? Check (✓) the correct answer.

|  | Greet                    | Introduce                           |
|--|--------------------------|-------------------------------------|
| 1. I don't think we've met.                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Hi! I haven't seen you for a long time!     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Hello. My name's Kate.                      | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Hi, nice to see you again.                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Hi. I'm Don. I just started working here.   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. Betsy! How are you doing?                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 7. Hey, aren't you in my class? I'm Tom Crane. | <input type="checkbox"/> | <input type="checkbox"/>            |

## CD 1-2 Listening 1

People are talking at a party. Have they met before? Listen and check (✓) the correct answer.

|    | Have met                 | Haven't met                         |
|----|--------------------------|-------------------------------------|
| 1. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. | <input type="checkbox"/> | <input type="checkbox"/>            |





## Listening 2

### CD 1-3 ► Task 1

People are making small talk. What are they talking about?  
Listen and circle the correct answer.

1. ☒ a. clothes  
b. school  
c. work
2. a. work  
b. school  
c. friends
3. a. the weather  
b. a vacation  
c. health problems
4. a. school  
b. work  
c. a new boyfriend
5. a. school  
b. work  
c. apartments
6. a. work  
b. family  
c. school



### CD 1-3 ► Task 2

**Listen again.** Does the last speaker want to continue or end the conversation?  
Check (✓) the correct answer.

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



## ))) Listening 3

### CD 1-4 ► Task 1

People are making small talk.  
What question are they answering?  
Circle the correct answer.

1. a. Are you here on vacation?  
b. ☒ Do you like living here?
2. a. Do you think English is difficult?  
b. Why are you studying English?
3. a. How old are your children?  
b. How many children do you have?
4. a. What kind of work do you do?  
b. What kind of work would you like?
5. a. When did you arrive?  
b. Have you been having fun here?
6. a. Where did you go on vacation?  
b. Where are you from?



### CD 1-4 ► Task 2

Listen again. Circle the best response.

- |  |  |
|--|--|
| 1. a. <input checked="" type="radio"/> I'm glad you like it here.<br>b. That's too bad.<br>c. Me, neither. | 4. a. Thanks. I'd love to.<br>b. Sorry. I'm busy that day.<br>c. I'd love to see your house.                   |
| 2. a. I like those DVDs, too.<br>b. Why don't you like them?<br>c. I agree. They're terrible.              | 5. a. You'll love the beach.<br>b. What kind of car will you buy?<br>c. Good idea. The scenery is great there. |
| 3. a. Thanks anyway.<br>b. I agree. Two is enough.<br>c. I'm glad you and your husband agree.              | 6. a. Yeah, I think I will.<br>b. Really? Why not?<br>c. You're right. I shouldn't go there.                   |



## Pronunciation

Reduction of *h* in *he, him, his, her*

### CD 1-5 ▶ Task 1

Listen and repeat.

1. Where does *he* go to school?
2. I have to call *his* teacher.
3. What's *her* job?
4. Have you known *him* for a long time?

### ▶ Task 2

Read the sentences to a partner. Be sure to reduce the *h* sound.

## Dictation

### CD 1-6 ▶ Task 1

Listen to the conversation. Write the missing words.

- A: Hi, haven't we met before?  
 B: Yeah, I think we met at Kate's wedding.  
 A: That's right! Have \_\_\_\_\_ lately?  
 B: No, I haven't seen her in months. But I \_\_\_\_\_ husband last week.  
 A: Oh, really? \_\_\_\_\_?  
 B: He's doing really well. He told me that \_\_\_\_\_ a great new job.  
 A: I'm \_\_\_\_\_ hear that. Well, I've got to go, but it was great to see you.  
 B: Yeah, you, too! If you see John again, \_\_\_\_\_ said hello.

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce the *h* sound.

## Conversation

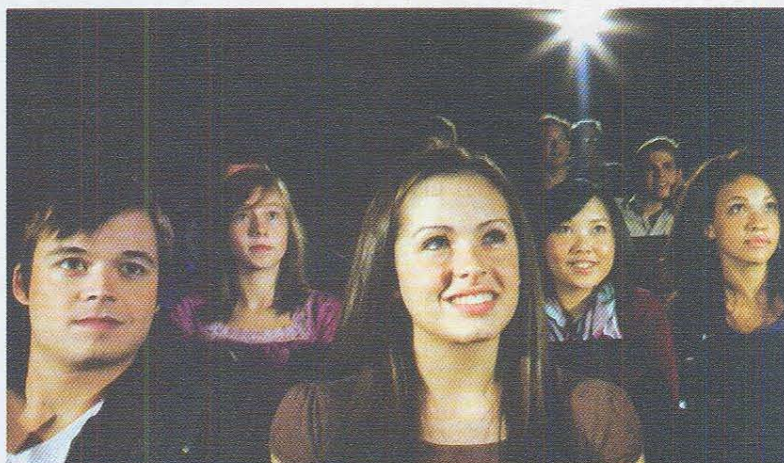
Work in pairs. Imagine you see someone you've met only once before. Ask each other questions about what you've been doing.

| Pronunciation Help |                         |
|--------------------|-------------------------|
| How we spell it    | How we say it           |
| What's he like?    | <i>What's'e like?</i>   |
| It's his birthday. | <i>It'sis birthday.</i> |
| Give him a call.   | <i>Givim a call.</i>    |
| Tell her I called. | <i>Teller I called.</i> |



## Getting Ready

What kinds of things do you like to do with your friends? Check (✓) your answers and compare them with a partner.



|                         | Like it a lot            | Like it a little         | Don't like it            |
|-------------------------|--------------------------|--------------------------|--------------------------|
| go to a movie           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go out to dinner        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| play video games        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| take a trip out of town | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go to the beach         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go to the mall          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hang out at home        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| play sports             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go to a party           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go to a cafe            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go to a concert         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 1-7 Listening 1

Friends are making plans for the future. What are they going to do? Listen and circle the correct answer.

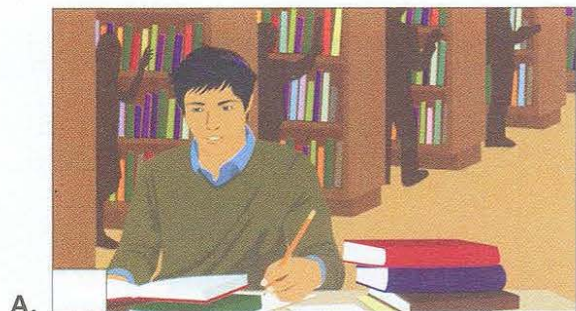
- |  |   |   |
|--|---|---|
| 1. a. go to the beach<br>b. go to England<br>c. go on a cruise | 3. a. drive to California<br>b. drive to Mexico<br>c. drive across Canada | 5. a. learn to fly<br>b. work in a camp<br>c. stay home and relax |
| 2. a. go to Maine<br>b. learn to sail<br>c. play golf          | 4. a. play golf<br>b. go to the beach<br>c. go on a cruise                | 6. a. learn to ski<br>b. learn to swim<br>c. learn to water ski   |



# Listening 2

## CD 1-8 ► Task 1

People are making plans. Listen and number the pictures.



## CD 1-8 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. He is going alone.                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. She's going to visit her parents.             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. They're not planning to go to the same beach. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. He usually plays soccer on Saturdays.         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. She has to work on Friday night.              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. She's going downtown.                         | <input type="checkbox"/> | <input type="checkbox"/>            |

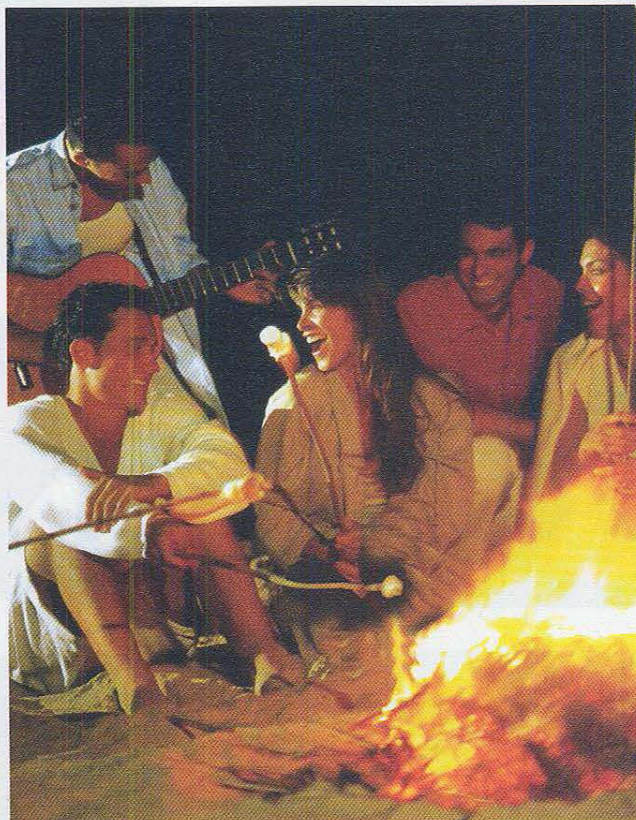


## Listening 3

### CD 1-9 ► Task 1

People are talking about their plans. What are they going to do on Saturday?  
Listen and circle the correct answer.

1. a. write a paper  
b. go to a party  
c. go to a movie
2. a. go to dinner  
b. play soccer  
c. go shopping
3. a. play soccer  
b. go bike riding  
c. stay home
4. a. go to the beach  
b. drive to Los Angeles  
c. drive home
5. a. go to a party  
b. study  
c. buy a birthday present
6. a. play guitar in a cafe  
b. play guitar in a club  
c. go to a concert



### CD 1-9 ► Task 2

Listen again. What plan is each person excited about? Write the correct letter.

- |             |                          |
|-------------|--------------------------|
| 1. <u>d</u> | a. seeing a friend       |
| 2. ____     | b. staying home          |
| 3. ____     | c. playing soccer        |
| 4. ____     | d. going to a party      |
| 5. ____     | e. playing in a big club |
| 6. ____     | f. singing songs         |



### Pronunciation

Intonation of tag questions

#### Pronunciation Help

Use rising intonation with a tag question.

#### CD 1-10 ▶ Task 1

Listen and repeat.

1. You made a reservation, didn't you?
2. She's in your class, isn't she?
3. He's driving, isn't he?
4. We're busy Friday, aren't we?

#### ▶ Task 2

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

### Dictation

#### CD 1-11 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Do you want to play soccer this Saturday?

B: It's supposed to rain this weekend, \_\_\_\_\_ ?

A: Oh, I didn't know that. Well, then what do you want to do?

B: We could go to a movie? We \_\_\_\_\_ the new action movie.

A: You saw that movie last weekend, didn't you?

B: Yeah, but I'd like to see it again. But you don't like action movies, \_\_\_\_\_ ?

A: Not really.

B: \_\_\_\_\_ see that new comedy at Star Cinema!

#### ▶ Task 2

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

### Conversation

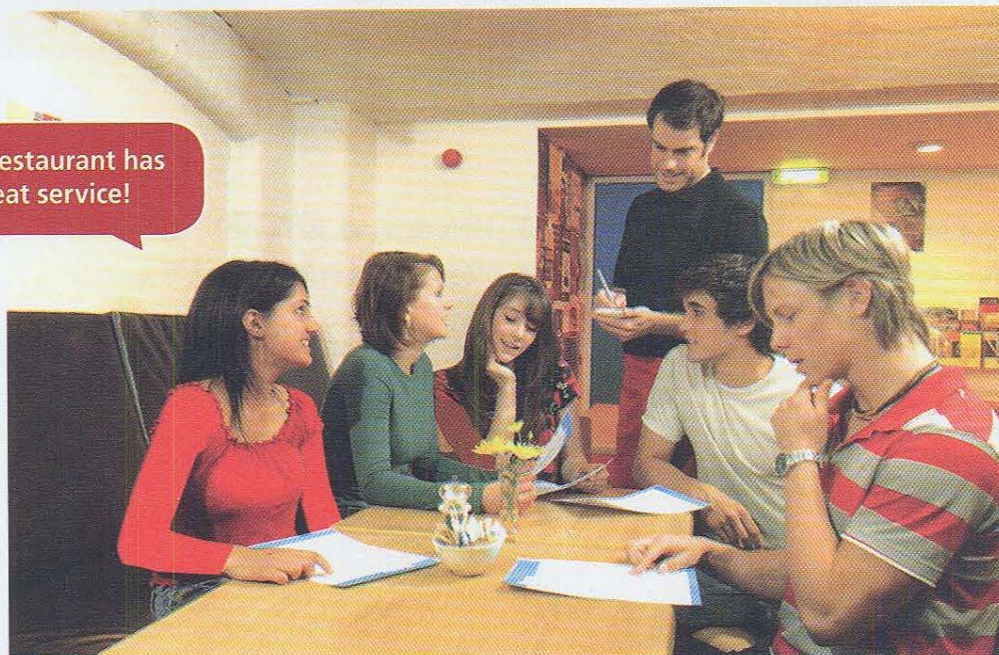
Work in pairs. Have a conversation about making plans for the weekend.



# Successful Businesses

## Getting Ready

This restaurant has great service!



What do you think makes a business successful? Number the items in each list from 1 (the most important) to 5 (the least important). Compare your answers with a partner.

| A restaurant     | A language school | A hotel          |
|------------------|-------------------|------------------|
| ___ location     | ___ location      | ___ price        |
| ___ prices       | ___ staff         | ___ rooms        |
| ___ service      | ___ courses       | ___ location     |
| ___ atmosphere   | ___ popularity    | ___ facilities   |
| ___ other: _____ | ___ other: _____  | ___ other: _____ |

CD 1-12

## Listening 1

People are talking about different businesses. What do they dislike about each place? Listen and circle the correct letter.

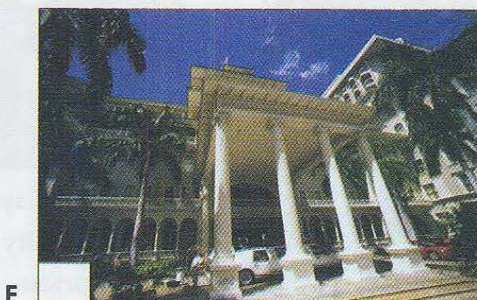
- |   |                                       |                                     |
|---|---------------------------------------|-------------------------------------|
| 1. a. the food<br><b>b.</b> the service | 3. a. the popularity<br>b. the prices | 5. a. the prices<br>b. the service  |
| 2. a. the location<br>b. the prices     | 4. a. the service<br>b. the location  | 6. a. the clothes<br>b. the service |



## Listening 2

### CD 1-13 ► Task 1

People are talking about different businesses. Listen and number the pictures.



### CD 1-13 ► Task 2

Listen again. What do the people like about each business? Circle the correct letter.

1. a. the location  
b. the service  
**c. the atmosphere**

3. a. the staff  
b. the speed  
c. the prices

5. a. the location  
b. the prices  
c. the size

2. a. the prices  
b. the facilities  
c. the teachers

4. a. the atmosphere  
b. the staff  
c. the prices

6. a. the prices  
b. the quality  
c. the displays



# Listening 3

## CD 1-14 ► Task 1

People are talking about businesses they own. What does each person think is most important? Listen and circle the correct letter.



- a. the fish
- b. the chefs
- ☒ c. the service



- a. the website
- b. a good value
- c. the speed



- a. the speed
- b. the prices
- c. the quality



- a. the displays
- b. the quality
- c. the prices

## CD 1-14 ► Task 2

Listen again. What other important things do the people mention? Write the correct letter.

- |                |                    |
|----------------|--------------------|
| 1. <u>b</u>    | a. the convenience |
| 2. <u>    </u> | b. the food        |
| 3. <u>    </u> | c. the prices      |
| 4. <u>    </u> | d. the quality     |



## Pronunciation

Word stress in complaints

### Pronunciation Help

Stress the words in a complaint that highlight the problem.

### CD 1-15 ► Task 1

Listen and repeat. Pay attention to the stressed words in the complaints.

1. The food took tóo lóng to arríve.
2. They were nót professional.
3. The prices are réally high.
4. The waiters were réally slów.
5. That hotel is tóo fár from the restaurants and clubs.
6. The rooms are nót nice.

### ► Task 2

Read the sentences to a partner. Be sure to stress the correct words.

## Dictation

### CD 1-16 ► Task 1

Listen to the conversation. Write the missing words.

A: Do you want to go to the Century Fashions sale on Saturday?

B: I'd like to, but the salespeople there \_\_\_\_\_ professional.

A: I know what you mean. They're nót very friendly, either.

B: Yeah, and some of the clothes are nice, but some of them are \_\_\_\_\_ quality.

A: That's true. I bought a sweater there last winter, and it \_\_\_\_\_ after I wore it twice.

B: Also, it \_\_\_\_\_ pay for things. The lines are always really long.

A: Then again, I did get my \_\_\_\_\_ there!

### ► Task 2

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

## Conversation

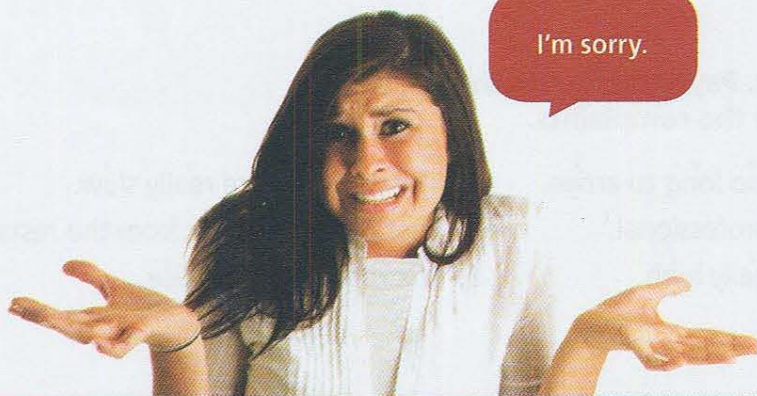
Work in pairs. Think of a store that you go to a lot. Discuss two things you like and two things you don't like about that store.



# Apologies and Excuses

## Getting Ready

Are these expressions used for apologies or responses? Check (✓) the correct answer.



|                                 | Apology                             | Response                 |
|---------------------------------|-------------------------------------|--------------------------|
| 1. I'm sorry.                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. That's okay.                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. I didn't mean to.            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. It won't happen again.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. Don't worry about it.        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. How can I make it up to you? | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. It's no problem.             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. That's all right.            | <input type="checkbox"/>            | <input type="checkbox"/> |

## CD 1-17 Listening 1

People are apologizing. What are they apologizing for? Listen and circle the correct answer.

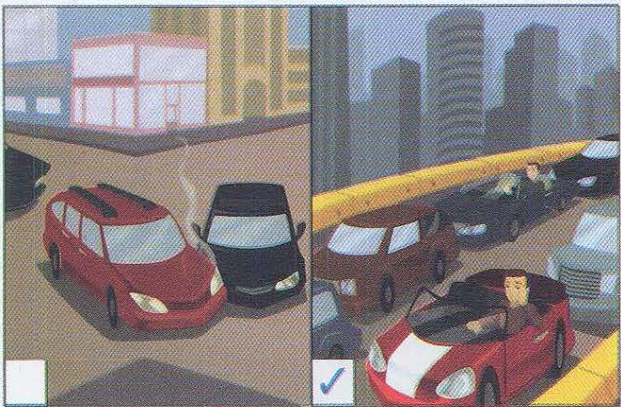
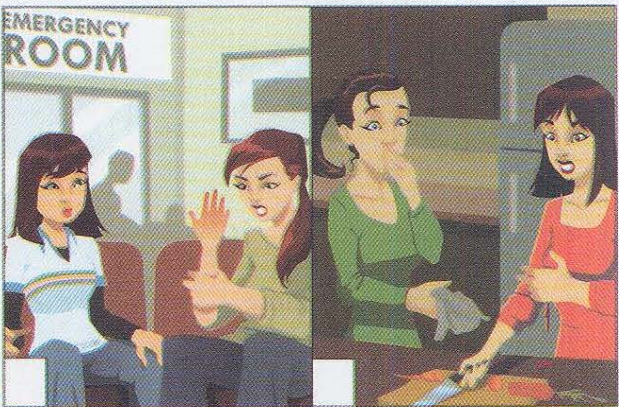
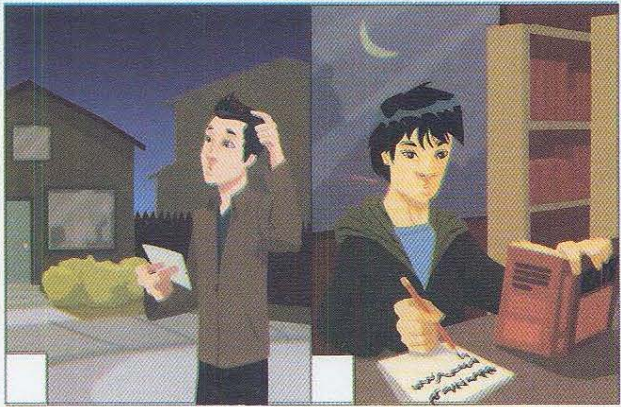
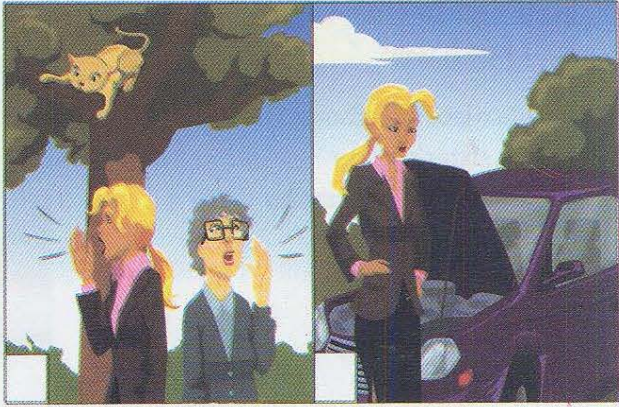
- a. He hit her car.
  - b. He scratched her bicycle.
- a. He forgot their date.
  - b. He forgot her birthday.
- a. She left his CD at school.
  - b. She lost his CD.
- a. He was late for their date.
  - b. He forgot their date.
- a. She hit his car.
  - b. She tripped him.
- a. She was late for their date.
  - b. She forgot their date.



## Listening 2

### CD 1-18 ► Task 1

People are apologizing and making excuses. What are their excuses? Listen and check (✓) the correct picture.

1. 
  - a. ☐
  - b. ☒
2. 
  - a. ☐
  - b. ☐
3. 
  - a. ☐
  - b. ☐
4. 
  - a. ☐
  - b. ☐

### CD 1-18 ► Task 2

Listen again. Does each listener believe the excuse? Check (✓) the correct answer.

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



## Listening 3

### CD 1-19 ► Task 1

People are explaining why they missed certain events. What event did each person miss? Circle the correct answer.

1. a. his cousin's party  
☒ b. his cousin's wedding  
 c. his sister's wedding
2. a. her class  
 b. work  
 c. a phone call
3. a. his sister's soccer game  
 b. his soccer game  
 c. work
4. a. her first day of work  
 b. her job interview  
 c. a lunch date
5. a. his niece's birthday  
 b. his sister's party  
 c. his niece's graduation
6. a. her history test  
 b. a movie  
 c. a birthday party



### CD 1-19 ► Task 2

Listen again. Why did the people miss their events? Match the first half of each sentence on the left with the second half of the sentence on the right.

- |                                     |                      |
|-------------------------------------|----------------------|
| 1. He missed it because he <u>b</u> | a. had to work.      |
| 2. She missed it because she ____   | b. got sick.         |
| 3. He missed it because he ____     | c. broke her ankle.  |
| 4. She missed it because she ____   | d. had to study.     |
| 5. He missed it because he ____     | e. ran out of gas.   |
| 6. She missed it because she ____   | f. couldn't find it. |



### Pronunciation

Intonation of yes/no and *Wh*- questions

#### CD 1-20 ► Task 1

Listen and repeat.

1. Is everything okay?
2. Where were you last night?
3. Did you forget our appointment?
4. Why are you so late?

#### ► Task 2

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

#### Pronunciation Help

Use rising intonation for yes/no questions. Use falling intonation for *Wh*- questions.

### Dictation

#### CD 1-21 ► Task 1

Listen to the conversation. Write the missing words.

- A: \_\_\_\_\_ this afternoon? You were supposed to meet me for lunch.
- B: I'm so sorry. I was at a doctor's appointment. I thought I would be out of there by noon, but the appointment took a long time.
- A: Oh, \_\_\_\_\_ ?
- B: I'm fine. It was just a check-up. Did you get the movie tickets for tonight?
- A: No, I didn't. I'm sorry. I couldn't get online at home.
- B: \_\_\_\_\_ with your Internet connection?
- A: I think so. Sometimes I can't get a connection.

