

**EXPANDING**



# **TACTICS FOR LISTENING**

**Second Edition**

**TEACHER'S BOOK**

**Lisa A. Hutchins  
Deborah Gordon  
Andrew Harper  
Andy London  
Jack C. Richards**

**OXFORD**



**EXPANDING**

# TACTICS FOR LISTENING

**Second Edition**

**TEACHER'S BOOK**

**Lisa A. Hutchins  
Deborah Gordon  
Andrew Harper  
Andy London  
Jack C. Richards**

**OXFORD**  
UNIVERSITY PRESS

# OXFORD

UNIVERSITY PRESS

198 Madison Avenue  
New York, NY 10016 USA

Great Clarendon Street, Oxford OX2 6DP UK

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

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trademarks of  
Oxford University Press

© Oxford University Press 2004

Database right Oxford University Press (maker)

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

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

### **Photocopying**

The Publisher grants permission for the photocopying of those pages marked  
"photocopiable" according to the following conditions. Individual purchasers  
may make copies for their own use or for use by classes that they teach.  
School purchasers may make copies for use by staff and students, but this  
permission does not extend to additional schools or branches.

Under no circumstances may any part of this book be photocopied for resale.

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

Editorial Manager: Nancy Leonhardt

Managing Editor: Jeff Krum

Associate Editor: Mike Boyle

Assistant Editor: Phebe W. Szatmari

Art Director: Lynn Luchetti

Design Project Manager: Maj-Britt Hagsted

Layout Artist: Julie Macus

Art Editor: Justine Eun

Production Manager: Shanta Persaud

Production Controller: Zainaltu Jawat Ali

### **ACKNOWLEDGMENTS**

*Cover Design:* Lee Anne Dollison

*Illustrations by:* David Coulson, Douglas Day, Mike Dietz, Richard Harrington

*Midterm and Final Tests* written by Susan Henderson-Conlon

ISBN-13: 978 0 19 437544 3 (Teacher's Book)

ISBN-10: 0 19 437544 7 (Teacher's Book)

ISBN-13: 978 0 19 438461 2 (Teacher's Book with CD)

ISBN-10: 0 19 0438461 6 (Teacher's Book with CD)

Printed in Hong Kong.

10 9 8 7 6 5 4

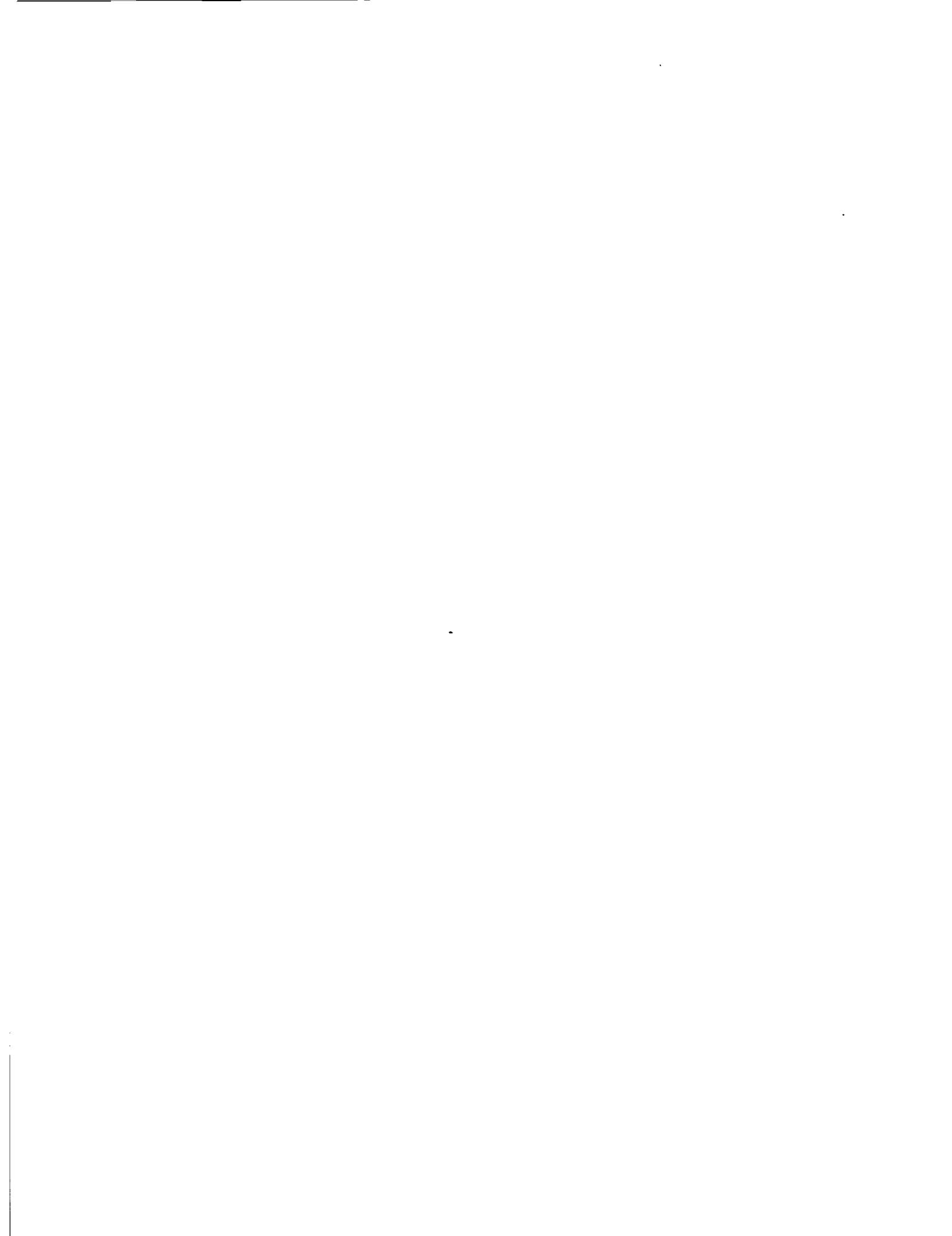
# Contents

<b>Scope and Sequence</b> .....	iv	Unit 21: Famous People .....	71
<b>Introduction</b> .....	vii	Unit 22: Food and Nutrition .....	74
<b>Unit Lesson Plans</b> .....	2	Unit 23: Predicaments .....	77
Unit 1: Small Talk .....	2	Unit 24: Global Issues .....	80
Unit 2: Part-Time Jobs .....	5	<b>Student Book Tapescript</b> .....	83
Unit 3: Successful Businesses .....	9	<b>Tests</b> .....	109
Unit 4: Gadgets and Machines .....	13	Test Instructions .....	109
Unit 5: Character Traits .....	16	Midterm Test .....	110
Unit 6: Cooking .....	20	Final Test .....	114
Unit 7: Housing .....	24	Test Answer Key .....	118
Unit 8: Apartment Problems .....	27	Test Tapescript .....	119
Unit 9: Friendship .....	31	<b>Worksheets</b> .....	122
Unit 10: Television .....	34	Worksheet Instructions .....	122
Unit 11: Cities .....	37	Worksheets 1–24 .....	135
Unit 12: Urban Life .....	41	<b>Vocabulary Lists</b> .....	160
Unit 13: Special Days .....	45		
Unit 14: Fashion .....	49		
Unit 15: Preferences .....	52		
Unit 16: Phone Messages .....	55		
Unit 17: Past Events .....	58		
Unit 18: Vacations .....	62		
Unit 19: The News .....	65		
Unit 20: Opinions .....	68		

# Scope and Sequence

Unit	Themes	Skills
<b>1</b>	Greetings Small talk	Listening for greetings and introductions Listening for topics Listening for attitudes Listening and making inferences Listening and making predictions
<b>2</b>	Jobs Job interviews	Listening for gist Listening for jobs Listening for details
<b>3</b>	Business	Listening for negative information Listening for gist Listening for details
<b>4</b>	Gadgets Machines	Listening for gist Listening for details
<b>5</b>	People Character traits	Listening for gist Listening for praise or criticism Listening for details
<b>6</b>	Food Recipes	Listening for gist Listening for details
<b>7</b>	Housing	Listening for gist Listening for negative information Listening for details
<b>8</b>	Complaints Neighborhoods Apartments	Listening for gist Listening for details Listening for agreement and disagreement
<b>9</b>	Friends Dating Invitations	Listening for gist Listening for details
<b>10</b>	Television	Listening for topics Listening for gist Listening for details Listening for agreement and disagreement Listening for attitudes
<b>11</b>	Cities Travel	Listening for details Listening for gist
<b>12</b>	Cities Improvements	Listening for topics Listening for gist Listening for details Listening for suggestions

<b>Unit</b>	<b>Themes</b>	<b>Skills</b>
<b>13</b>	Holidays Celebrations	Listening for gist Listening for details Listening for likes and dislikes
<b>14</b>	Fashion Clothes	Listening for gist Listening for time references Listening for details
<b>15</b>	Preferences	Listening for preferences Listening for topics Listening for agreement and disagreement Listening for details
<b>16</b>	Messages	Listening for gist Listening for attitudes Listening for details
<b>17</b>	Past events	Listening for gist Listening for sequence Listening for attitudes Listening and making predictions Listening for details
<b>18</b>	Vacations	Listening for preferences Listening for details Listening for gist
<b>19</b>	News reports	Listening for topics Listening for gist Listening for details
<b>20</b>	Opinions	Listening for topics Listening for gist Listening for opinions Listening for reasons Listening for details
<b>21</b>	Famous people	Listening for gist Listening for details Listening for sequence
<b>22</b>	Food Nutrition	Listening for gist Listening for suggestions Listening for details Listening for sequence
<b>23</b>	Predicaments	Listening for gist Listening for details Listening for attitudes
<b>24</b>	Issues Problems	Listening for gist Listening for comparisons Listening for topics Listening for details



# Introduction

## **Tactics for Listening**

*Tactics for Listening* is a three-level series of listening textbooks for students of English as a second or foreign language. Taken together, the three levels make up a comprehensive course in listening skills in American English.

## **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. It contains 24 units. It can be used as the main text for a listening course, as a complementary text in a conversation course, or as the basis for a language laboratory course.

Each unit features a topic that relates to the everyday life and experiences of adults and young adults. The topics have been chosen for their frequency in conversation and their interest to learners. A wide variety of stimulating and useful activities are included to give students graded practice in listening.

## **Approach and Methodology**

The approach and methodology of *Expanding Tactics for Listening* is based on both current research and practical experience. Students are taught to be active participants in the development of their listening skills. The two basic listening processing skills known as “top-down” processing (using background knowledge and context) and “bottom-up” processing (using primarily the individual words uttered) are both extensively practiced.

Students develop essential listening skills throughout the text. These skills include listening for key words, details, attitudes, and gist. Students learn to be active listeners by responding appropriately to questions, making inferences, recognizing information, and identifying things. This interaction with the dialogues prepares the students to function in authentic situations outside of the classroom. In addition, the following principles are used throughout the series.

### **Listening for a purpose**

Students are always given a clear purpose in listening. This purpose helps them select the appropriate listening strategy such as listening for key words or listening for information.

### **Listening for meaning**

The text teaches students to listen for the main point of the speaker’s message. Students are taught that the aim is not to remember specific words or phrases the speakers use but to extract the main ideas or information.

## **Listening in realistic situations**

The listening activities are put into context through illustrations and photographs. This visual support acts as a bridge between the classroom and the real world.

Many students are poor listeners because they think it is important to try to understand everything the speaker says. To help develop better strategies for listening, the exercises in *Expanding Tactics for Listening* usually contain a task that helps students identify a purpose for listening. This encourages students to ignore language that is not related to this purpose.

## **Unit Format**

Each unit has three kinds of sections.

### **Getting Ready**

Each unit begins with a Getting Ready activity. These exercises introduce the students to the general topic of the unit and the vocabulary essential to the discussion of the topic. In this way, the listening exercises are contextualized for the students, enabling them to make predictions and use their background knowledge while listening, in the same way they would normally do outside the classroom.

### **Let’s Listen**

Each unit contains five listening exercises. Each one provides task-based, graded listening practice. Students complete exercises such as filling in charts, responding to questions, and ordering or labeling pictures. Students learn to listen purposefully, disregarding information not relevant to their task. The exercises are kept at the students’ production level. Therefore, the students learn to derive meaning from messages that are more linguistically complex than those they would be able to communicate themselves. Both top-down and bottom-up listening processes are activated in this section.

### **Over to You**

These are optional follow-up speaking exercises that promote the use of the unit language in a meaningful way. The Over to You sections are located at the end of each unit. These speaking exercises are designed to complement the listening exercises and are theme- or topic-related. Model conversations are provided to support the students in the speaking exercises.

## **Class CDs/Cassettes**

The entire audio program for the Student Book is available as a set of three audio CDs. (The audio program is also available on a set of three cassettes.)

## **Student CD**

A Student CD is included on the inside back cover of the Student Book and contains the recordings for the final Let’s Listen section of each unit.

### **Using Expanding Tactics for Listening in Large Classes**

The teacher of large classes will find *Expanding Tactics for Listening* easy to use. The main difference between using *Expanding Tactics for Listening* with a large class and with an average-sized class will be the need for the teacher to divide the students into groups. Most of the Getting Ready exercises are best accomplished in pairs or small groups. While it is suggested that the checking of the answers for the Let's Listen exercises be done in pairs, teachers of large classes might prefer to have the students check and compare their answers in small groups. This way, the teacher can circulate around the room to determine which of the items the students need to hear again.

If a teacher has access to multiple CD/cassette players, groups of the students could be given their own player to use, enabling the students to work at their own pace. In this case it would be advisable to assign one student from each group the role of group leader.

### **Using Expanding Tactics for Listening in the Language Laboratory**

*Expanding Tactics for Listening* can very easily be used as a classroom text in a language laboratory. The following suggestions will be helpful when using the text in a language laboratory.

#### **Introducing the Units**

If the students will be working on their own in the laboratory, teachers should always introduce the unit and complete the Getting Ready activity before the students start the listening exercises. The students can complete the exercises on their own or with a partner.

#### **Assigning Partners**

The teacher can write the conversations from a particular task on the board and randomly assign the students a partner to practice each conversation.

#### **Checking Answers**

To check the students' responses, teachers can prepare a set of answers and appoint a student to be responsible for monitoring answers. First, the students should compare answers with a partner after completing the exercises. After students have finished, the class monitor can read out the answers for the students to check.

#### **Additional Practice**

If the lab configuration allows for the students to interact with a partner or move about the lab and talk to classmates, teachers can assign the Over to You exercises in the laboratory. Otherwise, students can complete them in a follow-up class.

#### **The Teacher's Book**

The *Expanding Tactics for Listening* Teacher's Book gives detailed notes and suggestions for getting the most from each unit. Each Teacher's Book unit begins with introductory information about the main theme of the unit, the skills taught and practiced, and any cultural aspects of the unit's topics.

A Culture Note then expands briefly on these points. Although many of these points may be known by the teacher, they are likely to be unfamiliar to the students. Discussion of American and Canadian culture and lifestyle differences will help the students to understand the context of the conversations they will hear more thoroughly.

Following this introductory information are detailed notes on how to present each part of the unit. The notes are divided into six sections.

#### **Skills**

The Skills section states the listening skill or skills focused on in each task, such as listening for gist, listening for details, and listening for opinions.

#### **Tactics**

The Tactics section states the listening tactic or tactics best suited to the listening task. The teacher can explain these to the students before they listen.

#### **Vocabulary**

The Vocabulary section lists any words or phrases that might be unfamiliar to the students. These items can be either pre-taught by the teacher, or dealt with in context as they arise. This section does not include every potentially unfamiliar word in the recording. Only those words needed to perform the listening task are listed here.

#### **Preparation**

The Preparation section suggests various ways to provide the students with the schema of the listening passage. Any relevant pictures in the Student Book are exploited for this purpose. In addition, there are suggestions for eliciting pertinent background information from the students.

#### **Presentation**

The Presentation section offers suggestions on ways to administer each exercise, and ways to check the students' answers.

#### **Optional Activity**

These activities fall into two categories: listening or speaking exercises. The listening exercises require either a more detailed listening of the same text or an additional listening with a different purpose. The speaking exercises provide an opportunity for discussion practice or vocabulary building.

#### **Midterm and Final Tests**

The Teacher's Book includes photocopiable Midterm and Final Tests. These tests reinforce the language and listening tactics that the students practiced in each unit and are designed for quick and easy scoring. The CD on the inside back cover of this Teacher's Book contains the recordings for the Midterm and Final Tests.

#### **Test Booklet**

The Test Booklet contains photocopiable tests for each unit of the Student Book, as well as an answer key and tapescript. It also contains a CD with recordings for all of the unit tests.

**Worksheets**

The photocopiable worksheets included in the back of this Teacher's Book allow students to actively practice the language they have acquired in each unit. Students speak in pairs, small groups, and large groups, and they have the opportunity to improve their listening skills by hearing real, non-recorded voices. An instructions section helps teachers administer these activities clearly and easily, with minimal preparation.

**Vocabulary Lists**

The photocopiable vocabulary lists at the end of this Teacher's Book contain the key words and phrases listed in the Unit Lesson Plans. They may be given to the students to translate or define before class, or after the students have completed the listening activities.

# UNIT 1 Small Talk

## Themes

Greetings  
Small talk

## Skills

Listening for greetings and introductions  
Listening for topics  
Listening for attitudes  
Listening and making inferences  
Listening and making predictions

## Culture

Small talk

## Culture Note

Americans and Canadians are usually comfortable making small talk with people they do not know well. Some typical small-talk topics include the weather, what kind of work people do, where people go to school, and where people live. Small talk usually does not include personal topics such as a person's religion, politics, or personal problems.

Student Book page 2

## 1. Getting Ready

### Vocabulary

*greet*

*I don't think we've met.*

*introduce yourself*

*Nice to see you again.*

### Preparation

Read the expressions in the chart aloud and have the students repeat after you. Answer any questions about vocabulary. Explain to the students that they will decide if each expression is used to greet someone they already know, or to introduce themselves for the first time.

Show the students how to check the appropriate boxes. Make sure everyone understands why the example answer is correct.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart individually. Elicit the correct answers.

#### ANSWERS

- |              |              |              |
|--------------|--------------|--------------|
| 1. Introduce | 4. Introduce | 6. Greet     |
| 2. Greet     | 5. Greet     | 7. Introduce |
| 3. Introduce |              |              |

## 2. Let's Listen

### Skill

Listening for greetings and introductions

### Tactics

Listening for key words

Making inferences

### Vocabulary

*Don't we work in the same building?*

*Haven't we met somewhere?*

*Hey, you're (name), right?*

*Remember me?*

### Preparation

Explain to the students that they will listen to the recording and decide whether the people have met before.

Have the students look at the chart. Make sure everyone knows to check *Have met before* if they hear one of the greetings from Exercise 1, Getting Ready. Students should check *Haven't met before* if they hear one of the introductions from Exercise 1.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 83). Make sure everyone understands why the correct answer is *Haven't met before*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

- |                       |                       |
|-----------------------|-----------------------|
| 1. Haven't met before | 4. Have met before    |
| 2. Have met before    | 5. Have met before    |
| 3. Haven't met before | 6. Haven't met before |

## Optional Activity

Have the students listen again and write down the expressions the people use to greet someone or introduce themselves.

### ANSWERS

1. *Say, I don't think we've met, have we?*
2. *Hey, you're Bob Thompson, right?*
3. *Haven't we met somewhere?*
4. *Jeff! Hi. Remember me?*
5. *Oh, hi. You're Jonathan, aren't you?*
6. *Hi, don't we work in the same building?*

Student Book page 3

## 3. Let's Listen

### Task 1

#### Skill

Listening for topics

#### Tactics

Listening for gist

Listening for key words

#### Vocabulary

<i>air conditioning</i>	<i>makes (someone) laugh</i>
<i>at home</i>	<i>moving ahead</i>
<i>challenging</i>	<i>stuck</i>
<i>courses</i>	<i>That looks really nice on you.</i>
<i>hot and humid</i>	

#### Preparation

Explain to the students that they will listen to people making small talk and circle the topic they are discussing. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first conversation (see tapescript, TB p. 83). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

### ANSWERS

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

### Task 2

#### Skill

Listening for attitudes

#### Tactics

Listening for key words

Making inferences

#### Vocabulary

*chips*

*Enjoy the party.*

*Good luck to you.*

*I've got to run.*

#### Preparation

Explain to the students that they will listen again and decide if the people want to continue talking or end the conversation. Tell the students to listen for the answer at the end of each conversation.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *End the conversation*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

1. End the conversation
2. Continue the conversation
3. End the conversation
4. Continue the conversation
5. End the conversation
6. Continue the conversation

## Optional Activity

Put the students into pairs. Have the students listen to the recording again and write a question and an answer of about two of the conversations. When everyone is finished, have each pair read their questions aloud for another pair to answer.

Student Book page 4

## 4. Let's Listen

### Task 1

#### Skill

Listening and making inferences

#### Tactics

Listening for key words

Making inferences

## Vocabulary

*design company*

*Do you like living here?*

*Have you been having fun here?*

*What kind of job would you like?*

## Preparation

On the board, write the following:

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

B: *Yes, I do. I'm having a great time!*

Elicit some questions that person B might be answering. Write them on the board.

Explain to the students that they will listen to six people answering typical small-talk questions. Students should circle the question each person is answering. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 83). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

## Skill

Listening and making predictions

## Tactics

Listening for key words

Making inferences

## Vocabulary

*enough*

*That's too bad.*

*Me, neither.*

*video*

## Preparation

Explain to the students that they will listen again and circle the best response to the last line of each monologue. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers. Play any difficult monologues again, if necessary.

## ANSWERS

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

## Optional Activity

Put the students into pairs. Have them ask each other the small-talk questions found in the answer choices for Task 1.

### Student Book page 5

## Over to You: What do you study?

## Language

Making small talk

## Vocabulary

(Same as Exercises 1–4)

### Task 1

## Preparation

Put the students into pairs. Have them look at the pictures. Ask the students a question about each picture, e.g., *Where are these people? What's happening?*

Explain to the students that they will write two small-talk questions about the topics shown in each picture.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students complete the activity in pairs.

### Task 2

## Preparation

Explain to the students that they will make small talk with one another, using the questions from Task 1 to start the conversations.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students move around the classroom, making small talk. Encourage the students to give extra information in their answers, and to ask follow-up questions.

### Extra Speaking Practice

Worksheet 1, Teacher's Book page 135

### Assessment

Unit 1 Test, Test Booklet

# UNIT 2 Part-Time Jobs

## Themes

Jobs  
Job interviews

## Skills

Listening for gist  
Listening for jobs  
Listening for details

## Culture

Part-time jobs for young adults

## Culture Note

Many high school and college students in the United States and Canada have part-time jobs, either for extra money or to get experience in the fields they are studying. Typical part-time jobs are working in fast food restaurants, baby-sitting, lifeguarding, working as camp counselors, working in a store at the mall, doing light factory work, or working in an office.

Student Book page 6

## 1. Getting Ready

### Vocabulary

*camp counselor*  
*convenience store clerk*  
*delivery person*  
*fast food cook*  
*lifeguard*  
*part-time job*

### Preparation

Have the students read the part-time jobs in the chart. Answer any questions about vocabulary. Explain to the students that they will put a check mark after the jobs they have had or would like to have.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *What part-time jobs have you had?*

B: *I've been a...*

A: *What part-time jobs would you like to have?*

B: *I'd like to be a...*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactic

Listening for key words

### Vocabulary

*fashion shows*  
*not exactly*  
*modeled (v.)*  
*office work*  
*similar*  
*take (a dog) out for a walk*

### Preparation

Explain to the students that they will listen to people interviewing for part-time jobs. Students should decide if each person has done the job before, has done something similar, or has never done the job before.

Have the students look at the chart at the bottom of the page. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 84). Make sure everyone understands why the correct answer is *Has never done it before*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

## ANSWERS

1. Has never done it before
2. Has done something similar
3. Has never done it before
4. Has done it before
5. Has never done it before
6. Has done something similar

## Optional Activity

Have the students listen again and write down the summer job each person is applying for, or the place where they want to work.

## ANSWERS

1. a department store
2. waitress
3. an office
4. model
5. dog walker
6. a hotel

Student Book page 7

## 3. Let's Listen

### Task 1

#### Skill

Listening for jobs

#### Tactics

Listening for key words

Using visual cues

#### Vocabulary

cinema

cut up

desserts

doing dishes

entering data

factory

ovens

popcorn

sporting goods

sports instructor

ticket booth

try (eat some of)

whistle

#### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What is her job? Where does he work? What is he doing?*

Explain to the students that they will listen to people talking about their part-time jobs and match the conversations with the pictures. Students should write the numbers of the conversations in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 84). Make sure everyone understands why picture E is the best match. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Listening for tone of voice

#### Vocabulary

*boring*

*My only complaint is...*

*The bad part is...*

*the heat*

*the hours*

*the money*

*The only problem is...*

*uniform*

#### Preparation

Explain to the students that they will listen to the conversations again and circle the thing each person doesn't like about his or her job. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

## Optional Activity

Have the students listen again and write down one thing each person likes about his or her job.

### ANSWERS

1. He's learning a lot about how desserts are made. / He's getting really good at doing dishes. / He gets to try everything they make.
2. The kids have a lot of energy and they're really funny.
3. She gets to see the latest movies for free.
4. The money is good. / It's very easy work.
5. He can work at home.
6. The people she works with are friendly and helpful. / She's learning a lot about sports equipment.

## Student Book page 8

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactic

Listening for key words

#### Vocabulary

<i>advertising agency</i>	<i>intern</i>
<i>celebrities</i>	<i>market research</i>
<i>commission</i>	<i>marketing company</i>
<i>co-workers</i>	<i>private school</i>
<i>flexible hours</i>	<i>stressful</i>
<i>home furnishings department</i>	<i>tour guide</i>

#### Preparation

Explain to the students that they will listen to people talking about their part-time jobs. Students should circle the thing each person likes best about his or her job.

Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, you may want to tell students to listen for the phrases *the best part* or *the best thing*.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 84–85). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactic

Listening for key words

#### Vocabulary

*a friendly voice*  
*a second language*  
*experience with* (something)  
*know what you* (teach, sell, etc.)  
*listening skills*

#### Preparation

Have the students look at the answer choices at the bottom of the page. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and complete each sentence on the left with the correct phrase on the right.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have them choose a part-time job. Tell them to discuss what knowledge or skills they think a person needs to do the job well. Go around the classroom, helping with vocabulary and grammar as needed. When everyone is finished, have each pair share their ideas with another pair.

## Student Book page 9

## Over to You: Have you ever been a...?

#### Language

Talking about part-time jobs  
Talking about past experiences  
Talking about abilities

#### Vocabulary

*at once*  
*have experience* (doing something)

### **Task 1**

#### **Preparation**

Explain to the students that they will complete the list with part-time jobs that are popular in their hometowns. Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Set a time limit and have the students begin working. When time is up, elicit a few part-time jobs from the class.

### **Task 2**

#### **Preparation**

Have the students look at the conversation. Answer any questions about vocabulary. Have a pair of students read the conversation aloud.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Put the students into pairs and have them practice the conversation. Have them switch roles. Go around the class, making sure the students look at each other while speaking.

### **Task 3**

#### **Preparation**

Have the students find new partners. Explain to the students that they will continue to practice the conversation, this time using new information. Have the students read the numbered phrases. Answer any questions about vocabulary.

Read the conversation with a student. Help the student replace the words in the example with the appropriate numbered phrase. (Be sure to call on a student who will be able to do this successfully.)

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Have the students begin working. Have the students switch roles. Encourage the students to memorize as much of the conversation as they can.

### **Task 4**

#### **Preparation**

Have the students find new partners. Explain to the students that they will practice the conversation again, this time using their own ideas. Elicit some information students might say in place of the numbered phrases.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Have the students begin working. Have the students switch roles. Go around the classroom, helping with vocabulary. Encourage the students to role-play the conversations without looking at their books.

#### **Extra Speaking Practice**

Worksheet 2, Teacher's Book page 136

#### **Assessment**

Unit 2 Test, Test Booklet

# UNIT 3 Successful Businesses

## Theme

Business

## Skills

Listening for negative information

Listening for gist

Listening for details

## Culture

The criteria for success in a business

## Culture Note

Many Americans and Canadians dream of starting their own business and making it succeed. In reality, most small businesses fail to make it into their second year. For this reason, many people who own successful businesses spend a lot of time at their workplaces, making sure that their businesses stay successful. Sometimes they spend more time at work than with their own families.

Student Book page 10

## 1. Getting Ready

### Vocabulary

*atmosphere*                      *popularity*

*courses*                          *service*

*facilities*                         *staff*

*language school*

### Preparation

Have the students read the three lists below the picture. Answer any questions about vocabulary. Elicit some other factors for success that students could write in the blanks after *other*.

Explain to the students that they will number the items in each list in order of importance. Make sure everyone understands to write the number 1 next to the item they think is most important to each business' success.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity on their own. While they are working, write the following on the board:

*A: What makes a restaurant successful?*

*B: I think...is most important and...is least important.*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for negative information

### Tactics

Listening for key words

Listening for tone of voice

### Vocabulary

*10 percent cheaper*

*convenient*

*machines* (exercise equipment)

*mall*

*rude*

### Preparation

Explain to the students that they will listen to people talking about local businesses. Students should circle the thing that the people dislike about each business. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, you may want to warn the students that they may hear both answer choices discussed in the conversations. Tell the students to listen carefully for the one the people do not like.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 85). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Have the students listen again and write down the exact problem at each place.

### ANSWERS

1. The food was good, but it took too long to come.
2. The store at the mall is cheaper.
3. It was too popular. / It was always full of people.
4. It was too far from the restaurants and discos.
5. The waiters are really slow and not very friendly.
6. The people who work there are rude.

Student Book page 11

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

*bright lights*

*fits (v.)*

*garage*

*jazz band*

*mechanics*

*Miami Beach*

*repair shop*

*stylists*

#### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What kind of business is this? What are the people doing?*

Explain to the students that they will listen to people talking about local businesses and match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 85). Make sure everyone understands why picture D is the best match. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Listening for tone of voice

#### Vocabulary

*displays*

*organized*

*size*

*staff*

*styles*

*the latest stuff*

#### Preparation

Explain to the students that they will listen to the monologues again and circle one thing the people like about each business. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers. Play any difficult monologues again, if necessary.

### ANSWERS

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

### Optional Activity

Have the student listen again and write down the reason why the people like the things mentioned in Task 2.

### ANSWERS

1. There's a great jazz band.
2. They have all the latest stuff.
3. The stylists are really good.
4. There are bright lights at the front door.
5. They're about half the price of other places.
6. All of their stuff looks great and fits perfectly.

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Expressions with *important*

Listening for positive attitudes

Listening for tone of voice

#### Vocabulary

*a good value*      *quality*

*chefs*              *speed*

*displays*         *website*

#### Preparation

Explain to the students that they will listen to four people talking about businesses they own. Students should circle the thing that each person thinks is the most important factor for success. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, you may want to tell the students to listen for key phrases such as *the most important thing*.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 86). Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

1. c    2. b    3. a    4. a

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

(Same as Task 1)

#### Preparation

Have the students read aloud the list of important factors at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for another important factor each person mentions. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

1. b    2. a    3. d    4. c

#### Optional Activity

Put the students into pairs. Have each student choose a local business that he or she likes. Tell the students to pretend that they own this business. Have them tell their partner the most important thing about running their business, using the recording from Exercise 4, Let's Listen, as an example.

## Student Book page 13

## Over to You: Your own restaurant

#### Language

Talking about restaurants

Talking about running a business

#### Vocabulary

(Same as Exercises 1–4)

### Task 1

#### Preparation

Put the students into groups of three or four. Explain to the students that they will plan an imaginary restaurant with their group members. Have the students read the questions at the top of the page. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin discussing the questions. To maximize interaction, allow only one student in each group to take notes.

### **Task 2**

#### **Preparation**

Explain that the students will stay in their groups and draw the restaurant sign, the menu, or a design of their restaurant in the space provided on the page. Tell the students that their pictures should not directly show what type of restaurant they are planning. For example, the restaurant sign should not say *Japanese Restaurant*.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Give the students time to talk about and draw their ideas. Go around the classroom, making sure that everyone is communicating in English.

### **Task 3**

#### **Preparation**

Put the students into pairs. Explain to the students that they will compare their drawings. Have a pair of students read the example conversation aloud.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Have the students begin comparing their restaurants. Go around the room, helping as needed. Encourage the students to give extra information in their answers and to ask follow-up questions.

#### **Extra Speaking Practice**

Worksheet 3, Teacher's Book page 137

#### **Assessment**

Unit 3 Test, Test Booklet

# UNIT 4 Gadgets and Machines

## Themes

Gadgets  
Machines

## Skills

Listening for gist  
Listening for details

## Culture

Gadgets and machines used around the house and office

## Culture Note

Americans and Canadians love gadgets and machines that make everyday tasks easier and faster. Some popular new gadgets include cell phones, personal data assistants or "Palm Pilots," and flat screen televisions. It is common to hear Americans and Canadians discussing how to operate or fix a popular gadget.

Student Book page 14

## 1. Getting Ready

### Vocabulary

*gadget*  
*microphone*

### Preparation

Put the students into pairs. Have the students look at the pictures at the top of the page. Ask the students a question about each picture, e.g., *What is Gadget A? What does it do?* Encourage the students to respond using the phrases in the box labeled *Useful expressions*.

Explain to the students that they will continue describing these gadgets in pairs. Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Go around the classroom, helping as needed. When everyone is finished, have a few students tell the class what they think the gadgets are and what they are used for.

## ANSWERS

Gadget A: A travel alarm clock.

Gadget B: A machine that plays relaxing sounds.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words

Using visual clues

### Vocabulary

<i>carrier</i>	<i>holds (something) down</i>
<i>dust</i>	<i>power failure</i>
<i>fan</i>	<i>warms (v.)</i>
<i>fingerprints</i>	

### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What kind of gadget is this? What is it used for?*

Explain to the students that they will listen to people talking about gadgets and match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 86). Make sure everyone understands why picture C is the best match. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

### Optional Activity

Have the students listen again and write down what each gadget is used for.

## ANSWERS

1. for keeping a room warm
2. for reading at night
3. for cleaning dust, dirt, fingerprints from CDs
4. for transporting a cat
5. for an emergency flashlight in case of a power failure
6. for storing addresses and phone numbers

### 3. Let's Listen

#### Task 1

##### Skill

Listening for gist

##### Tactics

Listening for key words

Using visual clues

##### Vocabulary

<i>button</i>	<i>floor</i>
<i>dust bag</i>	<i>jammed up</i>
<i>fabric</i>	<i>needle</i>

##### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What kind of machine or gadget is this? What do you think is wrong with it?*

Explain to the students that they will listen to people talking about machines or gadgets and match the conversations with the pictures. Students should write the numbers of the conversations in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation (see tapescript, TB p. 86). Make sure everyone understands why picture C is the best match. Play the rest of the recording. Elicit the correct answers.

##### ANSWERS

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

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for key words  
Listening for similar ideas  
Recognizing information

##### Vocabulary

*blades*  
*dead* (battery)  
*line*  
*paper size*  
*roll of film*

##### Preparation

Explain that the students will listen again and circle the problem with each machine. Tell the students to listen for key words such as, *the problem is...*, *that's the problem*, and so on. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

##### ANSWERS

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

##### Optional Activity

Have the students listen again and write down the advice each person gives about how to operate or fix the machine. Tell the students to listen for the phrase *you should*.

##### ANSWERS

1. You should replace the batteries.
2. You shouldn't fill the machine above the line.
3. You should replace the dust bag with a new one.
4. You should use the right paper size next time.
5. You should use a bigger needle.
6. You should use less ice next time.

### 4. Let's Listen

#### Task 1

##### Skill

Listening for details

##### Tactics

Listening for key words  
Listening for similar ideas

##### Vocabulary

<i>adjust</i>	<i>hang</i>
<i>dryer</i>	<i>laptop computer</i>
<i>flat screen TV</i>	<i>lawn mower</i>
<i>gas</i>	<i>remote control</i>
<i>gas tank</i>	<i>rinse</i>

## Preparation

Explain to the students that they will listen to people talking about machines and appliances. Students should match each machine with its feature by writing the correct letter in the blanks. Have the students read the list of features. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 87). Make sure everyone understands why the correct answer is *f*. Play the rest of the recordings. Elicit the correct answers. Play any difficult monologues again, if necessary.

### ANSWERS

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

### Task 2

## Skill

Listening for details

## Tactics

Listening for key words

Recognizing correct and incorrect information

## Vocabulary

*blade*                      *lint filter*

*case*                        *sticky*

*direct sunlight*

## Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the statement is true. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have the students take turns describing gadgets they own or would like to own, using the monologues from Exercise 4, *Let's Listen*, as a model. Students should describe one special feature of their gadget and give one piece of advice about how to use it.

## Over to You: What's your favorite gadget?

## Language

Talking about gadgets

## Vocabulary

(Same as Unit 4, Exercises 1–4)

### Task 1

## Preparation

Have the students look at the chart. Explain to the students that they will complete the chart by asking three classmates about their favorite gadgets. Have the students read the questions. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students move around the classroom and interview one another. Encourage the students to give extra information when they answer and to ask follow-up questions.

### Task 2

## Preparation

Put the students into groups of three or four. Explain to the students that they will discuss important gadgets in history. Have the students read the questions. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students begin working. Go around the classroom, helping as needed. To maximize interaction, allow only one student in each group to write down the group's answers. When everyone is finished, have each group compare answers with another group.

### Extra Speaking Practice

Worksheet 4, Teacher's Book page 138

### Assessment

Unit 4 Test, Test Booklet

# UNIT 5 Character Traits

## Themes

People  
Character traits

## Skills

Listening for gist  
Listening for praise or criticism  
Listening for details

## Culture

Positive and negative qualities of people  
How people change

## Culture Note

In American and Canadian cultures, it is considered important to have your own, unique personality. Most people try to be outgoing, sociable, caring, or easygoing since these are generally considered attractive character traits. Most often, Americans and Canadians do not like to spend time with people who are moody, critical, cranky, or depressed.

Student Book page 18

## 1. Getting Ready

### Vocabulary

*caring*                      *patient*  
*enthusiastic*              *persuasive*  
*honest*                      *sensitive*  
*informed*                  *strict*  
*intelligent*

### Preparation

Have the students read the character traits listed in the chart. Answer any questions about vocabulary.

Explain to the students that they will decide which character traits describe a good teacher, parent, boss, or friend. Make sure everyone understands that they may put more than one check after each character trait.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

*A: How would you describe a good teacher?*

*B: A good teacher is...*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Making inferences

### Vocabulary

<i>cheerful</i>	<i>issues</i>
<i>effective</i>	<i>landlady</i>
<i>elementary school</i>	<i>make (someone) angry</i>
<i>gets mad</i>	<i>numbers</i>
<i>good with children</i>	<i>rules</i>

### Preparation

Explain to the students that they will hear people talking about their friends and classmates. Students should circle the word that best describes the person the speakers are talking about. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 87). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the key words and phrases that helped them get the correct answer.