#### ► Task 2

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

### Conversation

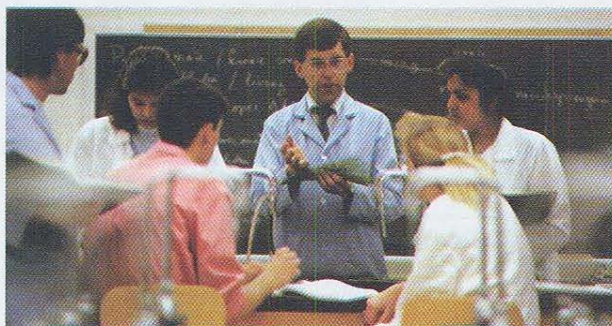
Work in pairs. Imagine that you missed an appointment with your partner. Apologize and give an excuse.

**TACTICS FOR TESTING**  
PAGE 98



# Character Traits

## Getting Ready



I think a teacher should be intelligent.



I think a parent should be patient.

How would you describe a good teacher, parent, boss, or friend? Check (✓) your answers and compare them with a partner.

|              | A good teacher           | A good parent            | A good boss              | A good friend            |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|
| intelligent  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| strict       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| persuasive   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| honest       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| informed     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| caring       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sensitive    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| patient      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 1-22 Listening 1

Some friends are talking about people they know. What is each person like? Listen and circle the correct answer.

- a. patient  
b. informed
- a. persuasive  
b. caring
- a. honest  
b. enthusiastic

- a. strict  
b. patient
- a. informed  
b. sensitive
- a. strict  
b. caring

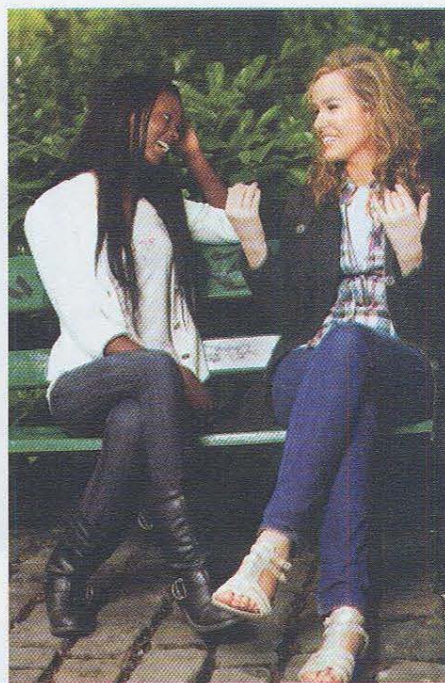


## Listening 2

### CD 1-23 ► Task 1

Students are talking about their friends and classmates. Do they praise or criticize the people they are talking about? Listen and check (✓) the correct answer.

|    | Praise                              | Criticize                |
|----|-------------------------------------|--------------------------|
| 1. | <input checked="" 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"/> |



### CD 1-23 ► Task 2

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

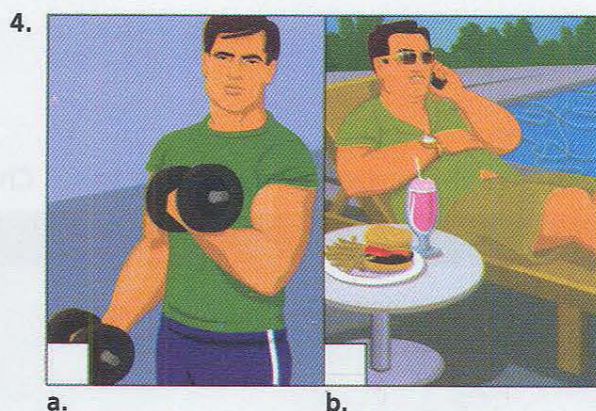
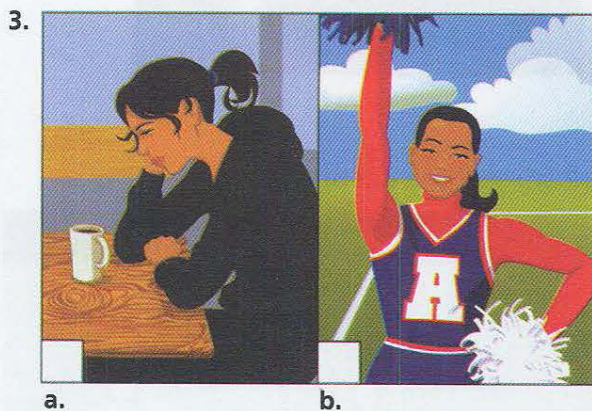
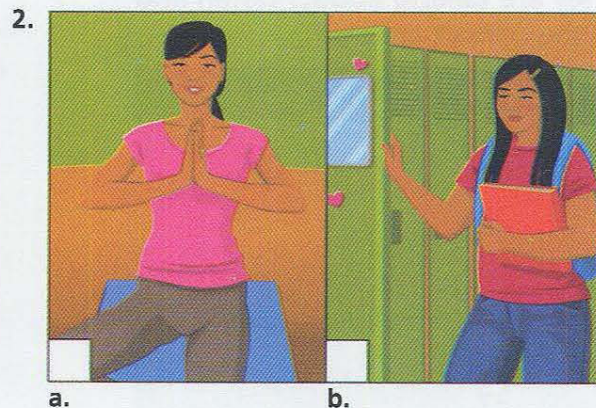
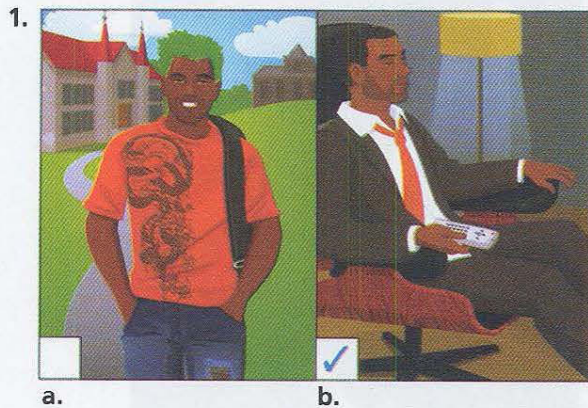
|  | True  | False  |
|--|---|--|
| 1. Chris is informed.<br>Chris is in medical school.                               | <input checked="" type="checkbox"/><br><input type="checkbox"/> | <input type="checkbox"/><br><input type="checkbox"/> |
| 2. Brandon is caring.<br>Brandon helped the speaker move.                          | <input type="checkbox"/><br><input type="checkbox"/>            | <input type="checkbox"/><br><input type="checkbox"/> |
| 3. Terry is caring.<br>Terry liked the poor person's clothes.                      | <input type="checkbox"/><br><input type="checkbox"/>            | <input type="checkbox"/><br><input type="checkbox"/> |
| 4. Tony is enthusiastic.<br>When Tony is enjoying himself, no one else has fun.    | <input type="checkbox"/><br><input type="checkbox"/>            | <input type="checkbox"/><br><input type="checkbox"/> |
| 5. Patrick is honest.<br>Patrick wasn't actually sick on the night of the concert. | <input type="checkbox"/><br><input type="checkbox"/>            | <input type="checkbox"/><br><input type="checkbox"/> |
| 6. Chuck is enthusiastic.<br>Chuck isn't going to school this year.                | <input type="checkbox"/><br><input type="checkbox"/>            | <input type="checkbox"/><br><input type="checkbox"/> |



# Listening 3

## CD 1-24 ► Task 1

People are talking about how their friends have changed. What is each person like now? Listen and check (✓) the correct answer.



## CD 1-24 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. John is looking for a job.                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Akiko got married last year.                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Maria broke up with her boyfriend.          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Ted lost all his money in the stock market. | <input type="checkbox"/> | <input type="checkbox"/>            |



## Pronunciation

Linking vowel sounds

### CD 1-25 ▶ Task 1

Listen and repeat.

1. Lee is really caring.
2. He asks a lot of questions.
3. Is she enthusiastic?
4. It's important to be informed.
5. She always does nice things for people.
6. Did he ever call you?

### ▶ Task 2

Read the sentences to a partner. Be sure to link the vowel sounds.

## Dictation

### CD 1-26 ▶ Task 1

Listen to the conversation. Write the missing words.

A: So, tell me about your new neighbor.

B: He's really \_\_\_\_\_. And we found out we have a lot in common.

A: Oh, really? Like what?

B: Well, he's about the same age \_\_\_\_\_. And he used to live in the same neighborhood as I did in New York.

A: Wow! What kinds of things does he like to do?

B: He told me that \_\_\_\_\_ soccer on Saturdays. And he likes to go hiking and bike riding. And he loves movies.

### ▶ Task 2

Practice the conversation with a partner. Be sure to link the vowel sounds.

## Conversation

Work in pairs. Describe a friend or neighbor to your partner.

### Pronunciation Help

| How we spell it | How we say it  |
|-----------------|----------------|
| She enjoys it.  | Sheyenjoys it. |
| I asked him.    | Iyasked him.   |
| Say it again.   | Sayyit again.  |



## Getting Ready

What kinds of travel announcements are these? Check (✓) the correct answer.

Please fasten your seatbelt  
before takeoff.



|  | Delay                    | Luggage                             | Arriving                 | Departing                |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Your baggage will be on Carousel 12.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The 3:15 train to New York will be leaving from Platform 8a in five minutes.    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We'll be arriving in Seattle in twenty minutes on Platform 4.                   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Please fasten your seatbelts for landing.                                       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Passenger Matt Jones on Flight 37, please go directly to Gate 44 for departure. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Please keep your luggage in your possession at all times.                       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The 7:30 train from Belmont has been delayed. It will now arrive at 8:05.       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The train to Oakland will be arriving at 9:25.                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 1-27 Listening 1

People are making announcements. What is each announcement about? Listen and circle the correct answer.

- |   |  |  |
|---|--|--|
| 1. a. flight time<br>b. luggage<br>c. passengers                  | 3. a. seatbelts<br>b. drinks and snacks<br>c. luggage      | 5. a. delayed train<br>b. arriving train<br>c. platform number |
| 2. a. delayed flight<br>b. departure gate<br>c. continuing flight | 4. a. departure gate<br>b. delayed flight<br>c. passengers | 6. a. platform number<br>b. delayed train<br>c. train tickets  |



## Listening 2

### CD 1-28 ► Task 1

People are asking questions about travel plans. Where are they?  
Listen and circle the correct answer.



1. a. at an airport  
    **b.** at a train station  
    c. on a train
2. a. on a train  
    b. on a plane  
    c. at an airport
3. a. at a train station  
    b. at an airport  
    c. on a train
4. a. at an airport  
    b. on a plane  
    c. at a train station
5. a. at an airport  
    b. at a train station  
    c. on a train
6. a. at an airport  
    b. at a train station  
    c. on a plane

### CD 1-28 ► Task 2

Listen again. What is the correct response? Circle the correct answer.

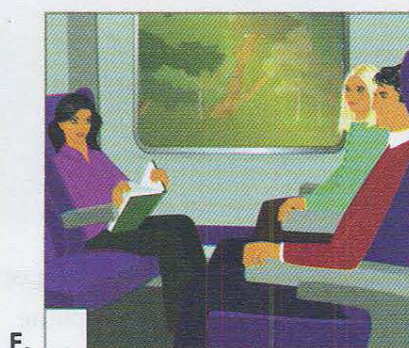
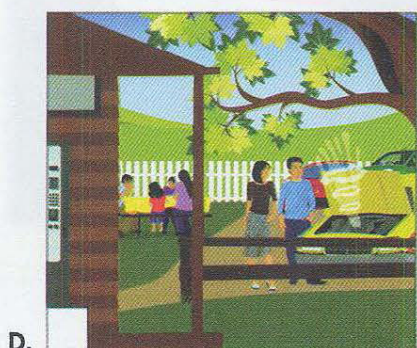
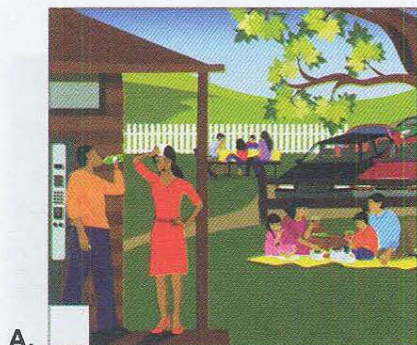
1. **a.** It leaves from Platform 5.  
    b. It left 20 minutes ago.
2. a. Go to the baggage carousel.  
    b. I'll be glad to.
3. a. Yes, go left past three more counters.  
    b. May I see your ticket, please?
4. a. I'd like some hot coffee, please.  
    b. That's okay. I can do it.
5. a. Let's stand up for 10 minutes.  
    b. There are two over by that window.
6. a. I'll do my best to help you.  
    b. You should go to Los Angeles.



# Listening 3

## CD 1-29 ► Task 1

People are talking about travel experiences. Listen and number the pictures.



## CD 1-29 ► Task 2

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

|  | True                                | False                    |
|--|-------------------------------------|--------------------------|
| 1. Her new flight was one hour later than her original flight. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Every seat on his flight was taken.                         | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. She used a map to find the house.                           | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Their air conditioner broke.                                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. She took the train to Boston.                               | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. He finished his book on the train.                          | <input type="checkbox"/>            | <input type="checkbox"/> |



## Pronunciation

Reduction of *to*

CD 1-30 ► **Task 1**

Listen and repeat.

1. Did you go to Los Angeles?
2. You need to go on vacation.
3. We like to travel.
4. Let's go to Tokyo.
5. It's hard to drive ten hours.
6. I'm going to London.

► **Task 2**

Read the sentences to a partner. Be sure to reduce *to*.

### Pronunciation Help

| How we spell it         | How we say it            |
|-------------------------|--------------------------|
| Did you go to New York? | Did you go tuh New York? |
| He wants to drive.      | He wants tuh drive.      |

## Dictation

CD 1-31 ► **Task 1**

Listen to the conversation. Write the missing words.

A: Welcome back! Tell me about your trip!

B: Oh, it was so much fun! First, \_\_\_\_\_ New York.

A: Did you go to the Museum of Modern Art?

B: Yes, we loved it. I had always \_\_\_\_\_ that museum.

We also went to Central Park, of course, and lots of other sites.

A: Where did you go after that?

B: After New York, we went to Philadelphia for three days. And then we went to Boston for two days.

It was \_\_\_\_\_ !

► **Task 2**

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

## Conversation

Work in pairs. Tell your partner about a trip you took.  
Tell where you went and what you did.

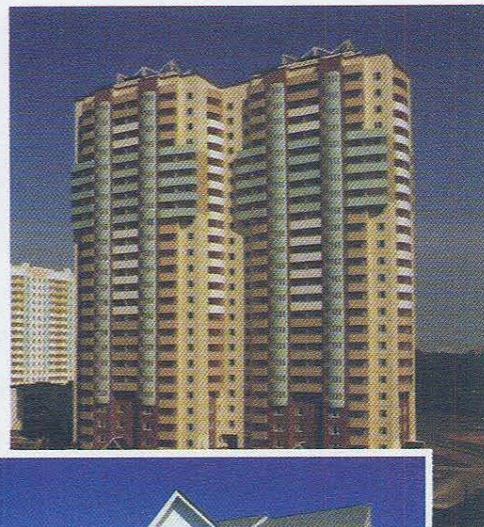


## Getting Ready

Which kind of housing would you prefer? Number each item from 1 (your favorite) to 6 (your least favorite). Compare your answers with a partner.

### Favorite housing

- \_\_\_ a large apartment in the suburbs
- \_\_\_ a house in the suburbs with a large yard
- \_\_\_ a house in the city with a garage
- \_\_\_ a house in the country
- \_\_\_ a studio apartment in the city
- \_\_\_ other: \_\_\_\_\_



## CD 1-32 Listening 1

People are talking about housing. What kind of house or apartment does each person need? Listen and circle the correct answer.

1. ☒ a. a studio apartment  
b. a three-bedroom apartment
2. a. an apartment in the city  
b. a house with a yard
3. a. an apartment in the city  
b. a house in the suburbs
4. a. a house in the country  
b. a house in the city
5. a. a large apartment  
b. a one-bedroom apartment
6. a. a small apartment in the city  
b. a small apartment near the airport



## Listening 2

### CD 1-33 ► Task 1

People are talking about where they live. What do the people dislike about each place? Listen and circle the correct answer.



- |   |   |  |
|---|---|--|
| 1. a. the neighbors<br>b. the noise<br><b>c. the size</b> | 3. a. the location<br>b. the noise<br>c. the size | 5. a. the size<br>b. the condition<br>c. the noise     |
| 2. a. the location<br>b. the condition<br>c. the rent     | 4. a. the size<br>b. the location<br>c. the rent  | 6. a. the neighbors<br>b. the condition<br>c. the rent |

### CD 1-33 ► Task 2

Listen again. What do the people like about each place? Write the correct letter.

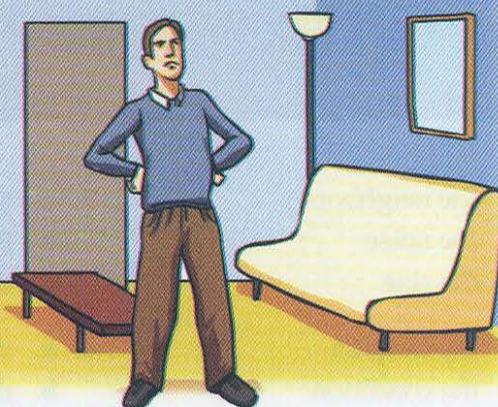
- |             |   |
|-------------|---|
| 1. <u>e</u> | a. It's huge.                           |
| 2. ___      | b. The rent is cheaper.                 |
| 3. ___      | c. It's convenient for shopping.        |
| 4. ___      | d. It's nice and quiet on the weekends. |
| 5. ___      | e. The neighbors are fantastic.         |
| 6. ___      | f. The location is perfect.             |



CD 1-34 ► **Task 1**

People are talking about why they moved to different places. Does the information in the chart describe their old places or their new places? Check (✓) the correct answer.

|                              | Old place                           | New place                |
|------------------------------|-------------------------------------|--------------------------|
| 1. loud neighbors            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| quiet neighbors              | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. no noise at all           | <input type="checkbox"/>            | <input type="checkbox"/> |
| traffic noise                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. wonderful landlady        | <input type="checkbox"/>            | <input type="checkbox"/> |
| close to a good school       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. no pets allowed           | <input type="checkbox"/>            | <input type="checkbox"/> |
| near a park                  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. great stove               | <input type="checkbox"/>            | <input type="checkbox"/> |
| small dining room            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. expensive to take care of | <input type="checkbox"/>            | <input type="checkbox"/> |
| a lot cheaper                | <input type="checkbox"/>            | <input type="checkbox"/> |



CD 1-34 ► **Task 2**

Listen again. What kind of places do they live in now? Circle the correct answer.

- an apartment downtown
  - a house in the suburbs**
  - a studio apartment
- a house in the country
  - an apartment on a high floor
  - an apartment on the first floor
- an apartment in the city
  - an apartment in the suburbs**
  - a house in the country
- a building near the park
  - an apartment downtown**
  - a house in the suburbs
- a house in the city
  - an apartment with no kitchen
  - an apartment with a huge kitchen
- an apartment with no yard
  - a house with a yard**
  - a house with no yard



### Pronunciation

Reduction of *is* and *are*

#### CD 1-35 ▶ Task 1

Listen and repeat.

1. My apartment building *is* five stories high.
2. My sons *are* in college.
3. The yard *is* pretty big.
4. Our neighbors *are* very quiet.
5. My house *is* too small for my family.
6. The bathrooms *are* small.

#### ▶ Task 2

Read the sentence to a partner. Be sure to reduce *is* and *are*.

### Dictation

#### CD 1-36 ▶ Task 1

Listen to the conversation. Write the missing words.

A: How's it going? Do you like your new apartment?

B: Oh, I love it. My \_\_\_\_\_ friendly, and the landlord is nice.

A: That's great! What's the building like?

B: \_\_\_\_\_ ten stories high, and there are ten apartments on each floor.  
So, I guess there are 100 apartments.

A: Wow, it sounds huge. Have you seen some of the other apartments?

B: Yeah, my next-door neighbor invited me over for coffee the other day. She and her \_\_\_\_\_  
\_\_\_\_\_. They've been in the building for five years.

#### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *is* and *are*.

### Conversation

Work in pairs. Think about the place you live in now or the home you grew up in. Describe it to your partner.

| Pronunciation Help |                       |
|--------------------|-----------------------|
| How we spell it    | How we say it         |
| This is great.     | <i>Thisuhz</i> great. |
| These are nice.    | <i>Theser</i> nice.   |



# Can You Believe It?

## Getting Ready

Have any of these strange experiences happened to you? Check your answers and compare them with a partner.

|   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 1. You thought of someone, and then they called you.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You saw a star fall in the sky.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Your house key wouldn't open your door.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You couldn't find your car in a small parking lot.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You looked in your refrigerator for a steak you bought, but it wasn't there. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You saw someone who looked exactly like yourself.                            | <input type="checkbox"/> | <input type="checkbox"/> |



## CD 1-37 Listening 1

Friends are telling unusual stories about people breaking the law. What did each person do? Listen and circle the correct answer.

- |  |   |
|--|---|
| 1. a. stole money from her office<br>b. pulled out the power cable<br>c. destroyed the phones              | 4. a. robbed a grocery store<br>b. stole a truck<br>c. couldn't drive a stolen car                |
| 2. a. overfed her pet<br>b. stole a pig from a farm<br>c. didn't feed her pet                              | 5. a. sold rare animals<br>b. snuck into Sweden without a passport<br>c. tried to smuggle animals |
| 3. a. overcharged his customers<br>b. took other people's customers<br>c. didn't pay the telephone company | 6. a. stole a car<br>b. tried to rob a drugstore<br>c. stole medicine from a drugstore            |



## Listening 2

### CD 1-38 ► Task 1

Newscasters are reporting unusual stories. Which headlines match their stories? Listen and check (✓) the correct headline.

1. 

**Penny  
for Your  
College  
Tuition**

**Summer  
Job  
Pays for  
College  
Tuition**

☒  
a.

☐  
b.
2. 

**New  
Football  
Arena  
Has No  
Bathrooms**

**Flushers  
Wanted—  
No  
Experience  
Necessary**

☐  
a.

☐  
b.
3. 

**Egyptian  
Mummies  
Found in  
Colombia**

**Colombian  
Soil Is a  
Mummy  
Maker**

☐  
a.

☐  
b.
4. 

**Man Sues  
Employer  
Because  
His Job  
is Boring**

**Man Sues  
Employer  
after Being  
Wrongfully  
Fired**

☐  
a.

☐  
b.

### CD 1-38 ► Task 2

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

|   | True                                | False                    |
|---|-------------------------------------|--------------------------|
| 1. The young man ended up with \$28,000.                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. A football team wants to hire 200 students.          | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. San Bernardo is a city in Egypt.                     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. A government worker left a high-paying business job. | <input type="checkbox"/>            | <input type="checkbox"/> |



# Listening 3

## CD 1-39 ► Task 1

People are talking about unusual stories in the news. What are the stories about? Listen and number the correct picture.

A.



B.

1



C.



D.



E.



F.



## CD 1-39 ► Task 2

Listen again and answer the questions. Circle the correct answer.

- |   |   |
|---|---|
| <p>1. How far was the man from the beach?</p> <p>a. one mile</p> <p>b. two miles</p> <p>c. three miles</p>          | <p>4. How far had the camera floated?</p> <p>a. 1,000 miles</p> <p>b. 1,011 miles</p> <p>c. 1,100 miles</p>                                   |
| <p>2. Where did the twins find each other?</p> <p>a. at a party</p> <p>b. in college</p> <p>c. a family reunion</p> | <p>5. Who placed the babies next to each other?</p> <p>a. a nurse</p> <p>b. a doctor</p> <p>c. their mother</p>                               |
| <p>3. How much money did the man get?</p> <p>a. \$130,000</p> <p>b. \$135,000</p> <p>c. \$145,000</p>               | <p>6. Why didn't the people hear the smoke alarm?</p> <p>a. It was broken.</p> <p>b. It wasn't very loud.</p> <p>c. They didn't have one.</p> |



## Pronunciation

Intonation of complex sentences

### CD 1-40 ► Task 1

Listen and repeat.

1. The drugstore employees called the police after he left.
2. When he came back, the police were waiting for him.
3. While they were sleeping, their house caught on fire.
4. The smoke alarm went off, but it didn't wake them up.

### ► Task 2

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

### Pronunciation Help

Use rising intonation in the first clause of a complex sentence and falling intonation in the second clause.

## Dictation

### CD 1-41 ► Task 1

Listen to the conversation. Write the missing words.

A: \_\_\_\_\_ about that guy who sent himself somewhere in a box?

B: What? No! What happened?

A: Well, this guy wanted to go to Dallas to visit his father, but \_\_\_\_\_ to pay for a plane ticket.

B: Yeah? \_\_\_\_\_ do?

A: He figured he would save money by mailing himself to Dallas, so he packed himself inside a box!

B: \_\_\_\_\_! That must have been some trip!

### ► Task 2

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

## Conversation

Work in pairs. Think of a strange story you have heard. Tell your partner what happened.

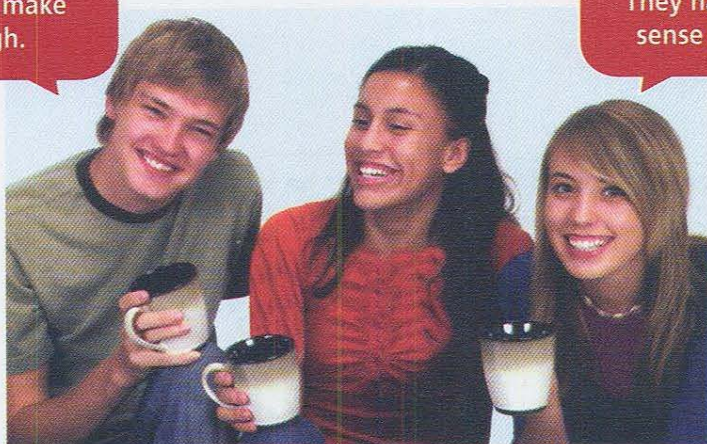
**TACTICS FOR TESTING**  
PAGE 100



## Getting Ready

My friends make me laugh.

They have a great sense of humor.



What are the most important qualities in a friend? Check (✓) your answers and compare them with a partner.

|                   | Very important           | Somewhat important       | Not important            |
|-------------------|--------------------------|--------------------------|--------------------------|
| appearance        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| family background | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| education         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a sense of humor  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| intelligence      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| career goals      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sensitivity       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| social skills     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CD 2-2

## Listening 1

People are describing their friends. What qualities are they talking about? Listen and circle the correct answer.

1. **a.** sense of humor  
b. sensitivity

3. a. social skills  
b. sense of humor

5. a. appearance  
b. intelligence

2. a. family background  
b. career goals

4. a. education  
b. family background

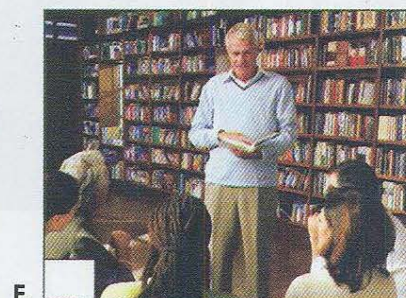
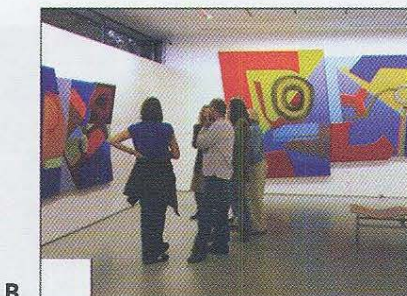
6. a. sense of humor  
b. appearance



## Listening 2

### CD 2-3 Task 1

People are giving invitations. Listen and number the pictures.



### CD 2-3 Task 2

Listen again. Circle the correct information about each invitation.

1. a. Lance refuses Dave's invitation.  
☒ b. The invitation is for Saturday.  
 c. Lance will meet Dave's parents on Saturday.
2. a. Paula already has plans.  
 b. They will meet at the bookstore.  
 c. The invitation is for Friday.
3. a. There will be free drinks and food.  
 b. Rose refuses the invitation.  
 c. Rose doesn't think it will be fun.
4. a. Melissa accepts the invitation.  
 b. Melissa has to study for a big exam.  
 c. Melissa has to work late.
5. a. They will go downtown after class.  
 b. They both need new shoes.  
 c. The invitation is for next month.
6. a. The invitation is for Sunday.  
 b. George likes these kinds of shows.  
 c. They will go to the show in the morning.



## Listening 3

### CD 2-4 ► Task 1

People are giving invitations. What events are they talking about?  
Listen and circle the correct answer.



- |  |  |   |
|--|--|---|
| 1. a. art show<br>b. sports festival<br><b>c. children's concert</b> | 3. a. a movie premiere<br>b. restaurant opening<br>c. ice-skating exhibition | 5. a. car race<br>b. football game<br>c. marathon |
| 2. a. craft fair<br>b. food fair<br>c. farm show                     | 4. a. restaurant opening<br>b. book signing<br>c. fashion show               | 6. a. flower show<br>b. art show<br>c. concert    |

### CD 2-4 ► Task 2

Listen again. What reason does each person give for refusing the invitation?  
Write the correct letter.

- |                |  |
|----------------|--|
| 1. He <u>d</u> | a. doesn't like big crowds.              |
| 2. She ____    | b. thinks the writer's books are boring. |
| 3. She ____    | c. heard it's going to be cold.          |
| 4. He ____     | d. was planning to watch a soccer game.  |
| 5. She ____    | e. just started a new diet.              |
| 6. She ____    | f. is only interested in famous artists. |



### Pronunciation

Word stress for emphasis

#### CD 2-5 ▶ Task 1

Listen and repeat.

1. She's *sú*ch fun to be with.
2. She's *réally* an interesting person.
3. She's the *ónly* teacher I really like.
4. He is *réally* embarrassing to be with.
5. He's kind of thin and *véry* tall.
6. I *júst* *lóve* his sense of humor.

#### ▶ Task 2

Read the sentences to a partner. Be sure to stress the correct words for emphasis.

#### Pronunciation Help

Stress words such as *really*, *only*, and *very* that add emphasis in a statement.

### Dictation

#### CD 2-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Do you know Sandra Thomas?

B: Yeah, I do. Why do you ask?

A: She's in my history class. I \_\_\_\_\_. She's so funny.

B: I know. She makes me laugh all the time.

A: She seems \_\_\_\_\_.

B: She really is smart. She gets As in all her classes. Have you met her brother and sister?

A: No, what are they like? Are they like Sandra?

B: Her brother's completely different. He's intelligent, but \_\_\_\_\_ at all.

#### ▶ Task 2

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

### Conversation

Work in pairs. Describe someone you know very well to your partner.

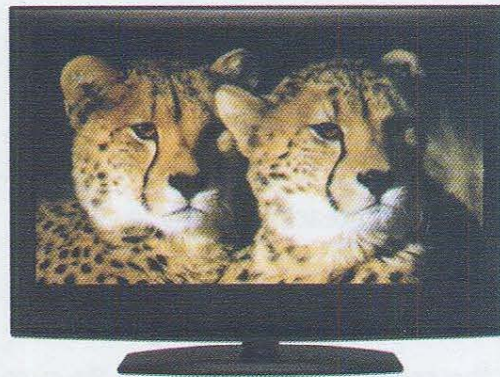


## Getting Ready

How often do you watch these kinds of TV programs? Check (✓) your answers and compare them with a partner.



A sports program



A documentary

|               | Often                    | Sometimes                | Rarely                   | Never                    |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|
| sports        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| documentaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sitcoms       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| game shows    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| news programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| movies        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| reality shows | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| soap operas   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| talk shows    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Listening 1

People are talking about TV. What kind of program did each person watch? Listen and circle the correct answer.

- a. a soap opera  
b. a movie
- a. a game show  
b. a sitcom
- a. sports  
b. a reality show
- a. a sitcom  
b. news
- a. sports  
b. a soap opera
- a. a sitcom  
b. a documentary



## Listening 2

### CD 2-8 ► Task 1

Announcers are talking about some of tonight's television programs. Listen and write the correct letter next to each item.

1. G.

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

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

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

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

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

|         | 9:30 P.M.  | 10:00 P.M.  | 10:30 P.M.   | 11:00 P.M.  |
|---------|--|---|--|---|
| 114 HEA | Fit with Fay (reality)<br>Two teens lose weight, and gain confidence.      | Eye on Medicine (documentary)<br>New treatments for cancer                        |  | Dr. Jones (talk show)<br>Topics include home remedies, diabetes, and exercises for heart health |
|         | A.   | B.  |  | C.  |
| 116 AFC | Sea Crazy (sitcom)<br>Everything goes wrong on a cruise                    | Question Time (game show)<br>Twenty contestants play for the million dollar prize |  | The Night Show (talk show)<br>Tonight's guest: Stephanie Sanchez, B Cash B                      |
|         | D.   | E.  |  | F.  |
| 117 DOC | Tomorrow's TV (documentary)<br>Information technology and the future of TV |   | The World That Was (documentary)<br>20 <sup>th</sup> century architects and architecture |   |
|         | G.   |   | H.   |   |

### CD 2-8 ► Task 2

Listen again. Who will probably want to watch these programs? Write the correct letter.

1. c

a. people interested in buildings

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

b. people who might take a cruise

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

c. people who love technology

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

d. people who love movies and music

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

e. people who love facts and trivia

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

f. people with cancer

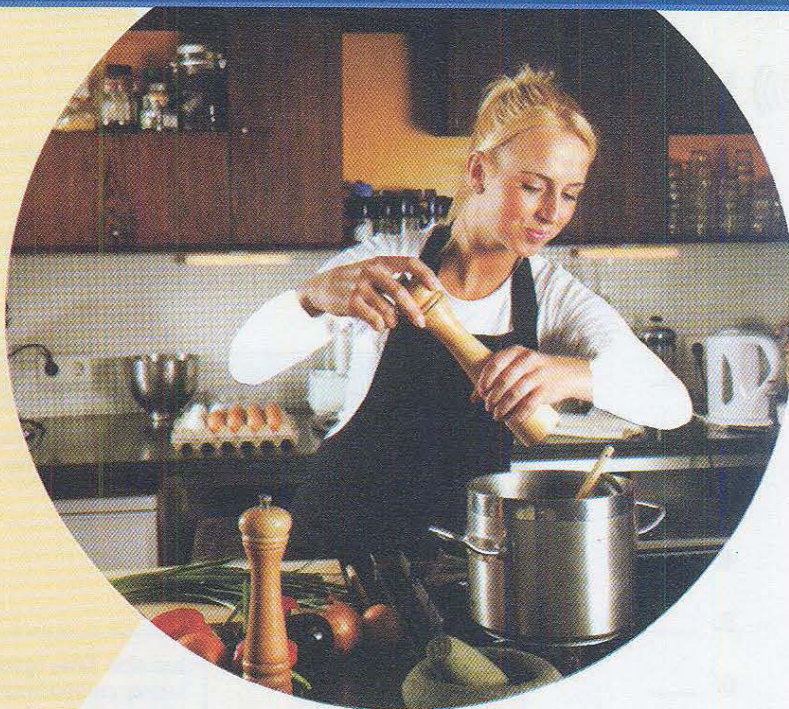


## Listening 3

### CD 2-9 ► Task 1

People are giving their opinions about TV programs. Do they agree? Listen and check (✓) your answer.

|    | Agree                               | Disagree                 |
|----|-------------------------------------|--------------------------|
| 1. | <input checked="" 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"/> |



### CD 2-9 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. She thinks the recipes are difficult.               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. She doesn't like watching the people get in fights. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. He would rather play tennis than watch it.          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. She thinks you can learn a lot from documentaries.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. He'd rather watch a show about expensive hotels.    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. She'd rather watch sports.                          | <input type="checkbox"/> | <input type="checkbox"/>            |



## Pronunciation

Rising and falling intonation for positive and negative stress

### CD 2-10 ▶ Task 1

Listen and repeat.

1. It was great.
2. It was terrible!
3. It was one of the best episodes ever!
4. I thought it was boring.

### CD 2-11 ▶ Task 2

Listen. Read the sentences to a partner. Draw an arrow to show rising or falling intonation.

1. I thought it was pretty interesting.
2. It was really frustrating to watch.
3. That novel was truly amazing!
4. That new movie was frightening.

## Dictation

### CD 2-12 ▶ Task 1

Listen to the conversation. Write the missing words.

A: How did you like that new show that was on Wednesday night?

B: Oh, I thought it \_\_\_\_\_! I can't wait to find out why those people are on the island. What did you think?

A: I didn't think \_\_\_\_\_ at all. I was bored.

B: Really? You thought it was boring? But there was so much \_\_\_\_\_ and \_\_\_\_\_!

A: I think shows like that \_\_\_\_\_ to watch. You never know what's going on.

B: Oh, that's exactly why I think they're so fun to watch. I can't wait for next week's show!

### ▶ Task 2

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

## Conversation

Work in pairs. Think of a TV show you really like or dislike. Tell your partner about it.

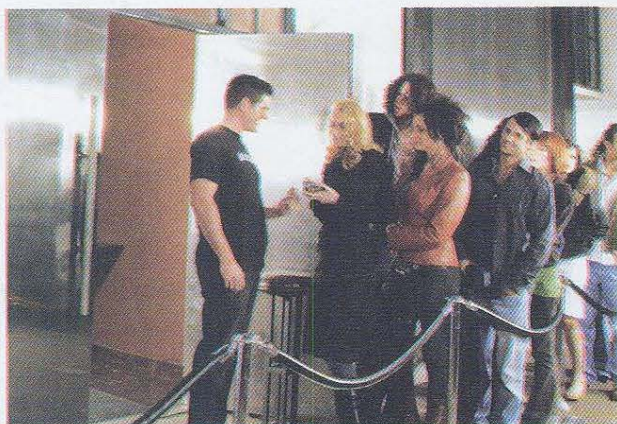
### Pronunciation Help

Use rising intonation with positive statements and falling intonation with negative statements.

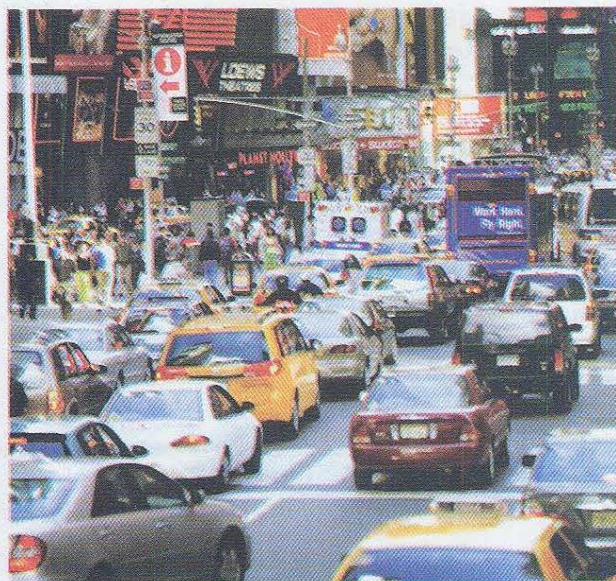


## Getting Ready

What cities are famous for these things?  
Write your answers in the chart and  
compare them with a partner.



Exciting nightlife



A lot of traffic

| Feature   | City  |
|-----------|-------|
| nightlife | _____ |
| traffic   | _____ |
| shopping  | _____ |
| culture   | _____ |

| Feature      | City  |
|--------------|-------|
| safety       | _____ |
| architecture | _____ |
| beaches      | _____ |
| other: _____ | _____ |

## CD 2-13 Listening 1

People are talking about different cities. What do they like about each city?  
Listen and circle the correct answer.

- a. prices  
**b. beaches**
- a. architecture  
 b. weather
- a. weather  
 b. nightlife
- a. culture  
 b. architecture
- a. nightlife  
 b. safety
- a. traffic  
 b. sightseeing





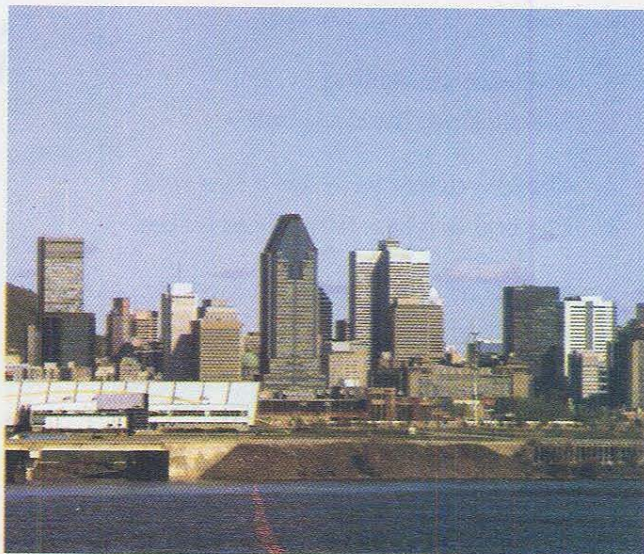
## Listening 2

### CD 2-14 ► Task 1

Dave is asking his friend about Quebec province in Canada. Are these statements about Quebec City or Montreal? Listen and check (✓) the correct answer.



Quebec City



Montreal

|  | Quebec City              | Montreal                            |
|--|--------------------------|-------------------------------------|
| 1. It's the biggest city in Quebec province.                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. It's the capital of the province.                         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. The St. Lawrence River runs through it.                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. It's the third-largest French-speaking city in the world. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Many of the buildings are very old.                       | <input type="checkbox"/> | <input type="checkbox"/>            |

### CD 2-14 ► Task 2

Listen again. Circle the correct answer.

- Why is Dave going to Montreal?
  - to get married
  - b.** for a friend's wedding
  - for a job
- How long will he be in Montreal?
  - a week
  - two days
  - four days
- How is Dave's French?
  - perfect
  - okay, but not great
  - very bad
- Who is Dave going to visit in Quebec City?
  - a friend from college
  - his uncle
  - his teacher

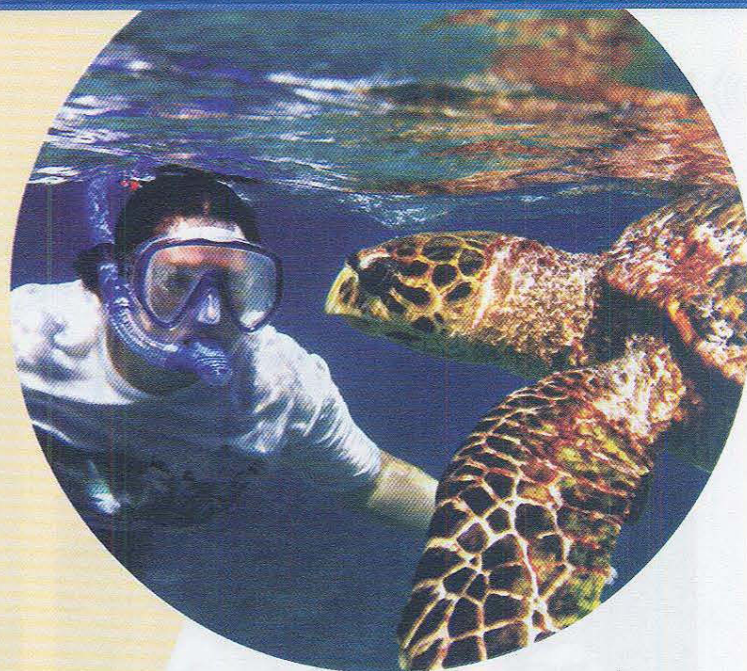


## Listening 3

### CD 2-15 ► Task 1

People are talking about good experiences they had in different cities. What happened to each person? Listen and circle the correct answer.

1. ☒ a. She went snorkeling.  
b. She ate some fantastic fish.
2. a. The taxi driver gave her a free ride.  
b. The taxi driver returned her wallet.
3. a. He met a Greek family on the boat.  
b. He stayed in a great hotel.
4. a. She didn't have to speak any Spanish.  
b. She spoke Spanish every day.
5. a. He saw a famous actor in a restaurant.  
b. He went to the theater often.
6. a. She went to Tokyo Disneyland.  
b. The weather was great.



### CD 2-15 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. She got a great suntan.                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. She got food poisoning from seafood.        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. He had to sleep at the bus station.         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Someone stole her lunch.                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. He spent more money than he had planned to. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. She brought too much warm clothing.         | <input type="checkbox"/> | <input type="checkbox"/>            |



## Pronunciation

Reduction of *have to*, *got to*, and *had to*

### CD 2-16 ▶ Task 1

Listen and repeat.

1. I *have to* go to a friend's wedding.
2. I *had to* sleep at the bus station.
3. You've *got to* go to Rio!
4. Did you *have to* fly there?

### ▶ Task 2

Read the sentences to a partner. Be sure to reduce *have to*, *got to*, and *had to*.

## Dictation

### CD 2-17 ▶ Task 1

Listen to the conversation. Write the missing words.

A: How was your trip to Paris?

B: It was so much fun! But the airline lost my luggage on the way there.

A: Oh no! Did you \_\_\_\_\_ new clothes?

B: I had to buy a toothbrush for that night, but they found my suitcase the next day. And they delivered it to my hotel so I \_\_\_\_\_ go pick it up.

A: That's great! Did you rent a car?

B: No, you really \_\_\_\_\_ drive there. You can take the Metro everywhere. That's what the subway is called in Paris.

### ▶ Task 2

Practice the conversation with a partner. Be sure to reduce *have to*, *got to*, and *had to*.

## Conversation

Work in pairs. Think of a vacation you took. Tell your partner about where you went and what you did.

| Pronunciation Help           |                             |
|------------------------------|-----------------------------|
| How we spell it              | How we say it               |
| You have to be careful.      | You hafta be careful.       |
| I've got to leave soon.      | I've gotta leave soon.      |
| She had to go to the doctor. | She hadta go to the doctor. |



## Getting Ready



What do you like about your town or city? Check (✓) your answers and compare them with a partner.

|                           | Like a lot               | Like a little            | Don't like               |
|---------------------------|--------------------------|--------------------------|--------------------------|
| the parks                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the public transportation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the nightlife             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the restaurants           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the air quality           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the safety                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the traffic               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the cleanliness           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the economy               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 2-18 Listening 1

People are describing their cities. What topic are they talking about? Listen and circle the correct answer.

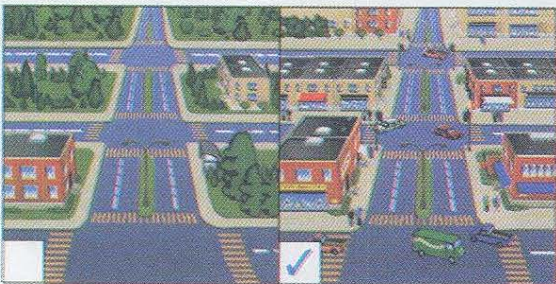
- |                                     |   |  |
|-------------------------------------|---|--|
| 1. a. the economy<br>b. the traffic | 3. a. places for children<br>b. the public transportation | 5. a. the safety<br>b. the restaurants |
| 2. a. the safety<br>b. the shopping | 4. a. the economy<br>b. the cleanliness                   | 6. a. the noise<br>b. the air quality  |

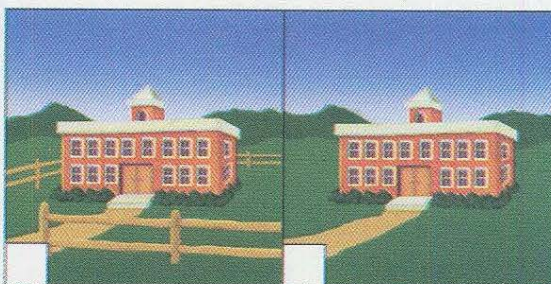


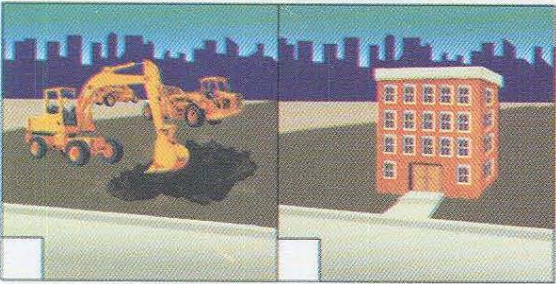
## Listening 2


### CD 2-19 ► Task 1

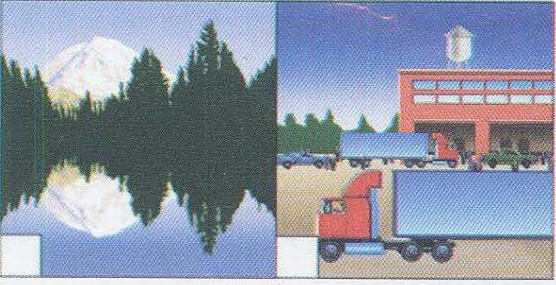
People are talking about how their cities have changed. What is each city like now? Listen and check (✓) the correct picture.