### POSSIBLE ANSWERS

1. *good with children, never make him angry*
2. *effective speaker, change their opinions*
3. *excited, cheerful*
4. *rules, angry, tiny mistake, gets really mad*
5. *knows everything, issues*
6. *nice, doesn't get angry, brings me homemade chicken soup*

Student Book page 19

## 3. Let's Listen

### Task 1

#### Skill

Listening for praise or criticism

#### Tactics

Listening for key words

Listening for tone of voice

Listening for similar ideas

#### Vocabulary

*can't stand*

*criticize*

*drove (someone) to (a place)*

*enjoying (oneself)*

*homeless (person)*

*Lucky you!*

*made jokes (about something)*

*praise*

*sweet*

#### Preparation

Explain to the students that they will listen to people talking about their friends and classmates. Students should decide whether the speakers praise or criticize the people they are talking about.

Have the students look at the chart. Make sure everyone knows to check *Praise* if the speakers seem to like the person they are talking about. Students should check *Criticize* if they do not seem to like the person they are discussing. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 87).

Make sure everyone understands why the correct answer is *Praise*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

- |              |              |
|--------------|--------------|
| 1. Praise    | 4. Praise    |
| 2. Praise    | 5. Criticize |
| 3. Criticize | 6. Criticize |

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

(Same as Task 1)

#### Preparation

Have the students read aloud the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the first statement is true and the second one is false. Play the rest of the recording. Elicit the correct answers from the class.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down one character trait that describes each person. Then put the students in pairs and have them discuss which people might be good friends.

## POSSIBLE ANSWERS

1. intelligent
2. caring
3. mean
4. sociable, enthusiastic
5. not honest
6. moody, depressed

Student Book page 20

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

*athletic*

*bothering (someone)*

*cheerleader*

*chubby*

*coffee shops*

*conservative*

*depressed*

*exhausted*

*muscles*

*out of shape*

#### Preparation

Tell the class to look at the four pairs of pictures. Ask the students a question about each picture, e.g., *What character traits does he have? How do you think she feels?*

Explain to the students that they will listen to people talking about how their friends have changed. Students should put a check next to the picture that best describes what each person is like now. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 88). Make sure everyone understands why the picture on the right is the best match. Play the rest of the monologues, pausing before each one so the students can look over the pictures. Elicit the correct answers from the class.

#### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

*broke up*

*get in (better) shape*

*looking for a job*

*stock market*

#### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Write the following questions on the board:

1. *What does John do when he gets home at night?*
2. *How often does Donna go to the gym?*
3. *Where does Rosie sit by herself?*
4. *How much does Ted Rodgers weigh now?*

Play the recording again, stopping after each monologue so the students can write the answers to the questions on a piece of paper. Elicit the correct answers and write them on the board. Tell the students that it's okay if their answers do not exactly match the ones on the board.

#### ANSWERS

1. He sits in his chair and watches TV.
2. Three times a week.
3. In coffee shops.
4. Over 100 kilos.

## Over to You: How have you changed?

### Language

Comparing the past and the present

Talking about habits, tastes, and personalities

### Vocabulary

*appearance*      *likes/dislikes*

*hobbies*          *personality*

### Task 1

#### Preparation

Put the students into pairs. Explain to the students that they will discuss how they have changed in the past five years. Have the students look at the items in the chart.

Answer any questions about vocabulary. Have a pair of students read the example conversation aloud.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students fill in the chart on their own. Then have them compare answers with their partners, using the example conversation as a model. Go around the classroom, encouraging students to give extra information in their answers and to ask follow-up questions.

### Task 2

#### Preparation

Explain to the students that they will write what they think they will be like five years from today. Students will then compare their answer with a partner. Have the students read the example. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students fill in the chart on their own. Then have them compare answers with their partners. Go around the classroom, encouraging students to give extra information in their answers and to ask follow-up questions.

#### Extra Speaking Practice

Worksheet 5, Teacher's Book page 139

#### Assessment

Unit 5 Test, Test Booklet

# UNIT 6 Cooking

## Themes

Food  
Recipes

## Skills

Listening for gist  
Listening for details

## Culture

Customs related to food  
Following a recipe

## Culture Note

While many Americans and Canadians enjoy eating out at restaurants, they also enjoy sitting down to a home-cooked meal. These meals often include dishes or ingredients that have special meanings or bring back happy memories. For example, some people make dishes that are passed down from grandparents or other relatives.

Student Book page 22

## 1. Getting Ready

### Vocabulary

<i>add</i>	<i>milk shake</i>
<i>blend</i>	<i>mix</i>
<i>blender</i>	<i>peppers</i>
<i>boil</i>	<i>pour</i>
<i>bowl</i>	<i>recipes</i>
<i>carrots</i>	<i>roll</i>
<i>chop (up)</i>	<i>sauce</i>
<i>fry</i>	<i>seaweed</i>
<i>hot oil</i>	<i>vanilla</i>
<i>lettuce</i>	

### Preparation

Have the students look at the food items and recipes listed at the top of the page. Answer any questions about vocabulary. Explain to the students that they will match the dishes with the recipes. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

### ANSWERS

1. c    2. e    3. a    4. b    5. d

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Using visual clues

### Vocabulary

<i>bi-bim-bap</i>	<i>gumbo</i>
<i>broth</i>	<i>ravioli</i>
<i>burritos</i>	<i>romaine lettuce</i>
<i>butter</i>	<i>shredded (Parmesan) cheese</i>
<i>Caesar salad</i>	<i>spices</i>
<i>dressing</i>	<i>sprinkle</i>
<i>fried egg</i>	<i>squares</i>
<i>frozen</i>	<i>stirs</i>
<i>frying pan</i>	<i>tortillas</i>
<i>ground beef</i>	

### Preparation

Have the students look at the pictures. Ask them a question about each picture, e.g., *What dish is this? What are the ingredients?*

Explain to the students that they will listen to people talking about different dishes and then match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes by the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 88). Make sure everyone understands why picture D is the best match. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

## Optional Activity

Write the following questions on the board:

1. *When do you sprinkle the cheese on top?*
2. *What's a big secret about the gumbo?*
3. *What makes the pancakes taste so great?*
4. *How do you eat a burrito?*
5. *Where does she eat bi-bim-bap?*
6. *What's his favorite kind of ravioli?*

Play the recording again, stopping after each monologue so the students can write the answers to the questions on a piece of paper. Elicit the correct answers and write them on the board. Tell the students that it's okay if their answers do not exactly match the ones on the board.

## ANSWERS

1. when you're ready to eat it
2. some of the spices
3. a lot of butter
4. with your hands
5. at a Korean restaurant on campus
6. the kind with cheese inside it

Student Book page 23

## 3. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

<i>batter</i>	<i>heat (something) up</i>
<i>cooking show</i>	<i>host</i>
<i>crepes</i>	<i>ingredients</i>
<i>cup</i>	<i>just a pinch (measurement)</i>
<i>flip it over</i>	<i>knock your socks off</i>
<i>flour</i>	<i>measure</i>
<i>fork</i>	

## Preparation

Tell the class to look at the four pairs of pictures. Ask the students a question about each picture, e.g., *What is the person doing here? What ingredients do you see?*

Explain that the students will listen to a cooking show host explaining how to make crepes. Students should put a check next to the picture that best matches the step the host describes.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first part of the recording (see tapescript, TB p. 88). Make sure everyone understands why the picture on the left is the best match. Play the rest of the recording, pausing before each part so the students can look over the pictures. Answer any questions about vocabulary. Elicit the correct answers from the class.

## ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

*awful*  
*butter*  
*liquid*  
*make (something) sweet*  
*pan*  
*smooth*

## Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first part of the recording. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

## Optional Activity

Put the students into pairs. Have the students listen to the cooking show again and write a question and an answer of their own about how to make a crepe. When everyone is finished, have pairs read their questions and answers aloud for the whole class.

Student Book page 24

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

*carts*

*chatting*

*cushions*

*daal bhat*

*dim sum*

*egg rolls*

*grabbed a quick lunch*

*had trouble adjusting to (something)*

*kabob*

*lasagna al forno*

*Nepal*

*paella*

*raw*

*sukiyaki*

*thinly sliced*

#### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What dish is this?* *What's beside the plate?*

Explain to the students that they will listen to people talking about different dishes and then match the conversations with the pictures. Students should write the numbers of the conversations in the blank boxes in the pictures. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 89). Make sure everyone understands why picture F is the best match. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Listening for similar ideas

#### Vocabulary

*host*

*slurping*

*hurt (someone's) feelings*

*supposed to*

*refuse*

*wave*

*rude*

#### Preparation

Explain to the students that they will listen to the conversations again and match each country with a custom by writing the correct letter in the blank. Have the students read the list of customs. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

### ANSWERS

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

## Optional Activity

Divide the class into groups of three or four. Tell each group to discuss a dish they would enjoy. Write the following questions on the board:

- *What are the main ingredients?*
- *How is it made?*
- *When and where do you eat it?*
- *How do you eat it?*
- *What special customs should you know for this dish?*

Set a time limit and have the groups begin discussing the questions. Go around the classroom, helping as needed. When time is up, have each group tell another group about their dish.

## Over to You: Plan a meal

### Language

Planning a meal

Talking about ingredients and recipes

### Vocabulary

garlic

ingredients

onions

peaches

soy sauce

### Task 1

#### Preparation

Tell the students to look at the pictures. Explain to the students that they will write the names of these ingredients in the blanks below the pictures. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students write the names of the foods and ingredients individually. Then put the students into pairs to compare their answers.

#### ANSWERS

- |                    |             |
|--------------------|-------------|
| 1. rice            | 7. peaches  |
| 2. garlic          | 8. tomatoes |
| 3. soy sauce       | 9. noodles  |
| 4. fish            | 10. milk    |
| 5. onions          | 11. sugar   |
| 6. salt and pepper | 12. eggs    |

### Task 2

#### Preparation

Write *breakfast*, *lunch*, and *dinner* on the board. Ask students to name a few dishes that use the ingredients from Task 1. Have them tell you what time of day the dish is traditionally eaten and write it under the appropriate heading on the board.

Put the students into groups of three or four. Explain to the students that they will write at least three recipes with their group members, using the food and ingredients in the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit for the groups and have them begin planning their recipes. Go around the classroom, helping with vocabulary and grammar as necessary. When everyone is finished, have each group share its recipes with another group.

#### Extra Speaking Practice

Worksheet 6, Teacher's Book page 140

#### Assessment

Unit 6 Test, Test Booklet

# UNIT 7 Housing

## Theme

Housing

## Skills

Listening for gist  
Listening for negative information  
Listening for details

## Culture

Living preferences  
Housing alternatives: urban or suburban life

## Culture Note

Finding affordable housing is a concern for many American and Canadian families. It's difficult for some families who don't make a lot of money to find safe, clean places to live.

Student Book page 26

## 1. Getting Ready

### Vocabulary

garage                      the country  
studio apartment        yard  
suburbs

### Preparation

Have the students read the list of houses and apartments. Answer any questions about vocabulary. Elicit some other kinds of housing that students could write in the blanks after *other*.

Explain to the students that they will number the items in the list in order of preference. Students should write the number 1 next to the home they like best.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity on their own. While they are working, write the following on the board:

A: What kind of housing would you prefer?

B: I'd prefer...because...

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Listening for similar ideas  
Making inferences

### Vocabulary

commuting  
good-sized  
high-rise building  
makes sense  
single  
there's no point in (doing something)  
work from home

### Preparation

Explain to the students that they will listen to people talking about housing. Students should circle the kind of house or apartment each person needs. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 89). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Put the students into pairs. Have them listen again and say if they agree with the speakers.

### 3. Let's Listen

#### Task 1

##### Skill

Listening for negative information

##### Tactics

Listening for key words

Listening for negative information

Listening for similar ideas

Listening for tone of voice

##### Vocabulary

*ancient*                      *falling apart*

*annoying*                    *forever*

*coat of paint*                *space*

*condition*                    *stained*

*convenient*

##### Presentation

Explain to the students that they will listen to people talking about their houses or apartments. Students should circle one thing the people dislike about where they live. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, warn the students that they may hear more than one answer choice mentioned in the monologues. Students should listen carefully for the thing each speaker *dislikes*.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue (see tapescript, TB p. 90). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult recordings again, if necessary.

##### ANSWERS

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

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for key words

Recognizing information

##### Vocabulary

(Same as Task 1)

##### Preparation

Have the students read aloud the list of apartment features at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for something each person likes about his or her place. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers.

##### ANSWERS

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

##### Optional Activity

Put the students into pairs. Have them discuss two things they like and two things they don't like about where they live right now. When finished, have each pair compare answers with another pair.

### Student Book page 28

### 4. Let's Listen

#### Task 1

##### Skill

Listening for details

##### Tactics

Listening for key words

Listening for past and present tenses

##### Vocabulary

*landlady*

*maintenance*

*take care of* (something)

##### Preparation

Explain to the students that they will listen to people comparing their current homes with the places where they used to live. Students should decide if the phrases in the chart describe each person's old place or new place.

Have the students look at the chart. Answer any questions about vocabulary. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 90). Make sure everyone understands why the example answer is correct. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

- |             |             |             |
|-------------|-------------|-------------|
| 1. Old, New | 3. Old, New | 5. New, Old |
| 2. New, Old | 4. Old, New | 6. Old, New |

## Task 2

### Skill

Listening for details

### Tactics

Listening for key words

Recognizing the past and present tenses

### Vocabulary

*building*

*first floor*

*high floor*

### Preparation

Explain to the students that they will listen to the recording again and circle the kind of place where each person lives now. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Have the students listen again and write down something the speakers liked about their old places.

*Student Book page 29*

## Over to You: Your dream house

### Language

Talking about housing

### Vocabulary

*dream house*      *hot tub*

*garden*            *sauna*

## Task 1

### Preparation

Tell the students to read the questions at the top of the page. Discuss any vocabulary items. Explain to the students that they will discuss the questions in order to design a dream house.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Put the students into pairs and have them begin working. Go around the classroom, helping as needed. Encourage the students to give extra information when they answer and to ask follow-up questions.

## Task 2

### Preparation

Explain that students will now draw a picture of their dream house. Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit and have the students begin working. To maximize interaction, allow only one person in each pair to draw.

## Task 3

### Preparation

Explain that students will now talk about their dream houses in groups. Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have each pair join another pair and begin comparing and describing their dream houses. Go around the classroom, helping as needed. Encourage the students to give extra information and ask follow-up questions.

### Extra Speaking Practice

Worksheet 7, Teacher's Book page 141

### Assessment

Unit 7 Test, Test Booklet

# UNIT 8 Apartment Problems

## Themes

Complaints  
Neighborhoods  
Apartments

## Skills

Listening for gist  
Listening for details  
Listening for agreement and disagreement

## Culture

Landlords  
Apartment problems and solutions

## Culture Note

Apartments are very common in cities and towns throughout the United States and Canada. Most people rent their apartments from a *landlord* (or *landlady*). If something in the apartment breaks or needs to be replaced, people will usually ask the landlord to fix it. However, these problems are not always resolved quickly. It is common to hear people talking about disagreements they've had with their landlords.

Student Book page 30

## 1. Getting Ready

### Vocabulary

*door-to-door salespeople*  
*hallways*  
*landlord*  
*leaks* (v.)  
*lobby*  
*picked up*  
*roof*  
*sanitation department*

## Preparation

Have the students look at the housing problems and solutions listed at the top of the page. Answer any questions about vocabulary. Explain to the students that they will match the problems with the solutions. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

### ANSWERS

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

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Listening for similar ideas

### Vocabulary

*ads*  
*answering the door*  
*appliances*  
*banging*  
*driving* (someone) *crazy*  
*garden*  
*hammering*  
*mailboxes*  
*makes a mess*  
*ringing* (someone's) *doorbell*  
*snores*  
*thin*  
*TV reception*

## Preparation

Explain to the students that they will listen to people talking about problems in their apartments. Students should circle the problem each person describes. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 90). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have them choose one of the problems mentioned in the recording and suggest ways to solve the problem. Go around the classroom, helping as needed. When everyone is finished, have each pair compare solutions with another pair.

*Student Book page 31*

---

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

*carpet*

*stained*

*switch*

*underneath*

*wall*

#### Preparation

Tell the students to look at the picture and then ask questions about each of the items labeled with a letter, e.g., *What is item B? What's wrong with the sofa?*

Explain to the students that they will listen to someone describing the apartment problems shown in the picture. Students should write the correct letter in the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 91). Make sure everyone understands why the correct answer is *E*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

*falling off*

*work (function)*

*horrible*

*worn thin*

*reception*

#### Preparation

Explain to the students that they will listen again and circle the problem with each item the speaker mentions.

Have the students read the answer choices aloud.

Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the solution the speaker suggests for each problem, if any. Tell the students to listen for key words such as *it needs* and *we've got to*.

### ANSWERS

1. paint it
2. ask the landlord for a new one
3. [no solution suggested]
4. fix it
5. get the landlord to recover it
6. put up a bigger antenna

*Student Book page 32*

---

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing information

## Vocabulary

<i>ads</i>	<i>keep (something) cold</i>
<i>all hours of the night</i>	<i>mailboxes</i>
<i>broken</i>	<i>needs fixing</i>
<i>complaining</i>	<i>painting</i>
<i>drip</i>	<i>put a sign (in the lobby)</i>
<i>faucet</i>	<i>worn out</i>
<i>junk mail</i>	

## Preparation

Explain to the students that they will listen to six people complaining to their landlords. Students should circle the problem each person is having with his or her apartment. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 91). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Task 2

### Skill

Listening for agreement and disagreement

### Tactics

Listening for expressions of agreement

Listening for expressions of disagreement

Listening for tone of voice

## Vocabulary

*get someone to (do something)*

*have a look (fix)*

*That's a good idea.*

*worth getting upset about*

## Preparation

Explain to the students that they will listen to the conversations again and decide if the landlord agrees to do what the people request.

Have the students look at the chart. Make sure everyone knows to check *Agrees* if the landlord says he will fix the problem. Students should check *Doesn't agree* if the landlord says he won't fix the problem.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *Agrees*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

- |                  |                  |
|------------------|------------------|
| 1. Agrees        | 4. Agrees        |
| 2. Doesn't agree | 5. Agrees        |
| 3. Doesn't agree | 6. Doesn't agree |

## Optional Activity

Put the students in pairs and have them suggest other ways to solve the problems described in the conversations. Play the recording again, if necessary. When everyone is ready, have each pair compare solutions with another pair.

## Student Book page 33

## Over to You: What seems to be the problem?

### Language

Talking about apartment problems

Making requests

## Vocabulary

*plumber*

*tenant*

*toilet*

*What seems to be the problem?*

## Task 1

### Preparation

Explain to the students that they will complete the list with common apartment problems.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit and have the students begin working. When time is up, elicit a few apartment problems from the class.

## Task 2

### Preparation

Have the students look at the conversation. Answer any questions about vocabulary. Have a pair of students read the conversation aloud.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Put the students into pairs and have them practice the conversation. Have them switch roles. Go around the class, making sure the students look at each other while speaking.

### Task 3

## Preparation

Have the students find new partners. Explain to the students that they will continue to practice the conversation, this time using new information. Have the students read the numbered phrases. Answer any questions about vocabulary.

Read the conversation with a student. Help the student replace the words in the example with the appropriate numbered phrase. (Be sure to call on a student who will be able to do this successfully.)

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students switch roles and begin working. Encourage the students to memorize as much of the conversation as they can.

### Task 4

## Preparation

Have the students find new partners. Explain to the students that they will practice the conversation again, this time using their own ideas. Elicit some information students might say in place of the numbered phrases.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students switch roles and begin working. Go around the classroom, helping with vocabulary. Encourage the students to role-play the conversations without looking at their books.

### Extra Speaking Practice

Worksheet 8, Teacher's Book page 142–143

### Assessment

Unit 8 Test, Test Booklet

# UNIT 9 Friendship

## Themes

Friends  
Dating  
Invitations

## Skills

Listening for gist  
Listening for details

## Culture

Desirable personal qualities  
Activities that friends do together  
Making and responding to invitations

## Culture Note

When Americans and Canadians decline a casual invitation, they usually give a polite reason why they can't accept it, such as, *Oh, thank you, but I have other plans that evening, or, I'm sorry, but I'm not feeling well.*

## Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *What are the most important qualities in a friend?*

B: *I think...are very important,...are somewhat important, and...are not important.*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

## ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Recognizing similar ideas

### Vocabulary

<i>get (someone) to smile</i>	<i>(have) no future</i>
<i>got into a fight</i>	<i>spilling</i>
<i>Just my type!</i>	<i>stockbroker</i>
<i>makes (someone) laugh</i>	<i>surfing</i>

### Preparation

Explain to the students that they will listen to people describing their friends and circle the quality that each person is talking about. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, you may want to warn the students that the correct answer is sometimes discussed in the negative. For example, the recording may say, *He has no career goals.* In this case, *career goals* is still the correct answer.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 91). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

Student Book page 34

## 1. Getting Ready

### Vocabulary

<i>appearance</i>	<i>qualities</i>
<i>career goals</i>	<i>sense of humor</i>
<i>education</i>	<i>sensitivity</i>
<i>family background</i>	<i>social skills</i>
<i>intelligence</i>	<i>somewhat important</i>

### Preparation

Have the students read the qualities listed in the chart. Answer any questions about vocabulary. Explain to the students that they will decide which qualities they think are important for a friend to have. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

## Optional Activity

Have the students listen again and decide whether or not the speaker seems to like the person being described.

### ANSWERS

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

Student Book page 35

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

<i>art exhibit</i>	<i>exhibition</i>
<i>car show</i>	<i>opening night</i>
<i>environmentalist</i>	<i>pollution</i>

#### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *Where are these people? What are they doing?*

Explain to the students that they will listen to people giving invitations and match the conversations with the pictures. Students should write the numbers of the conversations in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first conversation (see tapescript, TB p. 91). Make sure everyone understands why picture D is the best match. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for times

Listening for names of places

Listening for days of the week

## Vocabulary

*a talk (lecture)*

*That's fine with me.*

## Preparation

Explain to the students that they will listen to the conversations again and circle the correct information about each invitation. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult conversations again, if necessary.

### ANSWERS

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

## Optional Activity

Put the students in pairs and have them invite each other to one of the places pictured in Exercise 3, Let's Listen, Task 1. Tell them they are on the phone and have them sit back to back. Set a time limit and have them begin talking. Have the students switch roles. When everyone is finished, have each pair perform one of their conversations for another pair.

Student Book page 36

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Making inferences

Listening for similar ideas

#### Vocabulary

<i>autograph</i>	<i>home team</i>
<i>book signing</i>	<i>kids</i>
<i>craft fair</i>	<i>marathon</i>
<i>director</i>	<i>movie premiere</i>
<i>farm show</i>	<i>playing (music)</i>
<i>festival</i>	<i>producer</i>
<i>food fair</i>	<i>violin</i>

## Preparation

Explain to the students that they will listen to people giving invitations and circle the events they are talking about. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 92). Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Task 2

## Skill

Listening for details

## Tactics

Listening for key words

Recognizing information

## Vocabulary

*crowds*

*diet*

*famous*

## Preparation

Have the students read aloud the list of reasons at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for the reason why the second speaker refuses each invitation. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *d*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students in pairs to discuss the invitations in Exercise 4, Let's Listen. Have them say why they would accept or refuse each invitation. Go around the classroom, helping with grammar as needed. Encourage the students to give extra information and ask follow-up questions.

Student Book page 37

## Over to You: Would you like to...?

## Language

Giving and responding to invitations

## Vocabulary

(Same as Exercises 1–4)

### Task 1

## Preparation

Explain to the students that they will complete the list with activities they like to do on the weekends.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Set a time limit and have the students begin working. When time is up, elicit a few activities from the class.

### Task 2

## Preparation

Explain to the students that they will use the information from Task 1 to practice giving and responding to invitations. Have a pair of students read the example conversation. Help them replace the information in the example with the activities on their lists.

Have the students look at the chart. Make sure everyone knows how to complete the chart with their classmates' names and responses.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students move around the classroom, giving invitations and writing their classmates' responses in the chart. When everyone is finished, have the students compare charts in pairs.

### Extra Speaking Practice

Worksheet 9, Teacher's Book page 144

### Assessment

Unit 9 Test, Test Booklet

# UNIT 10 Television

## Theme

Television

## Skills

Listening for topics  
Listening for gist  
Listening for details  
Listening for agreement and disagreement  
Listening for attitudes

## Culture

Types of television programs

## Culture Note

Watching TV is one of the most popular pastimes in the United States and Canada. Not only do some people find watching TV relaxing and entertaining, some people go as far as planning parties around watching TV programs.

Student Book page 38

## 1. Getting Ready

### Vocabulary

*documentaries*      *sitcoms*  
*game shows*        *soap operas*  
*reality shows*       *talk shows*

### Preparation

Have the students read the kinds of television programs listed in the chart. Answer any questions about vocabulary. Explain to the students that they will check how often they watch each kind of program. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *How often do you watch reality shows?*

B: *I...watch reality shows because....*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the question on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for topics

### Tactics

Listening for key words  
Listening for similar ideas  
Making inferences

### Vocabulary

*earthquake*        *miserable*  
*episodes*           *photography*  
*fascinating*       *players*  
*floods*              *spectators*  
*grand prize*

### Preparation

Explain to the students that they will listen to people talking about TV programs and circle the kind of program each person is talking about. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 92). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Play the recording and tell the students to write down the key words that helped them get the correct answer.

## ANSWERS

1. *episodes, married, upset, worried, miserable*
2. *won the grand prize*
3. *fascinating, learned, animals*
4. *what's been happening, earthquake, floods*
5. *game, players, spectators*
6. *interesting, photography, birds*

Student Book page 39

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Listening for similar ideas

#### Vocabulary

<i>20th century</i>	<i>hilarious</i>
<i>architects</i>	<i>information technology</i>
<i>architecture</i>	<i>panel of experts</i>
<i>cancer</i>	<i>prize</i>
<i>cruise</i>	<i>rapper</i>
<i>final round</i>	<i>treatments</i>

#### Preparation

Have the students look at the TV program guide. Explain that this is how a typical TV schedule looks in the United States and Canada. Answer any questions about vocabulary.

Explain to the students that they will listen to descriptions of television programs and match them with the items in the TV program guide. Students should write the correct number in the blanks.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 93). Make sure everyone understands why *Tomorrow's TV* is the best match. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

- 5 Channel 7: *Question Time*
- 1 Channel 13: *Tomorrow's TV*
- 2 Channel 2: *Eye on Medicine*
- 4 Channel 7: *Sea Crazy*
- 3 Channel 13: *The World That Was*
- 6 Channel 4: *The Night Show*

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

<i>facts</i>	<i>stay tuned</i>
<i>fascinating</i>	<i>This is the show for you.</i>
<i>miss</i>	<i>trivia</i>
<i>over 40 (years old)</i>	<i>worth watching</i>

#### Preparation

Have the students read the descriptions of people listed at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for the kind of person who would want to watch each program. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *c*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Divide the class into pairs. Have each pair write and practice a TV program description like the ones in the recording. They can use the names of real TV shows or make up their own titles. When everyone is ready, have each pair share their description with another pair.

Student Book page 40

## 4. Let's Listen

### Task 1

#### Skills

Listening for agreement and disagreement

Listening for attitudes

#### Tactics

Listening for expressions of agreement

Listening for tone of voice

## Vocabulary

*frustrating*      *Yeah, let's do it.*  
*honestly*

## Preparation

Explain to the students that they will listen to people giving their opinions about television programs. Students should decide whether the people agree. Make sure everyone knows to check *Agree* if the people have the same opinion and *Don't agree* if they have different opinions.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 93). Make sure everyone understands why the correct answer is *Agree*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

- |                |                |                |
|----------------|----------------|----------------|
| 1. Agree       | 3. Don't agree | 5. Don't agree |
| 2. Don't agree | 4. Agree       | 6. Don't agree |

### Task 2

## Skill

Listening for details

## Tactics

Listening for key words

Listening for correct information

## Vocabulary

<i>action movie</i>	<i>photography</i>
<i>amazing</i>	<i>rather</i>
<i>figure out</i>	<i>recipes</i>
<i>magicians</i>	<i>tricks</i>

## Preparation

Have the students read aloud the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to the conversations again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have each pair choose a popular television program and give their opinion of it. Their conversations should include statements of opinion, reasons, and expressions of agreement or disagreement.

*Student Book page 41*

## Over to You: What are your favorite programs?

## Language

Talking about television programs

## Vocabulary

(Same as Exercises 1-4)

### Task 1

## Preparation

Explain to the students that they will complete the list with programs that have recently been on television.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Set a time limit and have the students begin working. When time is up, elicit the titles of a few television programs from the class.

### Task 2

## Preparation

Explain to the students that they will use the information from Task 1 to discuss their favorite and least favorite programs. Have a pair of students read the example conversation. Then have the students look at the chart. Make sure everyone knows how to complete the chart with their answers.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students complete the chart with the names of their favorite and least favorite programs, as well as the reason why they like or don't like each program. When everyone is finished, have the students compare answers in pairs.

### Extra Speaking Practice

Worksheet 10, Teacher's Book page 145

### Assessment

Unit 10 Test, Test Booklet

# UNIT 11 Cities

## Themes

Cities  
Travel

## Skills

Listening for details  
Listening for gist

## Culture

Descriptions of cities

## Culture Note

Because cities in America and Canada are very young in comparison to cities in other countries, Americans and Canadians are often interested in visiting foreign cities that are famous for historical buildings or traditional cultures.

Student Book page 42

## 1. Getting Ready

### Vocabulary

architecture  
beaches  
culture  
nightlife  
safety  
shopping  
traffic

### Preparation

Have the students read the city features listed in the chart. Answer any questions about vocabulary. Explain to the students that they will complete the chart by writing the names of cities that are famous for these features.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity on their own. While they are working, write the following on the board:

A: *What city is famous for its beaches?*

B: *I think...is famous for its beaches.*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for details

### Tactics

Listening for key words  
Listening for tone of voice  
Recognizing similar ideas

### Vocabulary

clubs  
colony  
crime  
fascinating  
mixture  
movie studios  
musicians  
On the down side...  
pollution  
prices  
sightseeing

### Preparation

Explain to the students that they will listen to people talking about cities and circle the thing that the people like about each city. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, warn the students that they may hear both answer choices mentioned in the monologues. Students should listen carefully for the thing that the speakers *like*.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 93). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the reason why the speakers like the features they mention.

### ANSWERS

1. They have great musicians.
2. There are great buildings like the opera house.
3. There are plenty of clubs and restaurants.
4. It has a mixture of Chinese and Western culture.
5. The water was so clean.
6. There are lots of fun things to see.

Student Book page 43

## 3. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for key words

Predicting

Recognizing correct information

#### Vocabulary

*centuries*

*get by*

*Montreal*

*province*

*Quebec City*

*right through the middle*

*St. Lawrence River*

*street signs*

#### Preparation

Explain to the students that they will listen to people talking about Quebec Province, in Canada. Students should decide if the statements in the chart are about Quebec City or Montreal.

Have the students read the statements in the chart. Answer any questions about vocabulary. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the beginning of the conversation. Stop the recording after you hear, *Well, a lot of people think that, because it's the biggest city.* (see tapescript, TB p. 94.) Make sure everyone understands why the example answer is correct. Play the recording again from the beginning. Elicit the correct answers.

### ANSWERS

1. Montreal
2. Quebec City
3. Montreal
4. Montreal
5. Quebec City

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

*a friend from college*

*get married*

*How is Dave's French?*

#### Preparation

Have the students read the questions and answer choices aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and circle the answer to each question.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the recording until you hear the speaker say, *I have to go to a friend's wedding.* Stop the recording. Make sure everyone understands why the correct answer to the first question is *b*. Play the recording again from the beginning. Elicit the correct answers.

### ANSWERS

1. b   2. c   3. b   4. a

#### Optional Activity

Tell the class that they will be interviewing each other about a city they know well. Elicit at least six questions that students can ask and write them on the board. Then put the students in pairs and have them interview each other. When everyone is finished, have the students switch roles.

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for positive key words

Listening for similar ideas

Making inferences

#### Vocabulary

Corfu

Crete

Greek

Honolulu

proud of (oneself)

relieved

snorkeling

theater

#### Preparation

Explain to the students that they will listen to people describing a good experience they had while on vacation in a city. Students should circle the answer that best describes the good thing that happened to them. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 94). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

food poisoning

purse

ran out of money

stole

sunburn

suntan

#### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Write the following questions on the board:

1. *How did the woman feel about using her Spanish every day?*
2. *How did the woman feel after the taxi driver returned her wallet?*
3. *Where did the Greek family invite the man?*
4. *Where did the woman have to go to get help for her sunburn?*
5. *What did the man do when he ran out of money?*
6. *What will the woman do differently next time?*

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

#### ANSWERS

1. She felt proud of herself.
2. She felt relieved.
3. They invited him to their beach house.
4. She went to the doctor.
5. He came home.
6. She will take a sweater.

## Over to You: True or false?

### Language

Talking about cities

### Vocabulary

(Same as Exercises 1–4)

#### Task 1

#### Preparation

Put the students into groups of three or four. Tell each group to choose a city or country and write five statements about it—three true and two false.

Before continuing, you may want to elicit an example of a true statement and a false statement about a city that everyone in the class knows well.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the groups write their true and false statements. Go around the classroom, helping as needed.

#### Task 2

#### Preparation

Put the students into pairs. Explain to the students that they will take turns reading their statements to their partner and guessing whether the statements are true or false.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Go around the classroom, making sure that the students are communicating in English and not simply reading from their partners' books. When everyone is finished, have a few pairs share their statements with the class.

#### Task 3

#### Preparation

Have the students find a new partner. Explain to the students that they will play the same game with true and false sentences about their hometowns.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students write their statements on a separate piece of paper. When everyone is ready, have the students take turns reading their statements and guessing whether they are true.

#### Extra Speaking Practice

Worksheet 11, Teacher's Book page 146

#### Assessment

Unit 11 Test, Test Booklet

# UNIT 12 Urban Life

## Themes

Cities  
Improvements

## Skills

Listening for topics  
Listening for gist  
Listening for details  
Listening for suggestions

## Culture

Changes to cities occurring over time

## Culture Note

Many American and Canadian cities go through periods of change. Some changes are for the better and include creating green spaces, renovating old buildings, or putting up new structures. Some changes are for the worse and may include increases in crime, pollution, traffic, or urban decay. Many of these changes, good or bad, are determined by how concerned and involved the residents of the cities are in their local governments and community development programs.

Student Book page 46

## 1. Getting Ready

### Vocabulary

*air quality*  
*cleanliness*  
*nightlife*  
*public transportation*  
*the economy*

### Preparation

Have the students read the city features listed in the chart. Answer any questions about vocabulary. Explain to the students that they will decide how they like each feature in their hometowns and check the appropriate boxes.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

*A: What do you think of the transportation in your hometown?*

*B: I think it's...because....*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answer will vary.

## 2. Let's Listen

### Skill

Listening for topics

### Tactics

Listening for key words  
Listening for similar ideas  
Making inferences

### Vocabulary

*baseball fields*  
*closed down*  
*deserted*  
*eat out*  
*inexperienced*  
*mall*  
*planted (v.)*  
*sound barrier*  
*train (v.)*

### Preparation

Explain to the students that they will listen to people talking about cities and circle the topic they are discussing. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 94). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

## ANSWERS

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

### Optional Activity

Have the students listen again and write down how things used to be before they changed.

## ANSWERS

1. It took an hour to get in from the airport.
2. There were some really good stores downtown.
3. There weren't as many places for young people to go in their free time.
4. There weren't as many jobs for young people.
5. There were interesting restaurants nearby.
6. They heard the cars and trucks all day and night.

Student Book page 47

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

disco

industry

factories

outdoor market

fence

tore (something) down

hardly any

#### Preparation

Tell the class to look at the six pairs of pictures. Ask the students a question about each picture, e.g., *What are the people doing?*

Explain to the students that they will listen to people talking about how their hometowns have changed. Students should put a check next to the picture that best shows what each hometown is like now.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 94). Make sure everyone understands why the picture on the right is the best match. Play the rest of the monologues, pausing before each one so the students can look over the pictures. Elicit the correct answers from the class.

## ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct information

Listening for details

#### Vocabulary

redevelop

site

#### Preparation

Have the students read aloud the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers from the class.

## ANSWERS

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

### Optional Activity

Put the students into pairs and have them describe how their hometowns have changed, using the recording from Exercise 3, Let's Listen, as a model. To provide additional support, tell students to have a conversation like the following:

A: *How has your hometown changed?*

B: *My hometown used to be...and it used to have.... But now, my hometown is...and it has....*

When everyone is finished, have each pair describe their hometowns to another pair.

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for key words

Listening for similar ideas

#### Vocabulary

*businesses*

*clubs*

*crime*

*factories*

*green space*

*have trouble* (doing something)

*narrow*

*the mall*

#### Preparation

Explain to the students that they will hear people talking about things they like and dislike about the cities where they live. Students should decide if the phrases in the chart describe something each person likes or dislikes.

Have the students look at the chart. Answer any questions about vocabulary. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first conversation (see tapescript, TB p. 95). Make sure everyone understands why the sample answer is *Likes*. Play the recording again from the beginning. Elicit the correct answers.

#### ANSWERS

- |             |             |
|-------------|-------------|
| 1. Likes    | 4. Dislikes |
| Dislikes    | Likes       |
| 2. Dislikes | 5. Dislikes |
| Likes       | Likes       |
| 3. Likes    | 6. Likes    |
| Dislikes    | Dislikes    |

### Task 2

#### Skills

Listening for details

Listening for suggestions

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

*bring more businesses* (to a place)

*open* (start a business)

#### Preparation

Have the students read aloud the list of improvements at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for the change or improvement each person suggests. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *e*. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Have the students listen again and write down the expressions the people use to say they like something.

#### ANSWERS

1. *The best thing is...*
2. *There are at least a dozen great places...*
3. *I think this city council does a great job...*
4. *I love that...*
5. *It's great, actually.*
6. *You know what makes this town so good?*

## Over to You: Improving your city

#### Language

Talking about cities

Giving opinions

#### Vocabulary

(Same as Exercises 1–4)

## **Task 1**

### **Preparation**

Explain to the students that they will discuss improvements that need to be made to their town or city. Have the students look at the chart. Answer any questions about vocabulary.

Read the example conversation with two students. Help the students to replace the words in the example with their own ideas about improving their city.

Read the instructions. Answer any questions about how to do the activity.

### **Presentation**

Put the students into groups of three or four and have them begin talking about improvements and writing their ideas in the chart. Go around the classroom, helping with vocabulary and grammar as needed. Encourage the students to give extra information and to ask follow-up questions.