1. 

a. ☐ b. ☒
2. 

a. ☐ b. ☐
3. 

a. ☐ b. ☐
4. 

a. ☐ b. ☐
5. 

a. ☐ b. ☐
6. 

a. ☐ b. ☐

### CD 2-19 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. They built a new road.                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The school looks worse now.           | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. They're going to redevelop the site.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. The old supermarket was excellent.    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. No one comes to town now.             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. The kids spend more time outside now. | <input type="checkbox"/> | <input type="checkbox"/>            |

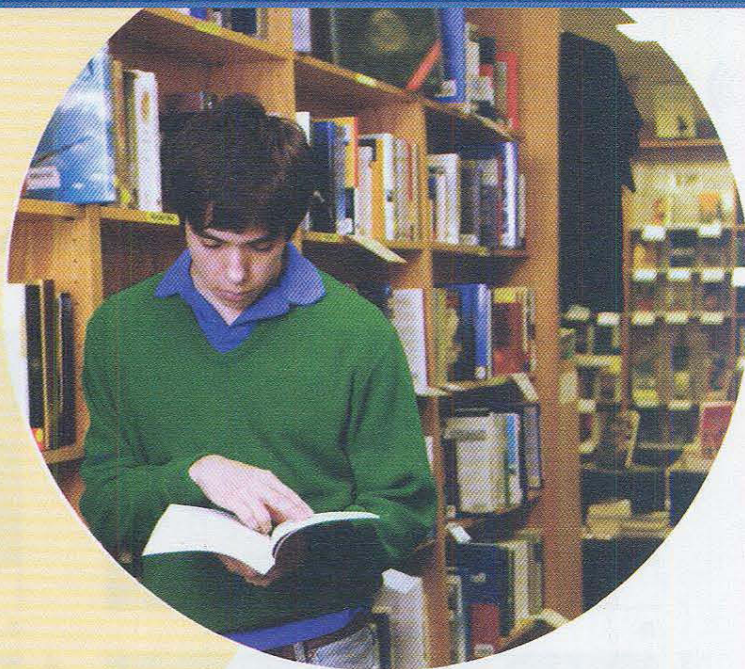


# Listening 3

## CD 2-20 ► Task 1

People are talking about their cities. What are their opinions? Listen and check (✓) the correct answer.

|                    | Like                                | Dislike                  |
|--------------------|-------------------------------------|--------------------------|
| 1. the shopping    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the restaurants    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. the mall        | <input type="checkbox"/>            | <input type="checkbox"/> |
| the restaurants    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. the cleanliness | <input type="checkbox"/>            | <input type="checkbox"/> |
| the parks          | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. the nightlife   | <input type="checkbox"/>            | <input type="checkbox"/> |
| the safety         | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. the traffic     | <input type="checkbox"/>            | <input type="checkbox"/> |
| the subway         | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. the air quality | <input type="checkbox"/>            | <input type="checkbox"/> |
| the economy        | <input type="checkbox"/>            | <input type="checkbox"/> |



## CD 2-20 ► Task 2

Listen again. What changes or improvements do the people suggest for each city? Write the correct letter.

- |                |  |
|----------------|--|
| 1. <u>e</u>    | a. bring more businesses to the city         |
| 2. <u>    </u> | b. build bigger highways                     |
| 3. <u>    </u> | c. open some nightclubs                      |
| 4. <u>    </u> | d. build more parks downtown                 |
| 5. <u>    </u> | e. open a restaurant that serves good salads |
| 6. <u>    </u> | f. have a few inexpensive stores at the mall |



### Pronunciation

Reduction of *used to* and *use to*

#### CD 2-21 ► Task 1

Listen and repeat.

1. There didn't *use to* be a lot of jobs.
2. We *used to* hear the cars all day and night.
3. The kids *used to* skateboard in the street.
4. I *used to* eat out a lot.
5. There *used to* be a supermarket here.
6. There didn't *use to* be any industry here.

#### ► Task 2

Read the sentences to a partner. Be sure to reduce *used to* and *use to*.

### Dictation

#### CD 2-22 ► Task 1

Listen to the conversation. Write the missing words.

A: This city has changed so much in the \_\_\_\_\_.

B: What do you mean?

A: Well, there \_\_\_\_\_ be anything for kids to do after school, but now there's a great after-school program at the community center.

B: That's true. There are a lot of fun things for kids to do now.

A: Also, \_\_\_\_\_ be a lot of crime downtown, and there didn't use to be a lot of good restaurants there.

B: Yeah. It's safe downtown now, and there are \_\_\_\_\_ places to eat.

#### ► Task 2

Practice the conversation with a partner. Be sure to reduce *used to* and *use to*.

### Conversation

Work in pairs. Think of your city five years ago. What was it like? How has it changed? Tell your partner.

#### Pronunciation Help

| How we spell it | How we say it |
|-----------------|---------------|
| used to         | useta         |
| use to          | useta         |



# Special Days

## Getting Ready

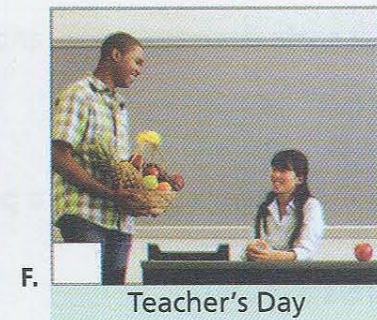
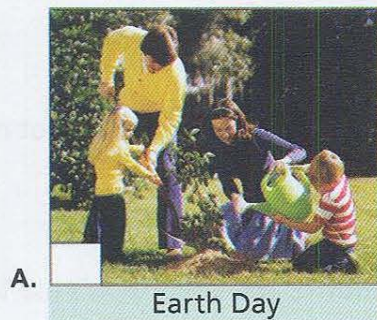
Match the special days on the left with the descriptions on the right.

- |                             |   |
|-----------------------------|---|
| 1. Valentine's Day <u>d</u> | a. People like to play tricks on their friends on this day.                         |
| 2. April Fool's Day ____    | b. Adults honor kids on this day and do special things with them.                   |
| 3. Thanksgiving ____        | c. Families spend time together and cook a big meal on this day.                    |
| 4. Children's Day ____      | d. People give cards, candy or flowers to their friends and loved ones on this day. |



## CD 2-23 Listening 1

People are describing holidays and special events. Listen and number the pictures.





## ))) Listening 2

### CD 2-24 ► Task 1

People are talking about how they celebrate their birthdays. Do they stay home or go out? Check (✓) the correct answer.

|    | Stays home               | Goes out                            |
|----|--------------------------|-------------------------------------|
| 1. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. | <input type="checkbox"/> | <input type="checkbox"/>            |



### CD 2-24 ► Task 2

Listen again. What do the people do on their birthdays now? Circle the correct answer.

- a. go to a restaurant
  - b. eat cake
  - c. have a party
- a. go to school
  - b. go to clubs
  - c. come home early
- a. go to a restaurant
  - b. open presents
  - c. eat cake
- a. have a party
  - b. go to clubs
  - c. have dinner with family
- a. go to a friend's house
  - b. have a party
  - c. spend time with parents
- a. go to a movie
  - b. go out to a restaurant
  - c. eat cake at home

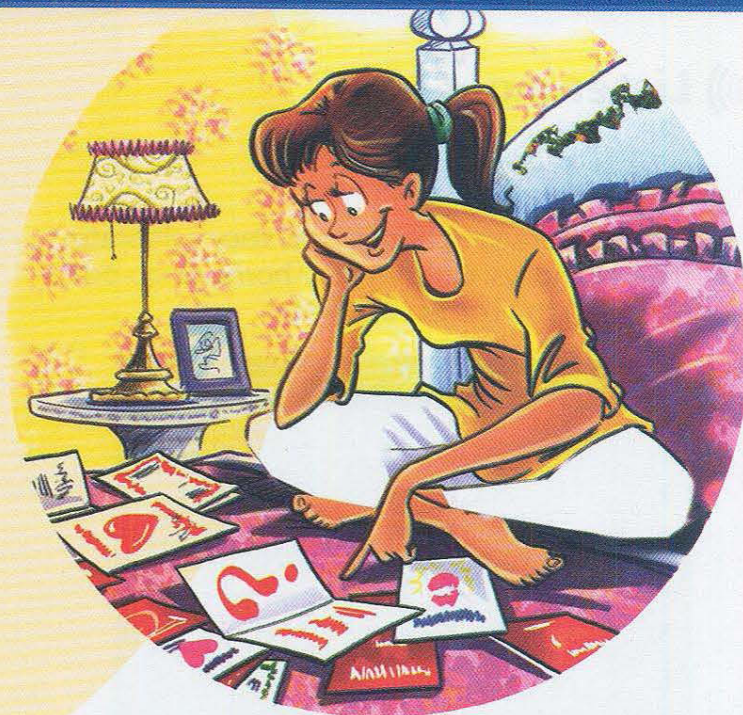


# ))) Listening 3

## CD 2-25 ► Task 1

People are talking about special days.  
Do they like or dislike each day?  
Check (✓) the correct answer.

|                     | Likes                    | Doesn't like                        |
|---------------------|--------------------------|-------------------------------------|
| 1. Valentine's Day  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. April Fool's Day | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Earth Day        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Mother's Day     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Father's Day     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. New Year's Eve   | <input type="checkbox"/> | <input type="checkbox"/>            |



## CD 2-25 ► Task 2

Listen again. Circle the correct answer.

- a. She didn't get any valentines.
  - b. She got a real valentine.**
  - c. She broke up with her boyfriend.
- a. His co-worker played tricks on everyone.
  - b. He had a wonderful time.
  - c. He played tricks on all his friends.
- a. He didn't go anywhere on Earth Day.
  - b. He helped plant flowers.
  - c. He gave money to a kid's playground.
- a. Her kids had a party for her.
  - b. Her kids cleaned the kitchen.
  - c. Her kids made her breakfast in bed.
- a. He spent Father's Day alone.
  - b. He had a party with his friends.
  - c. He went to a big family dinner.
- a. She went to a great party.
  - b. She went to a club.
  - c. The neighbors had a noisy party.



## Pronunciation

Reduction of *t* in numbers

CD 2-26 ► **Task 1**

Listen and repeat.

1. Mark is turning *twenty-one* in September.
2. This will be their *fiftieth* wedding anniversary!
3. Her birthday is on the *thirty-first*.

► **Task 2**

Read the sentences to a partner. Be sure to reduce the *t* sounds in the numbers.

## Dictation

CD 2-27 ► **Task 1**

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

A: Hey Alex. What's up?

B: Oh, nothing. I'm just planning for my dad's \_\_\_\_\_.

A: Wow. Your dad's sixty already? He looks so young. I would have thought he was \_\_\_\_\_.

B: Ha! He'd love to hear that. Anyway, it's a special occasion, so I want to plan a \_\_\_\_\_ for him.

A: That's nice. I'm sure he'll appreciate that. So when's the big day?

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

A: That's only \_\_\_\_\_! You'd better start planning!

► **Task 2**

Practice the conversation with a partner. Be sure to reduce the *t* sounds in the numbers.

## Conversation

Work in pairs. Talk about your family members' birthdays.

| Pronunciation Help |               |
|--------------------|---------------|
| How we spell it    | How we say it |
| twenty             | twenny        |
| thirty             | thirdy        |
| fourty             | fourdy        |
| fifty              | fifdy         |
| sixty              | sixdy         |



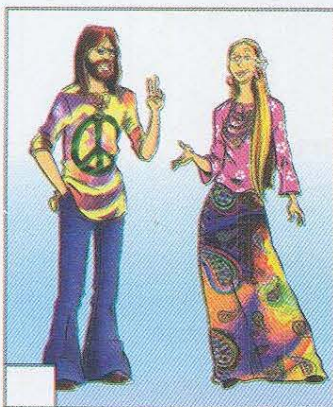
## Getting Ready

What kinds of clothes do you usually wear to these places or events? Complete the chart and compare your answers with a partner.

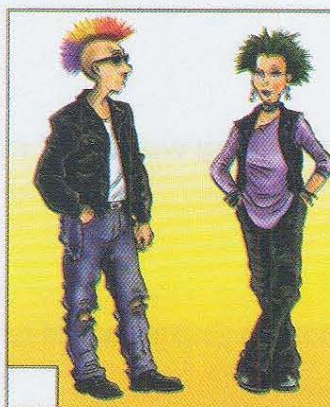
|              | Formal                   | Informal                 | Clothing |
|--------------|--------------------------|--------------------------|----------|
| a wedding    | <input type="checkbox"/> | <input type="checkbox"/> | _____    |
| a party      | <input type="checkbox"/> | <input type="checkbox"/> | _____    |
| school       | <input type="checkbox"/> | <input type="checkbox"/> | _____    |
| other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | _____    |

## CD 2-28 Listening 1

People are talking about fashions from the past. Listen and number the pictures.



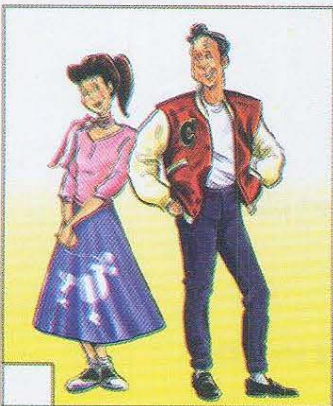
A.



B.



C.



D.



E.



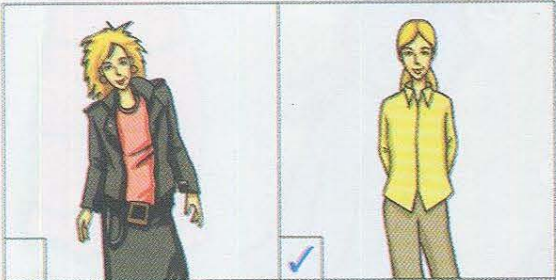
F.

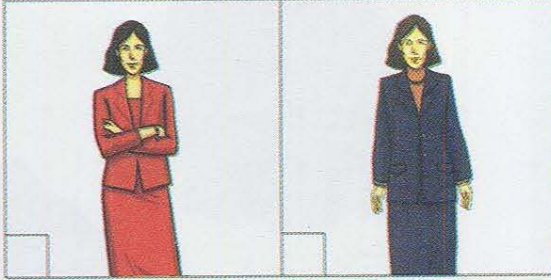


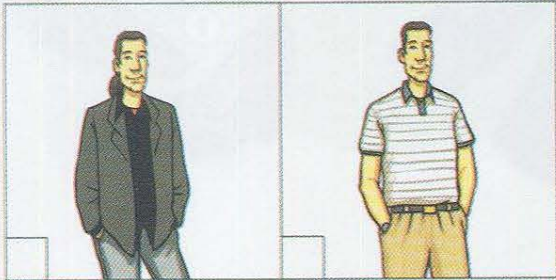
## Listening 2

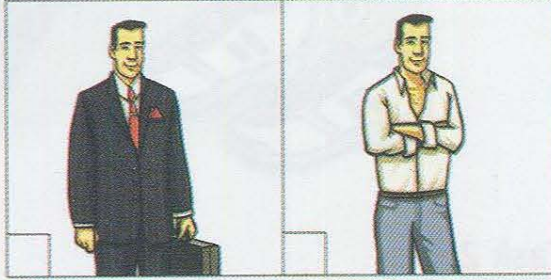
### CD 2-29 ► Task 1

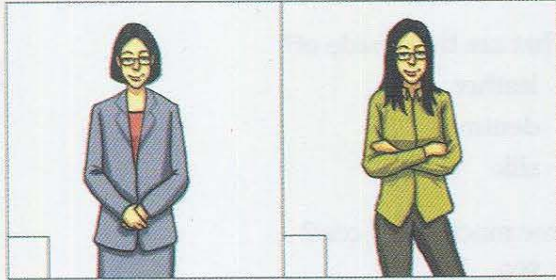
People are talking about how their friends have changed. What do their friends look like now? Listen and check (✓) the correct answer.

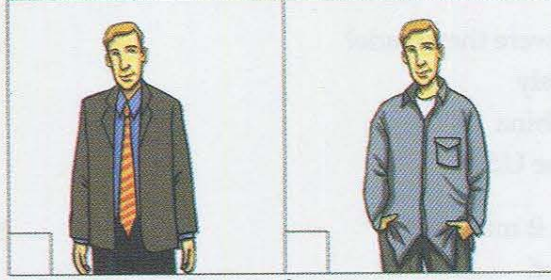
1. 

a. ☐ b. ☒
2. 

a. ☐ b. ☐
3. 

a. ☐ b. ☐
4. 

a. ☐ b. ☐
5. 

a. ☐ b. ☐
6. 

a. ☐ b. ☐

### CD 2-29 ► Task 2

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

|                                       | True                     | False                               |
|---------------------------------------|--------------------------|-------------------------------------|
| 1. Mary is starting college.          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Beth recently got a raise.         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Jake got a new job.                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. David just got married.            | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Karen got a big promotion at work. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. Steve got a job at a bank.         | <input type="checkbox"/> | <input type="checkbox"/>            |



# Listening 3

## CD 2-30 ▶ Task 1

People are describing things they have just bought. Listen and write the correct letter.

### Items

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



## CD 2-30 ▶ Task 2

Listen again. Circle the correct answer.

1. Where were they made?
  - ☒ a. in Italy
  - ☐ b. in China
  - ☐ c. in the U.S.
2. What is it made of?
  - ☐ a. cotton
  - ☐ b. leather
  - ☐ c. wool
3. How much did it cost?
  - ☐ a. \$50
  - ☐ b. \$100
  - ☐ c. \$200
4. What are they made of?
  - ☐ a. leather
  - ☐ b. denim
  - ☐ c. silk
5. How much did it cost?
  - ☐ a. \$90
  - ☐ b. \$95
  - ☐ c. \$99
6. Where were they made?
  - ☐ a. in China
  - ☐ b. in Korea
  - ☐ c. in Italy



### Pronunciation

Reduction of *of*

CD 2-31 ► **Task 1**

Listen and repeat.

1. It's made *of* leather.
2. I need a couple *of* skirts.
3. She has a lot *of* suits.
4. He owns lots *of* T-shirts.
5. It's not made *of* wool.
6. Can I look at one *of* those jackets?

► **Task 2**

Read the sentences to a partner. Be sure to reduce *of*.

### Dictation

CD 2-32 ► **Task 1**

Listen to the conversation. Write the missing words.

A: Oh, I like this black sweater. It's really nice, isn't it?

B: Yeah, it's great. Is it \_\_\_\_\_?

A: No, I think it's made of cotton.

B: Don't you already have a \_\_\_\_\_ sweaters?

A: Yeah, I do, but I really like this one.

B: You wear a lot of black. Why don't you try on \_\_\_\_\_ blue sweaters?

A: Yeah, that's a nice color. I'll try it on!

► **Task 2**

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

### Conversation

Work in pairs. Think about a time when you went shopping for clothes. Tell a partner about what you looked for and what you bought.

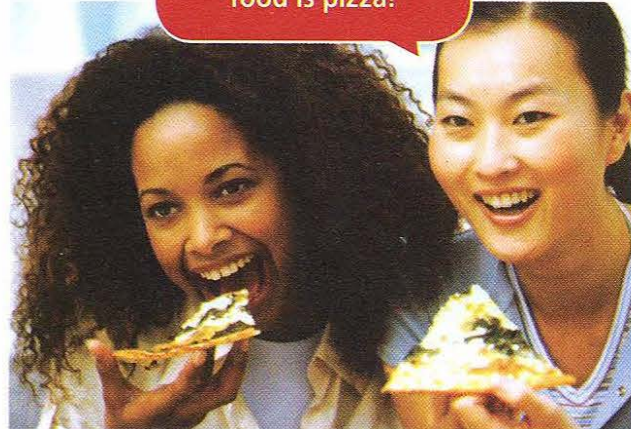
| Pronunciation Help      |                       |
|-------------------------|-----------------------|
| How we spell it         | How we say it         |
| It's made of silk.      | It's madea silk.      |
| He wears lots of black. | He wears lotsa black. |



## Getting Ready



My favorite sport is soccer!



My favorite food is pizza!

What are your favorite things? Write your answers in the chart and compare them with a partner.

|                             | You   | Your partner |
|-----------------------------|-------|--------------|
| favorite kind of sport      | _____ | _____        |
| favorite kind of food       | _____ | _____        |
| favorite kind of music      | _____ | _____        |
| favorite kind of movie      | _____ | _____        |
| favorite free time activity | _____ | _____        |
| other: _____                | _____ | _____        |

## CD 2-33 Listening 1

People are talking about their preferences. What do they prefer? Listen and circle the correct answer.

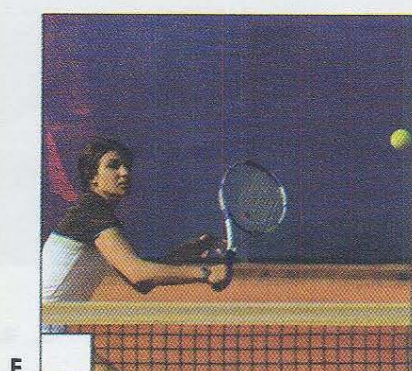
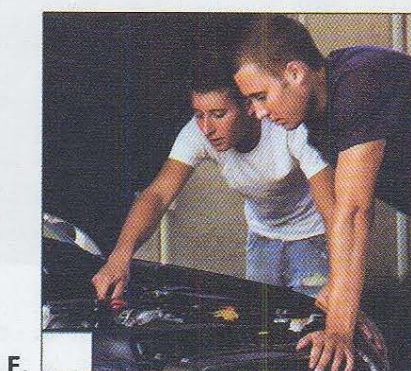
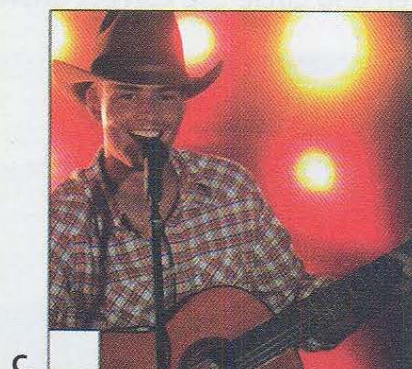
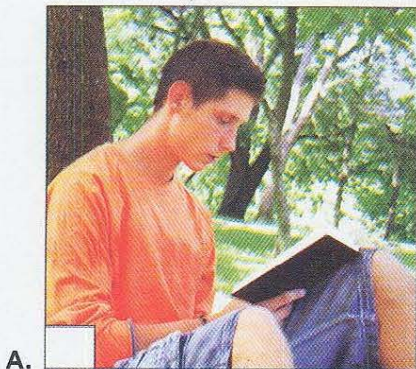
- traveling by plane
  - ☒ traveling by train
- living in an apartment
  - living in a house
- British English
  - American English
- working in an office
  - working in a store
- learning Spanish
  - learning German
- rock music
  - jazz music



## Listening 2

### CD 2-34 ► Task 1

People are talking about things they like. Listen and number the photos.



### CD 2-34 ► Task 2

Listen again. Do the people agree? Check (✓) the correct answer.

1. ☒ They agree.  
☐ They don't agree.

2. ☐ They agree.  
☐ They don't agree.

3. ☐ They agree.  
☐ They don't agree.

4. ☐ They agree.  
☐ They don't agree.

5. ☐ They agree.  
☐ They don't agree.

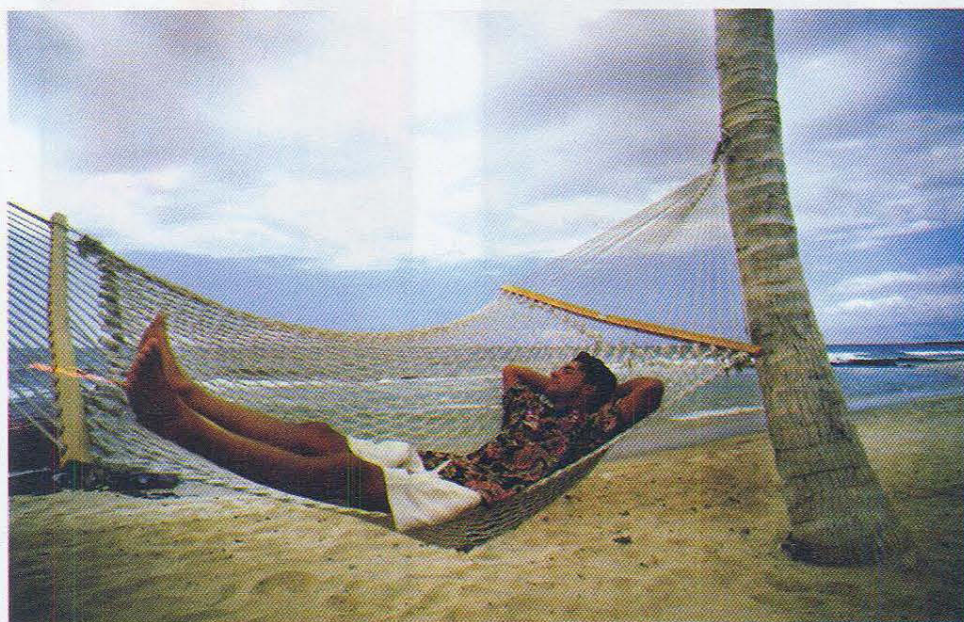
6. ☐ They agree.  
☐ They don't agree.



# Listening 3

## CD 2-35 ▶ Task 1

People are giving their preferences. What topic is each person talking about? Listen and circle the correct answer.



- |  |                   |                 |
|--|-------------------|-----------------|
| 1. <input checked="" type="radio"/> a. vacations | 3. a. hotels      | 5. a. cars      |
| b. friends                                       | b. places to live | b. computers    |
| c. exercise                                      | c. schools        | c. cats         |
| 2. a. stores                                     | 4. a. cars        | 6. a. vacations |
| b. restaurants                                   | b. hotels         | b. jobs         |
| c. places to live                                | c. places to live | c. sports       |

## CD 2-35 ▶ Task 2

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

|  | True                                | False                    |
|--|-------------------------------------|--------------------------|
| 1. He prefers traveling by himself.              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. She likes loud, trendy places.                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. She prefers places with swimming pools.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. He can't stand living in the suburbs.         | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. She prefers just one to keep her company.     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Making a lot of money isn't important to her. | <input type="checkbox"/>            | <input type="checkbox"/> |



### Pronunciation

Intonation of questions of choice

#### CD 2-36 ► Task 1

Listen and repeat.

1. Do you prefer traveling by train or by plane?
2. Which would you rather learn—German or Spanish?
3. Would you rather work in an office or a department store?
4. Do you prefer living in a house or an apartment?

#### Pronunciation Help

When asking about preferences, use rising intonation for the first choice and falling intonation for the second choice.

#### ► Task 2

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

### Dictation

#### CD 2-37 ► Task 1

Listen to the conversation. Write the missing words.

A: \_\_\_\_\_ studying at night or in the morning?

B: I prefer studying at night. How about you?

A: I like studying at night, too. \_\_\_\_\_ prefer—going out to a movie or watching a DVD at home?

B: I prefer going out to a movie. I like watching movies on a big screen. Which \_\_\_\_\_ better?

A: I like to watch DVDs at home. It's more comfortable, and I can rewind or pause the movie whenever I want to.

#### ► Task 2

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

### Conversation

Work in pairs. Think about your favorite TV show, song, and food. Tell your partner about each one.



## Phone Messages

## Getting Ready

Hi, this is  
Pete calling...



Match the callers on the left with the messages on the right.

- |                                     |  |
|-------------------------------------|--|
| 1. Pete's Garage called <u>b</u>    | a. to ask about yesterday's homework.        |
| 2. Tony and Sue called ____         | b. to say the estimate for repairs is \$475. |
| 3. A classmate called ____          | c. to invite you to a party on Saturday.     |
| 4. The dentist's office called ____ | d. to remind you of your appointment.        |

## CD 2-38 Listening 1

People are leaving voicemail messages. Why are they calling? Listen and circle the correct answer.

- |   |                             |
|---|-----------------------------|
| 1. <input checked="" type="radio"/> a. to say congratulations | 4. a. to make a request     |
| b. to make a suggestion                                       | b. to make an apology       |
| 2. a. to give an invitation                                   | 5. a. to give a reminder    |
| b. to make an apology   | b. to make a suggestion     |
| 3. a. to make an offer  | 6. a. to give an invitation |
| b. to give a reminder   | b. to say congratulations   |

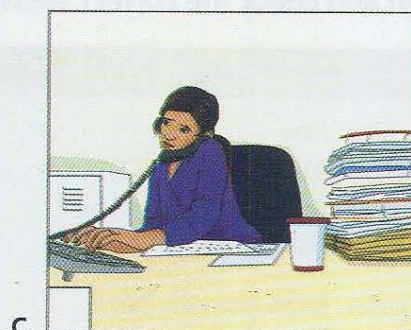
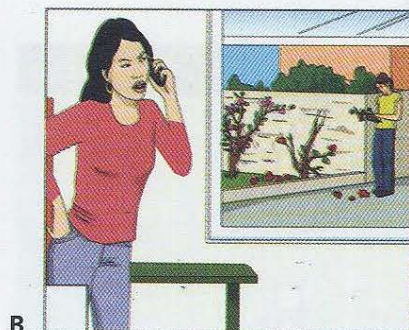
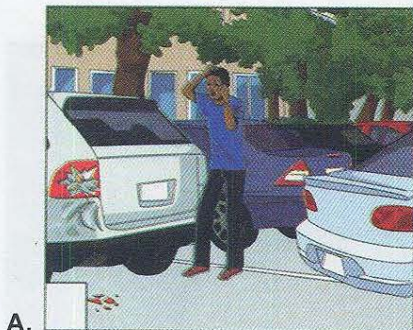




## Listening 2

### CD 2-39 ► Task 1

People are leaving voicemail messages. Listen and number the pictures.



### CD 2-39 ► Task 2

Listen again. How does each caller sound? Circle the correct answer.

1. Olivia sounds \_\_\_\_\_.

- a. pleased
- ☒ b. angry
- c. apologetic

2. Nathan sounds \_\_\_\_\_.

- a. scared
- b. apologetic
- c. excited

3. Anne sounds \_\_\_\_\_.

- a. apologetic
- b. excited
- c. pleased

4. Brandon King sounds \_\_\_\_\_.

- a. angry
- b. bored
- c. apologetic

5. Emily sounds \_\_\_\_\_.

- a. excited
- b. angry
- c. worried

6. Mrs. Parker sounds \_\_\_\_\_.

- a. apologetic
- b. scared
- c. angry

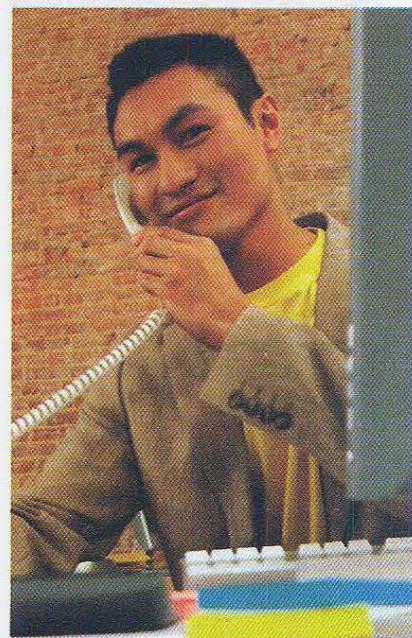


# Listening 3

## CD 2-40 ► Task 1

People are leaving voicemail messages. Are these details correct or incorrect? Listen and check the correct answer.

|  | Correct                             | Incorrect                |
|--|-------------------------------------|--------------------------|
| 1. caller: Julie   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| phone number: 834-6627   | <input type="checkbox"/>            | <input type="checkbox"/> |
| message: Please change your appointment to 10:30.                    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. caller: Brian from the bank                                       | <input type="checkbox"/>            | <input type="checkbox"/> |
| phone number: 447-7316   | <input type="checkbox"/>            | <input type="checkbox"/> |
| message: The shoes you ordered will be in next week.                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. caller: Jeff Lee  | <input type="checkbox"/>            | <input type="checkbox"/> |
| phone number: 627-6002   | <input type="checkbox"/>            | <input type="checkbox"/> |
| message: He will be late to Spanish class tonight.                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. caller: Jessica Brown from Kim's Salon                            | <input type="checkbox"/>            | <input type="checkbox"/> |
| phone number: 867-5539   | <input type="checkbox"/>            | <input type="checkbox"/> |
| message: You can come in on Sunday morning at 11 a.m. for a haircut. | <input type="checkbox"/>            | <input type="checkbox"/> |



## CD 2-40 ► Task 2

Listen again. Where is the person each caller asks for? Circle the correct answer.

- |                 |                    |                |                   |
|-----------------|--------------------|----------------|-------------------|
| 1. a. at lunch  | 2. a. in a meeting | 3. a. in class | 4. a. on vacation |
| b. in a meeting | b. at home         | b. at lunch    | b. at the mall    |
| c. on vacation  | c. at lunch        | c. at home     | c. at the bank    |



## Pronunciation

Reduction of *going to* and *want to*

### CD 2-41 ▶ Task 1

Listen and repeat.

1. I'm not *going to* wait any longer.
2. We're *going to* go to the mall.
3. I'm not *going to* be able to make it to class tonight.
4. Do you *want to* come over?
5. Let me know when you *want to* come in.
6. I don't *want to* bother him.

### ▶ Task 2

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

## Dictation

### CD 2-42 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Hi, Michelle. This is Sam. \_\_\_\_\_ with Ben?

B: Hi, Sam. No, I'm sorry. He's not home right now.

A: Do you know when he'll be back?

B: He's \_\_\_\_\_ out for several hours. Do you want to leave a message?

A: Yeah, thanks. I'm supposed to meet Ben at Cafe Joan for lunch at noon tomorrow. But I have a doctor's appointment, so \_\_\_\_\_ be a few minutes late.

B: Do you know what time you're going to be there?

A: I'll try to get there as soon as I can. I \_\_\_\_\_ by 12:30.

### ▶ Task 2

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

## Conversation

Work in pairs. Imagine you're calling a friend's house and they aren't home. Leave a message for them.

### Pronunciation Help

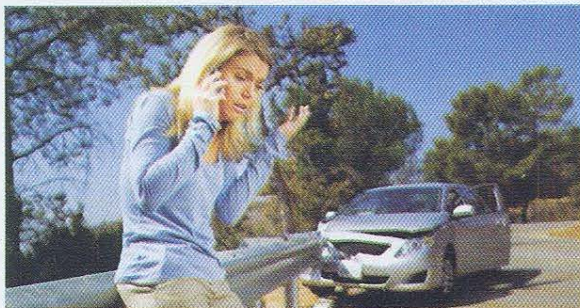
| How we spell it | How we say it |
|-----------------|---------------|
| going to        | gonna         |
| want to         | wanna         |



# Past Events

## Getting Ready

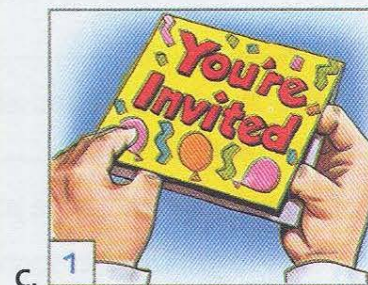
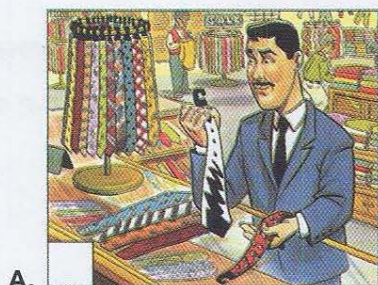
Have any of these things ever happened to you?  
Check (✓) your answers and compare them with a partner.



|  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. You locked yourself out of your home.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You had a bad experience while flying.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You were in a traffic accident.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You got stuck in an elevator.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You found something valuable on the street. | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 3-2 Listening 1

Frank is describing what happened to him on Sunday. Listen and number the pictures.



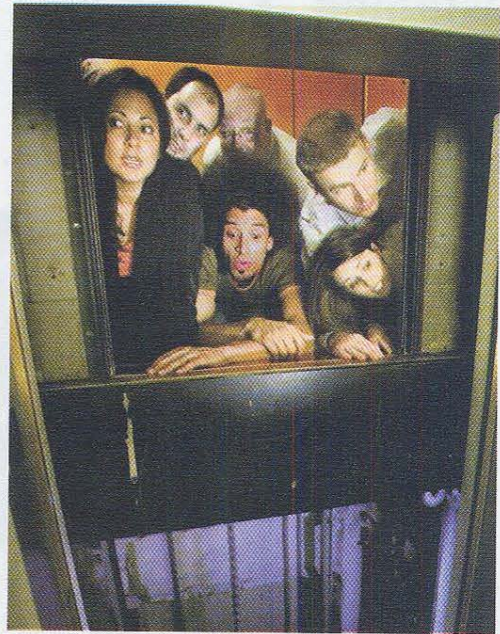


## Listening 2

### CD 3-3 ► Task 1

People are talking about things that happened to them. How do you think each person felt? Listen and check (✓) the correct answer.

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



### CD 3-3 ► Task 2

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

1. a. opened the door  
**b. pushed the alarm button**  
 c. used the stairs
2. a. bought a plane ticket  
 b. looked for his car  
 c. called the police
3. a. bought a cup of coffee  
 b. walked to work  
 c. took the bus
4. a. went home  
 b. went sailing  
 c. went swimming
5. a. turned on the radio  
 b. stopped quickly  
 c. went faster
6. a. paid the bill  
 b. left a big tip  
 c. called the taxi company



## Listening 3

### CD 3-4 ▶ Task 1

People are talking about past events. What happened to them? Circle the correct answer.



1. a. Her car was damaged.  
b. She ran into another car.  
**c. Her car got stuck.**
2. a. His plane had mechanical difficulties.  
b. His plane flew into bad weather.  
c. His plane had to make an emergency landing.
3. a. She got lost in the hotel.  
b. She was stuck in the elevator.  
c. She was locked out of the room.
4. a. He was injured in the fire.  
b. He escaped from the fire.  
c. He didn't hear the alarm.
5. a. She won first prize.  
b. Her friend won first prize.  
c. She sold some raffle tickets.
6. a. He spoke to a famous person.  
b. He saw a famous person.  
c. His wife spoke to a famous person.

### CD 3-4 ▶ Task 2

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

|   | True                                | False                    |
|---|-------------------------------------|--------------------------|
| 1. A tow truck pulled her car out of the snow.    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The pilot got the airplane out of the storm.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. The person from housekeeping didn't have a key | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Only a few people were injured in the fire.    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. She won a trip to Hawaii.                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. The movie star signed his menu.                | <input type="checkbox"/>            | <input type="checkbox"/> |



### Pronunciation

Emphasis on time phrases

#### Pronunciation Help

In sentences that show sequence, stress the time phrases.

#### CD 3-5 ▶ Task 1

Listen and repeat.

1. We went to the beach on Friday, and just as we arrived, it started to rain.
2. I was walking to work when all of a sudden, I heard someone call my name.
3. I was having a great time, and before I knew it, it was midnight.
4. We waited and waited, and finally, the tow truck arrived.

#### ▶ Task 2

Read the questions to a partner. Be sure to stress the time phrases.

### Dictation

#### CD 3-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Did I tell you \_\_\_\_\_ to me last Saturday morning?

B: No. What happened?

A: I was walking down the street to get some coffee \_\_\_\_\_ heard someone call my name. I looked around, but I didn't see anyone I knew.

B: Then what \_\_\_\_\_?

A: Well, I thought maybe I imagined it, so I kept walking, and \_\_\_\_\_ was about to go into the cafe, I heard it again. It was my best friend from elementary school!

#### ▶ Task 2

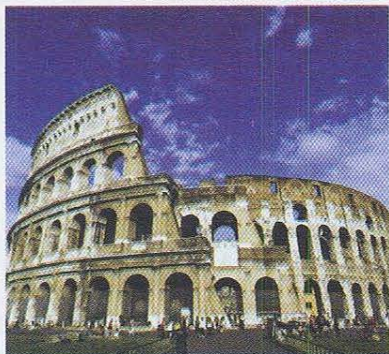
Practice the conversation with a partner. Be sure to stress the time phrases.

### Conversation

Work in pairs. Think of a time when something interesting happened that you did not expect. Tell your partner about it.



## Getting Ready



Would you like to take any of these vacations? Check (✓) your answers and compare them with a partner.

|                           | Yes                      | No                       |
|---------------------------|--------------------------|--------------------------|
| a tour of Europe          | <input type="checkbox"/> | <input type="checkbox"/> |
| a trip to the beach       | <input type="checkbox"/> | <input type="checkbox"/> |
| a whitewater rafting trip | <input type="checkbox"/> | <input type="checkbox"/> |
| a trip to Disney World    | <input type="checkbox"/> | <input type="checkbox"/> |
| an African safari         | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____              | <input type="checkbox"/> | <input type="checkbox"/> |

## CD 3-7 Listening 1

People are discussing vacation plans with their friends. Which trip do they prefer? Listen and circle the correct answer.

- a. a trip to the Caribbean  
**b.** a trip to the Philippines
- a. a ski vacation  
b. a Malaysian jungle trip
- a. a Nile River trip  
b. an Australian outback trip
- a. a Grand Canyon rafting trip  
b. an African safari
- a. a Southeast Asian trip  
b. a China tour
- a. a European bus trip  
b. a Russian train trip



## Listening 2

### CD 3-8 ► Task 1

People are talking about their vacation plans. Where will they go? Listen and check (✓) yes or no.

|           | Yes                                 | No                       | How long? |
|-----------|-------------------------------------|--------------------------|-----------|
| 1. Taipei | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3 days    |
| Seoul     | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Hong Kong | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Beijing   | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Thailand  | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Tokyo     | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Malaysia  | <input type="checkbox"/>            | <input type="checkbox"/> |           |

|             | Yes                      | No                       | How long? |
|-------------|--------------------------|--------------------------|-----------|
| 2. London   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Oxford      | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Cambridge   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| France      | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Germany     | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Switzerland | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Italy       | <input type="checkbox"/> | <input type="checkbox"/> |           |

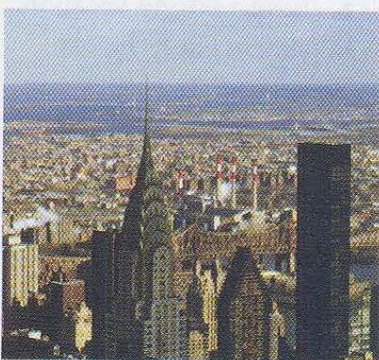
|                  | Yes                      | No                       | How long? |
|------------------|--------------------------|--------------------------|-----------|
| 3. Los Angeles   | <input type="checkbox"/> | <input type="checkbox"/> |           |
| San Francisco    | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Denver           | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Chicago          | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Washington, D.C. | <input type="checkbox"/> | <input type="checkbox"/> |           |
| New York         | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Boston           | <input type="checkbox"/> | <input type="checkbox"/> |           |



Asia



Europe



The United States

### CD 3-8 ► Task 2

Listen again. How long will they stay in each place? Write the correct answers in the charts.



# Listening 3

## CD 3-9 ► Task 1

People are talking about vacations they'd like to take. What does each person want to do? Listen and circle the correct answer.



1. ☒ a. travel alone  
b. travel with a friend  
c. take a group tour
2. a. visit small towns  
b. visit big cities  
c. stay in expensive hotels
3. a. have a boring vacation  
b. stay in cheap hotels  
c. see and do everything
4. a. spend time on a quiet beach  
b. spend time in Bangkok  
c. see and do everything
5. a. spend a month in Mexico City  
b. visit a small town  
c. travel with other tourists
6. a. stay in cheap hotels  
b. stay in expensive hotels  
c. travel alone

## CD 3-9 ► Task 2

Listen again. Why do the people want to take the vacations they describe? Write the correct letter.

1. She d a. has been busy at work.
2. He \_\_\_\_ b. wants to practice speaking Spanish.
3. She \_\_\_\_ c. heard the beaches are great there.
4. He \_\_\_\_ d. wants to be free.
5. She \_\_\_\_ e. needs some excitement.
6. She \_\_\_\_ f. needs to go somewhere quiet.



### Pronunciation

Linking vowel sounds

#### CD 3-10 ► Task 1

Listen and repeat.

1. I'm so excited about my trip.
2. Did you do a lot of fun stuff?
3. You and I should take a trip somewhere.
4. Let's do it!
5. I want to go on vacation soon.
6. Who are you going with?

#### ► Task 2

Read the sentences to a partner. Be sure to link the vowel sounds.

### Dictation

#### CD 3-11 ► Task 1

Listen to the conversation. Write the missing words.

- A: Didn't you \_\_\_\_\_ last month?
- B: Yeah, I did. Joe and I went to a great beach resort in the Caribbean.
- A: Wow! \_\_\_\_\_ a lot of sightseeing?
- B: No. We mostly just relaxed on the beach.
- A: That sounds like fun. Did you do anything else?
- B: Not really, but we \_\_\_\_\_ to dinner every night.
- A: Were the restaurants good?
- B: \_\_\_\_\_! And we went to a different one each night.

#### ► Task 2

Practice the conversation with a partner. Be sure to link the vowel sounds.

### Conversation

Work in pairs. Think about a vacation you took.  
Tell your partner where you went and what you did.

#### Pronunciation Help

When a word ends in a vowel and the next word begins with a vowel, a w sound often links them.



## Getting Ready

Where do you get the news? What kinds of stories interest you?  
Check (✓) your answers and compare them with a partner.

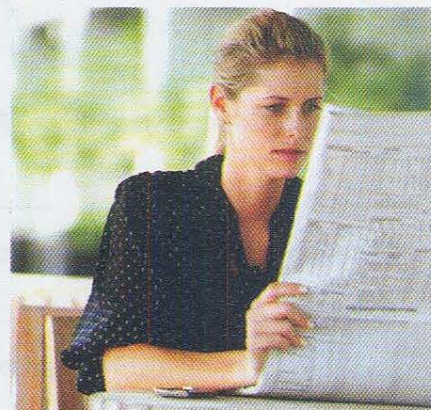
Where do you get the news?

|              | Often                    | Sometimes                | Rarely                   |
|--------------|--------------------------|--------------------------|--------------------------|
| online       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| newspapers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TV           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| magazines    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| radio        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



What kinds of stories interest you?

|               | A lot                    | Somewhat                 | Not at all               |
|---------------|--------------------------|--------------------------|--------------------------|
| politics      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sports        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| business      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| entertainment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| crime         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| technology    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| travel        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## CD 3-12 Listening 1

These are the beginnings of news reports. What kinds of reports are they?  
Listen and circle the correct answer.

- |                                      |                             |                                    |
|--------------------------------------|-----------------------------|------------------------------------|
| 1. a. politics<br><b>b. business</b> | 3. a. sports<br>b. crime    | 5. a. politics<br>b. entertainment |
| 2. a. weather<br>b. traffic          | 4. a. sports<br>b. business | 6. a. crime<br>b. weather          |



## Listening 2

### CD 3-13 ► Task 1

Read these newspaper headlines and listen to the news reports. Are the headlines correct? Check (✓) the correct answer.

**Guests  
Escape from  
Hotel Fire**

1.

- ☒ correct  
☐ incorrect

**Restaurant  
Wins Award  
for Food**

2.

- ☐ correct  
☐ incorrect

**Students  
Lost for  
10 Days  
Found Safe**

3.

- ☐ correct  
☐ incorrect

**Pop Singer's  
Concert a  
Great Success**

4.

- ☐ correct  
☐ incorrect

**Fishing Crew  
Lost During  
Storm**

5.

- ☐ correct  
☐ incorrect

**Panda Babies  
Born at Zoo**

6.

- ☐ correct  
☐ incorrect

### CD 3-13 ► Task 2

**Listen again.** Are these statements about things that actually happened or things that probably happened? Check (✓) the correct answer.

|   | Actually happened        | Probably happened                   |
|---|--------------------------|-------------------------------------|
| 1. The fire started in a guest room.          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. More than ten people got food poisoning.   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. The students' vehicle broke down.          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Jimmy Wild had a sore throat.              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. The fishing crew sent out a call for help. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. The baby pandas are very small right now.  | <input type="checkbox"/> | <input type="checkbox"/>            |



## Listening 3

### CD 3-14 ► Task 1

What are these news reports about? Listen and circle the correct answer.



- |  |  |   |
|--|--|---|
| 1. <input checked="" type="radio"/> a protest<br>b. an exhibition<br>c. a sale | 3. a. a crime<br>b. a fire<br>c. a vacation        | 5. a. a flood<br>b. a fire<br>c. a crime                  |
| 2. a. a protest<br>b. an exhibition<br>c. a sale                               | 4. a. an exhibition<br>b. a vacation<br>c. a crime | 6. a. an exhibition<br>b. a business plan<br>c. a protest |

### CD 3-14 ► Task 2

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

|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. The nurses want lower income taxes.               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Botero's work has been shown in this area before. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. The weather is helping the fire spread.           | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Some of the snakes are still missing.             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Many people have had to leave their homes.        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. The merger could be good news for travelers.      | <input type="checkbox"/> | <input type="checkbox"/>            |



### Pronunciation

Saying large numbers

#### CD 3-15 ▶ Task 1

Listen and repeat.

1. The woman had two thousand–three hundred–fifty pairs of shoes.
2. He won the election by four hundred–eighty thousand votes.
3. Three thousand–six hundred–eleven people attended the concert.

#### ▶ Task 2

Read the sentences to a partner. Be sure to say the numbers correctly.

### Dictation

#### CD 3-16 ▶ Task 1

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

A: Did you \_\_\_\_\_ last night and see the story about the bank robbery?

B: No, I didn't. What happened?