## **Task 2**

### **Preparation**

Put the students into pairs. Explain to the students that they will compare their ideas from Task 1 with a partner. Each pair of students should complete the chart at the bottom of the page with five improvements they would like to make to their hometowns.

Read the instructions. Answer any questions about how to do the activity.

### **Presentation**

Have the students begin working. To maximize interaction, allow only one student in each pair to write. When everyone is finished, have each pair compare answers with another pair.

### **Extra Speaking Practice**

Worksheet 12, Teacher's Book page 147

### **Assessment**

Unit 12 Test, Test Booklet

# UNIT 13 Special Days

## Themes

Holidays  
Celebrations

## Skills

Listening for gist  
Listening for details  
Listening for likes and dislikes

## Culture

Holidays and celebrations

## Culture Note

In the United States and Canada, holidays are celebrated by preparing large meals or by practicing special traditions. Schools are closed and most people get the day off from work for major holidays like Christmas and Thanksgiving. Minor holidays such as Valentine's Day or Mother's Day are celebrated by sending cards and flowers or by going out for a meal at a restaurant; schools and places of work are usually not closed for these minor holidays. While birthdays are not holidays, most people like to celebrate them by sending a card, having a birthday cake, giving presents, or having a party.

Student Book page 50

## 1. Getting Ready

### Vocabulary

*April Fool's Day*  
*costumes*  
*dress up* (put on costumes)  
*honor*  
*play tricks*

### Preparation

Have the students look at the holidays and descriptions listed at the top of the page. Answer any questions about vocabulary. Explain to the students that they will match the holidays with the descriptions. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

### ANSWERS

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

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Using visual clues  
Making inferences

### Vocabulary

*admission*  
*celebrate*  
*decorate*  
*exchanges*  
*midnight*  
*play jokes*  
*Santa Claus*

### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What are they doing?* *What time of year is it?*

Explain to the students that they will listen to people talking about holidays and match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 95). Make sure everyone understands why picture D is the best match. Play the rest of the monologues. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the ways each holiday is celebrated.

### ANSWERS

1. decorate a tree; exchange presents; sing special songs
2. play funny jokes or tricks
3. give flowers or a gift; breakfast in bed; take mothers out for dinner
4. have parties
5. adults share special times with kids; give children special gifts; take kids to museums or amusement parks for free
6. children wear scary costumes; visit neighbors and ask for candy

Student Book page 51

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

*at home*

*invite (someone) over*

*take (someone) out*

#### Preparation

Explain to the students that they will listen to people talking about how they celebrate their birthdays. Students should decide whether each speaker goes out or stays home. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 95). Make sure everyone understands why the correct answer is *Stays home*. Play the rest of the monologues. Elicit the correct answers.

### ANSWERS

- |               |               |
|---------------|---------------|
| 1. Stays home | 4. Stays home |
| 2. Goes out   | 5. Stays home |
| 3. Goes out   | 6. Goes out   |

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Listening for similar ideas

#### Vocabulary

*bother*

*buy (oneself) a present*

*stay upstairs*

*takes over (the kitchen)*

#### Preparation

Explain to the students that they will listen again and circle the activity each person does on his or her birthday now. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into groups of three or four and have them discuss what they usually do on their birthdays. Go around the classroom, encouraging students to give extra information and ask follow-up questions. When everyone is finished, have each group share their answers with another group.

Student Book page 52

## 4. Let's Listen

### Task 1

#### Skills

Listening for gist

Listening for likes and dislikes

#### Tactics

Listening for tone of voice

Listening for key words

## Vocabulary

*a big fan* (of something)

*a special time*

*horrible*

*look forward to* (something)

*terrible*

*waste of time*

## Preparation

Explain to the students that they will listen to people talking about holidays. Students should decide whether the speakers like each holiday. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 96).

Make sure everyone understands why the correct answer is *Likes*. Play the rest of the monologues. Elicit the correct answers.

### ANSWERS

- |                 |                 |
|-----------------|-----------------|
| 1. Likes        | 4. Doesn't like |
| 2. Doesn't like | 5. Likes        |
| 3. Doesn't like | 6. Doesn't like |

## Task 2

### Skill

Listening for details

### Tactics

Listening for key words

Recognizing information

## Vocabulary

*charity*

*co-worker*

*got together*

*moved around* (something)

*played a trick* (on someone)

*romantic*

*strangers*

*stuff*

*the homeless*

*valentine*

## Preparation

Explain to the students that they will listen again and circle what happened to the people last year on the holiday they discuss. Tell the students to listen for key words such as *last year*, *last year on April first*, and so on.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult monologues again, if necessary.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Play the monologues again and have the students give their own opinions about each holiday. When everyone is finished, have each pair share their opinions with another pair. (If students are not familiar with the holidays mentioned in the recording, have them discuss why these holidays would or would not be appropriate in their own countries.)

*Student Book page 53*

## Over to You: Your best holiday experience

### Language

Talking about the past

Talking about holidays

### Vocabulary

(Same as Exercises 1–4)

## Task 1

### Preparation

Tell the students to think about their favorite memory of a holiday or special day. Explain to the students that they will write questions they want someone to ask them about their favorite holiday experience. Read the example questions aloud. Elicit some other questions that people might want to be asked.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students write their questions on their own. Go around the classroom, helping with vocabulary and grammar as needed.

### **Task 2**

#### **Preparation**

Put the students into pairs and have them exchange textbooks. Explain to the students that they will ask each other the questions written in their partner's book.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Have the students begin working. Go around the classroom, helping as needed. Encourage the students to give extra information and to ask follow-up questions.

Tell the students to take notes on their partner's answers on a separate piece of paper.

### **Task 3**

#### **Preparation**

Have the students return the books to their partners. Explain to the students that they will form new groups and tell their new group members about their partner's holiday experience, using the notes they made in Task 2.

Read the instructions. Answer any questions about how to do the activity.

#### **Presentation**

Put the students into groups of four and have them begin sharing their partner's stories. Have the group members who are listening ask follow-up questions.

#### **Extra Speaking Practice**

Worksheet 13, Teacher's Book page 148

#### **Assessment**

Unit 13 Test, Test Booklet

# UNIT 14 Fashion

## Themes

Fashion  
Clothes

## Skills

Listening for gist  
Listening for time references  
Listening for details

## Culture

Casual, career, and formal fashions

## Culture Note

More and more, Americans and Canadians are dressing casually for all kinds of social activities. In many offices, it is now acceptable to wear a casual shirt with long pants or jeans.

Student Book page 54

## 1. Getting Ready

### Vocabulary

*formal*            *wedding*  
*informal*        *work (n.)*

### Preparation

Have the students look at the chart at the top of the page. Answer any questions about vocabulary. Explain to the students that they will complete the chart by checking whether each event is formal or informal. Students should also write what they would wear to each event. Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. When everyone is finished, have the students compare answers with a partner.

#### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Using visual cues

### Vocabulary

<i>60s/70s/80s</i>	<i>punk</i>
<i>came down to (knees, ankles)</i>	<i>Roaring Twenties</i>
<i>capes</i>	<i>short (dress, skirt)</i>
<i>dyed</i>	<i>slicked back</i>
<i>elegant</i>	<i>straight (dress)</i>
<i>long (dress, skirt)</i>	<i>trousers</i>
<i>miniskirts</i>	<i>typical</i>
<i>peace signs</i>	

### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *What are they wearing? When were these clothes popular?*

Explain to the students that they will listen to people talking about fashion and match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 96). Make sure everyone understands why picture C is the best match. Play the rest of the monologues. Elicit the correct answers.

#### ANSWERS

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

### Optional Activity

Have the students listen again and write down the years when the clothes in each picture were worn.

#### ANSWERS

1. early 60s	4. 1950s
2. 1920s	5. late 70s / early 80s
3. late 60s / early 70s	6. around 1910

### 3. Let's Listen

#### Task 1

##### Skills

Listening for gist  
Listening for time references

##### Tactics

Listening for key words  
Recognizing time cues  
Using visual clues

##### Vocabulary

<i>big hair</i>	<i>plain</i>
<i>blouses</i>	<i>ponytail</i>
<i>casual</i>	<i>preppy (adj.)</i>
<i>collars</i>	<i>tan</i>
<i>denim</i>	<i>unbuttoned</i>
<i>look (n.)</i>	<i>wild</i>
<i>neater</i>	

##### Preparation

Tell the class to look at the six pairs of pictures. Ask the students a question about each picture, e.g., *What is he wearing?*

Explain to the students that they will listen to people talking about how their friends have changed the way the dress. Students should put a check next to the picture that best matches how each person dresses now.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation (see tapescript, TB p. 96). Make sure everyone understands why the picture on the right is the best match. Play the rest of the conversations, pausing before each one so the students can look over the pictures. Elicit the correct answers from the class.

##### ANSWERS

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

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for key words  
Recognizing correct and incorrect information

##### Vocabulary

<i>broke up</i>	<i>salary</i>
<i>lost her job</i>	<i>starting (college)</i>
<i>promotion</i>	

##### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

##### ANSWERS

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

##### Optional Activity

Put the students into pairs. Tell each pair to choose a pair of pictures from Task 1 and write a conversation that is the *opposite* of the one they heard on the recording. For example, if the recording says that the person used to look like picture *a* but now looks like picture *b*, the students should write about a person who used to look like *b* but now looks like *a*. Have the students practice their conversation and then perform it for another pair.

### 4. Let's Listen

#### Task 1

##### Skill

Listening for gist

##### Tactics

Listening for key words  
Using visual clues  
Making inferences

##### Vocabulary

<i>buttons up (v.)</i>	<i>stripes</i>
<i>covers my knees</i>	<i>too short</i>
<i>silk</i>	<i>walked around</i>

## Preparation

Tell the students to look at the picture at the top of the page. Ask a question about each of the items labeled with a letter, e.g., *What is item B? What are the shoes made of?*

Explain to the students that they will listen to people describing the items shown in the pictures. Students should write the correct letter in the chart.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 97). Make sure everyone understands why the correct answer is *F*. Play the rest of the monologues. Elicit the correct answers.

### ANSWERS

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

## Task 2

### Skill

Listening for details

### Tactics

Listening for countries

Listening for prices

Listening for key words

## Vocabulary

<i>China</i>	<i>Italian</i>
<i>denim</i>	<i>Korean</i>
<i>England</i>	<i>leather</i>
<i>French</i>	<i>silk</i>
<i>genuine</i>	<i>wool</i>
<i>imported</i>	

## Preparation

Have the students read the questions and answer choices aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and circle the answer to each question.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Divide the students into groups of three or four. Have the students take turns describing an item they recently bought. Tell the students to include the material, country of origin, the approximate price, and the reason why they bought the item.

*Student Book page 57*

## Over to You: What looks good on you?

### Language

Talking about clothes

### Vocabulary

*look good on*

## Task 1

### Preparation

Have the students look at the chart. Answer any questions about vocabulary. Explain to the students that they will complete the chart with information about themselves and then compare their answers in pairs.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have students write their answers on their own. When everyone is finished, put the students into pairs and have them compare their answers. Go around the classroom, making sure students are communicating in English and not simply copying from each other's books.

## Task 2

### Preparation

Explain that the students will now suggest new clothing for their partners, based on the information they heard in Task 1. As an example, tell the students about the clothes that look good and bad on you, and then elicit some suggestions for new clothing. Write their responses on the board.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit, and then have the students begin working. When time is up, have each pair share their clothing suggestions with another pair.

### Extra Speaking Practice

Worksheet 14, Teacher's Book page 149

### Assessment

Unit 14 Test, Test Booklet

# UNIT 15 Preferences

## Theme

Preferences

## Skills

Listening for preferences  
Listening for topics  
Listening for agreement and disagreement  
Listening for details

## Culture

Personal preferences and lifestyle choices

## Culture Note

People in the United States and Canada usually make friends with people who have the same preferences in music, movies, sports, or free-time activities. They sometimes feel uncomfortable around people who aren't interested in the same things. Since they don't have similar interests, they don't feel like they have much to talk about.

Student Book page 58

## 1. Getting Ready

### Vocabulary

*favorite*  
*free time activity*  
*kind of*

### Preparation

Have the students look at the chart. Answer any questions about vocabulary. Explain to the students that they will write the things they prefer under the heading *You*.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students write their answers on their own. When everyone is finished, put the students into pairs and have them compare answers. Tell the students to write their partner's answers under the heading *Your partner*.

#### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for preferences

### Tactic

Listening for key words

### Vocabulary

<i>American English</i>	<i>hassle</i>
<i>British English</i>	<i>makes a lot more sense</i>
<i>Central America</i>	<i>South America</i>
<i>convenient</i>	<i>useful</i>
<i>corny</i>	<i>Would you rather...?</i>
<i>country-western</i>	

### Preparation

Explain to the students that they will listen to people talking about their preferences. Students should circle the things the people prefer. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 97). Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Elicit the correct answers. Play any difficult conversations again, if necessary.

#### ANSWERS

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

### Optional Activity

Have the students listen again and write the reason why the person in each conversation prefers his or her choice.

#### ANSWERS

1. A train is so comfortable.
2. An apartment is much more convenient.
3. American English is more useful.
4. Working in a store is more interesting.
5. Spanish is used in Spain, Central America, South American, and even in the U.S.
6. He likes the words of the songs.

### 3. Let's Listen

#### Task 1

##### Skill

Listening for topics

##### Tactics

Listening for key words

Using visual cues

Making inferences

##### Vocabulary

<i>country music</i>	<i>outdoors</i>
<i>Garth Brooks</i>	<i>the outdoor type</i>
<i>hot and spicy</i>	<i>under a tree</i>
<i>Mexican food</i>	<i>work on (repair)</i>
<i>office</i>	<i>wreck (damaged car)</i>
<i>office work</i>	

##### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *Where is this person? What do you think she enjoys doing?*

Explain to the students that they will listen to people talking about things they like doing. Students should match the conversations with the pictures by writing the numbers in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation (see tapescript, TB p. 98). Make sure everyone understands why picture B is the best match. Play the rest of the conversations. Elicit the correct answers.

##### ANSWERS

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

#### Task 2

##### Skill

Listening for agreement and disagreement

##### Tactics

Listening for key words

Listening for tone of voice

##### Vocabulary

<i>Do you?</i>	<i>Me, too.</i>
<i>Hey, that's great.</i>	<i>Oh, yeah?</i>

##### Preparation

Explain to the students that they will listen again and decide if the people agree or disagree.

Have the students look at the answer choices. Make sure everyone knows to check *agree* if the people prefer the same things and *don't agree* if they do not.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *agree*. Play the rest of the conversations. Elicit the correct answers.

##### ANSWERS

- |                |                |
|----------------|----------------|
| 1. agree       | 4. agree       |
| 2. don't agree | 5. don't agree |
| 3. don't agree | 6. agree       |

##### Optional Activity

Have the students listen again and write down the expressions the people use to express agreement or disagreement.

##### ANSWERS

- |                     |                                       |
|---------------------|---------------------------------------|
| 1. <i>Yeah...</i>   | 4. <i>Me, too.</i>                    |
| 2. <i>Really?</i>   | 5. <i>Do you?</i>                     |
| 3. <i>Oh, yeah?</i> | 6. <i>Hey, that's great. Me, too.</i> |

### 4. Let's Listen

#### Task 1

##### Skill

Listening for topics

##### Tactic

Listening for key words

##### Vocabulary

<i>background</i>	<i>parking</i>
<i>carry</i>	<i>pick up</i>
<i>downtown</i>	<i>position (job)</i>
<i>front desk</i>	<i>sights</i>
<i>group tours</i>	<i>suburbs</i>
<i>guide</i>	<i>trendy</i>
<i>housekeeping</i>	

##### Preparation

Explain to the students that they will listen to people talking about their preferences and circle the topics they are discussing. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 98). Make sure everyone understands why the correct answer is *a*. Play the rest of the monologues. Elicit the correct answers.

#### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

*can't stand* (doing something)

*making a lot of money*

*swimming pool*

*traveling by himself*

#### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the statement is true. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Put the students in pairs and have them discuss whether they agree or disagree with the speaker's preferences in each monologue. Go around the classroom, helping with vocabulary as needed. Encourage the students to give extra information and to ask follow-up questions. When everyone is finished, have each pair share their opinions with another pair.

## Over to You: What do you prefer?

### Language

Talking about preferences

### Vocabulary

*reggae*

### Task 1

#### Preparation

Explain to the students that they will write three questions about preferences. Have the students read the example question. Elicit some similar questions and write them on the board. Make sure the students understand that there should be two choices to consider in each question.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have students write their questions on their own. Go around the classroom, helping with vocabulary as needed. When everyone is finished, have the students compare questions in pairs.

### Task 2

#### Preparation

Explain to the students that they will move around the class and ask three classmates the questions they wrote in Task 1. Then the students will write their classmates' answers in the chart at the bottom of the page.

Read the example conversation aloud with a student. Make sure everyone understands how to replace the question in the example with one of the questions they wrote in Task 1.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students move around the class asking and answering their questions about preferences.

### Extra Speaking Practice

Worksheet 15, Teacher's Book page 150

### Assessment

Unit 15 Test, Test Booklet

# UNIT 16 Phone Messages

## Theme

Messages

## Skills

Listening for gist  
Listening for attitudes  
Listening for details

## Culture

Personal and professional phone messages

## Culture Note

Most Americans and Canadians feel very comfortable leaving messages on answering machines, voicemail services, beepers, or with real people. Given the hectic lifestyles in the United States and Canada, it's not often that you actually reach a person you are calling on your first, second, or third try. Leaving a clear, complete message will help ensure that you will eventually speak with the person you are trying to reach.

Student Book page 62

## 1. Getting Ready

### Vocabulary

<i>appointment</i>	<i>garage</i>
<i>confirm</i>	<i>repairs</i>
<i>estimate</i>	<i>travel agent</i>
<i>flight</i>	

### Preparation

Have the students look at the callers and messages listed at the top of the page. Answer any questions about vocabulary. Explain to the students that they will match the callers with the messages. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

## ANSWERS

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

## 2. Let's Listen

### Skills

Listening for gist  
Listening for attitudes

### Tactics

Listening for key words  
Listening for tone of voice  
Listening for requests

### Vocabulary

<i>apology</i>	<i>reminder</i>
<i>congratulations</i>	<i>request</i>
<i>offer</i>	<i>suggestion</i>
<i>promotion</i>	<i>unfortunately</i>
<i>remind</i>	<i>What do you think?</i>

### Preparation

Explain to the students that they will listen to people leaving voicemail messages and then circle the kind of message each person leaves. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first message (see tapescript, TB p. 98). Make sure everyone understands why the correct answer is *a*. Play the rest of the recording. Elicit the correct answers. Play any difficult messages again, if necessary.

## ANSWERS

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

### Optional Activity

Have the students listen again and write down the reason why each caller is giving congratulations, an apology, a reminder, and so on. Tell the students to write the answers in their own words.

## ANSWERS

1. His co-worker got a promotion.
2. She got food poisoning and missed her friend's party.
3. Several books Mrs. Graham borrowed are overdue.
4. Their daughter has been absent from school again.
5. She wants to organize a surprise party for her friend.
6. There's a great jazz group in town.

Student Book page 63

## 3. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactics

Listening for key words

Using visual clues

#### Vocabulary

*accident*      *don't bother* (doing something)

*any longer*      *garden*

*carpet store*      *join* (someone)

*damage*      *stain*

*destroyed*      *tied up*

#### Preparation

Have the students look at the pictures. Ask the students a question about each picture, e.g., *Is she angry? Who do you think he is talking to?*

Explain to the students that they will listen to people leaving messages on answering machines. Students should match the messages with the pictures by writing the numbers in the blank boxes in the pictures.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first message (see tapescript, TB p. 98). Make sure everyone understands why picture E is the best match. Play the rest of the messages. Elicit the correct answers.

#### ANSWERS

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

### Task 2

#### Skill

Listening for attitudes

#### Tactics

Listening for tone of voice

Making inferences

## Vocabulary

*angry*

*apologetic*

*excited*

*pleased*

*scared*

*worried*

## Preparation

Explain to the students that they will listen again and circle the word that best describes how each caller is feeling. Have the students look at the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first message. Make sure everyone understands why the correct answer is *b*. Play the rest of the messages. Elicit the correct answers.

#### ANSWERS

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

## Optional Activity

Put students into small groups. Have them listen to each message again and decide whether they would have the same feelings as the callers had in each situation. When everyone is finished, have each group share their answers with another group.

Student Book page 64

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for names

Listening for numbers

Recognizing correct and incorrect information

#### Vocabulary

*be in*

*make it* (attend)

*flight*

*ordered*

*from* (a company)

*pass along* (a message)

*haircut*

*shampoo*

*late*

*stepped out*

## Preparation

Have the students look at the completed message pads at the top of the page. Answer any questions about vocabulary. Explain to the students that they will listen to four people leaving messages over the phone. Students should correct the mistakes they see in each message pad.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 99). Make sure everyone recognizes that the caller's name and phone number are not written correctly on the pad, and that the message should say *Thursday*, not *Tuesday*. Play the rest of the recording as many times as necessary. Elicit the correct answers from the class.

### ANSWERS

1. Ken Moore = Ken Morita  
834-6627 = 834-5627  
Tuesday = Thursday
2. bank = bookstore  
447-7316 = 477-3316  
will be in next week = is in today
3. Jeff Lee = Jeff Leigh  
627-6002 = 627-6082  
will be late = can't come
4. Rosie White = Rosie Brown  
867-5539 = 867-5309  
Sunday = Saturday

## Task 2

### Skill

Listening for details

### Tactics

Listening for key words

Listening for place names

### Vocabulary

*at a meeting*

*at home*

*at the bank*

*at the mall*

*in class*

*on vacation*

## Preparation

Ask the students if the callers were able to speak to the people they called. (Answer: No.) Explain to the students that they will listen again and circle the places where those people were. Tell the students to listen for key words such as *I'm sorry*, *right now*, and so on.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the place of business that each person is calling.

### ANSWERS

1. Computer Technologies
2. First National Bank
3. Chicago Language Center
4. Benny's Cafe

## Student Book page 65

---

# Over to You: Leave your own message

## Language

Leaving and taking phone messages

## Vocabulary

(Same as Exercises 1–4)

## Preparation

Have students look at the message pads. Answer any questions about vocabulary. Explain to the students that they will leave messages for their classmates by completing the sentences on the pads.

Encourage the students to use their own ideas when writing the messages. Tell them that their messages can be funny, serious, or sad, depending on who the message is for.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students write their messages in pairs. Go around the classroom, helping with vocabulary and grammar as needed. When everyone is finished, have the students deliver and read the messages to their classmates.

## Extra Speaking Practice

Worksheet 16, Teacher's Book page 151

## Assessment

Unit 16 Test, Test Booklet

# UNIT 17 Past Events

## Theme

Past events

## Skills

Listening for gist  
Listening for sequence  
Listening for attitudes  
Listening and making predictions  
Listening for details

## Culture

Telling stories

## Culture Note

Many Americans and Canadians enjoy telling stories about events that have happened to them or to people they know. Often, each time a person tells his or her story, the teller exaggerates the details so that the story gets a little scarier, funnier, or sillier.

Student Book page 66

## 1. Getting Ready

### Vocabulary

*bad experience*  
*got stuck*  
*locked yourself out*  
*traffic accident*  
*valuable*

### Preparation

Have the students read the list of interesting experiences. Answer any questions about vocabulary. Explain to the students that they will check *Yes* for each experience that has happened to them and *No* for each experience that hasn't.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *Have you ever locked yourself out of your home?*

B: *No, I haven't.*

*Yes, I have. It happened last summer when I forgot my keys.*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skills

Listening for gist  
Listening for sequence

### Tactics

Listening for key words  
Using visual cues

### Vocabulary

*exactly*  
*tie*  
*turned around*  
*voice*

### Preparation

Have the students look at the pictures. Tell the students that the pictures show different parts of a story told by Frank, the man with the mustache. Ask the students a question about each picture, e.g., *Where is Frank? What is he doing?*

Explain to the students that they will hear Frank talking about what happened to him on Sunday. Students should listen and number the pictures in the order they happen.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first part of the recording (see tapescript, TB p. 99). Make sure everyone understands why picture C is the best match. Play the recording again from the beginning. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into groups of three or four and have them practice telling Frank's story in their own words, using the pictures to help them. If the students are having trouble telling the story, play the recording again and have the students listen for key words such as *then*, *invitation*, *birthday present*, and so on. When everyone is finished, have each group tell their version of the story to another group.

*Student Book page 67*

## 3. Let's Listen

### Task 1

#### Skills

Listening for gist

Listening for attitudes

#### Tactics

Listening for key words

Listening for tone of voice

Making inferences

#### Vocabulary

*all of a sudden*

*broke out*

*disappointed*

*elevator*

*embarrassed*

*fire alarm*

*frightened*

*go sailing*

*I couldn't believe my eyes!*

*I felt so stupid.*

*nervous*

*realized*

*smoke (n.)*

*stopped*

*suddenly*

#### Preparation

Have the students look at the chart headings. Answer any questions about vocabulary. Explain to the students that they will listen to people talking about events that happened to them. Students should check the emotion that best matches how each person felt.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 99).

Make sure everyone understands why the correct answer is *Frightened*. Play the rest of the monologues. Elicit the correct answers.

#### ANSWERS

- |                |                 |
|----------------|-----------------|
| 1. Frightened  | 4. Disappointed |
| 2. Embarrassed | 5. Frightened   |
| 3. Frightened  | 6. Embarrassed  |

### Task 2

#### Skill

Listening and making predictions

#### Tactics

Predicting

Listening for key words

#### Vocabulary

*alarm button*

*slowed down*

*taxi company*

*went back to sleep*

*went faster*

#### Preparation

Explain to the students that they will listen again and circle what they think each person probably did next.

Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *b*. Play the rest of the monologues. Elicit the correct answers. Play any difficult monologues again, if necessary.

#### ANSWERS

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

## Optional Activity

Have the students listen again and think about what they would do in each situation. Put the students in pairs to discuss possible answers. Play the monologues again, stopping after each one so the students can discuss their ideas. When everyone is finished, have each pair share their ideas with another pair.

## 4. Let's Listen

### Task 1

#### Skill

Listening for gist

#### Tactic

Listening for key words

#### Vocabulary

<i>bumped around</i>	<i>pajamas</i>
<i>damaged</i>	<i>raffle tickets</i>
<i>emergency landing</i>	<i>rock star</i>
<i>escaped</i>	<i>sign (v.)</i>
<i>first prize</i>	<i>skid</i>
<i>housekeeping</i>	<i>snowstorm</i>
<i>injured</i>	<i>stuck</i>
<i>locked out of (somewhere)</i>	<i>went off the side of the road</i>
<i>mechanical difficulties</i>	

#### Preparation

Explain to the students that they will listen to people describing past events and circle what happened to them. Have the students read the answer choices.

Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue (see tapescript, TB p. 100). Make sure everyone understands why the correct answer is c. Play the rest of the monologues. Elicit the correct answers. Play any difficult monologues again, if necessary.

#### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

## Vocabulary

- finally*
- in the end*
- luckily*
- pulled her out*
- won (a prize)*

#### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the first monologue. Make sure everyone understands why the statement is true. Play the rest of the recording. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Put the students into groups of three or four. Have them choose one of the monologues from Exercise 4, Let's Listen, and write a new ending for the story. Tell students that their new endings can be happy, sad, or silly. When everyone is finished, have each group share their ending with another group.

## Over to You: Your own story

### Language

Telling a story

### Vocabulary

- float (v.)*
- meanwhile*
- message in a bottle*
- wash up on the beach (v.)*

## **Task 1**

### **Preparation**

Have students look at the pictures. Ask the students a question about each picture, e.g., *Where is the man? What is he pointing at? What's in the water?*

Explain to the students that they will put the pictures in order from 1 to 6 to tell a story. Make sure the students understand that all of the pictures are part of the same story.

If the students seem unsure about what to do, remind them of how the pictures in Exercise 2, Let's Listen, fit into a story. (You may also want to have the students do the Optional Activity for Exercise 2, Let's Listen, before beginning the Over to You activity.)

Read the instructions. Answer any questions about how to do the activity.

### **Presentation**

Have the students work in pairs to put the pictures in order. Go around the classroom, helping as needed. Accept any unusual order of pictures, as long as the students can explain why they placed them in that order.

## **Task 2**

### **Preparation**

Explain to the students that they will think of a story based on the order they put the pictures in. Have the class read the words and phrases in the Useful expressions box at the bottom of the page. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### **Presentation**

Have the students begin working on their stories. Allow students to write down their stories if it helps them use their imagination. Go around the classroom, helping with vocabulary and grammar. When everyone is finished, have each pair tell their story to another pair.

#### **Extra Speaking Practice**

Worksheet 17, Teacher's Book page 152

#### **Assessment**

Unit 17 Test, Test Booklet

# UNIT 18 Vacations

## Theme

Vacations

## Skills

Listening for preferences

Listening for details

Listening for gist

## Culture

Desirable vacation spots

The role of travel agents

## Culture Note

Most Americans and Canadians have only two weeks of vacation a year. After a person has worked at the same company for several years, he or she often earns an additional week of vacation.

Student Book page 70

## 1. Getting Ready

### Vocabulary

*bus tour*

*Disney World*

*Hawaii*

*safari*

*white-water rafting trip*

### Preparation

Have the students read the list of vacations. Answer any questions about vocabulary. Elicit some examples of other vacations the students could write in the blank after *other*. Explain to the students that they will check *Yes* for each vacation they would like to take and *No* for each vacation they wouldn't like to take.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *Would you like to take a bus tour of Europe?*

B: *Yes, I would. I love French food, so I'd love to go.  
No, I wouldn't. I don't like group tours.*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for preferences

### Tactics

Listening for key words

Listening for positive and negative attitudes

### Vocabulary

*dying to* (do something)

*motor coaches*

*fascinating*

*not too fond of* (something)

*go for* (choose)

*prefer*

*insects*

*ski resort*

*jungle*

*surf* (n.)

*keen on* (something)

### Preparation

Explain to the students that they will listen to people making vacation plans with a travel agent. Students should circle the vacations the people prefer. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 100). Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Have the students listen again and discuss which trips they would prefer, and why.

### 3. Let's Listen

#### Task 1

##### Skill

Listening for details

##### Tactics

Listening for place names

Listening for positive and negative key words

##### Vocabulary

*end up in* (a place)

*get up to* (a place)

*off to* (a place)

*start off in* (a place)

*straight on to* (a place)

##### Preparation

Have the students look at the cities and countries listed in the charts. Explain to the students that they will listen to people talking about their vacations. Students should check *Yes* if the people plan to visit each place and *No* if they don't. (Have the students ignore the blanks in the chart for now.)

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue until you hear the speaker mention Singapore (see tapescript, TB p. 101). Stop the recording. Make sure everyone understands why the example answer is correct. Play the recording again from the beginning. Elicit the correct answers.

##### ANSWERS

*The places the people will visit are:*

1. Singapore, Seoul, Hong Kong, Thailand
2. London, Oxford, France, Switzerland, Italy
3. Los Angeles, Denver, Washington, D.C., New York

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for time clues

Listening for place names

##### Vocabulary

(Same as Task 1)

##### Preparation

Have the students look at the charts from Task 1. Point out the blanks beside each place name. Explain to the students that they will listen again and complete the blanks with the length of time the speakers plan to spend in each place. (Students do not need to complete the blank for a place the speakers aren't planning to visit.)

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue until you hear *I'll be spending three days there*. Stop the recording. Make sure everyone understands why the example answer is correct. Play the recording again from the beginning. Elicit the correct answers.

##### ANSWERS

- |                      |                          |
|----------------------|--------------------------|
| 1. Singapore: 3 days | 3. Los Angeles: 3 days   |
| Seoul: 3 days        | Denver: 1 week           |
| Hong Kong: 2 days    | Washington, D.C.: 2 days |
| Thailand: 5 days     | New York: 3 days         |
| 2. London: 1 week    |                          |
| Oxford: 2 days       |                          |
| France: 5 days       |                          |
| Switzerland: 3 days  |                          |
| Italy: 5 days        |                          |

##### Optional Activity

Write the following questions on the board:

1. *What does the speaker plan to do in Hong Kong?*
2. *Why won't they go to Cambridge?*
3. *Why aren't they going to San Francisco?*

Play the monologues again, stopping after each one so the students can write the answers to the questions on a piece of paper. Elicit the correct answers.

##### ANSWERS

1. She plans to shop.
2. They won't have the time on this trip.
3. They've been there before.

### 4. Let's Listen

#### Task 1

##### Skill

Listening for gist

##### Tactics

Listening for key words

Making inferences

## Vocabulary

<i>alone</i>	<i>group tours</i>
<i>art galleries</i>	<i>on my own</i>
<i>backpackers</i>	<i>plays (n.)</i>
<i>colonial towns</i>	<i>spend time</i>
<i>do my own thing</i>	<i>travelers</i>

## Preparation

Explain to the students that they will listen to people talking about vacations. Students should circle the trip each person wants to take. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 101). Make sure everyone understands why the correct answer is *a*. Play the rest of the monologues. Elicit the correct answers. Play any difficult monologues again, if necessary.

### ANSWERS

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

## Task 2

### Skill

Listening for details

### Tactic

Listening for key words

## Vocabulary

*free*

*practice (doing something)*

## Preparation

Have the students read aloud the list of reasons at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for the reason why each person wants to take the trip they describe. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *d*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into groups of three or four. Have them listen to the recording again and decide which two speakers are the most similar. Have each group present their ideas to another group.

*Student Book page 73*

## Over to You: Your dream vacation

### Language

Talking about vacations

### Vocabulary

*dream vacation*

## Task 1

### Preparation

Tell the students to imagine that they are taking a trip around the world. They can go anywhere and do anything they want during the trip, even if it is very expensive or unusual. Elicit some countries to visit and activities to do from individual students.

Have the students look at the chart. Explain to the students that they will complete the chart with places, activities, and lengths of times.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart.

## Task 2

### Preparation

Put the students into pairs. Explain to the students that they will take turns describing their vacations from Task 1. Students should write their partners' answers in the chart at the bottom of the page.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin discussing their dream vacations. When everyone is finished, have a few volunteers tell the class about their dream vacations.

### Extra Speaking Practice

Worksheet 18, Teacher's Book page 153

### Assessment

Unit 18 Test, Test Booklet

# UNIT 19 The News

## Theme

News reports

## Skills

Listening for topics  
Listening for gist  
Listening for details

## Culture

News reports

## Culture Note

Most Americans and Canadians now have access to news 24 hours a day from cable TV networks, news radio stations, and the Internet.

Student Book page 74

## 1. Getting Ready

### Vocabulary

*crime*  
*entertainment*  
*politics*

### Preparation

Have the students read the lists of news sources and news stories. Answer any questions about vocabulary. Elicit some kinds of stories and news sources students could write in the blank after *other*.

Explain to the students that they will check how often they get the news from each source and how interested they are in each kind of news story.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: *Where do you get the news?*

B: *I often get it from...*

A: *What kinds of stories interest you?*

B: *Well,...stories interest me a lot because...*

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for topics

### Tactics

Listening for key words  
Making inferences

### Vocabulary

<i>collision</i>	<i>investigating</i>
<i>exports</i>	<i>stock market</i>
<i>fans</i>	<i>stolen</i>
<i>finals</i>	<i>theft</i>
<i>heavy losses</i>	

### Preparation

Explain to the students that they will listen to news reports and circle the topic of each report. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first news report (see tapescript, TB p. 101). Make sure everyone understands why the correct answer is *b*. Play the rest of the reports. Elicit the correct answers.

### ANSWERS

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

### Optional Activity

Put the students into groups of three or four. Have each group choose one news report from the recording, listen to it again, and then answer the question, *What do you think happened next?* As the students prepare their answers, go around the class, helping as needed. When everyone is ready, have each group share their answer with another group.

### 3. Let's Listen

#### Task 1

##### Skill

Listening for gist

##### Tactics

Listening for key words

Recognizing correct information

##### Vocabulary

<i>award</i>	<i>giant panda</i>
<i>closed down</i>	<i>given birth</i>
<i>Coast Guard</i>	<i>rescued</i>
<i>destroyed</i>	<i>safely</i>
<i>disappointing</i>	<i>sank</i>
<i>escape</i>	<i>searching</i>
<i>fans</i>	<i>stranded</i>
<i>fire</i>	<i>twin</i>
<i>food poisoning</i>	

##### Preparation

Have the students read the headlines at the top of the page. Answer any questions about vocabulary. Explain to the students that they will listen to six news reports and decide if the headlines are correct or incorrect.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first news report (see tapescript, TB p. 102). Make sure everyone understands why the headline is correct. Play the rest of the recording. Elicit the correct answers.

##### ANSWERS

- |              |              |            |
|--------------|--------------|------------|
| 1. correct   | 3. correct   | 5. correct |
| 2. incorrect | 4. incorrect | 6. correct |

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for key words

Making inferences

##### Vocabulary

<i>broke down</i>	<i>the size of (something)</i>
<i>guest room</i>	<i>vehicle</i>
<i>sore throat</i>	

### Preparation

Have the students read the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen again and decide if the events described in each statement actually happened or probably happened. Make sure the students know to check *Probably happened* if they hear key words such as *probably, possibly, think, or guess*.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first news report. Make sure everyone understands why the correct answer is *Probably happened*. Play the rest of the reports. Elicit the correct answers. Play any difficult reports again, if necessary.

##### ANSWERS

- |                      |                      |
|----------------------|----------------------|
| 1. Probably happened | 4. Probably happened |
| 2. Actually happened | 5. Probably happened |
| 3. Actually happened | 6. Actually happened |

### Optional Activity

Have the students listen again and write two questions about any of the news reports. Put the students in groups to ask and answer their questions. Play the recording once more so the students can check their answers.

### 4. Let's Listen

#### Task 1

##### Skill

Listening for topics

##### Tactics

Listening for key words

Making inferences

##### Vocabulary

<i>business plan</i>	<i>forest fire</i>
<i>checked</i>	<i>gallery</i>
<i>combine (v.)</i>	<i>merger</i>
<i>customs official</i>	<i>protest</i>
<i>exhibition</i>	<i>sale</i>
<i>fire</i>	<i>sandbags</i>
<i>flames</i>	<i>sculptures</i>
<i>fleeing</i>	<i>snakes</i>
<i>flood</i>	<i>works (of art)</i>

## Preparation

Explain to the students that they will listen to news reports and circle the topic of each report. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first news report (see tapescript, TB p. 102). Make sure everyone understands why the correct answer is *a*. Play the rest of the reports. Elicit the correct answers.

### ANSWERS

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

## Task 2

### Skill

Listening for details

### Tactics

Listening for key words

Recognizing correct and incorrect information

### Vocabulary

*missing*

*support*

*taxes*

## Preparation

Have the students read aloud the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to the news reports again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first news report. Make sure everyone understands why the correct answer is *True*. Play the rest of the reports. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Divide the students into groups of three or four. Play the recording again and have the groups write a headline for each story. When everyone is finished, have each group compare headlines with two other groups.

## Over to You: What happened?

### Language

Telling a news story

### Vocabulary

(Same as Exercises 1–4)

## Task 1

### Preparation

Put the students into pairs. Have the students look at the pictures at the bottom of the page. Explain to the students that they will write a news report about one of the pictures. Students should begin by answering the questions in the box. Tell the students that they can write about a real or imaginary event.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the pairs choose a picture and write their answers in the box.

## Task 2

### Preparation

Have the students sit with another pair of students who wrote about the same picture. Explain to the students that they will now compare stories with the other pair.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin comparing stories. Go around the classroom, encouraging the students to give extra information and to ask follow-up questions.

### Extra Speaking Practice

Worksheet 19, Teacher's Book page 154

### Assessment

Unit 19 Test, Test Booklet

# UNIT 20 Opinions

## Theme

Opinions

## Skills

Listening for topics  
Listening for gist  
Listening for opinions  
Listening for reasons  
Listening for details

## Culture

Expressing opinions about various topics  
Agreeing and disagreeing with opinions

## Culture Note

Most Americans and Canadians feel comfortable expressing their opinions about important issues, such as national elections, or about personal preferences in restaurants, music, and so on.

Student Book page 78

## 1. Getting Ready

### Vocabulary

<i>bad for your health</i>	<i>religions</i>
<i>banned</i>	<i>smoking</i>
<i>create understanding</i>	<i>the Olympic Games</i>
<i>household pets</i>	

### Preparation

Have the students look at the opinions and topics. Answer any questions about vocabulary. Explain to the students that they will match the opinions with the topics. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

#### ANSWERS

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

## 2. Let's Listen

### Skill

Listening for topics

### Tactics

Listening for key words  
Making inferences

### Vocabulary

<i>air travel</i>	<i>out there (in space)</i>
<i>brings in money</i>	<i>pride in (something)</i>
<i>bungee jumping</i>	<i>rope</i>
<i>company</i>	<i>space exploration</i>
<i>develop</i>	<i>tourism</i>
<i>jump off (a bridge)</i>	<i>TV commercials</i>
<i>lotteries</i>	<i>waste of money</i>
<i>medical research</i>	

### Preparation

Explain to the students that they will listen to people giving their opinions and circle the topic of each opinion. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 102). Make sure everyone understands why the correct answer is *a*. Play the rest of the monologues. Elicit the correct answers.

#### ANSWERS

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

### Optional Activity

Have the students listen again and decide whether the speaker is for or against each topic.

#### ANSWERS

1. For	4. Against
2. Against	5. Against
3. For	6. For

### 3. Let's Listen

#### Task 1

##### Skills

- Listening for gist
- Listening for opinions

##### Tactics

- Listening for key words
- Listening for tone of voice
- Listening for similar ideas

##### Vocabulary

- |                      |                          |
|----------------------|--------------------------|
| <i>action movies</i> | <i>space exploration</i> |
| <i>allowed</i>       | <i>the Olympic Games</i> |
| <i>can't wait</i>    | <i>TV commercials</i>    |
| <i>lotteries</i>     | <i>way too many</i>      |
| <i>pets</i>          | <i>worth it</i>          |

##### Preparation

Have the students read the topics in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to people giving their opinions on these topics. Students should decide whether the people are for or against each topic.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation (see tapescript, TB p. 102–103). Make sure everyone understands why the correct answer is *For*. Play the rest of the conversations. Elicit the correct answers.

##### ANSWERS

- |            |            |
|------------|------------|
| 1. For     | 4. For     |
| 2. Against | 5. Against |
| 3. For     | 6. Against |

#### Task 2

##### Skills

- Listening for reasons
- Listening for details

##### Tactic

- Listening for key words

##### Vocabulary

- |                                   |                    |
|-----------------------------------|--------------------|
| <i>an interest in</i> (something) | <i>raise money</i> |
| <i>anywhere to play</i>           | <i>universe</i>    |
| <i>encourage</i>                  | <i>violent</i>     |
| <i>interrupt</i>                  |                    |

##### Preparation

Explain to the students that they will listen to the conversations again and circle the reason each person gives for his or her opinion.

Before continuing, you may want to write the vocabulary words on the board and make sure their meanings are clear.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers.

##### ANSWERS

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

##### Optional Activity

Put the students into pairs. Have the students write three more reasons that support each speaker's opinion. Have each pair share their reasons with another pair.

### 4. Let's Listen

#### Task 1

##### Skills

- Listening for gist
- Listening for opinions

##### Tactics

- Listening for key expressions of agreement
- Listening for key expressions of disagreement

##### Vocabulary

- Absolutely.*
- I know.*
- I understand how you feel, but...*
- I'm not sure I agree.*
- Sure.*
- Well, I don't know.*
- You're right about that.*

**Preparation**

Explain to the students that they will listen to people giving their opinions about different topics. Students should decide whether the people agree. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

**Presentation**

Play the first conversation (see tapescript, TB p. 103). Make sure everyone understands why the correct answer is *Agree*. Play the rest of the conversations. Elicit the correct answers.

**ANSWERS**

- |                |          |                |
|----------------|----------|----------------|
| 1. Agree       | 3. Agree | 5. Don't agree |
| 2. Don't agree | 4. Agree | 6. Don't agree |

**Task 2****Skill**

Listening for details

**Tactics**

Listening for key words

Recognizing correct and incorrect information

**Vocabulary**

*easy to learn*

*garden*

*try (something) on*

*written for teenagers*

**Preparation**

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

**Presentation**

Play the first conversation. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

**ANSWERS**

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

**Optional Activity**

Put the students into pairs. Have the students listen again and decide what they think about each topic. Students should write two or three reasons for their opinion. When everyone is finished, have each pair compare opinions and reasons with another pair.

**Over to You: That's true, but...****Language**

Giving opinions

**Vocabulary**

*I totally agree.*

**Task 1****Preparation**

Have the students read the topics in the box at the top of the page. Answer any questions about vocabulary.

Explain to the students that they will choose three topics from the box and write their opinion about each one.

Before continuing, you may want to elicit a few examples of opinions and write them on the board. Tell the students to use one of these opinions if they are uncomfortable giving their personal opinions.

Read the instructions. Answer any questions about how to do the activity.

**Presentation**

Have the students complete the chart on their own.

Go around the classroom, helping with vocabulary and grammar as needed.

**Task 2****Preparation**

Put the students into groups of three or four. Explain to the students that they will share the opinions they wrote in Task 1 and decide whether they agree or disagree with their group members.

Read the instructions. Answer any questions about how to do the activity.

**Presentation**

Have the students begin working. Go around the classroom, encouraging the students to give extra information and to ask follow-up questions.

**Extra Speaking Practice**

Worksheet 20, Teacher's Book page 155

**Assessment**

Unit 20 Test, Test Booklet

# UNIT 21 Famous People

## Theme

Famous people

## Skills

Listening for gist

Listening for details

Listening for sequence

## Culture

Well-known facts about the public and private lives of famous people

## Culture Note

Like many people, Americans and Canadians are very interested in finding out information about the public and private lives of celebrities. This information is easily available in the numerous tabloid newspapers, magazines, TV shows, and Internet sites.

Student Book page 82

## 1. Getting Ready

### Vocabulary

*changed (one's) name*      *piece of music*  
*famous people*              *the Mona Lisa*  
*invented*

### Preparation

Have the students look at the famous people and descriptions listed at the top of the page. Answer any questions about vocabulary. Explain to the students that they will match the famous people with the descriptions. Students should write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the activity in pairs. When everyone is ready, elicit the correct answers.

#### ANSWERS

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

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words

Making inferences

### Vocabulary

<i>Academy Award</i>	<i>horror stories</i>
<i>African American</i>	<i>physics</i>
<i>athlete</i>	<i>political leader</i>
<i>beauty pageants</i>	<i>reggae</i>
<i>become independent</i>	<i>scientist</i>

### Preparation

Explain to the students that they will listen to six conversations about famous people. Students should circle each famous person's job. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 103). Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Elicit the correct answers.

#### ANSWERS

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

### Optional Activity

Write the vocabulary items on the board. Play the recording again and have the students raise their hands when they hear each item.

Student Book page 83

## 3. Let's Listen

### Task 1

### Skill

Listening for details

### Tactics

Listening for key words

Listening for similar ideas

## Vocabulary

<i>California</i>	<i>Indiana</i>
<i>car crash</i>	<i>New York</i>
<i>car race</i>	<i>stage acting</i>

## Preparation

Have the students look at the map and picture in the middle of the page. Tell the students that they will hear two people on a radio program discussing the life of the actor James Dean.

Have the students read the events listed in the chart. Answer any questions about vocabulary. Explain to the students that they will listen and decide if these events happened in Indiana, California, or New York. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the conversation until you hear the speaker say, *He was born in Indiana in 1931* (see tapescript, TB p. 104). Stop and make sure everyone understands why the example answer is correct. Play the conversation again from the beginning. Elicit the correct answers.

### ANSWERS

- |               |               |               |
|---------------|---------------|---------------|
| 1. Indiana    | 3. Indiana    | 5. New York   |
| 2. California | 4. California | 6. California |

### Task 2

#### Skill

Listening for sequence

#### Tactics

Listening for key words  
Recognizing information

## Vocabulary

<i>advertisements</i>	<i>newcomer</i>
<i>award</i>	<i>school plays</i>
<i>made (someone) famous</i>	<i>starring role</i>
<i>modeling</i>	<i>won</i>

## Preparation

Have the students read the sentences. Answer any questions about vocabulary. Explain to the students that they will listen again and number the sentences in the order they are mentioned.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the conversation until you hear the speaker say, *First he acted in school plays*. Stop and make sure everyone understands why the example answer is correct. Play the conversation again from the beginning. Elicit the correct answers.

### ANSWERS

He won an award...	4
He had a starring role...	5
He acted in...	1
He went to college.	2
<i>Rebel Without a Cause</i> ...	6
He did modeling...	3

## Optional Activity

Put the students into groups of three or four. Play the conversation again and have the students write three sentences about Dean's life. Students should list the sentences out of order, like the sentences from Exercise 3, Task 2. When everyone is finished, have each group exchange sentences with another group. Play the conversation again and have the students number the sentences in the order they are mentioned.

### Student Book page 84

---

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

#### Tactics

Listening for key words  
Listening for years  
Recognizing information

## Vocabulary

<i>African National Congress</i>	<i>political life</i>
<i>born</i>	<i>prison</i>
<i>deputy president</i>	<i>released</i>
<i>elected</i>	<i>retired</i>
<i>joining</i>	<i>sentenced to life</i>
<i>organization</i>	<i>State President</i>

## Preparation

Have the students look at the picture of Nelson Mandela. Elicit that Nelson Mandela is the former president of South Africa.

Have the students read the sentences below the picture. Explain to the students that they will listen and write the year each event happened in the blanks after the sentences.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first sentence of the monologue: *Nelson Mandela, the first African president of South Africa, was born in 1918* (see tapescript, TB p. 104). Stop and make sure everyone understands why the example answer is correct. Play the monologue from the beginning. Elicit the correct answers.

#### ANSWERS

1. 1918
2. 1942
3. 1952
4. 1964
5. 1990
6. 1994
7. 1999

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

<i>assistant</i>	<i>law</i>
<i>chief</i>	<i>non-violent</i>
<i>inspired</i>	<i>peaceful</i>
<i>land</i>	<i>violent</i>

#### Preparation

Have the students read aloud the statements on the page. Answer any questions about vocabulary. Explain to the students that they will listen again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the monologue until you hear the speaker say, *His father was an assistant to an important African chief*. Stop and make sure everyone understands why the first statement is true. Play the monologue from the beginning. Elicit the correct answers.

#### ANSWERS

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

#### Optional Activity

Put the students into pairs. Have the students listen to the monologue again and write one question of their own about Nelson Mandela. When everyone is finished, have pairs read their questions aloud to another pair.

## Over to You: Before they were famous

#### Language

Talking about famous people

Talking about the past

#### Vocabulary

*achievements*

*childhood*

*occupation*

### Task 1

#### Preparation

Put the students into groups of three or four. Explain to the students that they will choose a famous person who everyone in the groups knows. Students will fill in the blanks with information about that person. Have the students look at the form. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Go around the classroom and make sure that the groups agree on a famous person quickly. To maximize interaction, allow only one student to write in the book. When everyone is finished, have the students copy their group's information into their own books.

### Task 2

#### Preparation

Put the students into new groups of three or four. Explain to the students that they will compare answers with their group members.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Go around the classroom, encouraging the students to give extra information and to ask follow-up questions.

#### Extra Speaking Practice

Worksheet 21, Teacher's Book page 156

#### Assessment

Unit 21 Test, Test Booklet

# UNIT 22 Food and Nutrition

## Themes

Food  
Nutrition

## Skills

Listening for gist  
Listening for suggestions  
Listening for details  
Listening for sequence

## Culture

Good nutrition  
The nutrition pyramid

## Culture Note

It is common to hear Americans and Canadians discussing the latest trends in diet and health foods. In addition, many people do not eat certain foods, such as meat or dairy products, for personal or religious reasons.

Student Book page 86

## 1. Getting Ready

### Vocabulary

beans	pancakes
carrots	pineapples
cereal	poultry
fats	pyramid
noodles	sweets
oils	tuna

### Preparation

Have the students look at the food groups pyramid and the list of foods. Answer any questions about vocabulary. Explain to the students that they will match the foods with the food groups by writing the correct letters in the blanks. Students can write the same letter more than once. Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart on their own. Elicit the correct answers.

### ANSWERS

1. B    3. F    5. D    7. C    9. E  
2. E    4. D    6. A    8. F    10. D

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words  
Using visual clues

### Vocabulary

cholesterol	red meat
cut down on	steak
dairy products	sweet tooth
given (something) up	sweets
pay attention	There's nothing I like more than...
put on weight	

### Preparation

Tell the class to look at the four pairs of pictures. Ask the students a question about each picture, e.g., *What's on the plate? What food group does it belong to?*

Explain to the students that they will listen to people talking about how their eating habits have changed. Students should put a check next to the picture that best matches what each person eats now.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first monologue (see tapescript, TB p. 104). Make sure everyone understands why the picture on the left is the best match. Play the rest of the monologues, stopping before each one so the students can look over the pictures. Elicit the correct answers from the class.

### ANSWERS

1. a    2. a    3. b    4. a

### Optional Activity

Have the students listen again and discuss whether each speaker's diet is healthy.

### 3. Let's Listen

#### Task 1

##### Skills

Listening for suggestions  
Listening for details

##### Tactics

Listening for suggestions  
Listening for key words

##### Vocabulary

*fat*                      *more*  
*fewer*                 *stop* (doing something)  
*less*

##### Preparation

Explain to the students that they will listen to a doctor giving her patients advice about their diets. Students should circle the advice the doctor gives. Have the students read the answer choices aloud. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue (see tapescript, TB p. 104–105). Make sure everyone understands why the correct answer is *b*. Play the rest of the recording. Elicit the correct answers. Play any difficult monologues again, if necessary.

#### ANSWERS

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

#### Task 2

##### Skill

Listening for details

##### Tactic

Listening for key words

##### Vocabulary

*cholesterol level*                      *high cholesterol*  
*feeling tired and weak*             *skin problem*  
*high blood pressure*

##### Preparation

Explain to the students that they will listen again and match the people's names with their health problems. Have the students read the health problems on the list. Answer any questions about vocabulary. Make sure everyone knows to write the correct letters in the blanks.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is *d*. Play the rest of the monologues. Elicit the correct answers.

#### ANSWERS

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

##### Optional Activity

Put the students into groups of three or four. Play the recording again and have the students write down everything that each person is already eating. Have the groups decide which person has the healthiest diet, which person has the least healthy diet, and which two people have the most similar diets. When everyone is finished, have each group compare answers with another group.

### 4. Let's Listen

#### Task 1

##### Skill

Listening for details

##### Tactics

Listening for key words  
Recognizing correct and incorrect information

##### Vocabulary

<i>ancient Egyptians</i>	<i>matured</i>
<i>bacteria</i>	<i>pasteurized</i>
<i>bubbles</i>	<i>process</i>
<i>carbon dioxide</i>	<i>reacted</i>
<i>contains</i>	<i>release</i>
<i>cow's milk</i>	<i>ripens</i>
<i>cultivated</i>	<i>scientific process</i>
<i>cultures</i>	<i>skin bags</i>
<i>curd</i>	<i>solid substance</i>
<i>fermentation</i>	<i>valuable</i>
<i>goat's milk</i>	<i>vitamins</i>
<i>hard cheese/soft cheese</i>	

##### Preparation

Have the students read aloud the statements in the chart. Answer any questions about vocabulary. Explain to the students that they will listen to a talk about cheese and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the monologue until you hear the speaker say, *It was made by the ancient Egyptians over 3,000 years ago* (see tapescript, TB p. 105). Stop and make sure everyone understands why the first statement is true. Play the monologue again from the beginning. Elicit the correct answers.

### ANSWERS

- |          |          |
|----------|----------|
| 1. True  | 5. True  |
| 2. True  | 6. False |
| 3. False | 7. False |
| 4. False | 8. False |

### Task 2

#### Skill

Listening for sequence

#### Tactics

Listening for key words

Recognizing information

#### Vocabulary

*drained*

*kept warm*

#### Preparation

Explain to the students that they will listen again and number the steps in the cheese-making process from 1 to 5. Have the students read the steps. Answer any questions about vocabulary. Tell the students to listen for key words such as *first, then, next, finally*, and so on.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Play the monologue until you hear the speaker say, *It is heated to remove all bacteria*. Stop and make sure everyone understands why the example answer is correct. Play the monologue again from the beginning. Elicit the correct answers.

### ANSWERS

- |  |   |
|--|---|
| The milk forms a solid substance.                    | 4 |
| Specially cultivated bacteria are added to the milk. | 2 |
| The milk is heated to remove all bacteria.           | 1 |
| The curd is removed and drained.                     | 5 |
| The milk is kept warm so the cultures can grow.      | 3 |

#### Optional Activity

Put the students into pairs. Have the students listen to the talk again and write down one more step in the cheese-making process. When everyone is finished, have each pair share their step with another pair.

### POSSIBLE ANSWERS

After step 3: The bacteria cultures sometimes release bubbles of carbon dioxide. / Carbon dioxide bubbles make holes in the cheese. / The milk ripens.

After step 5: The cheese is matured and dried.

*Student Book page 89*

## Over to You: Is your diet healthy?

### Language

Talking about nutrition

Making suggestions

### Vocabulary

(Same as Exercises 1–4)

### Task 1

#### Preparation

Explain to the students that they will fill in the blanks with the meals they have recently eaten. Make sure everyone knows to write their answers in the blanks under the heading *You*.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students fill in the blanks on their own. When everyone is finished, put the students into pairs and have them compare answers. Tell the students to write their partner's answers in the blanks under the heading *Your partner*.

### Task 2

#### Preparation

Explain to the students that they will give their partners advice about their eating habits, using the chart from Task 1 and the food pyramid at the bottom of the page.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Go around the classroom, encouraging the students to give extra information and to ask follow-up questions.

### Extra Speaking Practice

Worksheet 22, Teacher's Book page 157

### Assessment

Unit 22 Test, Test Booklet

# UNIT 23 Predicaments

## Theme

Predicaments

## Skills

Listening for gist

Listening for details

Listening for attitudes

## Culture

Dealing with uncomfortable and/or embarrassing situations

## Culture Note

In the United States and Canada, there are not as many rules regarding social interactions as in other countries. As a result, people sometimes encounter awkward situations that are difficult to resolve.

Student Book page 90

## 1. Getting Ready

### Vocabulary

*a loan*                      *predicament*  
*cheats*                      *solution*

### Preparation

Have the students read the list of predicaments. Answer any questions about vocabulary. Explain to the students that they will write a solution to each predicament. As an example, elicit a few solutions to the first predicament from the class.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students fill in the blanks on their own. While they are working, write the following on the board:

A: *What would you do if your neighbors made a lot of noise at night?*

B: *I would...*

When everyone is finished, put the students into pairs. Have them compare solutions by asking and answering the questions on the board.

## ANSWERS

Answers will vary.

## 2. Let's Listen

### Skill

Listening for gist

### Tactics

Listening for key words

Recognizing information

### Vocabulary

<i>barks</i>	<i>house guest</i>
<i>borrowed</i>	<i>invite (someone) out</i>
<i>co-worker</i>	<i>lend</i>
<i>forgotten</i>	<i>pay (money) back</i>
<i>graduation party</i>	<i>repay</i>

### Preparation

Explain to the students that they will listen to people talking about predicaments. Students should circle the correct predicament. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Play the first conversation (see tapescript, TB p. 105). Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Elicit the correct answer.

## ANSWERS

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

### Optional Activity

Have the students listen again and write down the solutions mentioned in each conversation.

## ANSWERS

1. Ask the guest when he's leaving.
2. Don't mention it to her. / Don't lend her anything more.
3. Don't tell him. / He'll get the message eventually.
4. Don't lend her anything else.
5. Tell him you weren't feeling well.
6. Say something to them about the dog.

### 3. Let's Listen

#### Task 1

##### Skill

Listening for gist

##### Tactics

Listening for key words

Using visual clues

##### Vocabulary

<i>a mess</i>	<i>came up to (someone)</i>
<i>annoyed</i>	<i>dropped</i>
<i>autograph</i>	<i>got stuck in traffic</i>
<i>broke</i>	<i>guy</i>
<i>charged</i>	<i>looking over (someone's) shoulder</i>
<i>cheated</i>	<i>unfortunately</i>

##### Preparation

Have the students look at the illustrations. Ask the students a question about each picture, e.g., *Where is he? What do you think she is thinking?*

Explain to the students that they will listen to people talking about predicaments and match the monologues with the pictures. Students should write the numbers of the monologues in the blank boxes in the pictures.

##### Presentation

Play the first monologue (see tapescript, TB p. 105). Make sure everyone understands why picture C is the best match. Play the rest of the monologues. Elicit the correct answer.

##### ANSWERS

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

#### Task 2

##### Skill

Listening for details

##### Tactics

Listening for key words

Recognizing information

##### Vocabulary

<i>apologized</i>
<i>cleaning up</i>
<i>signed (someone's) name</i>

##### Preparation

Explain to the students that they will listen again and circle the answer that best describes how each story ends. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

##### Presentation

Play the first monologue. Make sure everyone understands why the correct answer is c. Play the rest of the monologues. Elicit the correct answers.

##### ANSWERS

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

##### Optional Activity

Have the students listen again and decide if they agree with the way each person solved the predicament. Put the students in pairs to discuss what they would do differently (if anything) and why. Ask a few pairs to share their opinions with the class.

### Student Book page 92

### 4. Let's Listen

#### Task 1

##### Skill

Listening for attitudes

##### Tactics

Listening for key words

Listening for tone of voice

##### Vocabulary

<i>acting weird</i>	<i>brother-in-law</i>
<i>amused</i>	<i>depressed</i>
<i>aware</i>	<i>psychologist</i>
<i>awkward</i>	<i>snores</i>
<i>breath</i>	<i>trust (someone)</i>

##### Preparation

Explain to the students that they will listen to people describing predicaments and circle how each person feels. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation (see tapescript, TB p. 106). Make sure everyone understands why the correct answer is *b*. Play the rest of the conversations. Answer any questions about how to do the activity.

### ANSWERS

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

### Task 2

## Skill

Listening for details

## Tactics

Listening for key words

Listening for the future tense

## Vocabulary

*anonymous*

*manager*

*send (someone) a note*

## Preparation

Have the students read aloud the list of actions at the bottom of the page. Make sure each item is pronounced correctly. Answer any questions about vocabulary.

Explain to the students that they will listen again for the action each person plans to do about the situation. Students should write the correct letter in the blanks.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first conversation. Make sure everyone understands why the correct answer is *d*. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Have the students listen again and write down the predicament discussed in each conversation. Play the conversations, stopping after each one to elicit the correct answer.

### ANSWERS

1. His brother-in-law doesn't ask if it is okay to eat the food in the refrigerator.
2. Charles has bad breath.
3. His aunt snores.
4. Lisa borrowed money from the woman.
5. His cousin talks to himself all the time.
6. Someone parked in his parking spot.

## Over to You: What would you do?

## Language

Talking about predicaments

Talking about hypothetical situations

## Vocabulary

*accidentally*

*run over*

### Task 1

## Preparation

Have the students look at the illustration at the top of the page. Ask the students to describe the person's predicament. Explain to the students that they will write solutions for three predicaments like the one in the picture. Have the students read the three predicaments below the illustration. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Put the students into pairs and have them write their solutions. Go around the classroom, helping with vocabulary and grammar as needed. To maximize interaction, allow only one student in each pair to write.

### Task 2

## Preparation

Put the students into groups of four or five. Explain to the students that they will now compare answers and vote on the best solution to each predicament.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Have the students begin working. Go around the classroom, helping with vocabulary and grammar as necessary. When everyone is finished, have each group tell the class about the solution they thought was best.

### Extra Speaking Practice

Worksheet 23, Teacher's Book page 158

### Assessment

Unit 23 Test, Test Booklet

# UNIT 24 Global Issues

## Themes

Issues  
Problems

## Skills

Listening for gist  
Listening for comparisons  
Listening for topics  
Listening for details

## Culture

Current political, social, environmental, and health problems

## Culture Note

Americans and Canadians deal with many of the same issues as the rest of the world: pollution, crime, terrorism, disease, and so on. While some people just wish the problems would go away, others take active steps like writing letters to the government, donating money to charities, and even starting organizations that raise money for an issue.

Student Book page 94

## 1. Getting Ready

### Vocabulary

AIDS	overpopulation
air pollution	poverty
crime	terrorism
destruction of the rain forests	unemployment
global warming	war
issue	water pollution

### Preparation

Have the students read the list of global issues. Answer any questions about vocabulary. Explain to the students that they will decide whether each issue is very important to them, somewhat important to them, or not important to them. Make sure everyone knows how to complete the exercise.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the survey on their own. While they are working, write the following on the board:

A: How important is air pollution to you?

B: It's very important because...

When everyone is finished, put the students into pairs. Have them compare answers by asking and answering the questions on the board.

### ANSWERS

Answers will vary.

## 2. Let's Listen

### Skills

Listening for gist  
Listening for comparisons

### Tactics

Listening for key words  
Listening for attitudes

### Vocabulary

a growing problem  
another story (a bigger problem)  
better-educated (adj.)  
focus on (doing something)  
housing  
places to live  
public transportation  
spend more on (something)  
What we really have to do is...

### Preparation

Explain to the students that they will listen to people talking about issues in their city or country. Students should circle the issue that each person thinks is most important. Have the students read the answer choices. Answer any questions about vocabulary.

Before continuing, warn the students that they may hear both answer choices mentioned in the recording, so they should listen carefully for the issue each person thinks is most important. You may also want to write the vocabulary words on the board and make sure their meanings are clear.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 106). Make sure everyone understands why the correct answer is *a*. Play the rest of the monologues. Elicit the correct answers. Play any difficult monologues again, if necessary.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have each pair read the answer choices for Exercise 2, Let's Listen, and say which issue is more important to them. Make sure they use the expressions they heard on the recording when saying that an issue is more important.

Student Book page 95

## 3. Let's Listen

### Task 1

#### Skill

Listening for topics

#### Tactics

Listening for key words

Recognizing information

Making inferences

#### Vocabulary

<i>bombs</i>	<i>housing</i>
<i>chemicals</i>	<i>industries</i>
<i>dumping</i>	<i>landfills</i>
<i>effect</i>	<i>polluted</i>
<i>explosions</i>	<i>recycling</i>
<i>fighting</i>	<i>stories</i>
<i>freeways</i>	<i>upward</i>
<i>garbage</i>	<i>waste</i>
<i>high-rise buildings</i>	

#### Preparation

Explain to the students that they will listen to people talking about different issues. Students should circle the issue that each person is talking about. Have the students read the answer choices. Answer any questions about vocabulary.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue (see tapescript, TB p. 107). Make sure everyone understands why the correct answer is *b*. Play the rest of the monologues. Elicit the correct answers.

### ANSWERS

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

### Task 2

#### Skill

Listening for details

#### Tactics

Listening for key words

Recognizing correct and incorrect information

#### Vocabulary

<i>mayor</i>	<i>started</i> (doing something)
<i>move</i> (to a new city)	<i>That's why...</i>
<i>recycling</i>	<i>the country</i>
<i>sports magazines</i>	<i>the only solution</i>

#### Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the first monologue. Make sure everyone understands why the statement is false. Play the rest of the recording. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Write the following question on the board: *Do you think the speaker's response will solve the problem?*

Put the students into groups of three or four. Play the monologues again and have the groups discuss the question on the board for each monologue.

Student Book page 96

## 4. Let's Listen

### Task 1

#### Skill

Listening for details

## Tactics

Listening for key words

Recognizing information

## Vocabulary

<i>attracted</i>	<i>health care</i>
<i>available</i>	<i>image</i>
<i>believe</i>	<i>in reality</i>
<i>expect</i>	<i>make a living</i>
<i>farmers</i>	<i>megacities</i>
<i>find work</i>	<i>no longer</i>
<i>glamorous</i>	<i>salaries</i>

## Preparation

Have the students look at the picture of a megacity. Elicit some reasons why people might move from the country to a megacity.

Have the students read the list of reasons. Explain to the students that they will listen to a talk on megacities and put checks next to the reasons that the speaker mentions. Students should check *Not a reason* if the item is not mentioned by the speaker.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the monologue until you hear the speaker say, *They believe that there are more jobs available* (see tapescript, TB p. 107). Stop and make sure everyone understands why the example answers are correct. Play the monologue again from the beginning. Elicit the correct answers.

### ANSWERS

The correct reasons are 1, 3, 6, and 8.

### Task 2

## Skill

Listening for details

## Tactics

Listening for key words

Recognizing correct and incorrect information

## Vocabulary

<i>difficult to find</i>
<i>huge</i>
<i>low (salary)</i>

## Preparation

Have the students read the statements aloud. Answer any questions about vocabulary. Explain to the students that they will listen to the recording again and check *True* or *False* for each statement.

Read the instructions. Answer any questions about how to do the activity.

## Presentation

Play the recording until you hear the speaker say, *Jobs are often difficult to find*. Make sure everyone understands why the first statement is true. Play the rest of the recording from the beginning. Elicit the correct answers.

### ANSWERS

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

## Optional Activity

Put the students into pairs. Have the students listen to the recording again and ask each other three questions about the talk.

### Student Book page 97

## Over to You: The most serious problems

### Language

Talking about global issues

Giving opinions

### Vocabulary

<i>personally</i>
<i>serious problem</i>

### Preparation

Have the students form groups of four with people who are from the same country or city. Explain to the students that they will choose three serious issues in their city or country and complete the chart with possible solutions for each problem. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. When everyone is finished, have each group share their problems and solutions with another group.

### Extra Speaking Practice

Worksheet 24, Teacher's Book page 159

### Assessment

Unit 24 Test, Test Booklet

# Student Book Tapescript

## Unit 1: Small Talk

### 2. Let's Listen

(Page 2)

1.  
A: Say, I don't think we've met, have we?  
B: No, I don't think so. My name's Donna.  
A: Hi, nice to meet you, Donna. I'm Tim Clark.
2.  
A: Hey, you're Bob Thompson, right?  
B: That's right. And you're Jenny.  
A: Yeah! Jenny Lindsay.  
B: Yeah, right. We met at Bill's wedding.  
A: Hey, you look great!  
B: Well, so do you!
3.  
A: Haven't we met somewhere?  
B: No, I don't think so.  
A: Aren't you Kevin Grant?  
B: No. No, my name's Greg. Greg Brown.  
A: Oh, I'm sorry. I was positive we'd met before.
4.  
A: Jeff! Hi. Remember me?  
B: Sue? Sue Thomas?  
A: That's right. We were in that computer course together.  
B: Yeah. Boy, was that boring!  
A: Sure was. So how have you been?  
B: Oh, not bad, thanks.
5.  
A: Oh, hi. You're Jonathan, aren't you?  
B: Yes, and you're Wendy.  
A: Yeah. We met at the conference in Hawaii last summer.  
B: Right. Nice to see you again.  
A: Nice to see you, too.
6.  
A: Hi, don't we work in the same building?  
B: Yes, I think we do.  
A: I'm Gary James. I'm in accounting.  
B: Hi. I'm Lynn Williams. I'm in marketing.

### 3. Let's Listen

(Page 3)

1.  
A: Hey, Anne, that looks really nice on you. Is it new?  
B: Yeah, I got it on sale at George Brothers Department Store. I never miss their sales. They have really good prices.  
A: Well, you made a good choice. That color looks great.  
B: Thanks.  
A: Oh! Look at the time. I didn't realize it was so late. I've got to run. It was good seeing you!
2.  
A: What are you taking this year?  
B: Mostly literature courses.  
A: Oh, really. Are they any good?  
B: Some of them are. Except for Professor Scott's class. I mean, the books are interesting, and the tests are pretty easy. But he tries to be funny all the time, and his jokes are really awful.  
A: Really? What kind of jokes does he tell?
3.  
A: What an awful month we're having.  
B: It's pretty bad, isn't it? So hot and humid. It's hard to sleep at night, too. I wish I had air conditioning.  
A: Me, too.  
B: Funny, it's not usually this hot in the fall.  
A: That's true. Well, I think I'm going to get some more of those chips. Enjoy the party.
4.  
A: So tell me, Maggie. What's he like?  
B: Well, he's really fun to be with. He always makes me laugh. That's what I like most about him.  
A: He sounds really nice.  
B: He is. And he's always giving me little presents. But I guess that will stop when he knows me better.  
A: Yeah, probably. So how long have you known him, anyway?
5.  
A: So, are you still doing the same thing, David?  
B: Yeah I am, unfortunately. I wish I was doing something more challenging.  
A: So why don't you look for something else?  
B: I really should. I feel stuck in that office, like I'm not moving ahead. That's the worst thing about it.  
A: Well, good luck to you. If I hear about any jobs, I'll let you know.

### 6.

- A: So, everybody's fine at home, Sarah?  
B: Yes, they are, thanks. Oh! Exciting news! My sister's going to get married next month.  
A: Really? You mean Jenny?  
B: That's right. She's marrying a guy she met when she was studying in Canada, and we're all going to Toronto for the wedding. It'll be fun.  
A: Sounds great. And how about your brother? What has he been doing lately?

### 4. Let's Listen

(Page 4)

1.  
Yes, I do. I really enjoy living here. So far everything has been fine. The downtown area is really pretty, and I love all the cafes and restaurants there. The other thing I like is that it's very small, so it's easy to get to know people.
2.  
Yes, I do. It's a very difficult language to learn, but I guess all languages are difficult. I tried to learn Japanese once, and it was really hard. These days, though, it's easier to learn a foreign language because you can buy some fantastic courses on video.
3.  
I have two children, a boy and a girl. They're both going to school, so they keep us very busy. My husband comes from a big family and would love to have more children, but I think two is enough.

4.  
I have a small design company. We design menus, calendars, and things like that. There are just three of us in the company. Last year was a very quiet year for us, but it looks like business is really improving this year. Would you like to visit our office sometime?

5.  
Oh yeah, I've been having a great time since I arrived. Everyone has been very helpful, and I've made some wonderful new friends. I still have a few more days here, so I'm thinking of renting a car and driving up to the mountains.

6.  
I'm from a town called Cairns, on the northeast coast of Australia. It's not a very big town, but I enjoy living there. It's not far from the Great Barrier Reef. I'm sure you've heard of that, because it's one of the most famous places in Australia. You should go there sometime.

## Unit 2: Part-Time Jobs

### 2. Let's Listen

(Page 6)

1.  
A: Have you ever worked in a department store before?  
B: No, I haven't, but it's something I'd really like to try.
2.  
A: Is this the first time you've applied for a job as a waitress?  
B: Well, not exactly—I worked behind the counter in the school cafeteria this year. I know it's not really the same, but it is similar.
3.  
A: Do you have any experience with office work?  
B: No, but I'm sure it's something I could learn quickly.
4.  
A: Have you ever modeled designer clothing before?  
B: Yes, I did some modeling last summer, and I was even in a few fashion shows.

5.  
A: It's a pretty easy job. You just take people's dogs out for a walk twice a day.  
B: Well, I've never done it before, but it does sound pretty easy.
6.  
A: We're looking for someone to work at the hotel reception desk.  
B: Well, I had a similar job in another hotel last summer and I really enjoyed it.

### 3. Let's Listen

(Page 7)

1.  
A: How's your part-time job going, Ted?  
B: It's great. I love it.  
A: What exactly do you do there?  
B: Well, I have to cut up fruit and make cakes and things. I'm learning a lot about how desserts are made. I'm also getting really good at doing dishes.  
A: I'm sure!  
B: And I also get to try everything we make.  
A: Oh, that's great.  
B: Yeah. The only problem is the heat. It gets really hot because of the ovens.
2.  
A: So, do you have a part-time job, Roxanne?  
B: Yeah. I'm a camp counselor.  
A: Oh really? What do you do there?  
B: I'm the sports instructor. I teach basketball and soccer, and I get to carry a big whistle. It's fun! The kids have a lot of energy, and they're really funny.  
A: I bet.  
B: The bad part is the money. The job doesn't pay very much at all.
3.  
A: Did you manage to get a part-time job, Maria?  
B: Yeah, finally. I'm working down at the Plaza Cinema.  
A: Oh, selling soda and popcorn?  
B: No, I'm in the ticket booth.  
A: So, do you get to see all the latest movies for free?  
B: That's right.

- A: Wow, that's a great deal.  
B: I know. The only problem is the hours. The last show is at midnight, so I get home really late—about 1:30 in the morning.

4.  
A: Did you find a part-time job?  
B: Yes. It took me a while though. I looked for jobs in restaurants, but couldn't find one. I finally managed to get a job in a factory.  
A: Oh, that sounds terrible.  
B: Actually, it's not bad, and the money's good. It's a clothing factory. They make shirts there, and I put the shirts into boxes.  
A: Sounds easy.  
B: Yes, it's very easy work. The problem is, it's also really boring work.
5.  
A: How's your part-time job going?  
B: It's going pretty well. I'm working for one of my professors. I'm helping her out with this big research project she's doing. I'm entering her data into the computer.  
A: That sounds like interesting work.  
B: It's not bad. And I can work at home, so that's nice, too. My only complaint is with the money. She doesn't really pay me enough.  
A: That's too bad.
6.  
A: Did you get a new part-time job, Cindy?  
B: Yeah, I'm working in a store. It's fun.  
A: What kind of store?  
B: It's a department store. I'm working in the sporting goods section. The people I work with are really friendly and helpful. And I'm learning a lot about sports equipment, too.  
A: How are the hours?  
B: That's the only thing I don't like. I have to work every weekend.