A: Three men robbed the bank on Fifth Street. They got \_\_\_\_\_.

B: Wow! That's a lot of money! I hope the police caught them.

A: Not yet. There's a \_\_\_\_\_ for anyone who helps the police capture them!

#### ▶ Task 2

Practice the conversation with a partner. Be sure to say the numbers correctly.

### Conversation

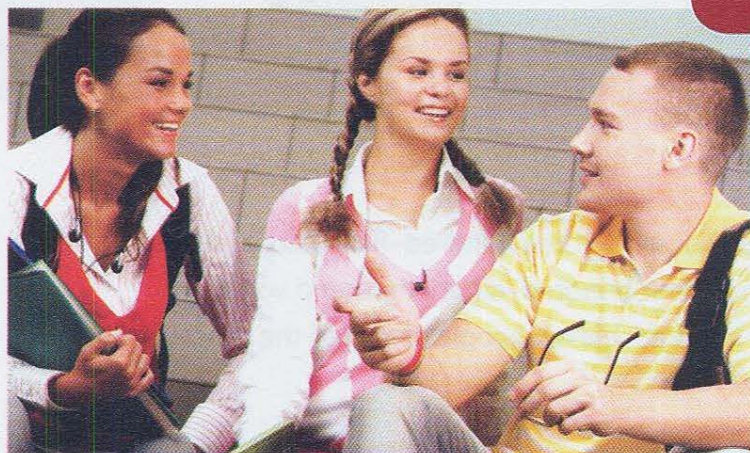
Work in pairs. Think about a news story you recently heard.  
Tell your partner about it.

#### Pronunciation Help

When saying large numbers, use pauses between thousands, hundreds, and tens.



## Getting Ready



I think the best solution is ...

Match the topics on the left with the opinions on the right.

- |                           |   |
|---------------------------|---|
| 1. smoking <u>c</u>       | a. They are a great way for people to develop pride in their countries.         |
| 2. television ____        | b. They are wonderful companions. I think everyone should have one.             |
| 3. household pets ____    | c. It's not good for your health or the health of people around you.            |
| 4. the Olympic Games ____ | d. It can be entertaining and informative, but it can also waste a lot of time. |

## CD 3-17 Listening 1

People are expressing opinions. What topic are they talking about? Listen and circle the correct answer.

- |                                |                         |
|--------------------------------|-------------------------|
| 1. <u>a.</u> the Olympic Games | 4. a. space exploration |
| b. air travel                  | b. medical research     |
| 2. a. video games              | 5. a. winter sports     |
| b. cell phones                 | b. bungee jumping       |
| 3. a. TV commercials           | 6. a. tourism           |
| b. rock music                  | b. pets                 |



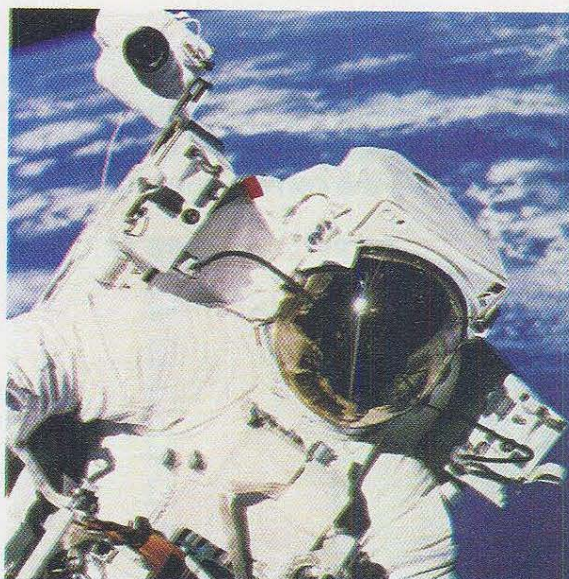


## Listening 2

### CD 3-18 ► Task 1

People are giving opinions about these topics. Are they for or against them? Listen and check (✓) the correct answer.

|                      | For                                 | Against                  |
|----------------------|-------------------------------------|--------------------------|
| 1. space exploration | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. TV commercials    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Olympic Games     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. tourism           | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. action movies     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. big cars          | <input type="checkbox"/>            | <input type="checkbox"/> |



### CD 3-18 ► Task 2

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

- It's too expensive.
  - ☒ It's how we learn about the universe.
  - It isn't important.
- They're too short.
  - They interrupt her favorite programs.
  - They're boring.
- They encourage an interest in sports.
  - They cost too much.
  - Her country always wins.
- It creates pollution.
  - It's fun to meet visitors.
  - It brings jobs and money to the city.
- They're too violent.
  - They're too boring.
  - They're too loud.
- They take too much gas.
  - There isn't enough parking.
  - They cost too much.

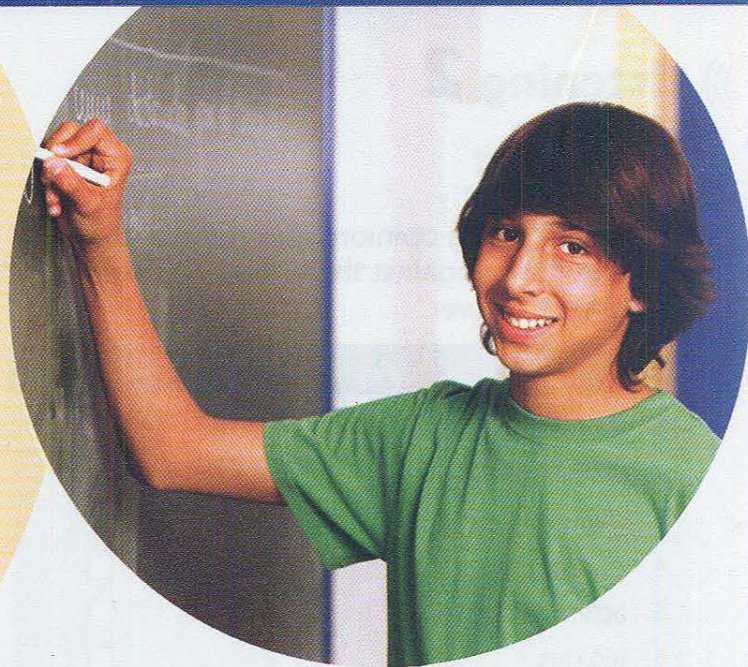


## ))) Listening 3

### CD 3-19 ► Task 1

People are giving their opinions. Do they agree or disagree? Listen and check (✓) the correct answer.

|    | Agree                               | Disagree                 |
|----|-------------------------------------|--------------------------|
| 1. | <input checked="" 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"/> |



### CD 3-19 ► Task 2

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

|  | True                                | False                    |
|--|-------------------------------------|--------------------------|
| 1. He thinks second language skills can help people get good jobs. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. She thinks lawyers work hard.                                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. He thinks most TV shows are for older people.                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. He had to wait an hour for the bus.                             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. She likes to try things on before she buys them.                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. The rain is good for her garden.                                | <input type="checkbox"/>            | <input type="checkbox"/> |



## Pronunciation

Intonation of words or phrases in a series

### CD 3-20 ▶ Task 1

Listen and repeat.

1. Tourism raises money for cities and creates jobs.
2. Hybrid cars save gas and help the environment.
3. Pets can keep you company, help you relax, and even lower your blood pressure.
4. I think cigarettes are smelly, dirty, and bad for your health.

### ▶ Task 2

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

### Pronunciation Help

When listing a series, use falling intonation for the last item in a series and rising intonation for earlier items.

## Dictation

### CD 3-21 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What \_\_\_\_\_ about the new mall?

B: I don't know. I haven't shopped there yet. Have you?

A: Yeah, I have. I went last weekend. I liked it a lot. It has a ton of stores, lots of great restaurants, and a \_\_\_\_\_.

B: Oh, I'll have to check it out soon. It sounds so much better than the old mall.

A: It is. The old mall is \_\_\_\_\_, \_\_\_\_\_, and too \_\_\_\_\_.

B: I agree.

### ▶ Task 2

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

## Conversation

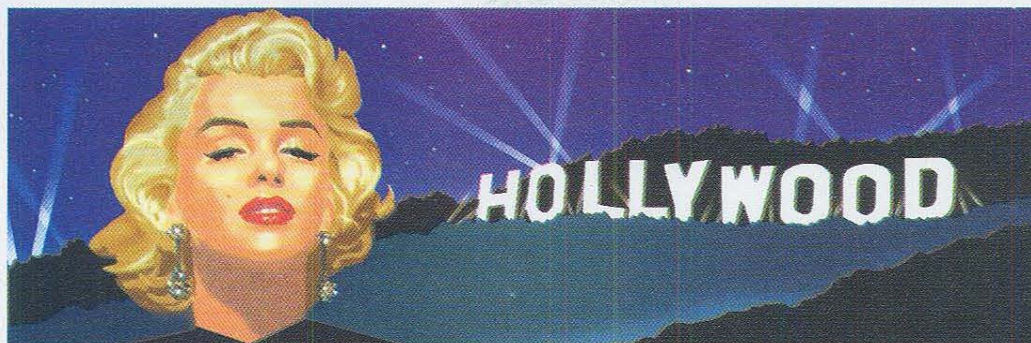
Think of a place in your city or town that you really like.  
What do you like about it? Tell your partner about it.

**TACTICS FOR TESTING**  
PAGE 106



# Famous People

## Getting Ready



Match the famous people on the left with the descriptions on the right.

1. Leonardo da Vinci e
2. Mozart \_\_\_\_
3. Norma Jean Baker \_\_\_\_
4. Ronald Reagan \_\_\_\_
5. Bill Gates \_\_\_\_
6. Amelia Earhart \_\_\_\_

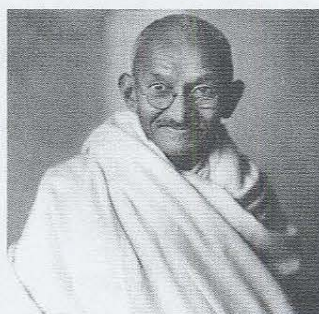
- a. She changed her name to Marilyn Monroe.
- b. He was an actor who became a U.S. president.
- c. He founded Microsoft and started a charity for education.
- d. He wrote his first piece of music at the age of five.
- e. He painted the *Mona Lisa*.
- f. She was the first woman to fly across the Atlantic.

## CD 3-22 Listening 1

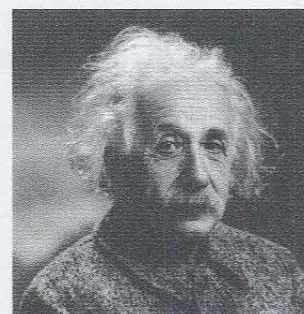
These conversations are about famous people. Listen and circle each famous person's job.



1. a. political leader  
b. actress
2. a. political leader  
b. writer



3. a. actor  
b. writer
4. a. painter  
b. athlete



5. a. actor  
b. singer
6. a. singer  
b. scientist



## Listening 2

### CD 3-23 ► Task 1

A writer is talking about the life of the actor James Dean. Did these events in Dean's life happen in Indiana, California, or New York? Listen and check (✓) the correct answer.

|                                      | Indiana                             | California               | New York                 |
|--------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. He was born.                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. His mother passed away.           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He lived with his aunt and uncle. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He went to college.               | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He did more stage acting.         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He died in a car crash.           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |



### CD 3-23 ► Task 2

Listen again. How did James Dean become famous? Number the events from 1 to 6.

He won an award as "Most Promising Newcomer." \_\_\_\_

He had a starring role in *East of Eden*. \_\_\_\_

He acted in school plays. 1

He went to college. \_\_\_\_

*Rebel Without a Cause* made him famous. \_\_\_\_

He did modeling for advertisements. \_\_\_\_

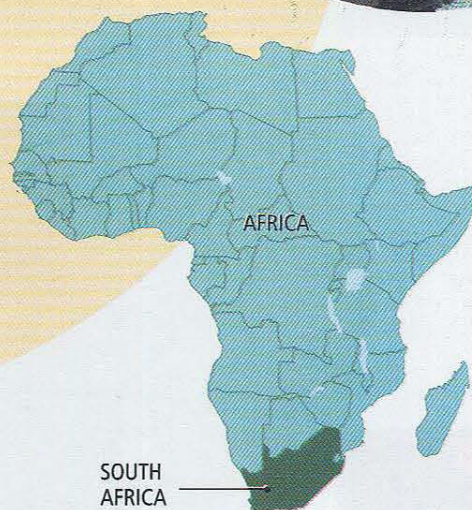
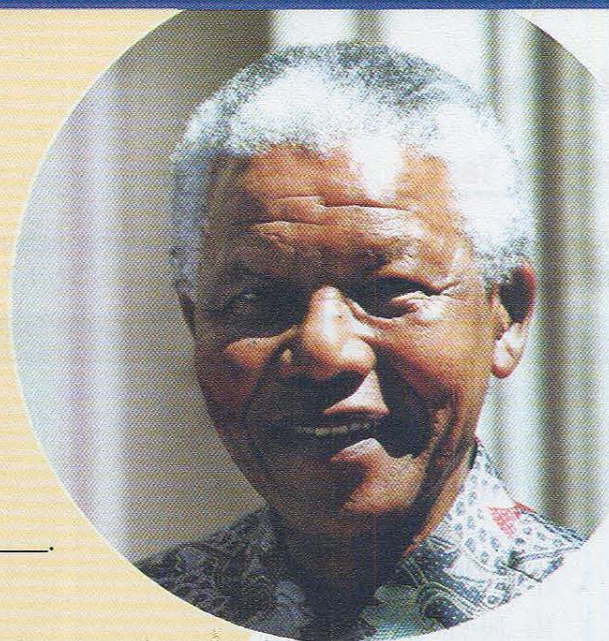


## Listening 3

### CD 3-24 ► Task 1

This person is talking about the life of South African leader Nelson Mandela. When did these events happen? Listen and write the years.

1. He was born in: 1918.
2. He joined the ANC in: \_\_\_\_\_.
3. He became deputy president of the ANC in: \_\_\_\_\_.
4. He was sentenced to life in prison in: \_\_\_\_\_.
5. He was released from prison in: \_\_\_\_\_.
6. He became State President in: \_\_\_\_\_.
7. He retired in: \_\_\_\_\_.



### CD 3-24 ► Task 2

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

|  | True                                | False                    |
|--|-------------------------------------|--------------------------|
| 1. Mandela's father was an assistant to a chief.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Mandela studied law.  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. The ANC encouraged people to be violent.                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Mandela helped poor people stay on the land where they lived. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. South Africans forgot about him while he was in prison.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. As soon as he was released from prison, he retired.           | <input type="checkbox"/>            | <input type="checkbox"/> |



## Pronunciation

Reduction of *could you*, *would you*, and *did you*

CD 3-25 ► **Task 1**

Listen and repeat.

1. *Would you* hand me that book on the table?
2. *Could you* pass the salt and pepper?
3. What *did you* do?
4. What *would you* do if you saw a famous actor?
5. *Could you* sign your book for me?
6. *Did you* get his autograph?

► **Task 2**

Read the questions to a partner. Be sure to reduce *could you*, *would you*, and *did you*.

## Dictation

CD 3-26 ► **Task 1**

Listen to the conversation. Write the missing words.

- A: So what \_\_\_\_\_ this weekend?
- B: My friends and I went to Los Angeles for the weekend.
- A: Oh, really? Did \_\_\_\_\_ famous?
- B: Yeah! We saw Leonardo DiCaprio in a cafe and Jackie Chan walking down the street!
- A: No way! Did you get their autographs?
- B: No. We were too shy to ask. What \_\_\_\_\_ if you saw someone famous? Would you ask for an autograph?
- A: Maybe. I was at a restaurant once, and I took a picture of \_\_\_\_\_!

► **Task 2**

Practice the conversation with a partner. Be sure to reduce *could you*, *would you*, and *did you*.

## Conversation

Work in pairs. Imagine a famous movie star comes to your city or town. Talk to your partner about where they would go and what they would do.

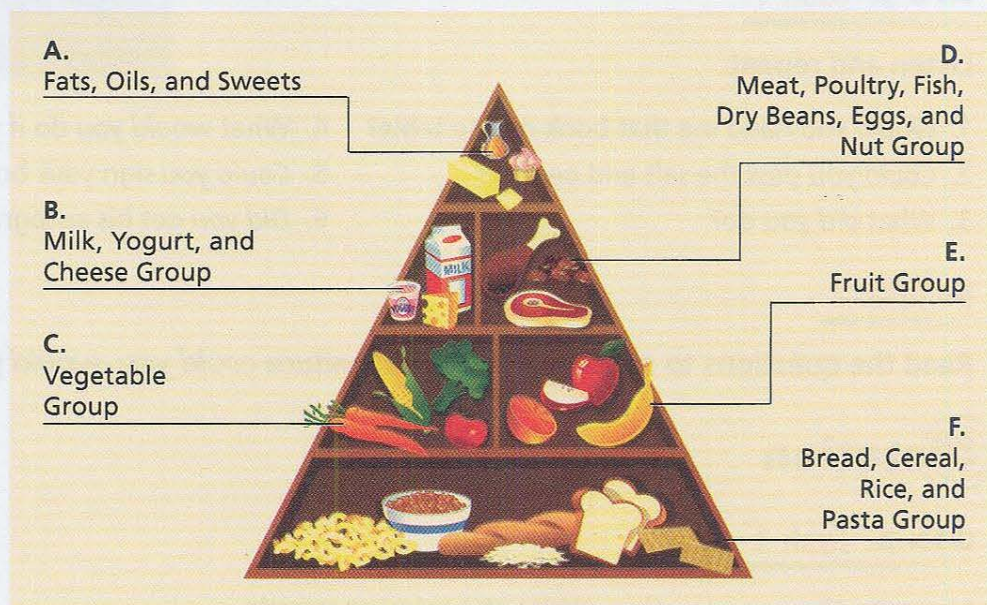
| Pronunciation Help |               |
|--------------------|---------------|
| How we spell it    | How we say it |
| could you          | couldja       |
| would you          | wouldja       |
| did you            | didja         |



## Getting Ready

Where do these foods belong in the nutrition pyramid?  
Write the correct letter next to each item.

1. ice cream B
2. apples \_\_\_\_
3. noodles \_\_\_\_
4. chicken \_\_\_\_
5. hamburgers \_\_\_\_
6. walnuts \_\_\_\_
7. carrots \_\_\_\_
8. pancakes \_\_\_\_
9. pineapple \_\_\_\_
10. tuna \_\_\_\_



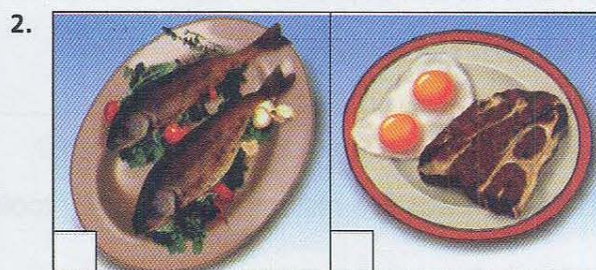
## CD 3-27 Listening 1

People are talking about their eating habits. What does each person eat now? Listen and check (✓) the correct picture.



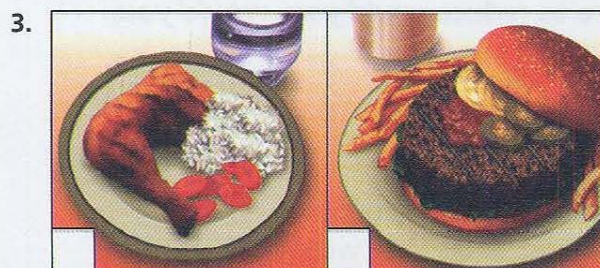
a.

b.



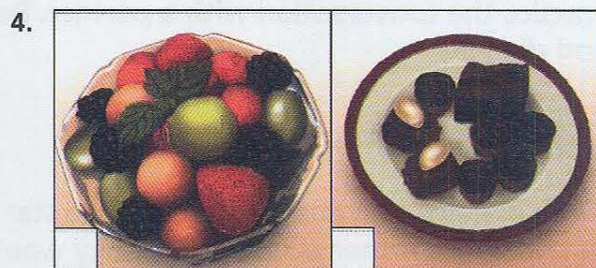
a.

b.



a.

b.



a.

b.



## Listening 2

### CD 3-28 ► Task 1

A doctor is talking to her patients about nutrition. What advice does she give each person? Listen and circle the correct answer.



- |   |  |
|---|--|
| 1. a. eat fewer vegetables<br>b. eat less cheese<br>c. eat a lot of fat | 4. a. eat less bread<br>b. eat more meat<br>c. eat less fruit          |
| 2. a. don't eat fish<br>b. eat more vegetables<br>c. eat more fruit     | 5. a. eat more cheese<br>b. don't drink milk<br>c. eat more protein    |
| 3. a. eat less meat<br>b. eat less fruit<br>c. eat more meat            | 6. a. don't drink milk<br>b. don't eat candy<br>c. eat more vegetables |

### CD 3-28 ► Task 2

Listen again. What is each person's health problem? Write the correct letter.

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. Mr. Grant <u>d</u> | a. is losing too much weight.       |
| 2. Linda ____         | b. has stomachaches.                |
| 3. Chris ____         | c. needs to lose weight.            |
| 4. Ms. Barton ____    | d. has high cholesterol.            |
| 5. Mr. O'Brien ____   | e. has been feeling tired and weak. |
| 6. Mrs. Johnson ____  | f. has high blood pressure.         |



## Listening 3

### CD 3-29 ► Task 1

A cheesemaker is giving a talk about cheese. Are these statements true or false? Listen and check (✓) the correct answer.



|  | True                                | False                    |
|--|-------------------------------------|--------------------------|
| 1. Cheese was first made over 3,000 years ago.                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Cheese contains vitamins.                                       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Most cheese in the United States is made from goat's milk.      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Cheese doesn't contain water.                                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. The process of making cheese was probably discovered by chance. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Pasteurized milk contains bacteria.                             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Carbon dioxide is added to pasteurized milk to make cheese.     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. Curd is a liquid.   | <input type="checkbox"/>            | <input type="checkbox"/> |

### CD 3-29 ► Task 2

**Listen again.** How is cheese made? Number the steps from 1 to 5.

The milk forms a solid substance. \_\_\_\_

Specially cultivated bacteria are added to the milk. \_\_\_\_

The milk is heated to remove all bacteria. 1

The curd is removed and drained. \_\_\_\_

The milk is kept warm so the cultures can grow. \_\_\_\_



## Pronunciation

Plural -s endings

### CD 3-30 ▶ Task 1

Listen and repeat.

1. You need to take vitamins.
2. You should eat more vegetables.
3. What types of fruit are you eating?
4. Do you eat a lot of carrots?
5. I've taken two cooking classes.
6. I ate four pieces of pizza!

### ▶ Task 2

Read the sentences to a partner. Be sure to pronounce the plural -s correctly.

## Dictation

### CD 3-31 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Hi. I'm Jane, and I'll be your server this evening. What would you like to drink?

B: I'll just have some water, thanks.

A: Okay. And what \_\_\_\_\_ to eat?

B: Could you tell me what types of vegetables come with the roast chicken?

A: Sure. It comes with \_\_\_\_\_.

B: Okay. Then I'd like the roast chicken and vegetables, please. And I'd like a piece of apple pie for dessert.

A: Okay, that's roast \_\_\_\_\_, and a piece of apple pie.

### ▶ Task 2

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

## Conversation

Work in pairs. Imagine you are at a restaurant with a friend. Talk about what you will order from the server for dinner.

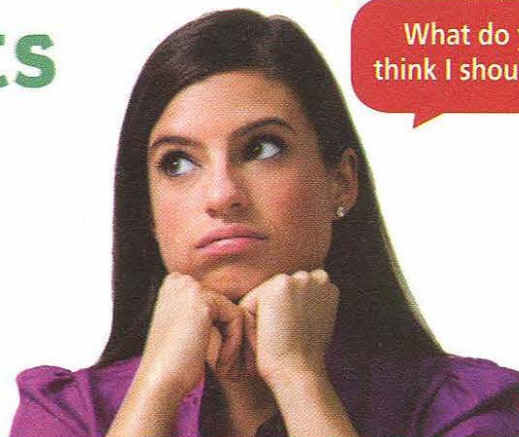
| Pronunciation Help |                 |                  |
|--------------------|-----------------|------------------|
| Sounds like /s/    | Sounds like /z/ | Sounds like /iz/ |
| cakes              | eggs            | glasses          |
| walnuts            | apples          | pieces           |
| fruits             | pies            | substances       |



What do you think I should do?

## Getting Ready

What would you do if you were in these predicaments? Write your answers in the chart and compare them with a partner.



| Predicament                                     | Solution |
|---|----------|
| 1. Your neighbors make a lot of noise at night. | _____    |
| 2. You forgot a friend's birthday.              | _____    |
| 3. You damage a friend's car.                   | _____    |
| 4. A classmate asks you for a loan.             | _____    |
| 5. A classmate cheats on tests.                 | _____    |

## CD 3-32 Listening 1

Listen to the conversations. What is each person's predicament? Circle the correct answer.