### 4. Let's Listen

(Page 8)

1.  
I'm working as a tour guide here in Chicago. It's kind of fun. I take people around the city and show them all the places of interest in town—you know, the tall buildings, the lake, the art

museum, places like that. The best part is meeting interesting people from all over the world. Most of the people on the tours are from Central and South America, so I get to practice my Spanish. For a tour guide, it's really important to know a second language.

2. I'm working with a marketing company. We do market research for new products. I interview people on the phone and ask them questions about their spending habits, what they do in their free time, things they own or plan to buy, and so on. The salary is pretty bad, but it's a good job for me. The best part is that I have flexible hours. That means I choose when I want to work, so I can sleep late whenever I want to. The most important thing is to have a friendly voice. If you don't sound friendly on the phone, people won't want to talk to you.

3. I'm working for a private school. We run after-school classes for kids, mainly for math and English. I'm teaching a math class. It's tiring, but I enjoy working with children. That's the best part. These kids are really smart, so I have to work hard to keep them interested. It's important to know what you're teaching. Luckily, I've taken a lot of math classes, so I feel prepared.

4. I'm working for an advertising agency a few days a week. I'm just an intern, so I don't get paid. The best thing is the people I work with. My co-workers are terrific. I work in the library. They have all sorts of information there in a big computer database. People are always asking me to find information for them very quickly, so it's important to have experience with computers.

5. I managed to get a job at a hotel. I'm working at the front desk. The hotel is usually pretty busy, so sometimes it's really stressful. I don't like that. The best part is that a lot of celebrities stay at our hotel. I've met some very famous people! To do this job well, it's important to have good listening skills. I have to find out exactly what each person wants, and then give it to them right away.

6. I'm working as a sales clerk in a department store. I work in the home furnishings department. We sell furniture and carpets, mainly. It's hard work, but I like it. The best part is, I get a commission on everything I sell, so I'm very well paid. The most important thing is to know what you sell. Customers expect it.

### Unit 3: Successful Businesses

#### 2. Let's Listen

(Page 10)

1.

A: What's that new Indian restaurant like on Sixth Street?

B: Well, everyone said it was very good, but I wasn't too satisfied when I went there the other night.

A: Why was that?

B: The food was good, but it took too long to come. We had to wait for nearly an hour before we got anything to eat.

A: Wow! That's terrible service.

2.

A: I'm going to get the textbook for our biology class at the campus bookstore. Do you want to come?

B: No, I don't think so.

A: Why not? Don't you think it's convenient having a bookstore right on campus?

B: Yes, it is. But have you compared their prices with other bookstores? That store at the mall is usually about 10 percent cheaper.

A: Oh. I didn't know that.

3.

A: Do you belong to a health club?

B: Not right now. I used to go to the Metropolitan Health Club on Third Street. I thought it was great because it was so cheap, but I stopped going there.

A: Really? I heard it was pretty popular.

B: That was the problem. It was too popular. It was always full of people. Sometimes I had to wait to use the machines.

A: That's no good.

4.

A: So how was the hotel in Hawaii?

B: It was pretty good. The staff was really nice—very friendly and helpful. There was one problem with it, though.

A: What's that?

B: The location. It was too far from the restaurants and discos. Next time, I think I'll stay much closer to town.

5.

A: Do you want to try Italian food tonight?

B: Sure. Where would you like to go?

A: How about Little Roma—you know, that Italian restaurant across from the movie theater? It's very cheap.

B: That's true. But the service is pretty bad. They have new waiters, and they're really slow. They're not very friendly, either.

B: Oh, I didn't know that. Let's try another place.

6.

A: I heard there's a sale at Brenda's Boutique. Do you want to check it out? They have really good clothes.

B: I know, but the service is terrible. The people who work there are so rude.

A: I know what you mean.

#### 3. Let's Listen

(Page 11)

1.

I really enjoy going there with friends after work. There's always something interesting on the menu. Also, I love the music. There's a great jazz band that plays there on Fridays, and it's always really crowded. I guess it's becoming the in place to go. Everyone wants to be seen there.

2.

I'm glad I decided to study there. My Spanish is much better now. It's pretty expensive, but the facilities are very good. They have all the latest stuff—you know, computers, videos, and everything. It's much better than the place I was going to last year.

3.

I've been going there for over a year. I just love the way they make my hair look. The stylists are really good at their work. I think they've all been trained abroad. The atmosphere makes

you feel really at home too, with coffee and snacks, plus really good music. Sure, it's not cheap, but I only go there every two months or so.

4. It's a great place to stay. The atmosphere is so glamorous and exciting. There are bright lights at the front door, and people are always arriving in really expensive cars. The rooms inside are really great, too. Of course, it's not the cheapest hotel in Miami Beach, but it's definitely the best.

5. I always take mine to this garage on Market Street. It takes a long time to get there from my house, but it's worth the trip. It's the best repair shop in the city. The mechanics do great work, and they never try to charge you too much. In fact, the prices are great—about half the price of the other places in town.

6. I get almost all of my shirts there. You'll love it. All of their stuff looks great and fits perfectly. It's really good quality, too. They also have a lot of different styles and colors to choose from. The displays are a problem, though. They aren't organized well, so it takes a long time to find the size you want.

#### 4. Let's Listen

(Page 12)

1. I think the most important thing is service. If the customer feels like he was treated poorly, then he probably won't come back. That's why I train all of my workers to give excellent service. They greet customers politely, show them to a table right away, and explain the items on the menu. Of course, the food is important, too. The fish has to be as fresh as possible, and you have to find talented chefs to prepare it.

2. The Internet has totally changed my business. In the old days, people *had* to come to a travel agency to get tickets. Now they can do that on their own, so when they come to me they're looking for a good value. That's really the most important thing. Of course, convenience is also important for some clients who don't have the time to plan their own trips.

3. These days, nothing is more important than speed. Time is money. People want a job done well, but they want it done quickly. And they're usually prepared to pay a little more if you can promise it will get done fast. And, of course, quality is important, too. We're building people's homes, so we want them to enjoy living there for a long time.

4. It's so important to have the right kind of displays. Creating an effective clothing display is an art. You want people to see the item right away, pick it up, touch it, and then go try it on. And you want them to buy it, too! Good prices are also important, but the display is really the number one thing.

### Unit 4: Gadgets and Machines

#### 2. Let's Listen

(Page 14)

1. Yes, these are great in the winter for keeping the place warm. It's got a fan as well, so it warms the whole room. And the best thing is it's so light. Pick it up and feel how light it is.

2. These are really handy when you're reading. You see, you put your book here. It even holds the pages down. And I love this. See, it's got its own light for reading at night.

3. If you listen to a lot of music, you really need one of these. It cleans off dust, dirt, and fingerprints, and gives you a much better sound from your CDs.

4. Oh, this? Well, we have a Persian cat. She's actually a show cat. She's won quite a few medals this year. This is her carrier. We take her everywhere in it. Nothing but the best for her!

5. You keep this in the kitchen in case there is a power failure. It's got a really strong light.

6. This thing really comes in handy. I always carry it with me. I keep my friends' addresses and telephone numbers in it. You really should get one!

#### 3. Let's Listen

(Page 15)

1. A: That's funny. It isn't working. I keep pushing the button, but it won't take any pictures.  
B: Maybe you need more film.  
A: No, that's not it. I put in a new roll of film this morning.  
B: What about the batteries?  
A: Hmm. I guess they're pretty old.  
B: That's the problem. The batteries are dead.  
A: That must be it.  
B: You should replace them.

2. A: This machine didn't clean my clothes very well. I had to wash everything twice.  
B: Really? Did you put a lot of clothes in there?  
A: Yeah. I filled it to the top.  
B: Oh, that's the problem. You put in too much clothing.  
A: Really?  
B: Yeah. Do you see this line on the inside of the machine? You shouldn't fill it above that line.

3. A: This thing is useless. I've done the living room floor twice, but it still isn't clean.  
B: Have you checked the dust bag?  
A: The dust bag?  
B: Yes, everything it picks up goes into the dust bag inside. Here, let me check. You see, that's the problem. The dust bag is full.  
A: Yeah. You're right.  
B: You should replace the bag with a new one.

4. A: I think this machine is jammed. It won't print any of my documents.  
B: Let me take a look at it. Yes, it is jammed. The paper is stuck inside it.  
A: How did that happen?

- B: Let's see. Ah! Here's the problem. You used the wrong paper size.
- A: Oh. Sorry.
- B: Don't worry about it. But you should use the right paper size next time.

- 5.
- A: Hey, what are you sewing?
- B: I'm making a dress for the party. Oh no, look! It's all jammed up.
- A: You know what the problem is? This needle is too small for your fabric.
- B: Yeah. I guess you're right.
- A: You should use a bigger needle.

- 6.
- A: This should make a great fruit drink. I love making these in the summer. Uh-oh. That doesn't sound right. What happened?
- B: Did you put in a lot of ice?
- A: Yeah, I guess I did.
- B: That's the problem. You put in too much ice, so the blades can't move.
- A: Oh.
- B: You should use less ice next time.

#### 4. Let's Listen

(Page 16)

1.  
This flat screen TV works great if you take care of it properly. The image is sharp and the color is perfect. It's really convenient because you can hang it on the wall—not like those old clunky TVs that were so big and boxy and took up half of the living room. Direct sunlight is not good for it, so you shouldn't put it near a window.

2.  
This is the latest model of laptop computer. Feel how light it is. It weighs only one and a half kilos. It's amazing, isn't it? Now, it's pretty strong, but you still need to be careful with it. It comes with a nice protective case, so you should keep it inside the case when you carry it. You wouldn't want to drop it. That could damage the screen.

3.  
You'll like this air conditioner a lot. You can adjust the temperature and the fan speed very easily, using this remote control. You should close all the doors and windows when you use it. It's amazing how many people forget to do this and then wonder why it's not cooling their house.

4.  
This is the best dryer we have. It holds up to 3 kilos, but it's not too big, so you can fit it in a small apartment. Now, you should always clean the lint filter before you use it. It's very easy to clean. All you need to do is pull out the filter, empty it out, and then put it back in again. It's really important to do it every time you use it. If you don't, the dryer might get too hot and burn your clothes.

5.  
This will get your dishes nice and clean. It's very powerful, so you don't have to rinse anything before you wash it. That's the best feature. Now, remember, you shouldn't put too much soap into it. If you use too much soap, your dishes will come out sticky.

6.  
You'll enjoy using this lawn mower. It has a big gas tank, so you can usually run it for about an hour without adding gas. You just have to be careful about one thing. You shouldn't put your hand under the machine. That blade is very sharp, and you could really hurt yourself.

### Unit 5: Character Traits

#### 2. Let's Listen

(Page 18)

1.  
A: Jeff is the perfect elementary school teacher. He's so good with children.  
B: I know what you mean. Those kids never make him angry.

2.  
A: Sheila is a very effective speaker. When she talks, people stop and listen.  
B: That's right. A lot of people even change their opinions after talking to her.

3.  
A: How does Mary like her new job?  
B: Oh, she loves it. She's really excited about working there. In fact, she's cheerful all the time.

4.  
A: I've been having problems with my boss lately.  
B: Why is that?

A: Well, he has a lot of rules. He's really angry if I come to work a few minutes late, or leave early, or take a long lunch. And if I make a tiny mistake, he gets really mad.

5.  
A: I don't know about you, but I'm voting for Dave Thomas for class president. He knows everything about this school and all the important issues.

B: Yeah. He really knows what he's talking about.

6.  
A: My landlady is really nice. She doesn't get angry if I pay the rent a few days late. And when I'm sick, she always brings me homemade chicken soup.

B: Wow. That's really sweet.

#### 3. Let's Listen

(Page 19)

1.  
A: What do you think of Chris?  
B: I like talking with him. He knows something interesting about practically everything.  
A: Yeah, I know. And he's really serious about studying, too. He wants to go to medical school, so his grades have to be perfect.  
B: He must be a good student.  
A: He's a great student—top of the class last year.

2.  
A: You know Brandon Kent, don't you?  
B: Oh, sure. He's really sweet. He took a whole day off last month to help me move into my new apartment. Then he drove me to the mall so I could pick up some furniture for my new place.  
A: Yeah, that's what I like about him. In fact, he's coming over this afternoon to help me with my math assignment.

B: Lucky you!

3.  
A: I just can't stand that Terry Dey.  
B: Really?  
A: Yeah. The other day, we were walking past this poor homeless man on the street—you know, one of those guys who lost his job and doesn't have any money?

B: Sure. I know what you mean.

A: Well, as soon as we walked past him, Terry made jokes about his clothes.

B: No way! That's terrible.

4.

A: Are you going to Tony's party on Friday night?

B: Yeah. Are you?

A: Of course! He has great parties, don't you think?

B: Definitely. It's because he's so excited about things. Everyone sees him dancing and laughing and having fun, and then they start enjoying themselves, too.

A: You're right.

B: Yeah. He's really an amazing guy.

5.

A: Have you seen Patrick recently?

B: No, I haven't. We were supposed to go to a concert last weekend, but he said he was too sick to go.

A: Oh, that's too bad.

B: The thing is, he didn't tell me the truth. My brother saw him at a party the same night, dancing and having a good time.

A: Oh! I really hate people who lie like that.

B: Me, too.

6.

A: I just talked to Chuck.

B: How is he today?

A: The same as usual. It's impossible to make him smile. Talking to him is really difficult. It's easy to say some little thing that really upsets him.

B: I know. I wonder why he's like that.

A: I think it's because he isn't doing well at school this year.

#### 4. Let's Listen

(Page 20)

1.

Ever since John got that new job, you wouldn't recognize him. I guess you have to be more conservative when you have a job like that. He works really long hours now and he wears a suit and a tie. And when he comes home from work he never wants to go out. All he does is sit in his chair and watch TV. He looks totally exhausted. That's not how he was in college. Back then, he used to go around in old T-shirts and jeans. And he had that crazy green hair!

2.

I ran into Donna Simpson the other day. I could hardly recognize her. Do you remember her from high school? She was a little chubby and out of shape back then. I don't think she ever exercised or played any sports. Well, she really looks different now. She's lost a lot of weight. In fact, she looks terrific. She told me that she decided to get in better shape after she got married last year. Now she goes to the gym three times a week.

3.

Have you had a chance to talk to Rosie lately? She's gotten so depressed—you know, sad and worried all the time. It's a real change. She used to be so enthusiastic in high school. She was a cheerleader, and she was always laughing and making jokes. Now she just sits in coffee shops all by herself and just looks really sad. You can tell that something's really bothering her. It must be her boyfriend. I heard they recently broke up.

4.

Do you remember what Ted Rodgers used to look like? He used to be so athletic, with really big muscles. He went to the gym all the time and was always careful about what he ate and drank. Well, you wouldn't believe how much he's changed. I'm sure he weighs over 100 kilos now. It doesn't look like he does any exercise at all, and he eats just about anything. Someone told me he changed after he got really rich from the stock market. They said that after he got rich, he decided just to enjoy himself.

### Unit 6: Cooking

#### 2. Let's Listen

(Page 22)

1.

It's easy to make a Caesar salad. Just take some fresh romaine lettuce and chop it into big pieces. Then put it in a big bowl, add the dressing, and mix it all together. Finally, when you're ready to eat it, sprinkle some shredded Parmesan cheese on top.

2.

My grandmother is from New Orleans, and she makes the best gumbo. That's a kind of soup. She pours broth in a big pot, and she adds shrimp and mushrooms. She adds a lot of spices,

too, like salt and pepper, and some other spices that are a big secret. Then she stirs it and cooks it for hours.

3.

On Saturday mornings, I usually sleep in and make pancakes. You pour some flour and sugar in a bowl. Then you add water, an egg, and oil, and mix it together. Then you pour it in a hot frying pan. I like to spread a lot of butter on the pancakes when they're done. That's what makes them taste so great!

4.

Whenever there's a big game on TV, I invite my buddies over and make some burritos. First, you fry some ground beef with spices. Then you get some tortillas—you know, Mexican flat bread that looks like really thin pancakes. Anyway, you put the beef on a tortilla, plus tomatoes, cheese, and chopped lettuce. Then you roll it all together and eat it with your hands. It's delicious!

5.

There's this Korean restaurant on campus that serves an amazing dish called *bi-bim-bap*. You've got to try it. They cut all these vegetables into little pieces, add some beef, and cook it all together with this really spicy sauce in a hot bowl. Then they put a big fried egg on top of it.

6.

Well, I don't know how to *really* make ravioli. I bet it takes hours to make pasta yourself. So I just buy it frozen from the store. You boil a pot of water and pour in the little squares of pasta. When it's done, you drain the pasta. Then you pour sauce over it and eat it. My favorite ravioli is the kind with cheese inside it. Mmm!

#### 3. Let's Listen

(Page 23)

1.

Hello, everybody, and welcome back to *Cooking Today*. I'm your host, Jack Murphy, and today we're going to make some crepes that will knock your socks off. Seriously, guys, you're going to love these crepes. All right, first thing. You've got to get your ingredients together. You need some flour, some milk, and an egg. Just put them on your kitchen table like I'm doing here. Oh, yeah, and you'll need some sugar, too, because that's what makes the crepe sweet.

2. Now you're ready to measure your ingredients. You want one cup of flour and one cup of milk. And, of course, you want the whole egg. You can't cut an egg, anyway—ha! That's a little kitchen joke for you guys. As for the sugar, you need just a pinch. That means a very, very small amount. Too much sugar will make your crepe taste awful.

3. Once you've measured all your ingredients, pour them together in a big bowl. You see how I did that? Pour it nice and slow. Then stir it all together with a fork. Yeah, that's it. Mix it up. Stir it until you get a nice, smooth liquid. That liquid is called the batter.

4. Okay, so you've mixed the ingredients together. Now you're ready for the frying pan. Put the pan on the stove, heat it up, and put some butter on it. You don't need a lot of butter. Just put a little bit in the pan, so the crepe won't stick to it. All right, now we're ready. All you do is pour the batter on the pan. When the bottom gets a little brown, flip it over. Yeah, just like that. Then you just put some strawberry jelly on there, and you're ready to eat!

#### 4. Let's Listen

(Page 24)

1. A: Hey, Jen! How was your trip to Taiwan?  
B: Amazing. I can't wait to go back there. My favorite thing was eating *dim sum*.  
A: *Dim sum*? What's that?  
B: Well, it's all kinds of different little foods, like fried pancakes, egg rolls, or fried rice and vegetables. You go out with your friends to the restaurant, and the waiters bring all the different dishes around in carts while you sit around and drink tea. If you see something you like, you're supposed to wave to the waiter. It's really fun.  
A: Yeah. It sounds great.

2. A: You used to work in Saudi Arabia, Tony. What's a traditional meal like there?  
B: Oh, you would love it. Everyone sits on cushions, on a nice carpet and drinks cups of sweet coffee. Then you eat kabob with your hands.  
A: Kabob ... that's like barbecued meat, right?  
B: That's right. You cut pieces of meat and vegetable and grill them. It's sometimes served over rice.  
A: Mmm. It sounds great.  
B: Just remember one thing. In Saudi Arabia, it's very important to make the guest happy. So if the host offers you something, you should try to eat it. If you refuse something, you might hurt his feelings.

- A: Thanks for the advice.
3. A: Ana, can I ask you something? I'm going to Spain this summer, and I want to try something really Spanish. What do you recommend?  
B: Oh, paella, of course. You take rice, meat, seafood, vegetables, and all kinds of spices, and you cook it all together in a really huge pan. It's our most famous dish.  
A: It sounds great.  
B: But if you really want to experience paella, you've got to eat it like the people in Spain do. We like to eat our dinners really late at night, like at 9 or 10 o'clock. Then we go out to the discos and dance all night.

- A: Wow. I can't wait to go!
4. A: Hey, Mike, I heard you were studying abroad last semester in India.  
B: Well, actually, I was in Nepal. It's a small country just north of India.  
A: Wow, what was that like?  
B: Really fun. The only thing I had trouble adjusting to was the food. My host family ate a dish called *daal bhat* for breakfast, lunch, and dinner. It's just rice with this sort of bean soup poured over it. Sometimes it had vegetables on it. It was really difficult to eat because in a Nepali home you're supposed to eat with your right hand only.  
A: That sounds rough.  
B: It was.

5. A: I'm in kind of a hurry today, Luca. Would you mind if we just grabbed a quick lunch at a fast food joint?  
B: Oh, man, I would never hear that in Italy.  
A: Oh, really? Why is that?  
B: Well, long lunches are an important part of Italian culture. I like to meet my friends at a nice restaurant, order some appetizers, and then eat lasagna *al forno*. That means lasagna cooked in an oven. And after you're done eating, you're not supposed to leave right away. You should sit around for a while, just drinking coffee and chatting.  
A: That sounds nice. I wish we could do that here.
6. A: Hey, Miho, that smells great. What are you cooking?  
B: Thanks. It's *sukiyaki*. It's one of the most popular dishes in Japan. You cook thinly sliced meat and vegetables in a big pot. We like to eat it in the winter. Oh, yeah, and some people like to dip the meat in raw egg.  
A: Really? You mean they dip it in uncooked eggs? That's pretty weird.  
B: Many Japanese customs probably seem strange to you. For example, when you're eating noodles, it's okay to make slurping sounds. Most Americans probably think that's rude, but it isn't rude in Japan.  
A: Wow, I never knew that.

## Unit 7: Housing

### 2. Let's Listen

(Page 26)

1. Well, I'm single and I spend a lot of time traveling, so I'm not home very much. So there's really no point in my spending money on a large place with lots of rooms.
2. We've got three small children, and they like to play outside, so I don't think it makes sense for us to live in a high-rise building.

3.  
I work right in the city and I don't have a car. I'd like a place close to my work, so that I don't have to spend a lot of time commuting.

4.  
I run my own business and I work from my home. I'm lucky because I don't have to go into town very often, so I'd like a place that's quiet and away from the city.

5.  
I need a new place. I need a good-sized apartment because I have two teenage sons, and they each need to have their own bedroom. We want to live downtown, too.

6.  
Both my wife and I work for an airline and we'd like something fairly close to work. We don't mind if it's small, because there's only the two of us. We don't even mind the noise of the planes. In fact, we kind of like it.

### 3. Let's Listen (Page 27)

1.  
The apartment I rent is okay. It's near the stores, so it's convenient for shopping. The problem, though, is that the owner hasn't spent any money on the place in years. The furniture is falling apart, and the carpet in the living room is stained in places.

2.  
My neighbors are fantastic. They're really friendly, and some of them have great parties, too. I'd like more space, though. There's hardly enough space for all my stuff. I guess I should throw some of it out, but I just can't.

3.  
There are advantages and disadvantages of living out here in the suburbs. It's not really the most convenient place to live. It takes forever to get into town, especially during rush hours. And there aren't any good stores out here. On the other hand, it's nice and quiet on the weekends.

4.  
I love my apartment. I wish I could afford to stay here. The location is perfect. It has a great view of the park, and I love being able to step outside and walk to cafes and shops. The only

problem is the rent. It's just too high now, so I can't stay.

5.  
My place is huge. It has room for all my stuff, and there's a big kitchen, too. Of course, it's really old, so it needs a coat of paint and some new furniture. The furniture is really ancient. I think the stove is about a hundred years old!

6.  
I recently moved into an apartment building for the first time. It takes a while to get used to having neighbors right next door. I feel like they're always listening to me, like they want to know everything I do. It's annoying. But the rent is much cheaper, and I like that.

### 4. Let's Listen (Page 28)

1.  
We used to have a nice apartment downtown. It had great views of the city! But then these new people moved in upstairs. They played loud music all the time, and the sound came straight through the ceiling and into our apartment. It was terrible, so we moved. Now we're living in a small house in the suburbs. It's wonderful. Our neighbors don't make any noise.

2.  
My new apartment is on a high floor, and it's great. There's no noise at all. I only hear the birds in the park. Before that, I lived in a first floor apartment. It had a little yard, which was nice. But I heard people coming and going all the time. And it was close to the street, so I heard all the traffic, too.

3.  
We didn't really want to move because we loved the apartment. We had a wonderful landlady, too. She didn't raise the rent for years, and if anything was broken, she would get it fixed really fast. But with the children getting older, we needed to be closer to a good school. So that's why we moved. Now we live in an apartment in the suburbs.

4.  
I used to live in a nice apartment downtown, in a pretty interesting neighborhood. But the thing was, they wouldn't let you keep a pet. I really wanted to get a dog, so I moved to a place where you could keep pets. Now I live in a building near the park. And

there's two of us—me and my dog, Spot. We play in the park all the time.

5.  
My new apartment has a huge kitchen and a great stove. I'm really happy about it. I love to cook and have parties, but the kitchen in my old place was so tiny. And the dining room was small, too. The location was good, but I could never have people over for dinner, so I needed to find something different.

6.  
I used to live in a house. I had a nice yard in the front, and another yard in the back. The trouble was the maintenance. It was really expensive to take care of. So I moved. Now I live in an apartment with no yard. Even though I have much less space now, it's wonderful, because it's a lot cheaper.

## Unit 8: Apartment Problems

### 2. Let's Listen (Page 30)

1.  
My apartment's nice, but the walls are too thin. I can hear my neighbors all the time, even when they're asleep. One of them really snores.

2.  
My neighbor is driving me crazy. I don't know what she's up to, but she's always banging or hammering something late at night.

3.  
Would you believe that the garbage trucks pick up the trash at 5 a.m.? Last week, I had to run outside in my pajamas and throw the garbage onto the truck as it was passing by! They should come a little later.

4.  
I'm tired of having people ringing my doorbell at dinnertime. It's gotten to the point where I don't even like answering the door anymore. It seems like someone's always trying to sell me something.

5.  
I really need the landlord to look at my kitchen. It needs a new stove and a new refrigerator. The ones I've got are so old they don't even work anymore.

6. My neighbor's really a sweet old man. But I can't stand his dog. It messes up my garden all the time.

### 3. Let's Listen (Page 31)

1. Well, to start with, look at the wall underneath the window. Water must have come in sometime and stained it. It really needs painting.

2. And this carpet is awful. It's old and stained, and the color's horrible. We've got to ask the landlord for a new one.

3. I think that switch is broken—the one for the lamp next to the sofa. Try it. It doesn't work.

4. Look! This door is falling off! It's so loose! It really needs to be fixed.

5. This sofa needs recovering, doesn't it? I mean, it's really worn thin. I wonder if we can get the landlord to recover it. There's nothing wrong with it apart from that.

6. I think the TV needs fixing, too. The reception is very bad, so I guess we'd have to put up a bigger antenna. Say, do we really want this apartment?

### 4. Let's Listen (Page 32)

1. A: I'm tired of the ads we get all the time in our mailboxes. Could you put a sign in the lobby that says "No Flyers"? I'm tired of having all this junk mail stuffed into my mailbox.

B: Oh, I know. It's a real nuisance. That's a good idea. You know, I've been meaning to do that for a long time. I'll get one today.

2. A: I'm afraid the living room really needs painting. It's been several years since we moved in, and the apartment looks really dirty. Do you think you could get it painted?

B: No, I don't have time right now. But you're welcome to paint it yourself if you want to.

3. A: I'm having trouble with the neighbor's children. They play their music at all hours of the night. It's terrible. Can you tell them to stop?

B: Oh, they're really very nice kids. They've only done it a few times. I don't think it's worth getting upset about.

4. A: I was wondering if I could get a new refrigerator in the kitchen. The one I've got is very old and just doesn't keep things cold.

B: Yes, it is pretty old. I'll get a new one for you next month.

5. A: I think the faucet in the bathroom needs fixing. It leaks all the time. All it does is drip, drip, drip all night. It's driving me insane!

B: Okay. I'll get someone to come and have a look at it.

6. A: The curtains in the living room are really worn out. Do you think you could get us some new ones?

B: Oh, those belonged to the people who were there before you. The apartment doesn't come with curtains. I'm afraid you'll have to get your own.

## Unit 9: Friendship

### 2. Let's Listen (Page 34)

1. I really like Allison. She's such fun to be with. She always makes me laugh. Did she tell you the story about her first date? I don't think I've laughed so hard in my whole life!

2. I went out with this guy a couple of times, Ted Roberts. Maybe you know him. He's okay, I guess, but the guy's got no future. I think he just wants to spend the rest of his life surfing.

3. Tony Lee asked me out the other night, and I said no. You know, he is really embarrassing to be with. Last time I

went out to a party with him, he nearly got into a fight with someone. Then later on, he ended up spilling his drink all over me.

4. I've been out with Sandra Bronstein a few times. She's really an interesting person. I didn't realize her father is a pretty well-known artist and her mother is a successful stockbroker. I'd like to meet her parents sometime. But I don't think she's too serious about me. She hasn't invited me to meet them yet!

5. Do you know Rod, the guy in our Spanish class? Anyway, he's invited me out on a date. You know the one I mean—he's kind of thin, very tall, with long curly hair. Just my type!

6. I was stuck with Martha at a dinner party the other day. No matter what I said, I couldn't get her to smile. I wonder what her problem is.

### 3. Let's Listen (Page 35)

1. A: Hello.  
B: Oh, hello Lynne. This is Dave.  
A: Oh, hi! How are you?  
B: Fine, thanks. Say, are you doing anything on Saturday?  
A: Not much.  
B: Well, some friends of mine are having a barbecue. Do you want to come with me?  
A: Oh, that sounds like fun. What can I bring?

2. A: Hello.  
B: Hey, Paula. It's Tina. I'm calling about next week. I wondered if you had anything planned for Wednesday.  
A: No, not really. Why?  
B: Well, there's going to be a talk at the bookstore, by that guy who we read in class last semester. Remember? It's Dave Dobbs, that famous environmentalist.  
A: Oh, yeah. Sure. That sounds kind of interesting, and I don't really have anything planned.  
B: Great! I'll meet you at the bookstore.  
A: Okay. See you there!

3.  
A: Hi, Rose. How are you?  
B: Not bad. And you?  
A: Okay. Listen, are you interested in going to an art exhibit on Sunday? A friend of mine is having an exhibition of her paintings. It's the opening night—free drinks and food.  
B: Well, actually, I don't have anything planned. It sounds kind of fun. Why not?
4.  
A: Hi, Ron.  
B: Oh, hello, Suzie.  
A: Do you have any plans for tonight? I was thinking of going out for a pizza.  
B: Gee, I'd really love to. But I have to work late.  
A: Too bad.  
B: Yeah, really.
5.  
A: Doing anything after class?  
B: Nothing much.  
A: Why don't we go downtown and take a look at that new music store?  
B: Great idea. There are some new CDs I really want to get.
6.  
A: Hey, George, are you interested in going to the car show? It's going on at the exhibition center.  
B: Yeah, I like those kinds of shows. When is it?  
A: It opens on Saturday morning.  
B: How about we go in the afternoon? I want to sleep late.  
A: That's fine with me.

#### 4. Let's Listen

(Page 36)

1.  
A: I'd really like to see this. Kids from all over the country are participating. And the things they're playing sound really difficult. There's one kid who's been playing the violin since he was four years old!  
B: When is it?  
A: Let's see ... It's Saturday afternoon.  
B: Gee, I'd really like to see it, but I was planning to watch soccer on TV that day.

2.  
A: Hey, this sounds interesting. You get to see how all sorts of unusual foods are prepared, and you get to try different dishes, too. They have chefs from Japan and India, from China, from Mexico, and from Italy, too. What do you think?  
B: Well, it does sound interesting, but I can't. I've just started a new diet, so I can't eat too much.
3.  
A: Let's go and see this. I love these kinds of events. A lot of famous people will be there. All of the actors are coming to see it, and the director and producer, too.  
B: Really?  
A: Yes. We'd need to get to the theater early, though, to get a good view. Thousands of people always show up for these premieres.  
B: Actually, I'd rather not go. I hate big crowds.
4.  
A: This event down at the bookstore could be interesting. It'll be a chance to get a famous person's autograph.  
B: Oh, yeah? Are you into autographs?  
A: Sure. And the author will be signing copies for free.  
B: Yeah, but she's not really one of my favorite writers. In fact, I think her books are pretty boring.
5.  
A: Let's go and watch this tomorrow afternoon. It should be a good game. The home team just got two really good new players.  
B: But haven't they lost a lot of games recently?  
A: Well, yeah. But they're playing better now.  
B: Thanks for asking me, but I'll stay at home. I heard it's going to be pretty cold tomorrow.
6.  
A: Let's check out this exhibition at the gallery downtown. These artists sound pretty interesting.  
B: Hmm. What artists? Any big names?  
A: No, not really.  
B: Well, thanks anyway, but I'm only interested in famous artists.

## Unit 10: Television

### 2. Let's Listen

(Page 38)

1.  
A: Did you watch it today? I missed it.  
B: It was great. One of the best episodes ever! But now Ted has married Mary, and Mary's daughter is upset. So Ted's worried, and Mary's miserable. I can't wait to see what happens tomorrow.
2.  
A: Did you watch the program on channel 2?  
B: I started to, but I had to go out. Did you see it?  
A: Yeah.  
B: Who won the grand prize?  
A: A 20-year-old university student. She won a new car.
3.  
A: How was that program you watched the other night?  
B: It was fascinating. I learned so much from it. It was all about Canada, and all of the amazing animals that live up there. Now I really want to go there!
4.  
A: So, what's been happening?  
B: Well, there was another big earthquake in India yesterday.  
A: Really. That's terrible.  
B: And there were some major floods up north. Lots of people have had to move out of their homes.
5.  
A: Did you watch the game?  
B: Yeah, it was pretty exciting. Too bad it rained.  
A: Yeah, the players must have gotten soaked.  
B: I know. And just imagine the spectators!
6.  
A: Did you enjoy that program after the news?  
B: Yeah, I thought it was pretty interesting. The photography was great. I often wonder how they can take photographs of birds flying like that. You get the impression you're up there flying with them.

### 3. Let's Listen

(Page 39)

1. At 9 p.m. tonight, a panel of experts will discuss developments in information technology and how new inventions are going to change the way we watch TV. If you're a person who loves technology, this is the show for you.
2. Tonight's documentary is about new treatments that have been developed for cancer. It will report on major breakthroughs in cancer research, including an exciting new way of dealing with some of the most common cancers. People over 40 will definitely find this program worth watching.
3. There will be an interesting documentary at 10 p.m. here on channel 13. It deals with modern architecture and discusses the influence of some of the major 20th century architects on cities around the world. People interested in architecture will find this show fascinating.
4. Coming up on channel 7 tonight is *Sea Crazy*, a very funny new sitcom about an ocean cruise where everything goes wrong. Tonight, the kitchen staff goes on strike, and the passengers have to cook their own meals—with hilarious results. People who are thinking of taking a cruise should stay tuned for this one.
5. Tonight at 9 p.m., only on channel 7, the final round of the game show *Question Time*. Twenty contestants will play for the big prize—one million dollars! They'll answer questions about history, movies, sports, and even math. This is the perfect show for people who love facts and trivia.
6. Later tonight, it's America's number one late night talk show, *The Night Show*. Tonight's guests are movie star Stephanie Sanchez and the rapper B Cash B. People who love movies and music shouldn't miss it!

### 4. Let's Listen

(Page 40)

1. A: Oh, they're showing that cooking program I like on channel 5 tonight. I really love the woman on that program.  
B: Yeah. She's that British chef, right? I really like her, too. I tried some of her recipes the other day. They're really good, and none of them are that difficult to make.
2. A: Do you like magic shows? There's going to be a great one on TV tonight!  
B: Well, honestly, I think those shows are really frustrating. I hate trying to figure out how magicians do their tricks.  
A: That's too bad. So, I guess you don't want to watch that program with me.  
B: No. Definitely not.
3. A: Are you going to watch the big tennis tournament on TV Saturday afternoon? It looks like it's going to be a good match.  
B: I know, but I don't really enjoy tennis on TV. I'd rather play tennis than watch it.
4. A: I see there's an interesting documentary about Australian wildlife on TV tomorrow. Let's watch it.  
B: Okay. I love nature shows. I think the photography is amazing. I mean, they can follow a tiny insect all around—even when it's underground!
5. A: Hey, that travel show is on tonight. You know the one—they follow this guy on his vacation, and he's always camping in dirty, cheap places. It's very interesting.  
B: Actually, that doesn't sound very interesting to me. I'd rather watch a show about staying at an expensive hotel!

6.

- A: Oh, that antiques show is on tonight.
- B: I love that show. People bring in their antique furniture and stuff. Sometimes that old junk turns out to be worth thousands of dollars. It's really amazing.
- A: Actually, I think it's boring. I'd rather watch something exciting, like an action movie—or sports.

## Unit 11: Cities

### 2. Let's Listen

(Page 42)

1. I think Rio de Janeiro is one of the most interesting cities in South America. The nightlife is great. They have great musicians, so there is always good music in the cafes. Crime is a problem, though, so you have to be careful.
2. Sydney is one of my favorite cities in Australia. There are some great buildings there, like the famous opera house. The only problem is the weather. Spring and fall are okay, but the summer is too hot for me.
3. Montreal is a nice city to visit, but don't go in the winter. It's much too cold! The rest of the year is great. There are plenty of clubs, restaurants, and other places to go at night.
4. One of my favorite cities in Asia is Hong Kong. It used to be a British colony, so it has a fascinating mixture of Chinese and Western culture. On the down side, the pollution has gotten pretty bad. Sometimes the air is really dirty.
5. When I went to Hawaii, I spent the first few days in Honolulu. Everything was really expensive there, especially in the restaurants. Four dollars for a soda! But the beaches were wonderful, especially Waikiki Beach. The water was so clean.

6.

In Los Angeles, you have to drive everywhere, and sometimes the traffic is terrible. But that's the only bad part. There are a lot of fun things to see, like Hollywood, Disneyland, and the movie studios.

### 3. Let's Listen

(Page 43)

A: Hey Bob, guess what? I'm going to visit Quebec next summer. I have to go to a friend's wedding, but I also want to stay a while longer and do some sightseeing.

B: That's great, Dave, but do you mean the province of Quebec or Quebec City?

A: I guess I mean the province. The wedding is in Montreal, so I'm going there first. I'll be there for about four days. Montreal is the capital of the province, right?

B: Well, a lot of people think so because it's the biggest city, but it's not actually the capital. Quebec City is the capital. But Montreal is great. The St. Lawrence river runs right through the middle of the city. It's beautiful in the winter.

A: Wow. And do you think I can get by in English? My French is okay, but not great. I know most people there speak French, but can I also use English?

B: Well, people speak both French and English there, but you'll hear French most of the time, and all of the street signs are in French. In fact, Montreal is the third largest French-speaking city in the world. So you'd better practice your French before you go.

A: Oh. That's good advice. Now, what about Quebec City? I'm going to visit a friend from college who lives there now. What's it like?

B: It's a beautiful city. Very old. A lot of old buildings have been nicely restored. Some of them were built in the 17th and 18th centuries. You'll love it there.

A: Great! I can't wait to go!

### 4. Let's Listen

(Page 44)

1.

I went to Mexico City for the first time last summer, and I managed to use my Spanish every day. I mean, I still had to use my Spanish-English dictionary a

lot, but I was really proud of myself. The only bad experience I had there was when someone stole my purse while I was having lunch in a restaurant. Next time, I'll watch my purse more carefully.

2.

You wouldn't believe what happened on my vacation to Thailand. I lost my wallet in a taxi! I thought I would never see it again. But that evening, the taxi driver came to my hotel and gave my wallet back to me. I was so relieved! The last day I was there, though, I got food poisoning from some fish. Next time, I won't order any seafood.

3.

While I was in Greece last summer, I met a really nice Greek family on the boat to the island of Corfu. They invited me to spend a few days with them at their beach house there. What a great house! Anyway, I also went down to Crete. I arrived without a hotel reservation and every place I tried was full, so I had to sleep at the bus station for the first two nights. It was awful. Next time, I'll make reservations before I go.

4.

My trip to Hawaii this summer was great. The thing I liked the most was going snorkeling at a beach near Honolulu. The water is crystal clear and full of the most beautiful tropical fish I've ever seen. I'll never forget it. Unfortunately, though, I spent too much time in the sun and I got the worst sunburn of my life. I had to go to the doctor to get something for it. Next summer, I'll use suntan lotion every day.

5.

I really enjoyed my visit to London. I wish I could have stayed there for a month instead of just for a week. The thing I really enjoyed was the British theater. I went almost every night and saw some really famous actors. Unfortunately, I didn't realize how expensive London can be. I ran out of money after a week, so I had to come home. I'm bringing a lot more money for my next trip.

6.

I just came back from a vacation in Tokyo. I did just about everything—I even went to Tokyo Disneyland. In fact, I had such a good time there that I went back again the next day. One thing I

didn't realize, however, was how cold Tokyo can be in the winter. I didn't take enough warm clothing with me and I caught a terrible cold. If I ever go back there, I'm going to take a sweater.

## Unit 12: Urban Life

### 2. Let's Listen

(Page 46)

1.

It used to take me about an hour to get in from the airport, but now it takes me more than two hours. There's so much traffic these days.

2.

There used to be some really good stores downtown. But lots of them moved out to the mall. Now downtown looks pretty deserted.

3.

The city council has done a great job in providing places for young people to go in their free time. There are lots of baseball fields and public parks in the city now.

4.

There are more jobs for young people than there used to be. You see lots of companies advertising to train young, inexperienced workers.

5.

I don't eat out much anymore because there aren't any interesting places near my apartment. They've all closed down. It's really too bad.

6.

They built the new highway over there a couple of years ago. We used to hear the cars and trucks all day and night. But then they planted trees along the side of the road to form a sound barrier. Now it's nice and quiet. And pretty, too.

### 3. Let's Listen

(Page 47)

1.

There are hardly any trees downtown now. They cut down a lot of trees when they built new stores. It's not as green anymore.

2.

My school still looks the same as ever. It's hardly changed, except now there's no fence around it. I think it looks nicer without it.

3. Remember that building with all the windows on King Street? They tore it down and they're going to redevelop the site. It's probably for the best.

4. We do all our shopping at the new outdoor market near our house. There used to be a supermarket there, but it wasn't very good, so some people got together and started the outdoor market. Everyone loves it. In fact, it's very crowded there on the weekends.

5. There never used to be industry in my hometown. People used to enjoy the beautiful scenery. Now no one comes because of all the factories and traffic.

6. The most popular place in town for kids used to be the disco. But that's gone now. Now most of the kids just hang out on the corner.

#### 4. Let's Listen

(Page 48)

1. A: I just love living here. The best thing is that I never have any trouble finding things to buy. There are some great bookstores around here, and I love just going there for an hour or so to see what's on sale.

B: Yeah. That's nice.

A: We do need some better restaurants, though. There are too many fast food places. They should open a place that serves really good seafood. I'd love that.

B: Me, too.

2. A: The only thing I don't like about my city is the mall. Everything is too expensive there. They should have a few cheap stores, too.

B: What about downtown? Is there anything to do there?

A: Oh, sure. There are at least a dozen great places to eat downtown. There's Chinese food, sushi, and even a Greek place.

B: Wow, that's great.

3. A: I think the city council does a great job of keeping the streets clean. There isn't a lot of trash all over the place.

B: That is nice.

A: But we could use more green space. They should build a few more parks downtown.

B: That's a good idea.

4. A: This city is so boring at night. Nothing ever happens. They should really open some clubs or discos.

B: You're right about that.

A: On the other hand, I love that there's almost no crime. You can walk anywhere, even at night, and feel completely safe.

B: Yeah, I know what you mean.

5. A: The traffic in this city is pretty bad. Some of the streets are just too narrow. They should definitely build some big, new highways.

B: What about the public transportation?

A: It's great, actually. The subway trains are clean and fast, and they run all the time. I just wish I lived near a station!

6. A: You know what makes this town so good? It's such a healthy place to live. The air quality is good. I guess that's because there are no factories around here.

B: Yeah. You're probably right.

A: But, of course, no factories means no jobs. It can be very difficult to find work around here. They should bring more businesses here.

B: That's true.

### Unit 13: Special Days

#### 2. Let's Listen

(Page 50)

1. It's on December 25th. Well, for many people it's a family day. We decorate a tree with lights and everyone exchanges presents under the tree. Kids are excited because they think Santa Claus brings them their presents. We also have special songs that we sing.

2. It's a day in April when people play funny jokes or tricks on each other.

3. It's on the second Sunday in May. Most children give their mom flowers or a gift to thank her for all she's done for them. In some families she gets breakfast in bed or she's taken out for dinner.

4. It's on the evening of December 31st. Lots of people have parties that start late and go on until long after midnight.

5. This is a day in the spring when adults celebrate kids and share special times with them. Sometimes the children get special gifts. In some countries kids are given free admission to museums and amusement parks.

6. This is October 31st. Children wear scary costumes and visit their neighbors and ask for candy.

#### 3. Let's Listen

(Page 51)

1. Well, I always have a quiet birthday at home with my husband, George. He takes over the kitchen for the day and bakes a nice cake for me. I prefer that to going out to a restaurant.

2. I usually invite my classmates to go out and party with me. About 10 of us get together. We start out at a restaurant, and then we go dancing or something. Last year we went to six different clubs in one night. It was wild! It's the one time a year when my parents don't care if I stay out late.

3. My two children always take me out to a restaurant for dinner. I'm glad they do that instead of spending a lot of money on presents. They're still in school, so they can't afford to buy expensive gifts.

4. I always celebrated my birthday when I was younger. I'd have a big party and invite everyone I knew. Sometimes I'd have more than 50 people at my place. Those were the days! I don't do anything like that anymore. Since I turned 40, I'd rather not remind myself that I'm a year older. Now I just watch a video at home and go to bed early.

5. My parents usually let me invite all my friends over to my house for a party. Usually I have about 25 people over, without their parents. We always have a lot of fun opening presents, watching videos, and singing along to the radio—stuff like that. My parents are great. They stay upstairs, so they won't bother us.

6. My best friend usually takes me out to dinner. We've been doing this since we were in high school, and it's pretty fun. She pays for the meal, but I don't let her buy me a present. To tell you the truth, I buy myself a present! That way I always get something that I really want.

#### 4. Let's Listen

(Page 52)

1. I'm a big fan of Valentine's Day. It's one of my favorite days of the year. I love opening and reading those cards and trying to guess who they're from. And last year I got a *real* valentine, too—you know, from someone who really liked me. That was so romantic!

2. I don't know why people still play tricks on April Fool's Day. Last year on April first, my co-worker played a really horrible trick on our office. He moved around all the stuff on everyone's desks, so no one could find what they were looking for. It was a total waste of time.

3. Christmas these days is really terrible. People spend way too much money on presents. They should give that money to people who really need it, like the homeless. That's what I did last year. I bought a few presents for my wife and my kids, and then I gave the rest of my holiday money to charity.

4. When I was a kid, I never liked Halloween much. It was too scary. And now that I have two children of my own, it's even more frightening. I don't let my children go from door to door and ask strangers for candy. The world is too dangerous for that. Last year, my kids just went to a party at a friend's house, and that was fine with me.

5. Christmas is a special time for me. It's the only time of the year that I get to see some of my relatives. Last year, our whole family got together for a big Christmas dinner. It was great. We're all big talkers, so everyone had a funny story to tell.

6. I don't look forward to New Year's Eve. Those parties are the worst. There's way too much food, and you end up eating too much and staying up too late, and you feel terrible the next day. And the noise! Last year, the people next door had a huge, noisy party that went on until five in the morning!

### Unit 14: Fashion

#### 2. Let's Listen

(Page 54)

1. Oh, look at this. Typical early 60s. That's when guys started to wear their hair long. And girls wore their skirts really short. Remember the miniskirts and boots?

2. This must be the 1920s, the "Roaring Twenties." I love the dresses women wore then—very straight and they came down to just above the knees. And they wore their hair short and usually straight. Men looked handsome, too, with those wide trousers. They listened to jazz and did these crazy dances like the Charleston. What a wild time that was!

3. This is the late 60s-early 70s, of course. Look at this woman's big long skirt. It's very colorful. And the guys wore jeans and T-shirts with peace signs on them! It seemed that all young people had long hair.

4. This must be the 1950s, when boys had their hair slicked back and wore really bright jackets and those very tight pants. I wonder how they ever got into them—or out of them for that matter. The girls wore tight sweaters and wide skirts.

5. Oh, this is the late 70s or early 80s. Both the guy and the woman have punk hairstyles and their hair is dyed these really wild colors. The funny thing is, some people still look this way!

6. This has to be around 1910. People dressed very formally then. Men had suits with long jackets and they usually wore hats. The women wore long dresses and capes. Very elegant.

#### 3. Let's Listen

(Page 55)

1.  
A: I just ran into Mary. Wow! She's really changed!  
B: Really?  
A: Oh, yeah. She used to look really wild. You know, with all that big hair and makeup? And that leather jacket?  
B: Sure. I remember.  
A: Well, that's all gone. Now she wears plain blouses, and her hair is much neater.  
B: Weird. Do you know why she changed?  
A: Yeah. She's going to college now, so she wanted a different look.

2.  
A: Betty's dressing differently these days.  
B: Oh, really?  
A: Yeah. I think it's a change for the better. That blue suit she used to wear wasn't so great.  
B: Yes, I thought the same thing.  
A: Now she's wearing this fantastic red suit.  
B: So, why the change?  
A: I guess her new job has a better salary, so she can afford to buy some new clothes.

3.  
A: Have you seen Jerry lately?  
B: No. Why?  
A: Well, he's really changed his look. He used to have that preppy look—you know, the tan pants and shirts with collars. And short hair.  
B: And now?

- A: Now he's got long hair, in a ponytail. And he always wears black.
- B: Interesting. What made him change?
- A: I heard his new girlfriend asked him to do it.

- 4.
- A: David's really changed the way he looks lately.
- B: Really?
- A: Yeah. I never thought I'd see him dressing the way he does now—the tight blue jeans, the gold necklaces ... He's even wearing his shirts unbuttoned.
- B: No way!
- A: It's true. He used to wear that suit and tie everywhere, but not anymore.
- B: What happened?
- A: I heard he broke up with his girlfriend.

- 5.
- A: I think Karen looked a lot better before she changed her look.
- B: Hmm. What do you mean?
- A: Well, first of all, she cut her gorgeous long hair. And she used to wear those great casual pants. I thought maybe she didn't even own a dress!
- B: That's true.
- A: But now she always wears an expensive suit.
- B: Why did she change?
- A: She had to. She got a big promotion at work.

- 6.
- A: Have you seen Steve Jones since he graduated from college? He looks so different.
- B: Really? How?
- A: He wears a suit and tie every day.
- B: You're kidding!
- A: I know. It's strange. In college, he was always wearing his old jeans and a denim shirt. He looked so relaxed all the time.
- B: What made him change?
- A: He found a job at a bank, so he's got to look good for the customers.

#### 4. Let's Listen

(Page 56)

1.  
I just bought these. Do you like them? They're Italian, and they're made of genuine leather. They'll look great with my new pants. They're so comfortable to wear. I walked around in them in the store, so I know they won't hurt my feet. They were a pretty good bargain, too—only \$125.

2.  
What do you think of it? I really need it for work. These days we have to dress up at the office, so I can't just wear a shirt and tie. It's made of wool, so it'll be nice and warm in the winter. And I like the way it buttons up the front. It was on sale for \$75—not bad for something that's imported from England.

3.  
This is made of silk, and it was made in China. It's very light, and I love the way it feels. I was surprised that they had one in my size. I always have trouble finding things that fit. They're usually either too long or too short, but this one is just right. It covers my knees. I thought it was a bargain for \$200.

4.  
These will be great for the weekend. They're made of good, strong denim. And they were made in the U.S., so I know the quality is good. That's important to me—my old pair shrank when I washed them, and now my legs don't fit in them. These new ones are a darker blue than I usually wear, but I'm sure the color will fade after a while. I can't believe they were only \$29.95!

5.  
Does this look okay on me? It's not too short, is it? It's French and really well-made. I thought the color was great, and I have a couple of blouses that will go perfectly with it. It's made of wool, too, so it will be very warm. It wasn't cheap—\$95—but I know I'll wear it all the time.

6.  
These will be great for tennis. They were pretty expensive—\$115—but they're Korean and look very well-made. They're made of real leather, of course, and not just rubber. And I like these little stripes down the side. My tennis is really going to improve now!

## Unit 15: Preferences

### 2. Let's Listen

(Page 58)

- 1.
- A: Do you travel a lot?
- B: Oh, sure.
- A: Which do you prefer—traveling by train or by plane?
- B: Well, the thing I like about a train is it's so comfortable. You can get up and walk around. A plane is faster, sure, but getting to the airport can take hours, and it's such a hassle.

- 2.
- A: Do you prefer living in a house or an apartment?
- B: Well, I used to live in a house. I had a nice yard and we had lots of space. But it was too much work, taking care of the yard and all that. An apartment is so much more convenient.

- 3.
- A: Would you rather study American English or British English?
- B: Well, first of all, they're both very similar, but overall I think American English is more useful! British English does sound very nice, though.

- 4.
- A: Would you rather work in an office or a department store?
- B: Well, I think working in a store is more interesting. You get to see more people. Office work gets very boring after a while. I should know. I've done it for years.

- 5.
- A: Which would you rather learn—German or Spanish?
- B: Well, German is an interesting language and it is useful in Germany, but Spanish is used in Spain, Central America, South America, and even the U.S. Studying Spanish makes a lot more sense for me!

6.

A: What kind of music do you like?

B: Well, I like all kinds of music, but I don't care for rock very much. It makes me feel old. I guess country-western is my favorite. I like the words of the songs. They may be corny, but I like them.

### 3. Let's Listen

(Page 59)

1.

A: I love Mexican food. I like it hot and spicy.

B: Yeah, I love it, too!

A: Here. Try some of this. I think you're really going to like it.

B: Mmm. Boy, this is delicious ... Water! Water!

2.

A: I guess I'm going to try to get a job in an office when I graduate. I think I'd really enjoy office work.

B: Really? I don't think I'd like working in an office at all.

3.

A: You know what I like to do when I want to relax—lie down under a tree somewhere with a good book.

B: Oh, yeah? I just can't read outdoors. Usually the insects drive me crazy. I guess I'm just not the outdoor type.

4.

A: I guess my favorite kind of music is country. I like music I can sing to.

B: Me, too. I like country music. Do you like Garth Brooks?

A: Oh, yeah. He's fantastic.

5.

A: In the summer, I play a lot of tennis. I really love it.

B: Do you? I'm not good at tennis, so I hardly ever play it. I prefer a game that's not quite so active.

6.

A: Well, when I have free time on the weekend, I like to work on my car.

B: Hey, that's great. Me, too. I just bought this old wreck. Want to come and have a look at it on Saturday?

A: Sure.

### 4. Let's Listen

(Page 60)

1.

I hate those group tours. You know, the guide picks you up at the hotel every day, and you have to go and see all the sights. I prefer traveling by myself. That way, I can relax. Relaxation is very important to me. I have a very stressful job, and this is my only chance all year to lie on the beach and do nothing.

2.

When I go out to eat, I want to have a nice conversation, and I don't like to be disturbed. That's why I prefer quiet places. I hate those loud, trendy places. They play loud music in the background, and they're full of loud people. You have to shout so the person you're with can hear you. It's really annoying!

3.

I prefer staying at one of those small places, because I think the service is better. The people at the front desk remember your name, and the housekeeping people are really nice. It's like staying in someone's home. I don't like those big tourist hotels. They might have more facilities, like a gym, or a swimming pool, or a golf course, but it doesn't matter to me. What I care about is service.

4.

I don't know how people can stand living downtown. It's too noisy, you can never find parking, and it's dangerous, too. No, I prefer living in the suburbs, for a lot of reasons. For one thing, I like to have a lot of space. That's a big thing for me. I need at least a couple of bedrooms. And I also like to have friendly neighbors around me.

5.

A small one is great, especially if you live in a small apartment like I do. That's what I prefer—a small one I can pick up and carry. Big ones are too hard to take care of. And some of them are very noisy, too. You shouldn't have those big ones unless you are living out in the country, where they can run around and get plenty of exercise.

6.

If I could choose what I do, I'd prefer helping people. That's really what I'm looking for in a position. I know that a lot of people are mainly interested in

making a lot of money, but I really don't think I'd like that kind of work. Making a lot of money just isn't that important to me. I'd rather do something that is good for everyone and not just myself.

## Unit 16: Phone Messages

### 2. Let's Listen

(Page 62)

1.

Hey, George. This is Tim calling. I just wanted to say how happy I was to hear about your promotion. That's great news. You really deserve it.

2.

Hi, Terry. It's Paula. I am so sorry I wasn't able to come to your party. I heard it was really fun. Unfortunately, I came down with food poisoning and I just couldn't make it.

3.

Hello, this is the library calling for Mrs. Graham. This is just to remind you that several books you have borrowed are overdue.

4.

This is Mr. Kent from St. Alban's School. I'm calling from Tracy's parents. Unfortunately, she has been absent from school again. Could you please call me back to clarify the situation?

5.

Hey, it's Wendy. It's Andrea's birthday on Friday. I was thinking maybe we could organize a surprise party for her. What do you think?

6.

David, this is Rosie. How are you? Are you doing anything on Saturday? There's a great jazz group in town. I know you're into jazz, so I thought you might like to go.

### 3. Let's Listen

(Page 63)

1.

Rob, this is Louise calling. It's 2:30. You said you'd meet me at 1:30 in front of the restaurant. Well, I'm not waiting any longer. And please don't bother calling me again.

2.  
This is Mr. Norris from the carpet store. I'm afraid that we tried to get the stain out of your carpet but we haven't been successful. Dry cleaning hasn't helped, so unfortunately there isn't anything more we can do about it. Would you be able to come in and get your carpet this week?

3.  
Paul, this is Anne. It's 8 p.m., and I'm still tied up at the office, so I don't think I'll be able to join you for dinner. I feel really bad about it, but we'll definitely have dinner tomorrow night. Promise! Bye.

4.  
This is Mr. Grant, in apartment 1201, calling for Mrs. West. I'm afraid I had a slight accident in the parking lot and did some damage to your car. I'm really sorry about it, but I'm sure that my insurance company will pay for the repairs. Please give me a call when you get in. You can reach me at 555-4026.

5.  
Hi, Donna. This is Judy Peterson calling. You'll never guess where I am! I'm at the airport with Don and the kids. All five of us are here this time. Isn't that great? Hope you've still got room for us! We'll be at your place by six o'clock. Don't worry about dinner. We can just send out for some pizza—our treat!

6.  
Hello, I'm calling the Burtons. This is Mrs. Brown, from across the street. Your dog got into my garden today and destroyed half my flowers. I'd say it's going to cost about \$250 to replace them. Not to mention my time and effort. Call me as soon as you get this message. The number is 916-5741.

#### 4. Let's Listen (Page 64)

1.  
A: Hello, Computer Technologies.  
B: Hello, could I speak to Pamela Gordon, please?  
A: I'm sorry. She's at a meeting right now and won't be back until this afternoon. Can I take a message?  
B: Yes, this is Ken Morita calling, from Island Travel.  
A: Is that M-O-R-I-T-A?  
B: That's right. Ken Morita.

A: Got it. And can I have your telephone number, please?  
B: Sure. It's 834-5627.  
A: 5-6-2-7.  
B: Right again. Can you tell her that the time of her flight on Thursday has changed?  
A: All right...flight time has changed...  
B: Yes, her flight on Thursday now leaves at 10:30, not 9:45.  
A: Okay. I'll pass along the message.

2.  
A: Good afternoon. First National Bank.  
B: Yes, is Jane Taylor there please?  
A: I'm sorry, she's at lunch right now.  
B: Could I leave a message for her?  
A: Yes, of course.  
B: This is Brian from the bookstore.  
A: All right. Can I have your phone number?  
B: It's 477-3316.  
A: 477-3316.

B: That's right. Please tell her that the book she ordered is in today, and she can pick it up anytime.  
A: Okay, Brian. Got it. I'll give her the message just as soon as she gets back from lunch.  
B: Thank you.

3.  
A: Hello. Chicago Language Center.  
B: Yes, can I speak to Mr. Garcia, please?  
A: He's teaching a class right now. Would you like to leave a message?  
B: Sure, my name is Jeff Leigh. I'm in his 7:30 Spanish class, but I can't make it tonight.  
A: Hold on. Is that spelled L-E-E?  
B: Actually, it's L-E-I-G-H.  
A: Ah, I see.  
B: And my number is 627-6082.  
A: Is that 627-6082?

B: Right. Anyway, I can't come to Spanish class tonight because I have to work late on a big project. Can you tell that to Mr. Garcia, please?  
A: Sure.  
B: Thanks.

4.  
A: Hello. Benny's Cafe.  
B: Hi. Is Benny there?  
A: No, he just stepped out to the bank.

B: Oh. Could you give him a message, please?  
A: Sure.  
B: This is Rosie Brown from Pet World.  
A: Did you say Pet World?  
B: That's right. And I'm Rosie Brown. The number here is 867-5309.  
A: 867-5309.  
B: Right. He was talking about bringing his dog in for a shampoo and haircut. Please tell him he can come on Saturday morning, around 11 o'clock.  
A: Okay. Come on Saturday morning, 11 a.m., shampoo and haircut. That's for Benny's dog, and not for Benny, right?  
B: Correct.  
A: I'll tell him as soon as he gets back from the bank.  
B: Thanks a lot.

## Unit 17: Past Events

### 2. Let's Listen (Page 66)

1.  
My boss invited me to his birthday party on Saturday night.  
2.  
I thought I'd better take him a nice birthday present, so I bought him a really nice tie.  
3.  
When I got to the party, my boss's wife met me at the door and invited me inside.  
4.  
Then I went in. All my friends from work were there.  
5.  
I heard my boss's voice behind me as he came out of the kitchen.  
6.  
I turned around to say hello, and guess what? He was wearing exactly the same tie as the one I had bought him!

### 3. Let's Listen (Page 67)

1.  
Some friends and I were in the elevator going up to my apartment when suddenly the elevator stopped between floors and wouldn't move.

2. I went to the airport to pick up my boss. I was so nervous that I wasn't paying attention to what I was doing. When I got to my car, I realized I had left my briefcase on the floor in the arrival terminal. Gee, with my boss there and all ... I felt so stupid.
3. I was in bed in the hotel half asleep when suddenly I smelled smoke. Then I heard the fire alarm.
4. I wanted to go sailing, but just as I arrived at the lake, a storm broke out and it started to rain. It wasn't a very strong storm, but it was much too cold for sailing.
5. I was driving down Pleasant Street yesterday. I was singing along with a song on the radio and probably wasn't paying as much attention as I should have been. All of a sudden, a dog ran out in front of my car. I couldn't believe my eyes!
6. Last weekend, I went out on a date with this beautiful woman from my history class. We were at this really nice restaurant, and when the bill came, I realized that my wallet was missing. I guess it fell out when we took a taxi to the restaurant. I didn't know what to do! The bill was really high!

#### 4. Let's Listen

(Page 68)

1. It was a pretty bad snowstorm and the roads weren't in very good condition. I guess I was driving a little too fast and I went into a skid. I couldn't control the car at all! I went off the side of the road and into the snow. Luckily the car wasn't damaged and I wasn't hurt, but I couldn't get the car to move. I just had to stay in the car and wait. Finally, after about half an hour someone in a big truck came by and pulled me out.
2. Yeah, it was pretty scary. We ran into a bad storm and the plane was really bumped around. The passengers were pretty scared, and of course all the

kids were screaming and crying. It only lasted for 10 minutes, but those 10 minutes felt like an hour! I don't know how the pilot got the airplane out of that storm, but he finally did. And the rest of the flight was perfect.

3. All I wanted was to get the newspaper. You know how some hotels leave it in front of your door? Anyway, I stepped out of the room to get it, but the door shut behind me. I tried to open it, but it was locked. And my key was inside the room! I was wearing just my pajamas! Luckily for me, someone from housekeeping came by and she had a key.
4. We were staying in this hotel in Thailand when there was a fire. I was so scared when I heard the fire alarm go off! I got out of the hotel as quickly as I could. The hotel was badly damaged, and some people lost their clothes and money. In the end, though, we were lucky. No guests or staff members were injured.
5. I was out shopping with a friend and I saw some kids selling raffle tickets to raise money for a charity. It was for a really good cause, so I bought a ticket. I didn't think much more about it. But in the end, I won first prize! It was a good prize, too—a weekend trip for two to Las Vegas!
6. I was at a restaurant with my wife when this famous rock star sat down at the table next to us. I couldn't believe it! I wanted to ask him for his autograph, but my wife said I should let the man have his dinner in peace. In the end, when my wife was in the rest room, I asked the waitress if she would ask the rock star to sign my menu. And believe it or not, he did!

### Unit 18: Vacations

#### 2. Let's Listen

(Page 70)

1. A: Well, if you like the beach, the sun, and the surf, you might consider our Hawaiian vacation package. Or we can also arrange a trip to a beach resort in the Philippines.

B: Well, I've been to Hawaii a couple of times and I always enjoy it. But I've never been to the Philippines. I think that would be fun for a change.

2. A: If you like snow, we could book you at a ski resort. We have some great vacation packages if you like skiing. Or, for a warmer vacation, we can arrange a jungle trip to the Malaysian National Forest. It's very popular.  
B: Well, I've just bought some new ski equipment and I'm dying to try it. I have to say that I'm not too keen on the jungle trip. I just hate all those insects.
3. A: I'd like to do something really different for my vacation this year.  
B: Well, here are a couple of possibilities. How about a trip down the Nile River? Egypt is wonderful this time of year. Or maybe you'd like to spend a week in the Australian outback.  
A: Hmm. They both sound interesting, but I guess I'd prefer the Australian trip. The Nile River might be just a little too exciting.
4. A: I'd like to do something exciting this vacation. I don't want to just lie around on a beach.  
B: How about white-water rafting down the Colorado River? It takes you right through the Grand Canyon. That's really exciting. Or we could send you on a 10-day African safari. That's also very popular.  
A: The safari trip would be great sometime, but I only have one week. I think I'll go for the Grand Canyon trip.
5. A: We have a couple of trips you might be interested in. One is our Southeast Asian trip. You go to Thailand, Singapore, and Indonesia. The other is our tour of China.  
B: China! I've never been there. I hear it's fascinating. I've already been to Thailand and Indonesia, so I think I'd like to visit China this time.

- 6.
- A: Let me tell you about a couple of trips that might interest you. We have a two-week tour of Europe. It's a bus trip. You travel in nice, comfortable motor coaches. Then we also have a train trip across Russia.
- B: Oh, I love trains. And I've never been to Russia. I'm not too fond of bus trips. I get sick in cars and buses.

### 3. Let's Listen

(Page 71)

1.  
I'm so excited about my trip to Asia. I've never been there before. First, I'm flying to Singapore from the U.S. I'll be spending three days there, because I hear that there's a lot to see and do. I'll also be spending three days in Seoul. I hear the nightlife there is great. Then we go from there to Hong Kong. I'm planning to do lots of shopping there, so I hope two days is enough time to buy everything I need. I would really love to go to Beijing for a few days. But, unfortunately, this tour doesn't go there. After Hong Kong, we'll end up in Thailand for five days. So I guess I won't be able to get to Tokyo or Malaysia on this trip. Oh, well. I have to save a few places to visit on my next vacation.

2.  
Well, our trip starts off in London. We've got a week there. We will also take the bus up to Oxford for two days to see friends. We also wanted to get to see Cambridge—I hear it's beautiful—but we won't have time this trip. Anyway, then we head to France. We have five days in Paris, which will give us time to see all of those museums. I wish we were going to spend a few days in Germany, too, but this trip doesn't include it. But, we do go to Switzerland for three days. I'm really looking forward to that. Then we end up in Italy for the last five days of the tour.

3.  
We start off in Los Angeles. We're going to stay there for three days, because we want to hit the beach and see the sights. We're not going to go to San Francisco this time, because we've been there before. Then we're off to Denver to visit my sister. We're going to stay there for a week. I hope

that's enough time, because I haven't seen her since last Christmas, and we have so much to talk about. We were thinking of going to Chicago after that, but we just don't have time, so it's straight on to Washington, D.C., and New York. We've got two days in Washington and three in New York. We'd really love to get up to Boston for a couple of days, but it probably won't happen. Maybe next time.

### 4. Let's Listen

(Page 72)

1.  
After graduation, I'm going to fly to Europe and spend a couple of weeks traveling on my own. I'll be in Germany and France, mostly. There are so many things I want to see and do: museums, restaurants, clubs, cafes, all that stuff. I know my parents worry about me traveling alone, but I just prefer it that way. I guess it's because I want to be free. On those group tours, everything is planned for you.

2.  
I'm taking a trip to New Zealand. I hear it's really quiet down there, and the people are really friendly. I want to go to small towns that don't get a lot of tourists. Then I can just check into a cheap hotel and do my own thing. I'm really looking forward to this trip. I guess it's because I need to go somewhere quiet. The city where I live is very noisy, and the people are rude.

3.  
When I'm in London, I want to see as many plays and concerts as I can. I also want to go to all the big museums and art galleries there. I'm going to go dancing as often as I can, too. Basically, I want to see and do everything! I really want to make the most of the week I'll be there. I guess it's because I need some excitement. My life has been so boring this year.

4.  
I'm going to go to Thailand this winter. I don't want to spend any time in Bangkok because I've been there before. This time, I just want to relax on a nice, quiet beach. I can swim and snorkel every day if I want to, but I don't have to do anything. I just want to relax. I guess it's because I've been so busy at work recently.

5.  
I'm spending a month in Mexico. It's going to be great. I don't want to spend any time in Mexico City, though. There are too many tourists there. Instead, I want to go to one of those small, old colonial towns. I guess it's because I want to practice my Spanish. I studied the language for three years in college, and I think I'll get to use it a lot more in a small town.

6.  
My friend and I are going to Australia. It's perfect for us because Australia has a lot of cheap hotels for backpackers. They're great places to meet young people and travelers from all over the world. I'm really excited about this trip. I guess it's because the beaches are great there. I heard the east coast of Australia has some of the best surfing in the world.

## Unit 19: The News

### 2. Let's Listen

(Page 74)

1.  
The stock market in New York suffered heavy losses today. U.S. exports declined for the third month in a row.

2.  
Fifteen people were injured in a collision between a tourist bus and a truck on highway 27 this morning.

3.  
Police are investigating the theft of a diamond necklace worth \$30,000. The necklace was stolen from the Serina Department store on Saturday.

4.  
Over 25,000 people turned out last night at Flushing Meadows to watch the finals of the U.S. Open tennis tournament.

5.  
Seventy-five thousand fans of singer Elton John were disappointed last night. His free outdoor concert at Central Park had to be postponed because of heavy rain.

6.  
A severe storm caused traffic to come to a stop on all major highways. The airport was forced to close down most of the morning.

### 3. Let's Listen

(Page 75)

1. A fire destroyed the famous President Hotel last night. Fire fighters helped all the hotel guests escape safely from the building, although some people lost their clothes and luggage. Firefighters say the fire probably started in a guest room, possibly because a guest fell asleep while smoking.
2. Government health officials have closed down Ocean Gardens, a well-known local seafood restaurant. More than 10 people came down with food poisoning after eating at the restaurant last week. The officials say that the problem was probably caused by the water in the restaurant's fish tanks.
3. A group of Japanese students was rescued yesterday after being stranded for 10 days in the Australian outback. The trouble started after a vehicle the students were traveling in broke down. Their radio wasn't working, either, so the students had to survive by eating snakes, insects, and berries. Luckily, the students are all in good health.
4. Rock singer Jimmy Wild didn't arrive for his concert last night, disappointing over 80,000 fans. A representative of the singer said that he was sick and the concert would be rescheduled for next month. No one knows exactly what Jimmy Wild's illness was, but sources say he probably had a sore throat.
5. Coast Guard boats are searching for a fishing boat with a crew of four, which has been missing for two days. Shortly after the boat left land, it ran into a very bad storm and sent out a message for help. The Coast Guard thinks that the boat probably sank during the storm.
6. And this just in. Bai Yun, the giant panda at the city zoo, has finally given birth to twin cubs. Zoo officials are delighted at this event, since pandas are very rarely born in zoos. Right now, the baby pandas are very small—about the size of a mouse.

### 4. Let's Listen

(Page 76)

1. As a result of the heavy rain over the weekend, city officials fear there may be a flood. Many people living near the river have had to leave their homes. Over 30 families are now homeless. Most of them are staying with friends and relatives. Volunteers worked throughout the weekend to place sandbags along the river.
2. Over 20,000 people so far have visited the national museum to see the collection of works by the popular Colombian artist Botero. That is the largest number of visitors the gallery has had for several years. This is the first time that Botero's work has been shown in this area, and the collection includes some of his best-known paintings and sculptures.
3. Several hundred people are fleeing their homes in California because of a forest fire burning out of control only a few kilometers away. The fire began five days ago. Hot weather, wind, and a very dry summer are helping the fire spread very quickly. Firefighters have come from as far away as Alaska to help put out the flames.
4. A customs official at Kennedy Airport was very surprised yesterday when he checked the baggage of a passenger and found over 50 live snakes, some of them very poisonous. The government believes that the passenger was planning to sell the snakes in the U.S. illegally. They would have been worth up to \$1,000 each. A few snakes escaped from the suitcases, but airport officials say that all of them were caught within an hour.
5. A protest by over 5,000 farmers caused major traffic jams downtown yesterday morning. The farmers were in front of the Federal Building to demand lower taxes on meat and agricultural products. They say that the high taxes make it difficult to earn enough money for their families. Later in the day, government representatives promised to study their demands.

6.

A spokesperson for two of the country's largest airlines—Northern Airlines and Air International—has announced that the two airlines are discussing a possible merger for next year. If the merger goes ahead and the two companies combine, it could be bad news for travelers. Many business experts think that the new company would raise ticket prices.

## Unit 20: Opinions

### 2. Let's Listen

(Page 78)

1. I think it's a great way for people to develop pride in their country. It can make people feel good about themselves and their team, and I think that's a very positive thing.
2. Well, the problem with it is that it doesn't help develop a country. It brings in a lot of money, sure, but the money stays in the hands of a very small group of people.
3. I don't mind them, because many of them are really very entertaining. Also, you get to know what new things are available.
4. I can't see anything useful in it. It's just a huge waste of money. I mean, can you see any point in trying to find out if there's life out there?
5. Well, if anyone is crazy enough to try it, let them. Who in their right mind would want to jump off a high bridge with just a rope tied around their legs?
6. Well, they are great company, especially for people who live alone. Having one helps you relax, and I read somewhere that it can even lower your blood pressure.

### 3. Let's Listen

(Page 79)

1. A: Well, space exploration is pretty expensive, but I think it's worth it.  
B: Why is that?

- A: Well, that's how we learn more about the universe we live in. That's pretty important, isn't it?
- 2.
- A: There are way too many commercials on TV these days. They really make me mad.
- B: Oh yeah? Why's that?
- A: Because they always interrupt my favorite TV programs. Some of those commercials are really long!
- 3.
- A: I think the Olympic Games are great. I can't wait for the next ones.
- B: Really? Why?
- A: Well, they encourage an interest in sports. They also help bring about better international understanding. We need more of that.
- 4.
- A: Every city needs lotteries, I think.
- B: Why do you think that?
- A: Well, because they can raise money for the city. They're a much better way of raising money than taxes.
- 5.
- A: Well, action movies might be fun, but I don't think they are really good for young people.
- B: Really? Why do you say that?
- A: Because they are way too violent. I never let my kids watch them.
- 6.
- A: If you ask me, people in this city shouldn't be allowed to have those big dogs.
- B: How come?
- A: Because most apartments are too small for a big dog. They don't have anywhere to play.

#### 4. Let's Listen (Page 80)

- 1.
- A: I think more attention should be given to studying foreign languages at school. Don't you?
- B: Sure. Absolutely. I think students should be required to learn Spanish. It's easy to learn, and it will help them get better jobs.

- 2.
- A: I think lawyers have the best jobs in the world. What do you think?
- B: I'm not sure I agree. It's true that lawyers make a lot of money, but they also have to work really hard.
- 3.
- A: The programs on TV these days are the worst. Even with 100 channels to choose from, everything is terrible.
- B: You're right about that. I think it's because most TV programs are written for teenagers. There's nothing for older people to enjoy.
- 4.
- A: Have you used the bus lately? It's awful!
- B: I know. The last time I took the bus, I had to wait for an hour for it to come. And the driver was really rude!
- 5.
- A: Do you ever use the Internet to buy things? I've started using it lately, and I love it. How about you?
- B: Well, I don't know. I'd rather shop at stores. Shopping on the Internet is fast, but I like to try things on before I buy them.
- 6.
- A: I'm telling you, this rainy weather is driving me crazy. I hate it!
- B: I understand how you feel, but I'm actually glad it's finally been raining recently. You see, it's really good for my garden.