- a. He doesn't want his guest to leave.  
☒ b. He doesn't know when his guest will leave.
- a. Her friend forgot to pay some money back.  
 b. She forgot to pay back some money to a friend.
- a. She wants to invite a co-worker out.  
 b. A co-worker is always inviting her out.
- a. His friend never lends things.  
 b. His friend never returns things.
- a. He forgot about his friend's party.  
 b. He forgot to bring a gift to the party.
- a. The neighbors play really loud music at night.  
 b. The neighbors play really bad music at night.





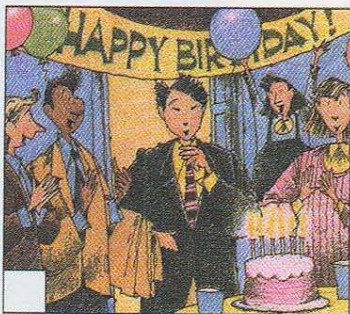
## Listening 2

### CD 3-33 ► Task 1

People are telling stories about things that happened to them. Listen and number the pictures.



A.



B.



C.



D.



E.



F.

### CD 3-33 ► Task 2

Listen again. How does each story end? Circle the correct answer.

1. a. She ran away.  
b. She had to pay for the plate.  
☒ c. She didn't have to pay for the plate.
2. a. He had to pay for everything.  
b. He had to pay for the things he ordered.  
c. He didn't have to pay for anything.
3. a. His girlfriend was very upset.  
b. His girlfriend wasn't upset.  
c. His girlfriend left before he arrived.
4. a. He said that he wasn't Tom Cruise.  
b. He signed Tom Cruise's name.  
c. He signed his own name.
5. a. They had the party in a restaurant.  
b. They cleaned the apartment.  
c. They didn't have the party.
6. a. He asked to sit somewhere else.  
b. He told the teacher the guy was cheating.  
c. He wrote the wrong answers on his test.

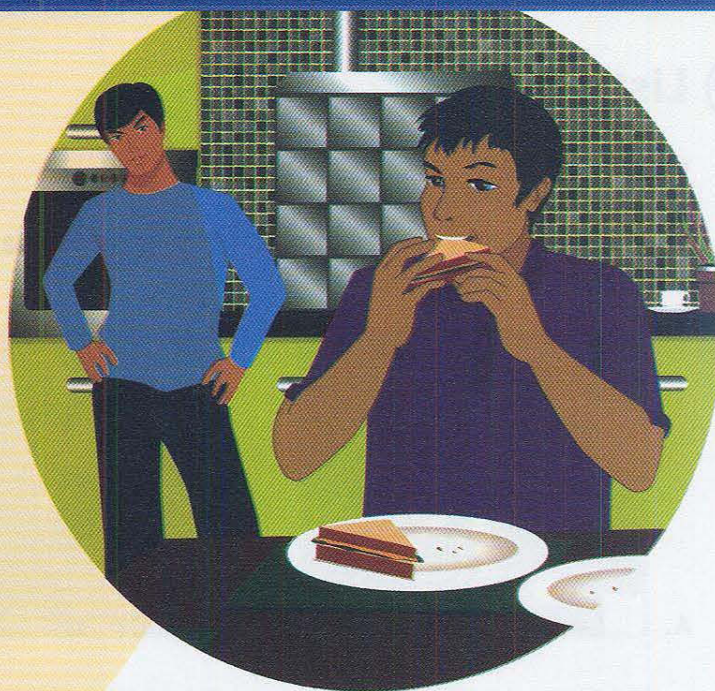


## Listening 3

### CD 3-34 ► Task 1

People are talking about predicaments. How does each person feel? Listen and circle the correct answer.

- |                   |                |
|-------------------|----------------|
| 1. a. embarrassed | 4. a. annoyed  |
| <b>b. annoyed</b> | b. unconcerned |
| c. amused         | c. depressed   |
| 2. a. concerned   | 5. a. worried  |
| b. angry          | b. annoyed     |
| c. embarrassed    | c. amused      |
| 3. a. embarrassed | 6. a. angry    |
| b. angry          | b. worried     |
| c. confused       | c. embarrassed |



### CD 3-34 ► Task 2

Listen again. What is each person planning to do about the situation? Write the correct letter.

- |             |                                 |
|-------------|---------------------------------|
| 1. <u>d</u> | a. nothing                      |
| 2. ___      | b. call the manager             |
| 3. ___      | c. talk to her cousin's parents |
| 4. ___      | d. speak to his wife            |
| 5. ___      | e. sleep in a different room    |
| 6. ___      | f. send an anonymous note       |



### Pronunciation

Word stress in compound nouns

#### Pronunciation Help

Stress the first syllable of the word in a compound noun.

#### CD 3-35 ▶ Task 1

Listen and repeat.

1. We have *hou'se* guests this weekend.
2. I got stuck in a *tra'ff*ic jam.
3. Her *clá'ss*mate is preparing a presentation for tomorrow.
4. My grandparents are sleeping in my *bé'dr*oom.

#### ▶ Task 2

Read the sentences to a partner. Be sure to stress the compound nouns correctly.

### Dictation

#### CD 3-36 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What's wrong? You look exhausted.

B: I am. I have a \_\_\_\_\_ with me right now. He's a friend from my English class. He was going to stay for a week, but he's been here for four weeks now.

A: Oh, no! Why has he been staying with you for so long?

B: Well, there was a fire in \_\_\_\_\_, so he has to find a new place to stay. The problem is, he can't afford to pay the deposit for a new place until he gets money from the \_\_\_\_\_.

A: That's terrible. The poor guy.

#### ▶ Task 2

Practice the conversation with a partner. Be sure to stress the compound nouns correctly.

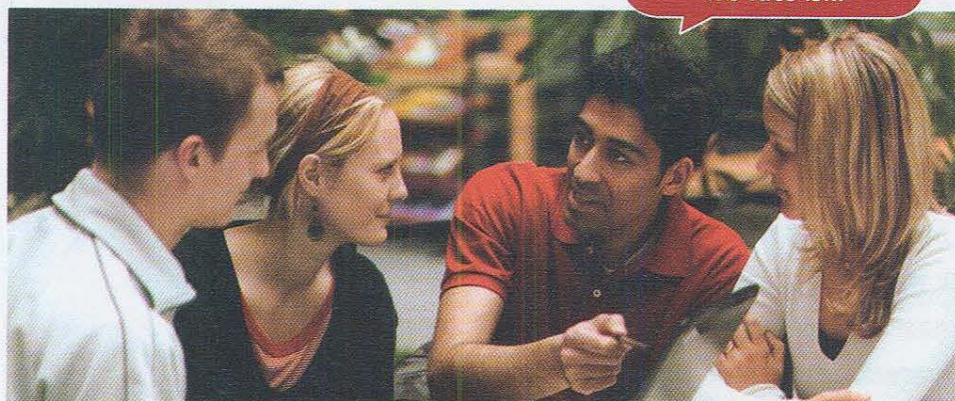
### Conversation

Work in pairs. Think about a time you were in a difficult situation. Tell your partner what happened.



## Getting Ready

I think one of the biggest issues we face is...



How important are these issues to you? Check (✓) your answers and compare them with a partner.

|                 | Very important           | Somewhat important       | Not important            |
|-----------------|--------------------------|--------------------------|--------------------------|
| air pollution   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| water pollution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| crime           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| global warming  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| overpopulation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| poverty         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| unemployment    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other: _____    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Listening 1

People are talking about issues. Which issue do they think is most important right now? Listen and circle the correct answer.

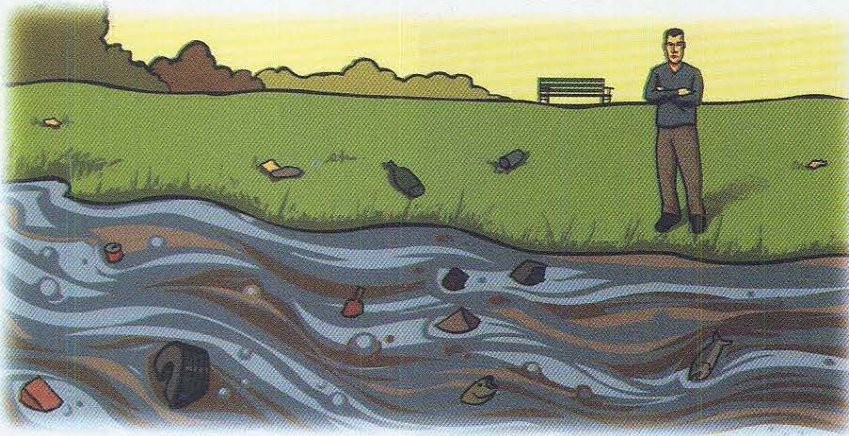
- water pollution
  - air pollution**
- unemployment
  - crime
- public transportation
  - housing
- government
  - unemployment
- public transportation
  - unemployment
- education
  - health



## Listening 2

### CD 3-38 ► Task 1

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



- |  |   |  |
|--|---|--|
| 1. a. air pollution<br>b. water pollution<br>c. overpopulation | 3. a. poverty<br>b. overpopulation<br>c. war  | 5. a. air pollution<br>b. garbage<br>c. unemployment |
| 2. a. global warming<br>b. water pollution<br>c. unemployment  | 4. a. crime<br>b. traffic<br>c. air pollution | 6. a. housing<br>b. poverty<br>c. crime              |

### CD 3-38 ► Task 2

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

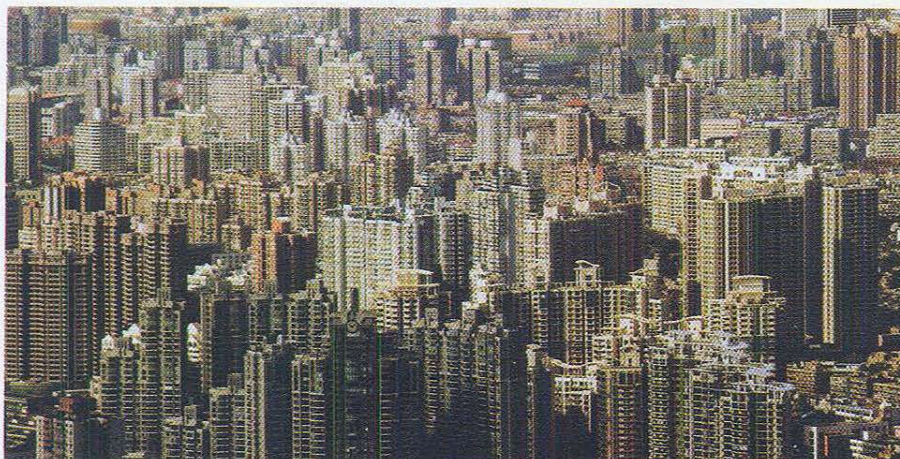
|  | True                     | False                               |
|--|--------------------------|-------------------------------------|
| 1. He wants to be the mayor of his city.             | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. She's going to move to Chicago.                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. He reads a lot of sports magazines.               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. She bought a new car.                             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. She buys less packaged food, like frozen dinners. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. He moved to a small apartment downtown.           | <input type="checkbox"/> | <input type="checkbox"/>            |



# Listening 3

## CD 3-39 ► Task 1

Listen to a talk on very large cities, or "megacities." Why do people move from the country to megacities? Listen and check (✓) the reasons you hear.



|  | Reason                              | Not a reason             |
|--|-------------------------------------|--------------------------|
| 1. They want to find work.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. They want to be farmers.                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. They think salaries will be higher.     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. They think the work will be easier.     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. They think the people will be friendly. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. They think city life will be glamorous. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. They want to be on television.          | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. They want better health care.           | <input type="checkbox"/>            | <input type="checkbox"/> |

## CD 3-39 ► Task 2

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

|  | True                                | False                               |
|--|-------------------------------------|-------------------------------------|
| 1. Jobs are often difficult to find in megacities. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Salaries in megacities are very low.            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. Many people end up in huge, expensive houses.   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 4. Health care is much cheaper in megacities.      | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 5. Air pollution is a problem in megacities.       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 6. The problems in megacities are becoming easier. | <input type="checkbox"/>            | <input type="checkbox"/>            |



## Pronunciation

Syllable stress in two-syllable nouns and verbs

### CD 3-40 ► Task 1

Listen and repeat.

1. The man was *issued* a fine for littering.
2. Pollution is an important *issue*.
3. How can we *decrease* air pollution.
4. There's been a *décrease* in air pollution over the last year.
5. We *produce* too much trash in this country.
6. The *próduce* at the farmer's market looked so fresh!

### Task 2

Read the sentences to a partner. Be sure to stress the correct syllable in the noun or verb.

### Pronunciation Help

Some words can be used as both nouns and verbs. Syllable stress often changes between the noun and the verb form.

## Dictation

### CD 3-41 ► Task 1

Listen to the conversation. Write the missing words.

- A: There are \_\_\_\_\_ in the world today.
- B: I know. There's water pollution, air pollution, global warming, unemployment.
- A: Yeah, and there's the destruction of the rain \_\_\_\_\_, \_\_\_\_\_, housing shortages. It can get depressing if you think about it too much.
- B: No kidding. What do you think the biggest issues are?
- A: I really think air pollution is the most important issue. If we don't \_\_\_\_\_ and improve air quality, we'll all have health problems.
- B: I agree that air pollution is a \_\_\_\_\_. The air in the city has become so dirty.

### ► Task 2

Practice the conversation with a partner. Be sure to stress the correct syllable in the noun or verb.

## Conversation

Work in pairs. Think about a global issue that is very important to you. Describe it to your partner. Talk about solutions that will help.

TACTICS FOR TESTING  
PAGE 108

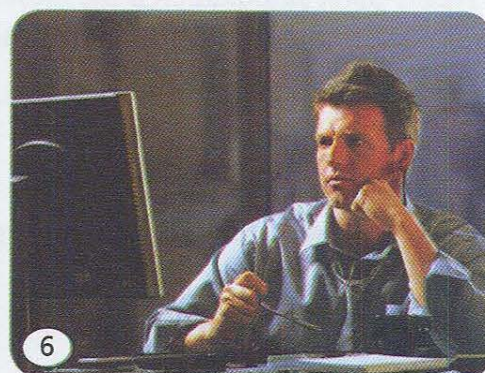
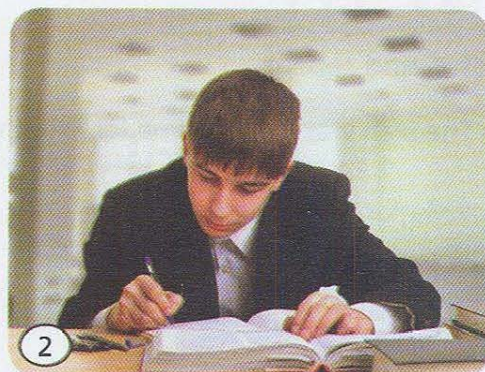


#### CD 4-2 Part 1

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

#### ANSWER SHEET

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





CD 4-3 **Part 2**

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

7. A. You're right, we haven't met.  
B. I'm afraid I don't recall.  
C. I met someone at the party.
8. A. I graduated three years ago.  
B. Yes, I remember that student.  
C. Sorry, were you in my math class?
9. A. I'm going there with my friends.  
B. I have to work on Monday.  
C. Nothing special, really.
10. A. Yes, I made quite a big profit last year.  
B. The key thing is customer service.  
C. I paid the excess and fixed the damage.
11. A. I had to take my son to the doctor.  
B. The meeting finished at 9 PM last night.  
C. It was my first time meeting him.
12. A. I'm from Los Angeles.  
B. Oh, that's no problem.  
C. Yes. We met last year.

CD 4-4 **Part 3**


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

13. What do the speakers do for a living?  
A. They are chefs.  
B. They are students.  
C. They are office workers.  
D. They are artists.
14. How does the man feel about his boss?  
A. He is strict but inspiring.  
B. He doesn't take care in his work.  
C. He doesn't have a good word to say about him.  
D. He is not very good at his job.
15. What does the woman say about her job?  
A. She has worked there for three months.  
B. She is not completely happy with it.  
C. She is looking for a new job.  
D. She doesn't like the people she works with.

**PREDICT**

Some tests (like the TOEIC® test) have picture-based questions. Scan the photos quickly at the beginning of the test and try to use them to predict what you will hear.



CD 4-5  Listen to part of a talk in a history class.

#### ANSWER SHEET

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)



1. What is the talk mainly about?
  - A. Housing shortages in Rome
  - B. The history of high-rise buildings
  - C. The development of construction technology
  - D. Difficulties of life in the ancient world
2. What reasons does the professor give for the height limitation on buildings?
  - A. Lack of construction technology
  - B. Rules set by the government
  - C. Taller buildings were impractical for inhabitants
  - D. Safety concerns over multi-story buildings
3. What would generally be found on the upper stories of ancient Roman buildings?
  - A. Poor tenants
  - B. Wealthy families
  - C. Water tanks
  - D. Shops
4. What will the professor most likely talk about next?
  - A. High-rise apartments in modern times
  - B. Building practices in 12th century Europe
  - C. The palaces of the Roman Emperors
  - D. Unsafe buildings in other ancient societies

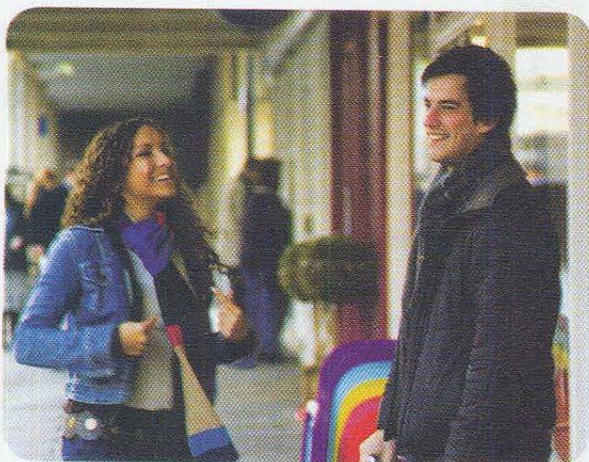
#### MAKE INFERENCES

Inference questions ask about information that is unstated but is implied. Many tests will ask you to make inferences based on the listening. Make sure that your inferences are based on information directly stated in the listening.





**CD 4-6** ))) Listen to a conversation between two students.

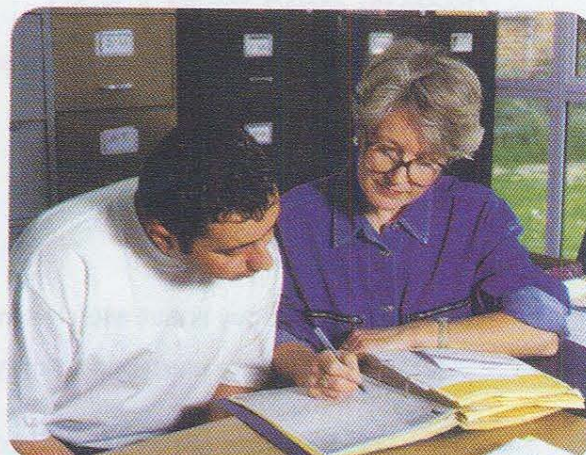


5. What are the speakers mainly discussing?
  - A. Differences in their musical tastes
  - B. Problems with a counselor
  - C. Issues with fellow students
  - D. Difficulties in finding accommodations
6. What will the man do about the situation?
  - A. Insure the room is kept clean
  - B. Move in with his old roommate
  - C. Talk to a counselor about his problem
  - D. Wait before taking any further action

**Listen again to part of the conversation.**

7. What can be inferred about the man and his former roommate, Bill?
  - A. They got along very well.
  - B. They were both studying for medical school.
  - C. They couldn't afford to be roommates this year.
  - D. They no longer go to the same university.

**CD 4-7** ))) Listen to a conversation between a student and a woman.



8. What is the woman's occupation?
  - A. Campus Housing officer
  - B. Private real estate agent
  - C. Furniture shop employee
  - D. Electronics salesperson
9. What does the man say about the application form?
  - A. He needs a replacement form.
  - B. He never received it.
  - C. He's already submitted it.
  - D. He didn't read it.

**Listen again to part of the conversation.**

10. What does the woman imply?
  - A. The man is already too late to apply for housing.
  - B. The man should apply soon, but doesn't need to pay the registration fee.
  - C. If the man waits to apply, there might not be any housing available.
  - D. The man is not taking the situation seriously.



CD 4-8

## Part 1

Choose the correct answer, A, B, or C.

1. What is Katy's opinion about the noise in London?
  - A. You eventually get used to it.
  - B. It's not as bad as it used to be.
  - C. It can affect your health.
2. What does Sam say about entertainment?
  - A. He doesn't have much opportunity to go out in the evenings.
  - B. He thinks prices are very high in London.
  - C. He prefers staying at home when he has free time.
3. According to Katy, what is the biggest difficulty about getting around in London?
  - A. Public transport is poor.
  - B. Distances are often quite big.
  - C. Congestion causes delay.
4. What does Katy tell Sam about crime in London?
  - A. The dangers are exaggerated.
  - B. Burglary is quite common.
  - C. Crime has generally decreased.

Complete the notes below. Write NO MORE THAN TWO WORDS for each answer.

## NOTES ON LIVING IN LONDON

## Houses

- Least expensive in the (5) \_\_\_\_\_ (But prices are rising because the (6) \_\_\_\_\_ is built there)
- Always expensive near the (7) \_\_\_\_\_

## Getting to work

- Download a map showing the (8) \_\_\_\_\_

## Schools

- Get information from the (9) \_\_\_\_\_
- Make an appointment with the principal
- Try to talk to some (10) \_\_\_\_\_

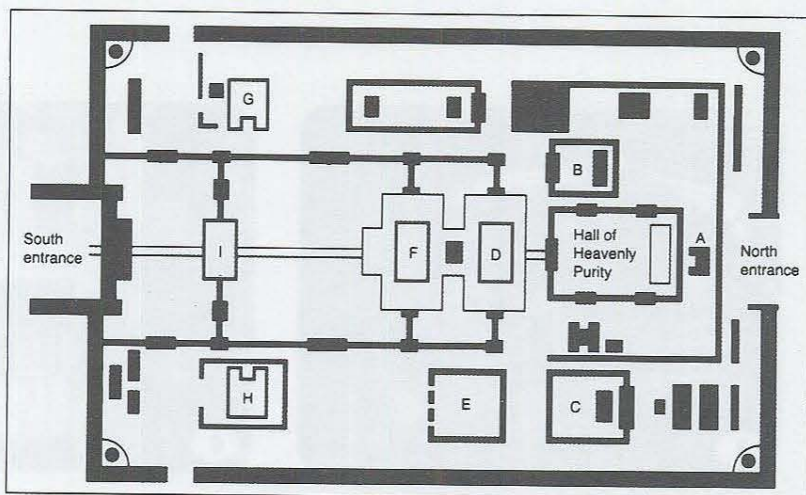


## Part 2

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

11. According to UNESCO, the Forbidden City has the greatest number of \_\_\_\_\_ in the world.
12. One of the most significant colors in the architecture of the Forbidden City is \_\_\_\_\_.
13. Black is used for the \_\_\_\_\_ of one building because it represents water.
14. The number and layout of buildings in the Forbidden City are intended to represent the \_\_\_\_\_ and \_\_\_\_\_.

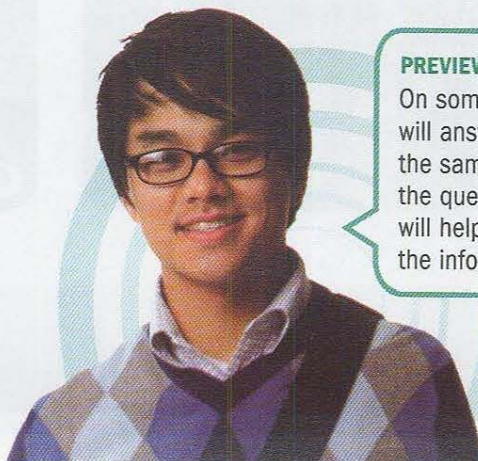
Look at the plan of the Forbidden City. Write the appropriate letter on the blank next to each question.



- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 15. ____ Gate of Supreme Harmony | 18. ____ Hall of Mental Cultivation |
| 16. ____ Hall of Supreme Harmony | 19. ____ Nine Dragons Screen        |
| 17. ____ Imperial Garden         | 20. ____ Hall of Military Skill     |

### PREVIEW QUESTIONS

On some tests, such as IELTS™, you will answer several questions based on the same listening passage. Read all of the questions before you listen. This will help you focus your attention on the information that is truly important.