### Unit 21: Famous People

#### 2. Let's Listen (Page 82)

- 1.
- A: Hey, Lisa, are you free Thursday night? Some friends and I are going to see the new Halle Berry movie.
- B: Oh, I didn't know she had a new one. She's so beautiful. Didn't she win a bunch of beauty pageants when she was younger?
- A: Yeah, she did. And she's so talented, too. She's the first African American woman to win the Academy Award for Best Actress.
- B: Yeah! That was really exciting.
- 2.
- A: Tony! How's it going?
- B: Not bad. I've been reading about Gandhi.
- A: Oh, yeah? He helped India become independent, right?
- B: Right. It's interesting stuff. He inspired so many people. But did you know he started out as a lawyer?
- A: No, I had no idea. So when did he become such an important leader in India?
- B: Not until he was in his 40s.
- A: That's amazing.
- 3.
- A: You look tired today, Nick.
- B: I know. I was up all night reading the new Stephen King novel.
- A: He's the one who writes those horror stories, right?
- B: That's right.
- A: And haven't they made a lot of his books into movies?
- B: Yeah, like *Carrie* and *The Shining*. They're really good, and the books are even better. And really scary, too. This new book is giving me nightmares!
- 4.
- A: How's it going, Amy?
- B: All right. I'm writing a research paper on Leonardo da Vinci, so I've been spending a lot of time in the library.
- A: Oh yeah, I know him. Isn't he that guy who painted the *Mona Lisa*?
- B: Right. He also did a lot of other great paintings. And he was a scientist and an inventor, too!
- 5.
- A: Hey, Josh! Is that a Bob Marley poster?
- B: Yeah. Do you like his music?
- A: I sure do. He made reggae music famous all over the world. I love that song of his called "No Woman No Cry." Have you heard that one?
- B: Yeah. I've got a great version of it on this concert video. Do you want to watch it some time?

6.  
A: Hey, Jen, do you know where Albert Einstein was from? I need it for this crossword puzzle I'm doing.  
B: Well, he's from Germany, originally. That's where he discovered the Theory of Relativity. It completely changed the study of physics.  
A: Yeah, I know. I just thought he was American.  
B: No, but he lived in the United States for a long time. He taught science at Princeton University.

### 3. Let's Listen

(Page 83)

- A: Good evening and welcome to tonight's edition of *Legendary Lives*. Our subject this evening is James Dean, actor and hero for the young people of his time. Edward Murray is the author of a new biography of Dean. Good evening, Edward.  
B: Hello, Tina.  
A: Edward, tell us what you know about Dean's early life.  
B: He was born in Indiana in 1931, but his parents moved to California when he was five. He wasn't there long, though, because his mother passed away just four years later. Jimmy's father sent him back to Indiana after that to live with his aunt and uncle. He was pretty active there. He played baseball and basketball, rode horses, and played ice hockey. He used to ride his motorcycle all over the farmers' fields, speeding and chasing cows.  
A: So, how did he get into acting?  
B: Well, first, he acted in school plays at his high school, where he won a drama award. He also won art and sports awards in high school, and a speech contest, too. He went to college in California and that's when he got seriously into acting. He did modeling for advertisements and appeared in some TV shows. In 1951, he moved to New York to do more stage acting. In fact, he won an award as "Most Promising Newcomer" for 1954.  
A: Well, when did the movie career really start, then?  
B: 1955. His first starring role was in *East of Eden*. It was fabulous. James Dean became a huge success. But the movie that really made him famous was his second one, *Rebel*

*Without a Cause*. That was about teenagers who felt like they didn't fit into society.

- A: So, how many more movies did he make?  
B: Just one more. Then he died in that car crash in California, in 1955. He loved driving fast. In fact, he was driving his Porsche on his way to take part in a car race when he died.  
A: What a tragedy. He only made three movies, so what made him the legend he still is today?  
B: Well, I guess his looks, his acting ability, his short life and maybe the type of character he played in his movies. Many young people saw him as a symbol of American youth.

### 4. Let's Listen

(Page 84)

Nelson Mandela, the first African president of South Africa, was born in 1918. Both his elementary and high school education took place at schools run by a church. His father was an assistant to an important African chief, and as a young boy, Nelson often helped his father. While he listened to people telling the chief about their problems, Mandela decided he wanted to become a lawyer so that he could help his people with their struggle for freedom.

After high school, he studied for a bachelor's degree in law. In 1942, he started his political life by joining an organization called the ANC. "ANC" stands for African National Congress. Over the next few years, he and other members of the organization worked hard, and the ANC became a powerful national movement. It fought against the laws of the South African government, because these laws made life difficult for black people. Even though most of the country's population was black, the people who ran the government and had all of the power were white. The ANC encouraged people to resist the government in a peaceful and non-violent way.

Mandela became deputy president of the ANC in 1952. He was now an important leader of black South Africans. As a lawyer, he helped poor people stay on the land where they lived, instead of being forced to move to areas where the government wanted them to live. He also fought against

laws that said that black and white people could not live in the same areas or go to the same schools.

During the early 1960s, the government began watching Mandela carefully, and he was soon arrested. He was sentenced to life in prison in 1964. He was not released from prison until 1990. Even while he was in prison, he inspired people in his own country and others all over the world.

After he was released, Mandela continued to try to achieve the goals he had set almost forty years earlier. In 1994, he became the first democratically elected State President of South Africa. He remained president until he retired in 1999. Today, the world remembers him as South Africa's best known and best loved hero.

## Unit 22: Food and Nutrition

### 2. Let's Listen

(Page 86)

1. I never pay attention to my diet. I eat whatever I want. There's nothing I like more than a big juicy steak for dinner and chocolate cake and ice cream for dessert. Yum!
2. I'm trying to cut down on cholesterol, so I've stopped eating eggs, cheese, and red meat. I'm eating a lot more fish and chicken.
3. I'm trying to put on weight. Everyone tells me I'm too thin, so I've started eating a lot more meat and dairy products. It's great. Now I can go out as often as I want for hamburgers and milk shakes.
4. I've got a real sweet tooth. I love chocolate, candies, and things like that. But I know it isn't healthy, so I've given all that up. Now the only sweets I have are fruit.

### 3. Let's Listen

(Page 87)

1. Well, from what you've been telling me, Mr. Grant, it sounds like you're already eating more vegetables. That's good. But you should definitely eat less cheese. It has a lot of sodium and

fat in it. That might explain why your cholesterol level is so high.

2.  
I'm glad to hear that you've been eating fish more often, Linda. It's much better for you than meat because it has a lot less fat in it. It will probably help your high blood pressure, too. Now, you should also try to eat more fresh fruit, too, especially oranges and bananas.

3.  
Well, Chris, I think it's great that you've been eating a lot of vegetables. I see you've been having fruit with every meal, too. That's excellent. But you say you've been feeling tired and weak lately, so you should eat more meat.

4.  
Ms. Barton, I'm wondering about all the bread you've been eating. I know you need to lose weight, and sometimes eating a lot of bread makes that very difficult. So, I'd like you to eat less bread for a few weeks. Otherwise, your diet seems pretty well-balanced. You're eating meat, but not too much meat, as well as a lot of fruit and vegetables.

5.  
You're right, Mr. O'Brien. You're definitely losing too much weight. It's probably because you haven't been eating meat. Now, even if you don't eat meat, you still need protein. Why don't you try eating more eggs and cheese? They've got a lot of protein. I'm sure that will help.

6.  
Well, Mrs. Johnson, you said you've been eating a lot of candy and chocolate. I know, we all love sweet things, but chocolate can be really bad for your skin, especially when you're under stress. That's probably why you have this skin problem now. I suggest you stop eating chocolate for a few months. Instead, eat more fruit.

#### 4. Let's Listen (Page 88)

Cheese is one of the world's oldest foods. It was made by the ancient Egyptians over 3,000 years ago. It is a valuable food, since it contains fat, vitamins, and protein. It is used both as a food itself and in many different types of cooking.

There are hundreds of different types of cheese around the world, but they are almost always made from the same thing: milk. Cheese is made from several different kinds of milk, including cow, sheep, and goat's milk. Most cheese in the United States is made from cow's milk. Cheese also contains water. A soft cheese, like Brie, contains more water than a hard cheese, like Parmesan.

Cheese is produced through a process called "fermentation." The process of making cheese was probably discovered by chance. Ancient people used to make bags using the skin from an animal's stomach. When they used these skin bags to carry milk, bacteria from the animal's skin reacted with the milk to begin the fermentation. The result is cheese.

Today, cheese making is a very scientific process. First, the milk used in cheese is pasteurized, which means that it is heated to remove all bacteria. Then, specially cultivated bacteria, called "cultures," are added to the milk. The milk is kept fairly warm during this period to help the cultures grow. As they grow, the bacteria cultures sometimes release bubbles of carbon dioxide. These bubbles help make the holes in Swiss cheese.

Next, as the milk ripens, it forms a solid substance. This substance is called "curd." The curd is removed, and the water is drained from it. The curd forms the basis of the cheese and may be treated in different ways. Finally, once it is matured and dried, the cheese is ready to eat.

### Unit 23: Predicaments

#### 2. Let's Listen (Page 90)

1.  
A: You know, I'm in an embarrassing situation. I've got a house guest staying with me. He's been here a while and I don't know when he's going to leave. Do you think I should ask him?

B: Yes, I would if I were you.

2.  
A: One of my best friends borrowed \$5.00 from me and seems to have forgotten to repay it. I'm too embarrassed to remind her. I don't think it's worth mentioning it, do you?

B: No, it's only a small amount, isn't it? But next time, make sure you don't lend her anything!

3.  
A: This guy at work is always inviting me out. And I really can't stand him. It's so embarrassing. Do you think I should tell him I don't like him?

B: Oh, I wouldn't. He'll get the message eventually.

4.  
A: You know this friend of mine is always borrowing things from me. One week it's my camera, and the next week it's my stereo. And she always forgets to return them. Do you think I should refuse to lend her anything else?

B: I certainly wouldn't lend her anything.

5.  
A: Oh, guess what? My friend invited me to his graduation party and I completely forgot about it. Maybe I should tell him I wasn't feeling well.

B: Yeah, that's probably the best thing to do. He would probably be pretty annoyed if he knew you just forgot it!

6.  
A: You know I have these real nice neighbors. The only problem is, they have this dog that barks whenever they go out. It's driving me crazy. Do you think I should say something to them about it?

B: Why not? I'm sure they wouldn't mind.

#### 3. Let's Listen (Page 91)

1.  
I was looking at some dishes in the department store yesterday when I dropped and broke one. I thought for sure they'd ask me to pay for it, but the clerk was nice and said I didn't have to.

2.  
I went out for dinner last night at this Italian restaurant. When I checked the bill, they had charged me for things I hadn't even ordered. I talked to the waiter about it. He apologized and said I didn't have to pay for the things I didn't order. In fact, he gave us the whole meal for free!

3. I had a date with my girlfriend last night, but on the way there I got stuck in traffic. I got to the movie theater nearly half an hour late. She was annoyed with me and said she doesn't want to go out with me anymore.

4. A funny thing happened to me yesterday. This girl came up to me on the street and thought I was that famous actor, Tom Cruise. She even asked me for my autograph. I wasn't really sure what to do! Finally, I didn't want to disappoint her, so I went ahead and signed Tom Cruise's name. I hope I did the right thing.

5. When I got home on Friday, all my friends were waiting outside my apartment building. They wanted to have a surprise birthday party for me. Unfortunately, my apartment was a mess. Can you imagine how I felt? We had to spend a half an hour cleaning up before we could start the party.

6. There was this guy who sat behind me in class. I'm sure he cheated whenever we had a test. He was always looking over my shoulder. I didn't know what to do about it. Finally, I asked the teacher if I could sit in another part of the classroom. I felt a lot better after that.

#### 4. Let's Listen

(Page 92)

1. A: My brother-in-law is okay, but there's one thing he always does that I can't stand.  
B: Oh yeah?  
A: Every time he comes to our house, he goes straight to the refrigerator and helps himself to something to eat. The other day he finished two sandwiches that I was planning to have for lunch.  
B: No way!  
A: Yeah. At first I didn't want to say anything, but now I've decided that I'm going to speak to my wife about it.

2. A: Do you know Charles, that guy in our computer class?  
B: Sure, I know who you mean.  
A: Have you noticed his breath? It can be pretty awful sometimes. I'm surprised someone hasn't spoken to him about it. But I guess it's an awkward thing to mention to someone.  
B: Right. I know what you mean.  
A: Hey! Maybe I should send him an anonymous note about it. That's a nice way of handling it, don't you think?  
B: It sounds good to me.

3. A: My aunt is staying with us this week. My parents gave her the bedroom right next to mine, and she snores very loudly. It's impossible to sleep at night.  
B: You mean it's that loud?  
A: Oh, it's horrible! And when I told my parents about it, they didn't help me at all.  
B: That sounds frustrating.  
A: You bet it is. I guess I'll have to sleep in a different room while she's here. That way, I won't hear the noise.

4. A: Did I tell you that Lisa borrowed some money from me? She got in a traffic accident, and the repairs to her car were very expensive.  
B: How much money did you lend her?  
A: A thousand dollars.  
B: Wow! Has she paid you back yet?  
A: Not yet. She's waiting for some money from the insurance company. I'll just wait until she gets it. It's no big deal. I trust her.

5. A: My cousin is acting weird these days. He's depressed, and he talks to himself all the time. He probably needs to see someone about it. Maybe a psychologist or something.  
B: You sound pretty worried.  
A: I am. I'm going to talk to his parents about it. I don't think they're aware of the problem because they don't see him very often.

6. A: Do you know that when I got home from work today, that guy next door had parked his car in my parking space again?  
B: Really? I thought everyone was supposed to park in their own parking space.  
A: They are. You know, I hate having problems with my neighbors, but this is the third or fourth time this has happened. I'm going to call the building manager and ask him to do something about it.

## Unit 24: Global issues

### 2. Let's Listen

(Page 94)

1. Well, the government has done quite a bit to reduce air pollution. It's certainly better than it used to be. Now we have to do something about water pollution, which is still pretty bad.
2. Crime is a growing problem in the country right now. Sometimes it's because people are unemployed. I think what we really have to do is reduce unemployment. That should help the crime problem.
3. The subway and bus service has definitely got to improve. But, the government should really focus on improving conditions for people in the cities. So many people need better places to live and the problem is getting worse.
4. Unemployment is not as big a problem as it used to be, but most of the new jobs are for unskilled workers. We need to spend more on education so that we have a better-educated labor force.
5. These days there are enough jobs for almost everybody who wants to work. But getting to work is another story. We need better highways and a new subway system, to make it easier for people to get to work.
6. There has been a decrease in deaths from most common diseases. Unfortunately, AIDS is a growing problem, especially in the cities.

### 3. Let's Listen

(Page 95)

1.  
I grew up around here, and the river has always been really polluted. Industries were dumping all sorts of chemicals and waste into the water, so the river really smelled bad. You wouldn't even think of swimming there. Well, I decided to do something about it. My neighbors and I wrote a letter to the mayor asking him to force these industries to clean up the river. I really hope the government listens to us.

2.  
Over the last few years we've been having much hotter summers and warmer winters. When I was a kid here, we used to have a lot of fluffy, white snow on Christmas. Now we don't get that. And there hasn't been much rain for a couple of years. I guess this is the effect of that global warming I keep hearing about in the news. That's why we've decided to move to Chicago. There's plenty of snow and rain up there!

3.  
When did the world get so crazy? That's what I'd like to know. For years, I thought everything was fine. Now all I read about in the newspaper is countries fighting each other, and dropping bombs, and explosions, and terrible things like that. You know what I did about it? I stopped reading the newspaper. Now, whenever I want to read something, I just pick up one of those sports magazines. No bad news in there!

4.  
It's almost impossible to get across the city in less than an hour and a half during rush hour. There are too many cars and vehicles on the roads. There are only two freeways, and they just can't handle the traffic. The only thing that moves quickly in this city is the subway. That's why I took an apartment right next to the subway station.

5.  
One of the biggest problems we face is garbage. Where can we put it all? In the past, everything used to get buried in giant landfills, but in many countries today, the landfills are full and there is no room to start new ones. That's why I started recycling my garbage. I do it every week. It's really the only solution.

6.  
In the future, everyone will have to live in giant high-rise buildings if they want to live in cities. These new buildings might be a hundred stories tall, or more. If cities keep getting bigger, the only way they can expand is upward. I can't stand crowded cities myself. That's why I moved to a small town in the country.

### 4. Let's Listen

(Page 96)

In developing countries, more and more people are moving from the country to the cities in order to find work. This is because, in many countries, it is often no longer possible to make a living as a farmer. The result of this movement is the development of what are sometimes called "megacities." These are huge cities with populations of up to 15 million people. People who move to megacities usually believe that cities have many benefits to offer. They believe that there are more jobs available, and that salaries are much higher than they are in the countryside. They think there will be a lot of new, affordable housing to choose from. And of course, these people are attracted to the exciting, glamorous image of the big city that they have seen on television and in movies. They even expect to live longer and healthier lives in cities, because the health care is better there. But, in reality, life in these megacities is not always as good as people hope. Jobs are often difficult to find because many of the people who move to the cities have little education and few job skills. As a result, there is a huge supply of unskilled workers to choose from, so salaries are very low. Housing can also be a problem. Many people end up in huge, crowded slums on the outskirts of these cities. And their families may become sick because, even though the health care is better in the cities, it is also much more expensive.

The growing population of megacities causes many other problems for city governments. Air pollution increases, for example, as does crime. Getting rid of garbage is extremely difficult. There is not much space available for public parks and gardens. And as these cities continue to grow, these problems will become even more difficult.



# Test Instructions

The tests included in this Teacher's Book are designed for midterm and final evaluation of students' mastery of the Student Book. (Unit tests are available separately in *Expanding Tactics for Listening Test Booklet*.) The tests may be given in a language laboratory or in a regular classroom with a CD player, and they are easily administered to large or small groups of students. Teachers may use the tests to assign grades or to identify areas in which students need additional assistance.

This section of the Teacher's Book includes photocopiable student test sheets, an answer key, and tapescripts of the tests. A CD on the inside back cover of the Teacher's Book contains the recordings needed to administer the tests.

The Midterm Test covers Units 1–12, and the Final Test covers Units 13–24. The test items are based on the listening activities presented in the Student Book. To assess students' speaking ability, teachers may use the interviews, role plays, and other speaking activities in the Over to You sections of the Student Book.

## The Tests

The Midterm and Final Test are each worth a total of 100 points. This format was chosen to make it easier for teachers of large classes to administer and score their students' tests. Each test is divided into four sections:

### 1. Let's Listen

This section has 10 items worth 3 points each. For each item, students listen to a short conversation or monologue. Students decide whether the statement printed on their test sheet is true or false, and then check the correct answer on the sheet. This section measures a range of abilities including listening for gist, attitudes, and key words.

### 2. Let's Listen

This section has 5 items worth 3 points each. For each item, students listen to a short conversation as they look at two similar pictures on their test sheet. Students then put a check by the picture that best matches the content of the conversation. This section measures students' ability to listen for gist and details, as well as their mastery of the vocabulary words introduced in the Student Book.

### 3. Let's Listen

This section has 5 items worth 3 points each. For each item, students listen to a short conversation or monologue. Students read the question printed on their test sheet and circle the best answer. This section measures students' ability to listen for details.

### 4. Let's Listen

This section has 20 items worth 2 points each. For each item, students listen to a question or statement and read the two possible responses printed on their test sheet. Students choose the best response to the question or statement they heard. This section measures students' ability to listen to everyday conversations and respond appropriately.

### Timing

The Midterm Test and Final Test are each about 10 minutes long. Actual administration time, including set-up and collection of materials at the end of the test, may run 20 minutes longer.

### Giving the Test

Before the students arrive, teachers should photocopy test sheets for themselves and all of their students. When the class has started, teachers distribute the test sheets and have students write their names and the date on them. Teachers then read aloud the instructions for the first section and play the CD. (They may wish to play each recording twice.) Before playing each of the remaining sections, teachers should go over the instructions and make sure students understand them.

When the test is finished, teachers collect the test sheets from the class. They should check to make sure they receive one test sheet from each student and that each test sheet has the correct name written on it.

### Scoring

Teachers write the students' total scores in the space provided at the beginning of each test. Space is also provided at the end of each section to write the students' scores for that section. The point value of each section is also indicated on the test sheets. A scale of 100 points is used to make it easy to convert the scores to grades.

Teachers may wish to go over the test in class so that students can see their errors and review any difficult areas. The test results can help teachers determine where additional practice is needed. When assigning grades, it is most beneficial to use the test results in conjunction with other types of assessment, such as the speaking activities in the Over to You sections of the Student Book.

# Midterm Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Score  100

## 1. Let's Listen

Are these statements true or false? Listen and check (✓) the correct answer.

	True	False
1. Maria has worked at a summer camp before.	<input type="checkbox"/>	<input type="checkbox"/>
2. The man is explaining how to use the laser printer.	<input type="checkbox"/>	<input type="checkbox"/>
3. The speakers are praising Anne.	<input type="checkbox"/>	<input type="checkbox"/>
4. The landlord agrees to do something for the woman.	<input type="checkbox"/>	<input type="checkbox"/>
5. The woman is giving an opinion about TV.	<input type="checkbox"/>	<input type="checkbox"/>
6. Tina doesn't like to shop at Sally's Shoe Store.	<input type="checkbox"/>	<input type="checkbox"/>
7. The man suggests a vacation for Bill.	<input type="checkbox"/>	<input type="checkbox"/>
8. The speakers agree about the car repair shop.	<input type="checkbox"/>	<input type="checkbox"/>
9. The man likes his new apartment.	<input type="checkbox"/>	<input type="checkbox"/>
10. Rose accepts the man's invitation.	<input type="checkbox"/>	<input type="checkbox"/>

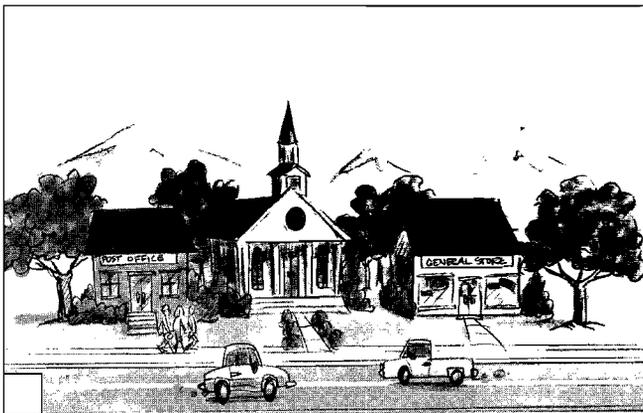
30

3 points for each correct answer

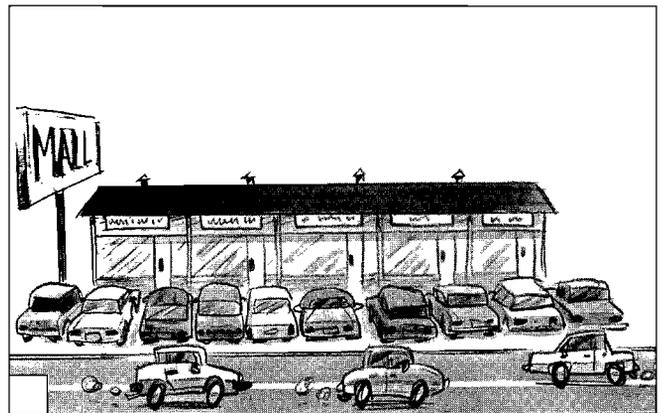
## 2. Let's Listen

Which picture best matches each conversation? Listen and check (✓) the correct picture.

1.



a.

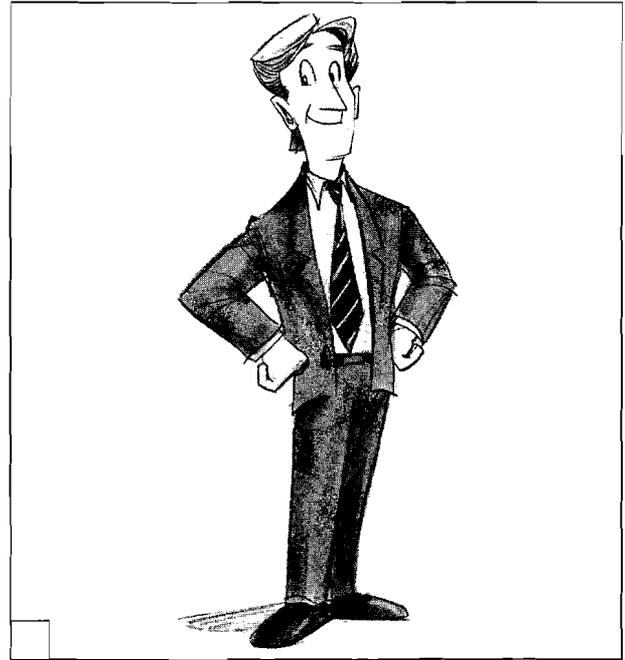


b.

2.

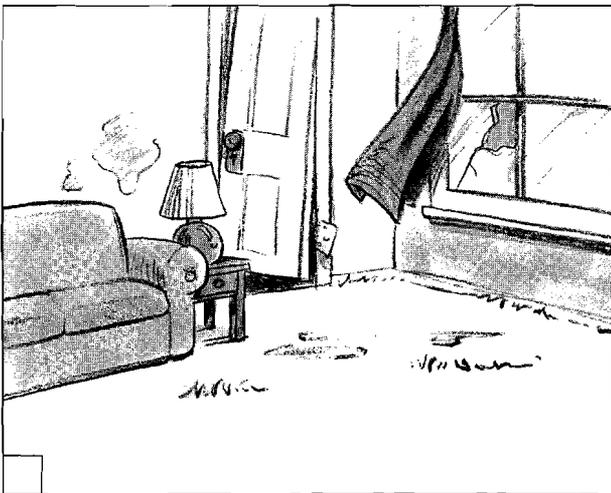


a.

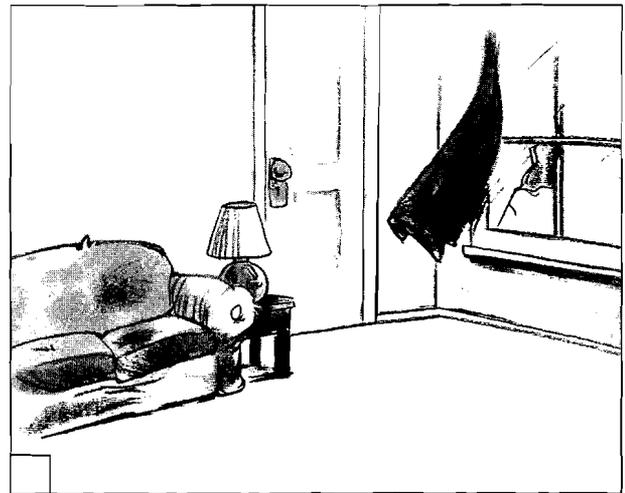


b.

3.



a.



b.

4.



a.

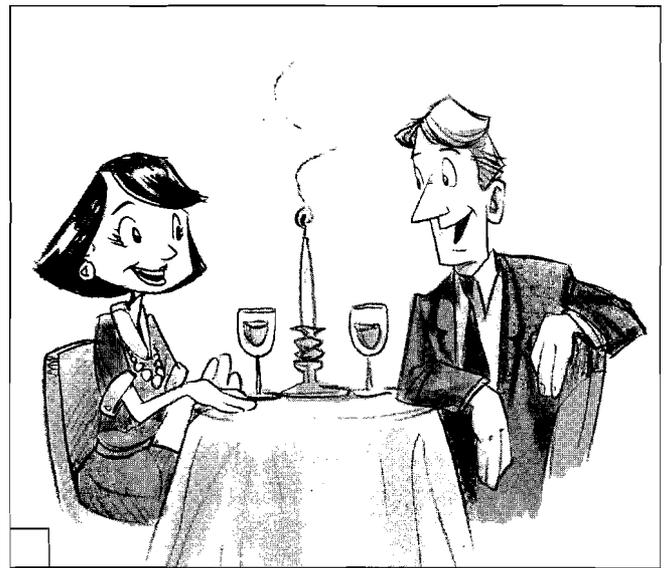


b.

5.



a.



b.

15

3 points for each correct answer

### 3. Let's Listen

Listen and circle the correct answer.

1. What kind of program did the men watch?
  - a. news
  - b. sitcom
  - c. sports
2. What kind of housing does the woman need?
  - a. a house in the city with no yard
  - b. a house in the suburbs with a big yard
  - c. a downtown apartment
3. What's the best way to describe the man?
  - a. rude
  - b. caring
  - c. intelligent
4. What does the man dislike about the store?
  - a. quality
  - b. location
  - c. service
5. What are the speakers talking about?
  - a. family
  - b. work
  - c. a vacation

15

3 points for each correct answer

### 4. Let's Listen

Listen. Circle the best response.

1. a. Yeah. He never tells the truth.  
b. Yeah. He's always helping people.
2. a. No, I don't think so.  
b. Nice to meet you, too.
3. a. Yeah. I like it, too.  
b. I know. They should build new highways.
4. a. Really? That's my favorite American city.  
b. I didn't realize French was so important.
5. a. Yes, did you hear about the big fire?  
b. Yeah, I'm going to enjoy this.
6. a. Yes, it's fun to make your own clothes.  
b. Yeah, but don't use too much soap.
7. a. The reception is very bad.  
b. I'll get someone to fix it right away.
8. a. No. I used to exercise, but I got too busy.  
b. It was pretty good.
9. a. It's very spicy.  
b. You need rice, fish, and seaweed.
10. a. No, I haven't.  
b. Sorry, I've made other plans.
11. a. The service was terrible.  
b. No, I used to go there.
12. a. Yeah, I agree. He's very honest.  
b. Yes, I think he's very strict, too.
13. a. Boy, was that boring!  
b. Yes, I think we are.
14. a. Yes, I worked at a restaurant last year.  
b. No, thanks. I'm not hungry now.
15. a. Yeah, I know. He's not very patient.  
b. Yeah, he's really caring.
16. a. Thanks. I'd love to.  
b. I started to watch it, but I had to go out.
17. a. That's why she acts the way she does.  
b. Yeah, she looks great. She really lost weight!
18. a. I agree. The food there is great.  
b. Yeah, they're terrible.
19. a. It's a great place for shopping.  
b. Yes, I like it a lot.
20. a. Four.  
b. Not yet.

40

2 points for each correct answer

# Final Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Score  100

## 1. Let's Listen

Are these statements true or false? Listen and check (✓) the correct answer.

	True	False
1. The woman was injured in a hotel fire.	<input type="checkbox"/>	<input type="checkbox"/>
2. The women like the way Betty looks.	<input type="checkbox"/>	<input type="checkbox"/>
3. The men agree about smoking in public.	<input type="checkbox"/>	<input type="checkbox"/>
4. The doctor is talking about something the patient should do.	<input type="checkbox"/>	<input type="checkbox"/>
5. Something has been done to improve public transportation.	<input type="checkbox"/>	<input type="checkbox"/>
6. The speakers prefer different kinds of English.	<input type="checkbox"/>	<input type="checkbox"/>
7. The news report says seventy Korean students died at sea.	<input type="checkbox"/>	<input type="checkbox"/>
8. Ms. Burton sounds apologetic.	<input type="checkbox"/>	<input type="checkbox"/>
9. The speaker kept the wallet.	<input type="checkbox"/>	<input type="checkbox"/>
10. The man will remind his friend that he owes him money.	<input type="checkbox"/>	<input type="checkbox"/>

30

3 points for each correct answer

## 2. Let's Listen

Which picture best matches each conversation? Listen and check (✓) the correct picture.



a.



b.

2.



a.



b.

3.

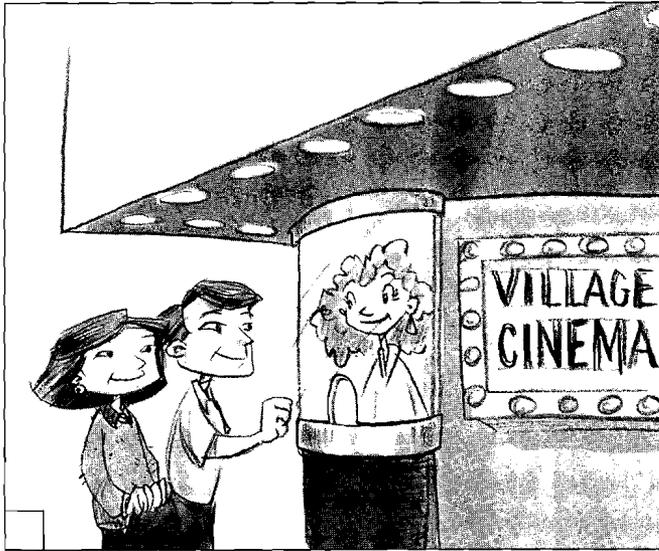


a.

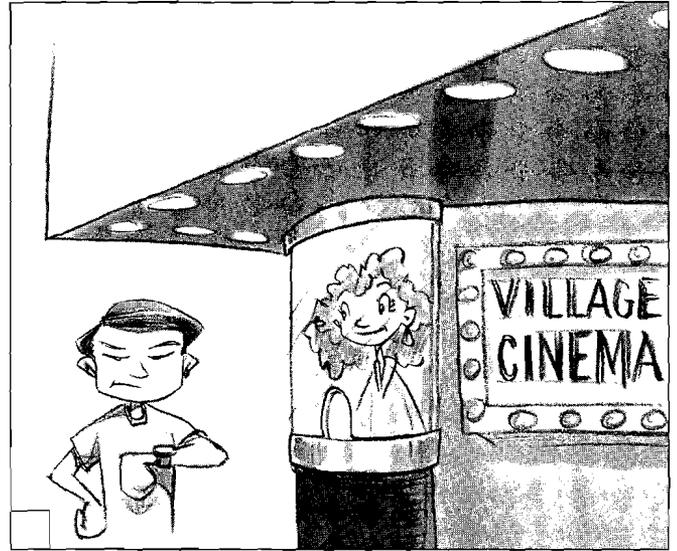


b.

4.



a.



b.

5.

WHILE YOU WERE OUT		
To: JANE SMITH		
From: JULIE		
Company: COMPUTER TECH		
Phone Number:		
Message: THE COMPUTER YOU ORDERED HASN'T COME IN. CALL BACK AT 7:00		
Telephoned <input checked="" type="checkbox"/>	Returned your call <input type="checkbox"/>	Will call again <input type="checkbox"/>
Wants to see you <input type="checkbox"/>	Please call back <input type="checkbox"/>	Came in <input type="checkbox"/>

a.

WHILE YOU WERE OUT		
To: JULIE SMITH		
From: JANE		
Company: COMPUTER TECH		
Phone Number:		
Message: THE LASER PRINTER YOU ORDERED HAS COME IN. THEY'RE OPEN UNTIL 7:00		
Telephoned <input checked="" type="checkbox"/>	Returned your call <input type="checkbox"/>	Will call again <input type="checkbox"/>
Wants to see you <input type="checkbox"/>	Please call back <input type="checkbox"/>	Came in <input type="checkbox"/>

b.

15

3 points for each correct answer

### 3. Let's Listen

Listen and circle the correct answer.

1. What kind of news report is this?
  - a. crime
  - b. politics
  - c. business
2. What does the woman eat?
  - a. ice cream
  - b. pizza
  - c. chocolate
3. What is the most serious issue right now?
  - a. education
  - b. crime
  - c. unemployment
4. What famous person is the speaker talking about?
  - a. a political leader
  - b. an actor
  - c. a scientist
5. What is the last place the woman is going to visit?
  - a. Italy
  - b. France
  - c. Germany

15

3 points for each correct answer

### 4. Let's Listen

Listen. Circle the best response.

1. a. Really? I think it's a useful language.  
b. I don't need any. Thank you, anyway.
2. a. Yeah, the president had the flu today.  
b. My friend never returns things.
3. a. Really? It's too spicy for me.  
b. I've done it for years.
4. a. Were you frightened?  
b. You must have been embarrassed.
5. a. Really? I don't agree with you.  
b. Yeah, that was a great show.
6. a. It's the vegetable group.  
b. She said to eat more vegetables.
7. a. I've never been to Spain.  
b. Italian is my favorite.
8. a. I'll be waiting for you outside.  
b. He's out of the office right now.
9. a. It might be on Sunday.  
b. It was a great success.
10. a. It was Leonardo Da Vinci.  
b. It's my favorite painting.
11. a. Yes, he's a very caring person.  
b. Yes, the beaches were fantastic.
12. a. Yeah, he paid it back with interest.  
b. Yeah, I can't stand to get close to him.
13. a. I don't agree with you.  
b. I don't know. It's a serious issue.
14. a. Yeah, they were so cute.  
b. Yeah, she looks great.
15. a. I disagree. My mom's a terrible driver.  
b. Yeah, I'm really going to enjoy this.
16. a. I hope you feel better.  
b. Me, too. I prefer studying inside.
17. a. Sure. Please tell him Bill called.  
b. I'm sorry, he's not in.
18. a. I'm putting you on an exercise program.  
b. Yes, I've been eating more vegetables.
19. a. Oh, I wouldn't. He'll get the message.  
b. No, I'm sure he wouldn't mind.
20. a. No, they're already done.  
b. No, they haven't.

40

2 points for each correct answer

# Test Answer Key

## Midterm Test (Units 1–12)

---

### 1. Let's Listen

(3 points each)

- |          |           |
|----------|-----------|
| 1. False | 6. True   |
| 2. True  | 7. True   |
| 3. False | 8. True   |
| 4. True  | 9. False  |
| 5. True  | 10. False |

### 2. Let's Listen

(3 points each)

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

### 3. Let's Listen

(3 points each)

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

### 4. Let's Listen

(2 points each)

- |       |       |
|-------|-------|
| 1. b  | 11. a |
| 2. a  | 12. a |
| 3. b  | 13. b |
| 4. a  | 14. a |
| 5. a  | 15. a |
| 6. b  | 16. a |
| 7. b  | 17. b |
| 8. a  | 18. a |
| 9. b  | 19. a |
| 10. b | 20. a |

## Final Test (Units 13–24)

---

### 1. Let's Listen

(3 points each)

- |          |           |
|----------|-----------|
| 1. False | 6. False  |
| 2. True  | 7. False  |
| 3. True  | 8. True   |
| 4. True  | 9. False  |
| 5. True  | 10. False |

### 2. Let's Listen

(3 points each)

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

### 3. Let's Listen

(3 points each)

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

### 4. Let's Listen

(2 points each)

- |       |       |
|-------|-------|
| 1. a  | 11. b |
| 2. a  | 12. b |
| 3. a  | 13. b |
| 4. b  | 14. a |
| 5. a  | 15. a |
| 6. b  | 16. b |
| 7. b  | 17. a |
| 8. b  | 18. b |
| 9. a  | 19. a |
| 10. a | 20. b |

## Midterm Test

### 1. Let's Listen

1.  
A: Have you ever worked at a summer camp before, Maria?  
B: No, I haven't, but I love children.
2.  
A: You need to put new paper in the laser printer every day. That way it'll keep printing.  
B: Sure, Mr. Smith. I'll remember that.
3.  
A: Anne never has a good word to say about anyone.  
B: I know. She criticizes people all the time. It really makes me mad.  
A: Me, too.
4.  
A: Hello, Mr. Brown? This is Sue Park in apartment number 3. The refrigerator isn't working. It doesn't keep things cold.  
B: Well, I've been meaning to replace that refrigerator. I'll get you a new one this week.
5.  
A: Have you seen that new show, *Crime City*?  
B: I never watch that stuff. I think there's too much crime and violence on TV these days. It's terrible for children.
6.  
A: Hey, Tina, there's a sale at Sally's Shoe Store. Do you want to take a look?  
B: No, thanks. I can't stand that place. The salespeople are really rude.
7.  
A: Where should I go on vacation this spring?  
B: Well, if I were you, Bill, I'd go to New York. You can walk around Central Park and look at all the flowers.
8.  
A: I'm not ever going to that car repair shop at the mall again. The service was terrible.  
B: You're right. And the mechanics there aren't very good.