# TACTICS FOR TESTING

## UNITS 13 – 16

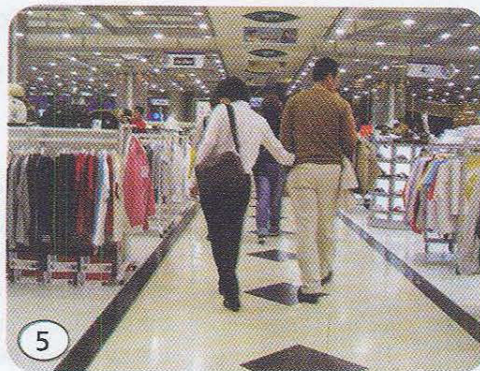
Testing focus: Conversation-based questions

### CD 4-10 Part 1

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

#### ANSWER SHEET

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
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- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)





CD 4-11 **Part 2**

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

7. A. We usually have the family over for dinner.  
B. Thanks, they love coming over for Thanksgiving.  
C. We went to my grandparents' house.
8. A. No, they aren't comfortable for me.  
B. Do you think it suits me?  
C. It's certainly a different style for you.
9. A. I'd prefer to live in my own country.  
B. Actually, living in the suburbs is the best of both worlds.  
C. It takes about an hour to get to the city.
10. A. No, actually I love it.  
B. Well, it's a bit slow for me.  
C. I've always loved music.
11. A. It's okay, I'll call back in a couple of hours.  
B. Just leave it at the door.  
C. I'd like to leave about 9 PM.
12. A. I think I'll go to the beach this year.  
B. Many people find the holiday season to be stressful.  
C. Not so much. I had to work through most of it.

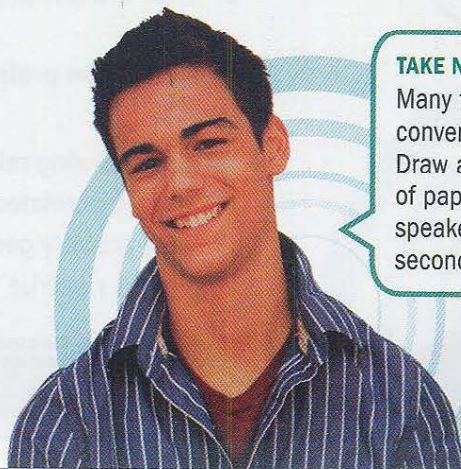
CD 4-12 **Part 3**

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

13. Who does the man say he celebrates the New Year with?  
A. His friends  
B. His wife  
C. His family  
D. His neighbors
14. Where does the man usually celebrate the New Year?  
A. A restaurant  
B. His hometown  
C. A temple  
D. His house
15. Which of the following does the man NOT do at New Year?  
A. Give money to children  
B. Have a large dinner  
C. See his relatives  
D. Party with his friends

**TAKE NOTES**

Many tests ask questions about conversations between two people. Draw a line down the middle of a piece of paper. Take notes about the first speaker on the left and about the second speaker on the right.





## TACTICS FOR TESTING

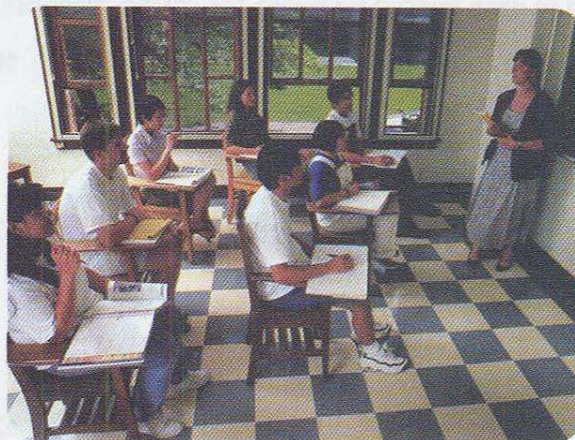
## UNITS 17 – 20

Testing focus: Negatives in questions and answer choices

CD 4-13 Listen to part of a talk in a life sciences class.

### ANSWER SHEET

- |    |   |   |   |   |
|----|---|---|---|---|
| 1  | A | B | C | D |
| 2  | A | B | C | D |
| 3  | A | B | C | D |
| 4  | A | B | C | D |
| 5  | A | B | C | D |
| 6  | A | B | C | D |
| 7  | A | B | C | D |
| 8  | A | B | C | D |
| 9  | A | B | C | D |
| 10 | A | B | C | D |



- What is the main topic of the lecture?
  - Evolution of the giant panda
  - Reasons some animals are endangered
  - Efforts to save the giant panda
  - Some facts about an endangered animal
- How does the professor describe the giant panda's eating habits?
  - Typical for members of its animal family
  - Expensive to maintain in captivity
  - Unusual and inefficient
  - Unique in the animal kingdom
- What behavioral feature of the animal has proved popular with zoo patrons?
  - The way they eat
  - The way they walk
  - The sound they make
  - Their interaction with each other
- What does the professor say about the giant panda?
  - Their coloring relates to mating habits.
  - They're unrelated to raccoons.
  - They are very gentle creatures.
  - They're not true bears.

### READ QUESTIONS CAREFULLY

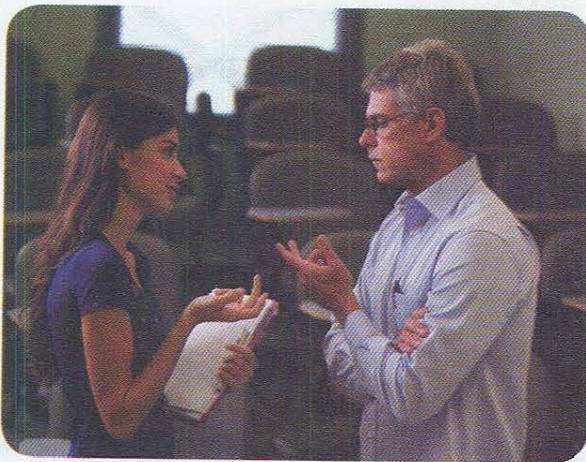
Many people make mistakes on tests like the TOEFL® test, the TOEIC® test, and IELTS™ because they do not read the questions and answer choices carefully. Look for words, such as "not," that can change the meaning of a question or answer choice.



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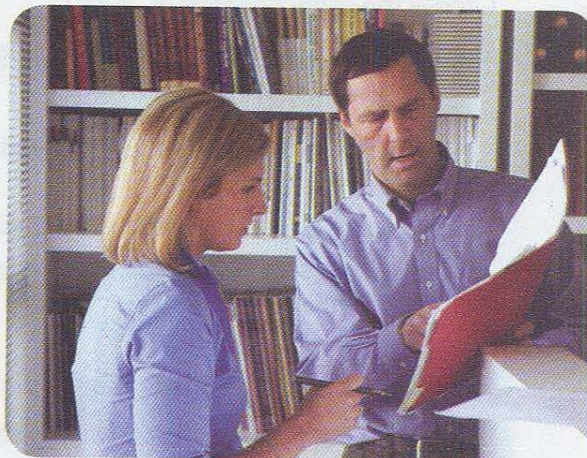


CD 4-14 Listen to a conversation between a professor and a student.



5. Why does the student go to see the professor?
  - A. To ask for help with a computer problem
  - B. To ask for advice on a project
  - C. To request more time to complete a paper
  - D. To explain her research proposal
6. Which of the following is not true?
  - A. The professor only accepts late papers under special circumstances.
  - B. The student still has time to complete the assignment.
  - C. The student lost all of her work when she lost her computer.
  - D. The student believes she won't have time to complete the assignment.
7. What does the professor offer to do?
  - A. Call local taxi companies.
  - B. Lend her the use of a computer.
  - C. Extend the project deadline.
  - D. Make time to meet with the student.

CD 4-15 Listen to a conversation between a student and an academic advisor.



8. Why has the student visited her academic advisor?
  - A. For information on language courses
  - B. For advice on optional courses
  - C. To discuss the possibility of changing her major
  - D. To investigate Asian job opportunities
9. Which of the following is not true of the student?
  - A. She hasn't chosen her courses for this year.
  - B. She is interested in working in Asia.
  - C. She has some experience studying a foreign language.
  - D. She has already thought of taking a sociology course.
10. What recommendation does the advisor make?
  - A. To consider her future goals and interests
  - B. To avoid taking an extra language credit
  - C. To choose the most general option
  - D. To take both of the suggested courses



CD 4-16 **Part 2**

Choose the correct answer, A, B, or C.

- What problem does the woman identify concerning dietary information?
  - The topic of diet is unfashionable at present.
  - There is a shortage of qualified dietitians.
  - Giving advice about diet can be very profitable.
- Why did the man decide to see the dietitian?
  - He thought he should try to get fitter.
  - His doctor advised him to.
  - He has had a serious illness.
- What does the man say about physical exercise?
  - He does some exercise every day.
  - He only does light exercise.
  - He doesn't have a regular pattern.
- One of the main things that the dietitian will take into account is
  - how motivated the man is to be healthy.
  - how much energy the man normally uses.
  - which foods the man likes and dislikes.

Complete the notes below. Write **ONE WORD ONLY** AND / OR **A NUMBER** for each answer.

**NOTES ON A HEALTHY DIET****Starchy foods**

- Very important
- Should be about (5) \_\_\_\_\_ of total food eaten.
- Contain fewer calories than (6) \_\_\_\_\_

**Fruit and vegetables**

- Eat plenty
- Can be fresh or preserved
- (7) \_\_\_\_\_ don't count as vegetables

**Fish**

- Eat at least twice a week
- Eat (8) \_\_\_\_\_ fish once a week

**Fats**

- Don't eat a lot
- Vegetable oils and (9) \_\_\_\_\_ are better than butter, etc.
- If food is pre-cooked, look at the (10) \_\_\_\_\_ (20% fat is too much)

**Salt and sugar**

- Eat less!

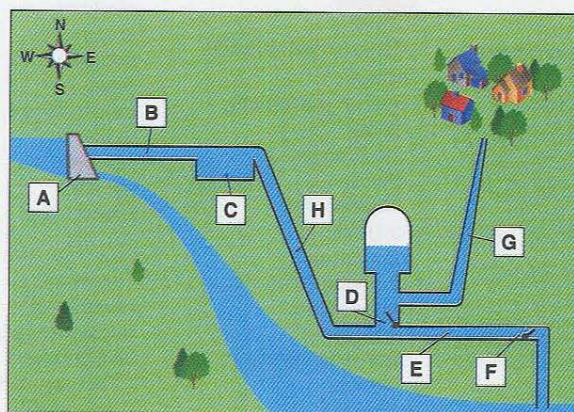


CD 4-17 **Part 2**

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

11. Many rural communities have problems obtaining water for domestic use and \_\_\_\_\_.
12. Avoiding the use of fossil fuels reduces \_\_\_\_\_ and expense, and conserves non-renewable resources.
13. Compared to older designs, modern ram pumps are both more efficient and more \_\_\_\_\_.
14. Ram pumps are more \_\_\_\_\_ than other methods of supplying water in rural areas.
15. \_\_\_\_\_ can be taught how to do routine maintenance of ram pumps.
16. The smallest ram pumps deliver approximately \_\_\_\_\_ of water daily.

Look at the diagram of the ram pump. Write the appropriate letter on the line next to each item.



- |                          |                       |
|--------------------------|-----------------------|
| 17. _____ Canal          | 19. _____ Waste valve |
| 18. _____ Catchment tank | 20. _____ Check valve |

**LISTEN FOR TRANSITIONS**

On some tests, such as IELTS™ and the TOEFL® test, you will listen to long talks. It is very important to understand the organization and structure of these talks, so listen carefully for transition words such as: *so, therefore, and however.*



# VOCABULARY INDEX

## Unit 1

### Small Talk

ahead  
challenging  
chips  
course  
design  
enough  
greet  
humid  
introduce  
remember  
stuck  
  
air conditioning  
at home  
design company  
Don't we work in the same building?  
Do you like living here?  
Enjoy the party.  
Good luck to you.  
Haven't we met somewhere?  
Have you been having fun here?  
Hey, you're (name), right?  
hot and humid  
How are you doing?  
I don't think we've met.  
introduce yourself  
I've got to run.  
makes (someone) laugh  
Me, neither.  
moving ahead  
Nice to see you again.  
Remember me?  
That looks really nice on you.  
That's too bad.  
What kind of work would you like?

## Unit 2

### Plans

alone  
beach  
busy  
careful  
comedy  
dangerous  
favorite  
final exams  
finals  
fire  
instructor  
library  
movie  
ocean  
paper (report)  
play (sports)  
present  
sail

ski  
visit

I can hardly wait!  
go downtown  
(go) out of town  
go shopping/to a party  
go out (to dinner)  
going on  
hang out  
I can't wait.  
I plan to (do something)  
just in time  
out of town  
play guitar  
road trip  
stay home  
take a trip  
video games  
What are you up to?

## Unit 3

### Successful Businesses

atmosphere  
chefs  
comfortable  
convenient  
displays  
facilities  
fits (v.)  
garage (repair shop)  
location  
machines (exercise equipment)  
mall  
popular  
popularity  
quality  
rude  
service  
speed  
staff  
stylists  
waiter  
website  
  
10 percent cheaper  
a good value  
bright lights  
make a complaint  
well-lit

## Unit 4

### Apologies and Excuses

accident  
ankle  
ceremony  
copy (of a CD)  
cousin  
coworkers  
dents

directions  
dozen  
freeway  
graduation  
neighbors  
niece  
occasion  
roommate  
scratch  
tripped  
unusual  
worry  
  
all right  
book bag  
break down  
Don't worry about it.  
emergency room  
food poisoning  
insurance information  
It's no problem.  
It won't happen again.  
job interview  
make it up to (someone)  
mean to (do something)  
on time  
tow truck  
turned out to be (something)

## Unit 5

### Character Traits

athletic  
bother (someone)  
caring  
cheerleader  
chubby  
conservative  
criticize  
depressed  
enjoying (oneself)  
enthusiastic  
exhausted  
homeless (person)  
honest  
informed  
intelligent  
issues  
landlady  
muscles  
patient  
persuasive  
praise  
rules  
sensitive  
strict

break up  
can't stand  
coffee shops  
drove (someone) to (a place)  
elementary school  
get angry

gets upset  
good with children  
Lucky you!  
made jokes (about something)  
No way!  
out of shape

## Unit 6

### Travel

airline  
arrival  
baggage  
carousel  
complimentary  
Concord  
counter  
crammed  
delayed  
departure  
exhausted  
fasten  
flight  
land  
left  
locate  
luggage  
overbooked  
passenger  
past  
platform  
proceed  
purchase (v.)  
reach  
refreshments  
right  
seatbelt  
snoring  
(train) stop  
  
about to (do something)  
bumped off a flight  
departure gate  
fully booked  
I'll do my best.  
pretty much  
worn out

## Unit 7

### Housing

ancient  
annoying  
appliances  
building  
commuting  
condition  
convenient  
forever  
good-sized  
landlady  
maintenance  
neighbors  
single

space  
stained  
suburbs  
yard

coat of paint  
falling apart  
first floor  
high floor  
high-rise building  
makes sense  
studio apartment  
take care of (something)  
the country  
there's no point in (doing something)  
work from home

## Unit 8

### Can You Believe It?

arena  
arrested  
call-forwarding  
claims (n.)  
column  
destination  
drifting  
elaborate  
flushing  
identify  
ingredients  
mummified  
neglect  
newborn  
overweight  
pharaoh  
plumbing  
scam  
smuggling  
stadium  
tuition  
  
convenience store  
customs checkpoint  
Did you hear about...?  
ended up  
get out of (doing something)  
post online  
power cable  
stick shift  
What happened?  
You're kidding!

## Unit 9

### Friendship

appearance  
autograph  
barbecue  
craft  
crowds  
diet  
director  
education



embarrassing  
exhibition  
famous  
festival  
intelligence  
producer  
sensitivity  
stockbroker  
surfing  
violin

art show  
a talk (lecture)  
book signing  
career goals  
car show  
craft fair  
family background  
farm show  
got into a fight  
home team  
Just my type!  
makes (someone) laugh  
movie premiere  
(have) no future  
opening night  
sense of humor  
social skills  
take a look  
That's fine with me.

#### Unit 10

##### Television

amazing  
architecture  
breakthrough  
contestant  
cruise  
defense  
documentary  
episode  
floods  
frustrating  
hilarious  
honestly  
hurricane  
impression  
miserable  
prize  
rather  
recipes  
sitcom  
treatments  
trivia

action movie  
final round  
game shows  
grand prize  
information technology  
panel of experts  
reality shows  
soap operas  
stay tuned  
talk shows  
travel show  
This is the show  
for you.

#### Unit 11

##### Cities

beaches  
centuries  
clubs  
Corfu  
Crete  
crime  
culture  
Greek  
Montreal  
museum  
musicians  
nightlife  
prices  
province  
purse  
relieved  
safety  
sightseeing  
snorkeling  
subway  
sunburn  
sunscreen  
theater  
traffic  
wallet

a friend from college  
food poisoning  
get by  
movie studios  
proud of (oneself)  
Quebec City  
right through the  
middle  
St. Lawrence River  
street signs  
Tokyo

#### Unit 12

##### Urban Life

business  
cleanliness  
club  
crime  
deserted  
economy  
factory  
fence  
industry  
inexperienced  
open (start a business)  
planted (v.)  
redevelop  
site  
train

air quality  
community center  
bring more business (to  
a place)  
eat out  
green space  
hardly any  
outdoor market  
out of business

public transportation  
sound barrier  
tore (something) down

#### Unit 13

##### Special Days

admission  
anniversary  
bother  
celebrate  
Earth  
environment  
honor  
midnight  
romantic  
valentine

a big fan  
April Fool's Day  
at home  
buy (oneself) a present  
community gardens  
got together  
invite (someone) over  
look forward to  
(something)  
loved ones  
moved around  
(something)  
play tricks  
stay out late  
stay upstairs  
take (someone) out  
takes over  
Those were the days!  
waste of time

#### Unit 14

##### Fashion

blouse  
capes  
casual  
collars  
cotton  
denim  
elegant  
formal  
handsome  
informal  
imported  
leather  
look (n.)  
miniskirts  
neater  
plain  
ponytail  
preppy  
promotion  
punk  
silk  
tie-dyed  
tight  
trousers  
typical  
unbuttoned  
wedding

well-made  
wool

60s/70s/80s  
broke up  
came down to (knees,  
ankles)  
peace signs  
Roaring Twenties  
slicked back  
walked around

#### Unit 15

##### Favorites

background  
delicious  
disturbed  
facilities  
favorite  
garage  
guide  
housekeeping  
kind of  
office  
outdoors  
parking  
position (job)  
rather  
relaxation  
stressful  
suburbs  
tourist  
trendy  
useful  
wreck (damaged car)

American English  
British English  
Central America  
country music  
Do you...?  
Do you prefer...?  
free time activity  
front desk  
group tours  
have a look  
hot and spicy  
make sense  
Me, too.  
office work  
Oh, yeah?  
pick up  
South America  
work on (repair)  
Would you rather...?

#### Unit 16

##### Phone Messages

absent  
angry  
apologetic  
apology  
appointment  
congratulations  
damage  
excited  
from (a company)

haircut  
invitation  
join (someone)  
late  
pleased  
promotion  
remind  
reminder  
repairs  
request  
scared  
shampoo  
suggestion  
unfortunately  
worried

any longer  
at home  
at the bank  
at the mall  
don't bother (doing  
something)  
hard drive  
in a meeting  
in class  
make it (attend)  
on vacation  
pass along (a message)  
stepped out  
tied up

#### Unit 17

##### Past Events

alarm  
elevator  
exactly  
finally  
injured  
luckily  
nervous  
pajamas  
realize  
sign (v.)  
skid  
suddenly  
tie  
valuable  
voice

alarm button  
all of a sudden  
bad experience  
believe it or not  
broke out  
bumped around  
go sailing  
got stuck  
in the end  
locked out of  
(somewhere)  
locked yourself out  
looked around  
pay attention  
pulled her out  
raffle tickets  
traffic accident



turned around  
went off the side of the  
road

### Unit 18

#### Vacations

alone  
backpacker  
fascinating  
free  
jungle  
outback  
plays (n.)  
practice  
resort  
safari  
tourists  
travelers  
  
art galleries  
colonial towns  
do my own thing  
dying to (do  
something)  
end up in (a place)  
get up to (a place)  
motor coaches  
off to (a place)  
on my own  
ski resort  
spend time  
start off in (a place)  
straight on to (a place)  
whitewater rafting

### Unit 19

#### The News

checked  
collision  
combine  
crime  
destroyed  
entertainment  
escape  
exports  
flames  
fans  
finals  
fleeing  
gallery  
investigating  
magazine  
merger  
politics  
protest  
rescued  
sandbags  
sculptures  
searching  
snakes  
stolen  
stranded  
suffer  
theft  
twin

vehicle  
works (of art)  
  
broke down  
closed down  
Coast Guard  
giant panda  
given birth  
guest room  
heavy losses  
stock market  
the size of (something)

### Unit 20

#### Opinions

absolutely  
allowed  
commercials  
companion  
company  
develop  
distracting  
encourage  
garden  
hybrid  
informative  
interrupt  
pride  
rope  
smoking  
universe  
violent  
  
action movies  
bungee jumping  
can't wait  
I know.  
I'm not sure I agree.  
jump off (a bridge)  
out there (in space)  
raise money  
space exploration  
Sure.  
the Olympic Games  
try (something) on  
TV commercials  
TV shows  
waste of money  
waste time  
worth it  
written for teenagers  
You're right about that.

### Unit 21

#### Famous People

advertisements  
assistant  
athlete  
award  
biography  
chief  
elected  
famous  
Indiana  
inspired  
inventor

legend  
modeling  
newcomer  
non-violent  
organization  
peaceful  
physics  
prison  
reggae  
released  
retired  
scientist  
symbol

Academy Award  
African American  
African National  
Congress (ANC)  
beauty pageants  
become independent  
deputy president  
famous people  
horror stories  
made (someone)  
famous  
political leader  
political life  
school plays  
sentenced to life  
stage acting  
starring role  
State President  
the *Mona Lisa*

### Unit 22

#### Food and Nutrition

bacteria  
beans  
bubbles  
carrots  
cereal  
cholesterol  
contains  
cultivated  
cultures  
curd  
dessert  
drained  
fat  
fats  
fermentation  
fewer  
less  
matured  
more  
noodles  
oils  
pancakes  
pasteurized  
pineapples  
poultry  
process  
pyramid  
reacted  
release

ripen  
sodium  
steak  
stop (doing something)  
sweets  
tuna  
vitamin

ancient Egyptians  
blood pressure  
carbon dioxide  
cholesterol level  
cow's milk  
cut down on  
feeling tired and weak  
given (something) up  
goat's milk  
hard cheese/soft cheese  
high blood pressure  
high cholesterol  
kept warm  
pay attention  
put on weight  
skin bags  
sweet tooth  
There's nothing I like  
more than...

### Unit 23

#### Predicaments

anonymous  
apologize  
autograph  
aware  
awkward  
borrow  
breath  
broke  
cheated  
cheats  
depressed  
dropped  
forget  
guy  
invite  
lend  
manager  
mention  
predicament  
psychologist  
salesclerk  
snores  
stereo  
unfortunately  
  
acting weird  
ask (someone) out  
brother-in-law  
came up to (someone)  
cleaning up  
got stuck in traffic  
graduation party  
house guest  
looking over  
(someone's) shoulder  
pay (money) back

send (someone) a note  
signed (someone's)  
name

### Unit 24

#### Global Issues

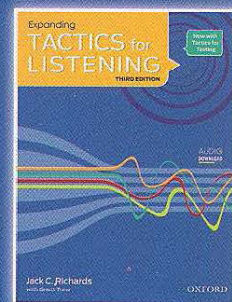
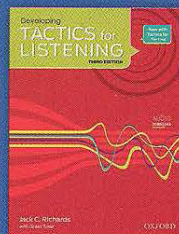
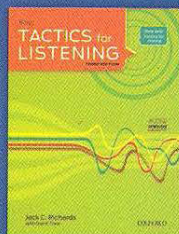
attracted  
available  
believe  
bombs  
chemicals  
dumping  
expect  
farmers  
fighting  
freeways  
garbage  
glamorous  
housing  
huge  
image  
industries  
issue  
landfills  
low (salary)  
mayor  
megacities  
move (to a new city)  
overpopulation  
pollution  
poverty  
salaries  
unemployment  
upward  
waste  
  
air pollution  
a growing problem  
destruction of the rain  
forests  
difficult to find  
global warming  
find work  
focus on (doing  
something)  
health care  
high-rise buildings  
in reality  
make a living  
no longer  
places to live  
public transportation  
spend more on  
(something)  
sports magazines  
That's why...  
the country  
the only solution  
water pollution  
What we really have to  
do is...



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