9.  
A: How's your new apartment, Bob?  
B: Not good. It's too small, and the rent is more expensive than my old place. And there's no parking.

10.  
A: Rose, would you like to go out for some pizza on Saturday night?  
B: Sorry. I've made other plans already. Maybe next time, though.

### 2. Let's Listen

1.  
A: What's your hometown like, Wendy?  
B: The scenery is beautiful. A few years ago, some people wanted to add some big, ugly stores downtown, but they didn't have enough money. So it's still nice and quiet.
2.  
A: Tell me about your new boyfriend.  
B: Well, he's tall and really handsome. He usually wears a suit and a tie, and he looks great. I love a well-dressed man!
3.  
A: How's your apartment?  
B: It's awful. The carpet is old and stained, and the door is falling off. I can't even close it. And the window is broken, too.

4.  
A: Did you get a part-time job, Lee?  
B: Yeah. I'm doing some computer work for one of my professors. It's great. I can work on my computer at home.
5.  
A: Hey, Suzy, a friend of mine is having a barbecue on Saturday. Would you like to come?  
B: Sure. That sounds like fun.  
A: Great. It's at six o'clock. Oh, since it's outside, dress casually.

### 3. Let's Listen

1.  
A: Did you watch the game last night?  
B: Yeah. It was pretty exciting, wasn't it? Especially after it started snowing. The players must have been really cold!
2.  
A: I heard you're looking for a new place.  
B: Yeah. I'm working at home now, so a downtown apartment doesn't really make sense. I've got two dogs and two kids, so I'd like a place in the suburbs with a big yard.
3.  
A: Sarah, you look tired. Why don't you take my seat? I can stand. You look like you really need to get off your feet.  
B: Thanks!
4.  
A: Where did you buy your jeans?  
B: At the Metro Clothes store. But I don't shop there any more. The staff is really rude.  
A: That's true.
5.  
A: So, how is everyone at home?  
B: They're all fine. My sister just graduated from medical school. And my brother moved to Australia.

### 4. Let's Listen

1. Pat's very caring, isn't he?
2. Haven't we met somewhere?
3. The traffic in this city is really bad.
4. I'm thinking about visiting Boston next summer.
5. Did you watch the news today?
6. Bill, is it okay to wash these shirts?
7. I think the faucet in the bathroom is broken.
8. Do you belong to a health club?
9. How do you make sushi?

10. How about going out for coffee after class?
11. What was the new Italian restaurant like?
12. Our boss always tells the truth. You can believe anything he says.
13. Hi! Aren't we in the same English class?
14. Do you have any experience working in a restaurant?
15. Tony gets angry very easily.
16. Hey, Mary, are you interested in going to the car show on Saturday?
17. Have you seen Sandra lately?
18. I think San Francisco has the best restaurants.
19. What's Hong Kong like?
20. How many languages do you speak?

## Final Test

### 1. Let's Listen

1.  
A: I was staying in a hotel in Los Angeles when it caught on fire!  
B: Were you okay?  
A: Yeah, I was. As soon as I heard the alarm, I ran out as fast as I could. The other guests got out safely, too.
2.  
A: Betty's got great fashion sense. She's always wearing a trendy new outfit.  
B: I know. I love her shoes and jewelry, too.
3.  
A: I think smoking in public is terrible. Smokers make the air dirty for everyone.  
B: I know what you mean. I really hate the smell of smoke.
4.  
A: Now that you're pregnant, Mrs. Berry, I'd like you to start eating plenty of meat, dairy, and vegetables. Oh, and drink plenty of water, too.  
B: Okay, doctor. I'll start doing that.

5.  
A: The new bus service has made a big difference. It used to take me an hour to get to work, but now it only takes me fifteen minutes.  
B: Me, too. It's great, isn't it?
6.  
A: Which would you rather study, British English or American English?  
B: Well, I plan on studying in the United States, so American English is better for me.  
A: That's what I think, too.
7.  
Seventeen Korean students were rescued from a tourist boat that sank off the coast of Thailand. No one seems to have been hurt. The students are now resting at home.
8.  
This is Ms. Burton from the dry cleaners. We tried to get the stain out of your sweater, but unfortunately, we haven't been able to. Would you be able to come in and pick up your sweater this week?
9.  
I was taking the bus to the airport, and I felt something in the seat when I sat down. It was a wallet with about \$500 in it! Of course, I didn't keep it. I gave it to the police when I got to the airport.
10.  
A: You know, David owes me almost \$200. Do you think I should ask him for it?  
B: I wouldn't mention it to him, Brian. He's going to pay you back. He just got \$1,000 from his rich uncle.  
A: You're right. I won't mention it to him.

### 2. Let's Listen

1.  
A: What kind of music do you like, Jack?  
B: Rock and roll, man! I love that stuff. Especially when it's really loud and crazy.

2.  
A: You should see Jerry now. He's really changed since he got a new job downtown.  
B: Really? What does he look like now?  
A: His hair is much shorter. And he always wears a suit and tie.
3.  
A: What's your favorite holiday, Jill?  
B: Definitely Halloween. When I was a kid, I loved wearing a costume and asking my neighbors for candy. I always dressed up as a clown.
4.  
A: You look sad, Rob.  
B: Well, I was supposed to meet my girlfriend at the movies last night, but she didn't come. I waited for an hour, and then I just went home alone.
5.  
A: Hello.  
B: Hello. Is Julie Smith there?  
A: Sorry, she just stepped out. May I take a message?  
B: Yes. This is Jane at Computer Tech. Could you tell her that the laser printer she ordered has come in?  
A: I'll tell her. What time are you open until tonight?  
B: Until seven o'clock.  
A: Okay. I'll give her the message.

### 3. Let's Listen

1.  
The Tokyo stock market reported heavy losses for the second day this week. However, Korean exports for this month increased.
2.  
I'm trying to cut down on fat, so I'm not eating hamburgers and pizza. I don't eat ice cream anymore, either. But I have a real sweet tooth—I'm eating more and more chocolate!
3.  
Unemployment is not as big a problem as it used to be. Neither is crime. But education has to be improved if we want a better workforce.

4.

He was assassinated when he was only 46. He was the 35th president of the United States. Before that, he was a senator. His wife's name was Jacqueline.

5.

I'm so excited about my trip to Europe. I'm flying to England, and then I'll go to Scotland. From Scotland, I'll fly to Italy. We'll end up in France for a week. I really wanted to go to Germany, but I'll have to go there on my next trip.

#### 4. Let's Listen

1. I think studying French is a waste of time. I hate it.
2. Did you hear the news today?
3. I love Thai food.
4. I turned around at the party, and my friend was wearing the exact same dress as mine!
5. I don't think that competitive sports are good for children.
6. What advice did the doctor give you?
7. Which do you prefer, Mexican or Italian food?
8. Hello. Is Barney Yamamoto there?
9. Do you know when the next jazz concert is?
10. Who painted the *Mona Lisa*?
11. Have you been to Hawaii?
12. Tom has really bad breath.
13. What can we do about global warming?
14. Remember the boots and miniskirts from the early 60s?
15. I think women are better drivers than men.
16. I can't study outdoors. The insects drive me crazy.
17. Would you like to leave a message?
18. I'm glad you've been watching your diet more closely.
19. Do you think I should tell Harry that I don't like him?
20. Have they done anything about the pollution in Bangkok?

# Worksheet Instructions

The *Expanding Tactics for Listening* worksheets are designed to provide extra speaking practice based on the material introduced in the Student Book. These activities help students actively use the language they have learned from the recordings. In addition, the students will improve their ability to listen and respond to real, non-recorded voices.

The worksheet activities require minimal preparation. Worksheets are simply photocopied, cut as directed, and distributed to the students. The step-by-step instructions help teachers explain, organize, and run the activities quickly and clearly. Teachers can control how long each activity lasts by setting time limits; most activities can run as short as 15 minutes or as long as 45 minutes.

## The Instructions

The instructions for each unit appear on the pages following this introduction. Before class, teachers may want to make an additional copy of the worksheet for themselves, so that they can quickly refer to both the instructions and the worksheet while teaching.

Each set of instructions begins by stating the purpose of each activity; whether students will participate as individuals, in pairs, or in groups; and the materials required. The Preparation section helps teachers explain the activity to their students. It also suggests a pre-activity that will activate students' background knowledge and get them excited about the worksheet activity. The Presentation section then leads teachers through the activity step by step. The instructions are written with less experienced teachers in mind. More experienced teachers may wish to use their own pre-activities or supplement the worksheets with open-ended discussion.

## The Worksheets

Each photocopiable worksheet is used by either individual students, pairs, the whole class, or small groups of three to five people. (The instructions indicate how to use each worksheet.) Worksheets designed for pairs often contain information-gap activities. It is important for teachers to make sure that the students do not look at their partner's worksheets when doing these activities. It may be helpful to have students sit back-to-back while doing these activities.

These worksheets provide controlled speaking practice in the classroom. In most cases, the activities cannot be completed as homework and are not suitable for testing or grading purposes. When evaluating the students' speaking ability, it may be better for teachers to use the activities in the Over to You sections of the Student Book. Teachers may also wish to consider using the optional activities described in the Teacher's Book lesson plans.

## Worksheet 1: Small Talk

---

### Purpose

To practice making small talk

### Participation

Groups of three or four, pairs

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Put the students into groups of three or four. Give one worksheet to each student. Read the headings at the top of each list aloud and have the students repeat after you. Answer any questions about vocabulary.

Write the headings on the board. Elicit a few examples of greetings and small-talk questions, e.g., *I haven't seen you in years!* Write these expressions on the board.

Explain to the students that they will complete the lists on their worksheets with similar expressions. Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the students begin working. To maximize interaction, allow only one student in each group to write on the list. When time is up, elicit answers from the class. Write any new vocabulary on the board.

### Task 2

#### Preparation

Put the students into pairs. Have the students look at the first illustration on their worksheets. Read the caption aloud as the students repeat after you. Ask them, *What do you think they are going to say?* Elicit some ideas from the class. (Possible answers: *Aren't you my brother?; Haven't I met you before?*) Explain to the students that the conversation can begin with a greeting from Task 1.

Explain to the students that they will choose one of the pictures and role-play a small-talk conversation that matches the picture. Read the instructions together. Make sure everyone knows to use the greetings and questions from Task 1.

#### Presentation

Give the students a few minutes to choose a picture and practice their role play. As the students practice, go around the classroom and remind the students to use the expressions from Task 1.

When time is up, have each pair perform their role play for another pair. Go around the classroom, writing down any mistakes you hear. Do not correct the students as they perform. When everyone is finished, write the most common mistakes on the board. (Do not say who made the mistakes.) Elicit corrections from the class.

## Worksheet 2: Part-Time Jobs

---

### Purpose

To practice talking about part-time jobs

### Participation

Whole class

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Write on the board in big, clear letters, *What part-time jobs have you had? What did you have to do in those jobs?* Write an example response beneath the questions. The example should be detailed, e.g., *Pizza delivery person / Deliver 20 pizzas a day.* Then elicit other detailed responses from the class. Write the responses on the board.

Give one worksheet to each student. Explain to the students that they will complete the chart with information about part-time jobs they have had or would like to have.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students complete the chart individually. When everyone is ready, elicit a few answers from the students. Write any new vocabulary items on the board.

### Task 2

#### Preparation

Explain to the students that they will ask one another about part-time jobs in order to complete the chart at the bottom of the page. Have the students write the names of four part-time jobs in the blanks under the heading *Job*. Explain to the students that they will find people who have had these jobs and write their names in the chart.

Have a pair of students read the example conversation aloud. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the students move around the classroom, asking one another *Have you ever been a...?* Tell the students that they can ask each person about one job only. When time is up, have the students compare answers in pairs. If time permits, find out which part-time jobs are most common.

## Worksheet 3: Successful Businesses

### Purpose

To practice talking about successful businesses

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Put the students into pairs. Give one worksheet to each student.

Elicit a few kinds of businesses, e.g., *restaurant, health club, supermarket*. Then elicit something that makes each kind of business successful, e.g., *delicious food*.

Explain to the students that they will complete the chart at the top of the worksheet with similar information.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Allow only one student in each pair to write in the chart. Have each pair compare answers with another pair.

### Task 2

#### Preparation

Explain to the students that they will write about a business that they like. Read aloud the example text. Elicit two reasons why the person likes the restaurant.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin writing individually. Go around the classroom, helping with vocabulary.

### Task 3

#### Preparation

Put the students into pairs. Explain to the students that they will take turns reading their description from Task 2 aloud. Students should listen and think of three follow-up questions they can ask their partner.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students read their descriptions and ask each other the follow-up questions they wrote on their worksheets.

If time permits, have the students form small groups and tell their group members what they learned about their partner's favorite business.

## Worksheet 4: Gadgets and Machines

### Purpose

To practice describing gadgets

### Participation

Pairs, whole class, groups of three

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Tell the students to think of a gadget they like, e.g., *cell phone*. Elicit a few gadgets and write their names on the board. Then elicit words that describe each of the gadgets, e.g., *small, metal, antenna*. Write these words on the board.

Put the students into pairs. Give one worksheet to each student. Explain to the students that they will take turns describing a gadget they like. Students should write the words their partner uses on the list.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. When everyone is finished, elicit a few gadgets and descriptions from the class. Write any new vocabulary words on the board.

### Task 2

#### Preparation

Have the students look at the chart. Explain to the students that they will ask four classmates to describe a gadget they like. Students should write their classmates' answers in the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students move around the classroom and interview one another.

### Task 3

#### Preparation

Divide the students into groups of three. Explain to the students that they will read their descriptions from Task 2 aloud and try to guess which gadgets their group members are describing.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the groups begin working. When everyone is finished, have a few students read a description aloud while the class guesses the gadget being described.

## Worksheet 5: Character Traits

---

### Purpose

To practice talking about personalities

### Participation

Groups of three

### Materials

Make one copy of the worksheet for each group. Cut the worksheets as directed.

### Task 1

#### Preparation

Put the students into groups of three. Give each group the top portion of the worksheet and a set of cards. Have the students in each group divide the cards evenly among themselves. Make sure the students do not look at one another's cards.

Have the students read the words in the box. Answer any questions about vocabulary. Explain to the students that the same words are printed on their cards. The students will take turns demonstrating those words and guessing the word being demonstrated. If the students are not sure how to demonstrate the words, have them look at the pictures on the worksheet.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin demonstrating and guessing. Go around the classroom, helping as needed. When everyone is finished, have individual students demonstrate words for the entire class.

### Task 2

#### Preparation

Explain to the students that they will choose a word from the worksheet that describes them well and tell their group members about it. Have a student read the example aloud.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Go around the classroom, helping as needed. Encourage the students to give extra information and to ask follow-up questions.

## Worksheet 6: Cooking

---

### Purpose

To practice describing food

### Participation

Whole class

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Have a few students tell you the name of their favorite food. Write their responses on the board. Elicit the ingredients each of their favorites is made from and how it is prepared, e.g., *boiled, baked, fried, rolled*. Then elicit whether each one is sweet, sour, salty, spicy, or bitter. Write this information on the board.

Give one worksheet to each student. Have the students read the questions in the form. Make sure everyone understands how to answer each question. Explain to the students that they will fill in the form with answers about their favorite food.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a short time limit (1 or 2 minutes) and have the students fill in the form individually.

### Task 2

#### Preparation

Have the students stand up. Explain to the students that they will interview four classmates about their favorite food. Ask them what questions they will ask. (Answer: the same questions they answered in Task 1.) Make sure everyone knows how to complete the chart with the answers they hear.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin interviewing one another. Make sure the students are communicating in English and not simply copying from one another's worksheets. If time permits, when everyone is finished, have the students compare answers in small groups.

## Worksheet 7: Housing

### Purpose

To practice giving advice about housing

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Put the students into pairs and have them sit back to back. Give one worksheet to each student. Explain to the students that they will take turns asking each other what they like to do in their free time. Students should fill in the blanks with their partner's answers.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit and have the students begin working. If students cannot think of activities they like, ask questions, e.g., *What do you like to do on a Saturday night?* When time is up, have the students turn around and compare worksheets.

#### Task 2

### Preparation

Have the students look at the pictures at the bottom of the worksheet. For each picture, ask the class, *What do you think he likes to do in the evening? What does he like to do on weekends?*

Explain to the students that they will use the information from Task 1 to suggest a kind of housing for their partner. Elicit as many kinds of housing as possible and write them on the board, e.g., *a studio apartment downtown, a little house in the country, your parents' house*, and so on. Have a student read the example aloud.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Give the students a few moments to decide what kind of housing that is best for their partner. If students have trouble deciding, have them choose from the list of housing options on the board. When everyone is ready, have the students tell their partners what kind of housing they suggest and why. Encourage the students to give extra information and to ask follow-up questions.

## Worksheet 8: Apartment Problems

### Purpose

To practice talking about apartment problems

### Participation

Pairs

### Materials

Make one copy of the Student A worksheet (p. 142) and one copy of the Student B worksheet (p. 143) for each pair of students.

### Preparation

Elicit some common apartment problems from the class, e.g., *the roof leaks, the refrigerator is broken*, and so on. Write their responses on the board. Draw a simple picture on the board that illustrates one of these problems and have the students guess which problem you are illustrating. If time and class size permit, have a few students come to the board and draw similar pictures.

Put the students into pairs and have them sit back to back. Give one copy of the Student A worksheet and the Student B worksheet to each pair. Make sure the students do not look at each other's worksheets.

Have the students look at the picture of the apartment. Explain to the students that they will take turns describing the apartment problems they see. Students should write the problems they hear in the chart at the bottom of the worksheet.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Go around the classroom, helping with vocabulary as needed. When everyone is finished, have the students turn around and compare worksheets. If time permits, have the pairs discuss what they would do to solve each problem.

#### ANSWERS

##### Student A's apartment

1. The carpet is stained.
2. The sofa is old/worn out.
3. The refrigerator is broken.
4. The faucet/sink leaks.
5. The window is broken.

##### Student B's apartment

1. The curtains are stained.
2. The TV has poor reception.
3. The roof leaks.
4. The clock is broken.
5. The light switch is broken.

## Worksheet 9: Friendship

### Purpose

To practice describing friends

### Participation

Whole class, pairs

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Write the following conversation on the board:

A: *What qualities do you think are important in a friend?*

B: *I think..., ..., and...are important.*

Have a student read the conversation with you, making sure you read the part of speaker B. Then switch roles. Help the student name three important qualities. Have a few pairs of students read the conversation aloud. Write the qualities they mention on the board.

Give one worksheet to each student. Explain to the students that they will complete the chart with qualities they think are important in a friend. Students should also give an example of something a person who has each quality does, e.g., an honest person tells the truth.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart.

#### Task 2

### Preparation

Have the students look at the chart for Task 2. Explain to the students that they will ask five classmates what qualities they think are important in a friend.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students interview one another.

#### Task 3

### Preparation

Put the students into pairs. Explain to the students that they will tell their partner about the answers they heard in Task 2.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin telling each other the answers they heard in Task 2. Encourage the students to give extra information and ask follow-up questions.

## Worksheet 10: Television

### Purpose

To talk about why people watch TV

### Participation

Groups of three or four, pairs

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Write the headings *TV* and *Radio* on the board. Ask a few students whether they prefer to watch TV or to listen to the radio, and why. Write the reasons they give under the correct heading.

Put the students into groups of three or four. Give one worksheet to each student. Explain to the students that they will complete the chart in Task 1 with reasons why TV is better than the radio or why the radio is better than TV.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. When everyone is finished, elicit some reasons from each group. Write any new vocabulary on the board.

#### Task 2

### Preparation

Put the students into pairs. Explain to the students that they will compare the reasons they wrote in Task 1, decide whether they prefer TV or the radio, and write the main reason why. Have a student read the example paragraph aloud.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit and have the students begin working. Go around the classroom, helping as needed.

#### Task 3

### Preparation

Put the students into groups of three. Explain to the students that they will compare their answers from Task 2.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Encourage them to give extra information and ask follow-up questions. When everyone is finished, find out if more people prefer watching TV or listening to the radio.

## Worksheet 11: Cities

### Purpose

To talk about visiting different cities

### Participation

Whole class, groups of four or five

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Ask a few students, *What city would you like to visit?* Write their answers on the board. Then ask, *Why would you like to go there?* and write their answers on the board. Finally, ask them, *What would you like to do there?* Write their answers on the board.

Give one worksheet to each student. Explain to the students that they will complete the chart with the names of three cities they would like to visit, the reasons why, and an activity they would like to do in each place.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart individually.

#### Task 2

### Preparation

Have the students look at the chart. Explain to the students that they will ask five classmates what city they would like to visit, the reason why, and an activity they would like to do in that city. Make sure everyone knows how to complete the chart with the answers they hear.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students interview one another. Make sure the students look at the people they are speaking to, not at the worksheet. Encourage the students to give extra information and to ask follow-up questions.

#### Task 3

### Preparation

Put the students into groups of four or five. Explain to the students that they will tell their group members about an interesting answer they heard in Task 2.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Go around the classroom, encouraging the group members to give extra information and to ask follow-up questions.

## Worksheet 12: Urban Life

### Purpose

To practice talking about how cities change

### Participation

Pairs

### Materials

Make one copy of the worksheet for each pair. Cut the worksheets as directed.

### Preparation

Put the students into pairs and have them sit back to back. Give one half of the worksheet to each student. Make sure the students do not look at each other's worksheets.

Explain to the students that they each have a picture of a place called Boptown. One picture shows Boptown today, and the other shows Boptown 20 years ago. The students should ask each other questions about their pictures in order to find out how the town has changed. Have a pair of students read the example conversation aloud.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Set a time limit and have the students begin working. When time is up, have the students turn around and compare pictures. Elicit the changes to the town and write them on the board.

### POSSIBLE ANSWERS

1. People used to walk everywhere, but now there are buses and taxis.
2. There used to be only a post office, a barber shop, and a grocery store, but now there are clubs and restaurants.
3. Boptown used to be clean, but now it's dirty.
4. The air is polluted now.
5. The trees are gone now.

## Worksheet 13: Special Days

### Purpose

To practice talking about birthday celebrations

### Participation

Groups of three or four, whole class

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Ask a few students what they would like to do on their next birthday. Write their responses on the board, e.g., *go dancing*. Ask other students if they would also like to do the activities listed on the board, e.g., *Would you like to go dancing on your birthday?* If the student answers *yes*, write his or her name next to the activity on the board.

Put the students into groups of three or four. Give one worksheet to each student. Explain to the students that they will make a list of things they would like to do on their birthdays.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the groups make their lists. To maximize interaction, allow only one student in each group to write on the worksheet. When time is up, have a few groups read their lists aloud. Write any new vocabulary on the board.

### Task 2

#### Preparation

Explain to the students that they are going to play bingo. Draw a bingo card on the board similar to the one on the worksheet. Elicit activities that the students heard or mentioned in Task 1, and write them on the bingo card on the board. Then ask a few students, *Would you like to (activity) on your birthday?* When a student answers *yes*, draw a large X in the corresponding square on the board. Also write that student's name in the square. Tell the students that the first person to put an X in three squares in a row wins.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Give the students one or two minutes to write activities in their bingo cards, and then have them move around the classroom, asking and answering questions. When there is a winner, ask that person to share his or her answers with the class.

## Worksheet 14: Fashion

### Purpose

To describe how people change the way they dress

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Put the students into pairs. Give one worksheet to each student. Tell the students to look at the two pictures of Johnny Rebel. Ask, *How has he changed the way he looks?* and elicit some responses. Explain to the students that they will fill in the list below the pictures with ways Johnny Rebel's appearance has changed.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the pairs begin working. Allow only one student in each pair to write in the chart. When time is up, elicit the differences and write them on the board.

#### ANSWERS

1. He used to wear an earring, but now he doesn't.
2. He used to wear a leather jacket, but now he wears a suit jacket.
3. He used to wear ripped blue jeans, but now he wears clean pants.
4. He used to wear boots, but now he wears dress shoes.
5. He used to carry a guitar, but now he carries a briefcase.

### Task 2

#### Preparation

Tell the students to close their eyes and remember how they dressed five years ago. Elicit some details and write them on the board.

Have the students look at the list at the bottom of the worksheet. Explain to the students that they will fill in the list with three ways they have changed how they dress.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Give the students one or two minutes to fill in the list. Go around the classroom, helping with vocabulary. If students have difficulty, ask them if they wore any of the items listed on the blackboard.

When everyone is ready, have the students compare answers. Encourage the students to give extra information and to ask follow-up questions.

## Worksheet 15: Preferences

---

### Purpose

To practice talking about preferences

### Participation

Pairs

### Materials

Make one copy of the worksheet for each pair.

### Task 1

#### Preparation

Put the students into pairs and have them sit back to back. Give one worksheet to each student. Have the students read the chart headings. Elicit some kinds of clothes, food, and vacations that the students like. Write their responses on the board.

Explain to the students that they will complete the top half of the chart with their preferences and compare answers with their partner. Make sure everyone knows how to complete the chart.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Give the students one or two minutes to complete the portion of the chart entitled *You*. When everyone is ready, have the students compare answers. Students should write their partner's answers in the portion of the chart entitled *Your partner*. When everyone is finished, have the students turn around and compare charts.

### Task 2

#### Preparation

Tell the students to look at the three illustrations on the worksheet. Read each caption aloud and have the students repeat after you. Answer any questions about vocabulary.

Explain to the students that they will choose one of the pictures and role-play a conversation that matches it. Have the students look at the first picture. Ask the class, *What do you think they are saying?* Elicit some ideas. Then read the example conversation aloud with a student.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the students practice their role plays. Go around the room, helping as needed. If the students are having difficulty thinking of things to say, remind them to use the example conversation and the preferences they discussed in Task 1.

When time is up, have each pair perform their role play for another pair.

## Worksheet 16: Phone Messages

---

### Purpose

To practice leaving and taking phone messages

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Elicit the names of 10 famous people. They can be alive or dead, from the United States or from other countries. Write the names on the board.

Give one worksheet to each student. Explain to the students that they will complete the chart with the names of four famous people and a message they would like to give to each one.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students complete the chart individually. If any students have trouble thinking of names or messages, have them use the information on the board.

### Task 2

#### Preparation

Put the students into pairs and have them sit back to back. Make sure the students do not look at each other's worksheets.

Have the students look at the names and messages in their chart from Task 1. Explain to the students that they will role-play phone conversations with their partner in which they leave these messages. (To help set up the activity, you may want to have the students imagine that their partner is a receptionist for the famous people in their chart.) Students should write the messages they hear in the forms printed on their worksheets.

Tell the students that they should greet their partner, ask for one of the famous people in their chart, leave a message, and say good-bye. If necessary, role-play a short conversation with a student as an example. (Be sure to call on a student who will be able to do this successfully.)

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the pairs take turns giving and taking messages. Go around the classroom, helping with phone vocabulary as needed. When each pair is finished, have them turn around and compare worksheets.

## Worksheet 17: Past Events

### Purpose

To describe a life-changing event

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Put the students into pairs. Give one worksheet to each student.

Elicit the meaning of the phrase *event that could change people's lives*. (Answer: An event that changes how you think and behave.) Elicit a few examples. Explain to the students that they will make a list of similar events.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the list in pairs.

#### Task 2

### Preparation

Explain to the students that they will write about a life-changing event that happened to them. Write the example from the worksheet on the board. Ask a few students to come to the board and underline the words on the board that describe what happened, when the event happened, where it happened, who was there, and how it changed the person's life. Tell the students that their descriptions should include all of these parts.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Go around the classroom, helping as needed.

#### Task 3

### Preparation

Put the students in new pairs and have them sit back to back. Explain to the students that they will interview each other about the life-changing event they wrote about in Task 2.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. Encourage the students to give extra information and to ask follow-up questions. When everyone is finished, have the students turn around and compare worksheets.

## Worksheet 18: Vacations

### Purpose

To practice recommending vacation destinations

### Participation

Pairs

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Before you hand out the worksheets, read the paragraph on the worksheet about Tom aloud. Ask the students to listen for three things Tom wants to do on his vacation. After you read the paragraph, elicit the answers and put them on the board.

Put the students into pairs. Give one worksheet to each student. Have the students confirm that their answers on the board match the activities printed in the chart. Explain to the students that they will read Tom's story and complete the chart with places where he can do the activities and the reasons why.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. To maximize interaction, allow only one student in each pair to write in the chart. When everyone is finished, give the students time to copy their answers onto their worksheets.

#### Task 2

### Preparation

Have the students find new partners. Explain that they will role-play a conversation between Tom and his travel agent. Read the example conversation with a student. Then switch roles. Help the student to replace the words in the example with the information in his or her chart from Task 1.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students take turns playing the role of Tom and his travel agent. Make sure that the students look at each other when speaking. Encourage them to give extra information and to ask follow-up questions. When everyone is finished, have the class vote on where Tom should take his vacation.

## Worksheet 19: The News

### Purpose

To practice writing news stories

### Participation

Pairs

### Materials

Make one copy of the worksheet for each pair. Cut the worksheets as directed.

### Task 1

#### Preparation

Have a student come to the front of the class and stand with his or her back to the board. On the board, write the sentence, *John eats delicious (noun)*. Then write the words *noun, verb, adjective, and name*. Point to the word *John* and ask the class, *What kind of word is this?* Elicit the correct answer, *name*. Then ask if the other words are nouns, verbs, or adjectives.

Now say to the volunteer student, *Give me a name*. Cross out *John* and write the name the student suggests. Do the same for the adjective and the noun so that the sentence is now very strange, e.g., *Chris eats fat cars*. Have the student turn around and correct the sentence so it makes sense.

Explain to the students that they will play a similar game with news stories. Put the students into pairs. Give one half of the worksheet to each pair. Explain to the students that they will complete their stories by asking their partner for names, nouns, verbs, and so on. If the word their partner suggests is the correct kind of word, the students should write it in their story, even if it sounds strange or silly.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students sit back to back and begin working. Go around the classroom, helping as needed. When everyone is finished, have the students read their stories aloud to their partner. If time permits, have the students correct their stories so the words make sense.

## Worksheet 20: Opinions

### Purpose

To practice giving opinions and reasons

### Participation

Groups of three or four, whole class

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Give one worksheet to each student. Have the students read the story. Answer any questions about vocabulary. Explain to the students that they should check the box next to the gift that they would choose.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students read the story and choose their gift individually. When everyone is ready, have the students vote on which gift they would choose.

### Task 2

#### Preparation

Tell the students to form groups of three or four with people who chose the same gift. Have the students look at the list in the middle of the worksheet. Explain to the students that they will fill in the list with reasons why they chose their gift.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the groups begin working. When time is up, elicit a few reasons from each group and write them on the board.

### Task 3

#### Preparation

Have the students stand up. Explain to the students that they will interview one another until they find one person who chose each gift. Read the example conversation aloud with a student. Switch roles. Help the student replace the words in the example with his or her own ideas.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Set a time limit and have the students begin working. Encourage the students to give extra information and to ask follow-up questions. When time is up, have the students vote again on which gift they would choose. Ask if anyone changed their vote, and why.

## Worksheet 21: Famous People

### Purpose

To talk about famous people

### Participation

Pairs, groups of six

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Elicit the names of 10 famous people and write them on the board. The famous people can be alive or dead, from the United States or from another country. Ask the students if they like each famous person listed on the board.

Put the students into pairs. Give one worksheet to each student. Have the students read the questions in the chart. Answer any questions about vocabulary. Explain to the students that they will complete the chart with information about a famous person they like and another famous person they dislike.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students complete the chart individually. When everyone is finished, have the students compare answers with their partner.

#### Task 2

### Preparation

Put the students into groups of six. Make sure the students do not look at their group members' worksheets.

Explain to the students that they will try to guess which famous people their group members wrote about in Task 1 by asking them Yes/No questions. Read the example conversation aloud with a student. Then tell the class that you are thinking of a famous person, and have them ask you similar questions. Help the students quickly guess correctly.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the groups begin playing. Go around the classroom, helping students think of questions. Make sure the students ask Yes/No questions only.

## Worksheet 22: Food and Nutrition

### Purpose

To practice recommending a healthy diet

### Participation

Pairs, groups of four

### Materials

Make one copy of the worksheet for each student.

#### Task 1

### Preparation

Put the students into pairs. Give one worksheet to each student. Have the students read Mike's story aloud. Answer any questions about vocabulary. Explain to the students that they will complete the chart with unhealthy things that Mike eats and does.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Give the pairs one or two minutes to complete the chart. To maximize interaction, allow only one student in each pair to write. When everyone is finished, elicit the correct answers.

#### ANSWERS

What unhealthy things does Mike eat?

1. Pancakes covered in ice cream
2. Giant cheeseburgers
3. French fries
4. Pizza with extra cheese

What unhealthy things does Mike do?

1. He always takes the elevator.
2. He drives to work.
3. He sits all day in his office.
4. At home, he lies on the sofa and watches TV.

#### Task 2

### Preparation

Have each pair join another pair to make groups of four. Explain to the students that they will discuss things Mike should eat and do to improve his health. Students should write their suggestions in the chart.

Read the instructions. Answer any questions about how to do the activity.

### Presentation

Have the students begin working. To maximize interaction, allow only one student in each group to write in the chart. When everyone is finished, have each group join another group and share their suggestions. Go around the classroom and ask follow-up questions so that the suggestions are detailed, e.g., *How much salad should he eat? What kind of salad dressing should he use?*

## Worksheet 23: Predicaments

### Purpose

To practice telling a story

### Participation

Pairs, groups of three or four

### Materials

Make one copy of the worksheet for each student.

### Task 1

#### Preparation

Ask the students to tell you about some predicaments they've been in and how they solved them, e.g., *I lost my key and couldn't get in my house. I had to call my mother at work.* Write their responses on the board.

Give one worksheet to each student. Explain to the students that they will fill in the blanks with information about a predicament they were in.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students fill in the blanks individually. Go around the classroom, helping as needed.

### Task 2

#### Preparation

Put the students into pairs and have them sit back to back. Make sure the students do not look at each other's worksheets.

Explain to the students that they will take turns describing their predicament to their partner. Students should write the information they hear in the blanks.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students take turns talking about their predicament, using the information from Task 1. When everyone is finished, have them turn around and compare worksheets.

### Task 3

#### Preparation

Put the students into groups of three or four. Explain to the students that they will tell their group members about their partner's predicament. Write the example on the board and read it aloud.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have each student present his or her partner's predicament, using the information from Task 2.

## Worksheet 24: Global Issues

### Purpose

To talk about global issues and their solutions

### Participation

Pairs

### Materials

Make one copy of the worksheet for each pair.

### Task 1

#### Preparation

Elicit definitions of the phrases *air pollution*, *water pollution*, *destruction of the forests*, *poverty*, and *crime*. Ask the class to name and define some other global issues.

Put the students into pairs. Give one worksheet to each pair. Have the students look at the picture of Bakertown. Explain to the students that they will make a list of five problems or global issues affecting this town.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. If any students have trouble, tell them to look for the issues written on the blackboard. Elicit the correct answers.

#### ANSWERS

1. Destruction of the forests
2. Water pollution
3. Air pollution
4. Poverty
5. Crime

### Task 2

#### Preparation

Explain to the students that they will now think of advice to give the people of Bakertown about each problem. Elicit some ideas and write them on the board, e.g., *You should plant new trees.*

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin discussing their answers and completing the chart with advice.

### Task 3

#### Preparation

Have each pair join another pair. Explain to the students that they will compare advice.

Read the instructions. Answer any questions about how to do the activity.

#### Presentation

Have the students begin working. Encourage the students to give extra information and to ask follow-up questions. When everyone is finished, elicit some advice for each problem and write it on the board.

# WORKSHEET 1 Small Talk

## Task 1

Work in groups. How do you greet people you haven't seen in a long time? What small-talk questions can you ask them? Complete the lists.

Greetings

1. *Nice to see you again!* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Small-talk questions

1. *How have you been?* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Task 2

Work in pairs. Role-play a conversation that matches one of the situations below. Use the greetings and questions from Task 1.

1.



You and your partner are twins. You were separated when you were 10 years old. Now, 20 years later, you meet again by accident in a supermarket.

2.



You and your partner were boyfriend and girlfriend in high school. Now, 50 years later, you meet again on a cruise ship.

3.



You and your partner were friends in junior high. You meet in the college bookstore. You are both buying the same English textbook.

# WORKSHEET 2 Part-Time Jobs

## Task 1

What part-time jobs have you had? What did you have to do in those jobs?  
Complete the chart.

Job	What did you have to do?
1. <i>Pizza delivery person</i>	<i>Deliver 20 pizzas a day</i>
2. _____	_____
3. _____	_____
4. _____	_____

## Task 2

Write the names of four part-time jobs in the chart. Then find people in your class who have had these jobs and complete the chart.

Example: A: Have you ever been a pizza delivery person?

B: Yes, I have.

A: Great. What did you have to do?

B: I had to deliver 20 pizzas a day. It was really hard work.

Job	Name	What did you have to do?
1. _____	_____	_____ _____
2. _____	_____	_____ _____
3. _____	_____	_____ _____
4. _____	_____	_____ _____

# WORKSHEET 3 Successful Businesses

## Task 1

Work in pairs. What makes a business successful? Complete the chart.

Kind of business	What makes it successful?	
1. <i>Fast food restaurant</i>	<i>fresh food</i>	<i>friendly service</i>
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

## Task 2

Write about a business you like in your hometown. What kind of business is it? What makes it successful?

Example:

My favorite business is a fast food restaurant called Hot 'N' Crunchy. I like it a lot because the hamburgers are fresh and the staff is really friendly.

---

---

---

---

---

## Task 3

Work in pairs. Take turns describing your favorite business. What else do you want to know about your partner's favorite business? Write three questions and interview your partner.

Example: How much do the hamburgers cost?

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

# WORKSHEET 4 Gadgets and Machines

## Task 1

Work in pairs. Take turns describing a gadget you like. Write down the words you hear.

Examples: It's small.  
It's made of metal.  
It has buttons, numbers, and an antenna.

Your gadget: \_\_\_\_\_ Your partner's gadget: \_\_\_\_\_  
1. \_\_\_\_\_ 1. \_\_\_\_\_  
2. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 3. \_\_\_\_\_

## Task 2

Move around the classroom and ask four classmates to describe a gadget they like. Complete the chart with the information you hear.

Name	Gadget	Description
1. <i>Jun</i>	<i>cell phone</i>	<i>small, metal, buttons, numbers, antenna</i>
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

## Task 3

Work in groups. Take turns reading the descriptions on your chart from Task 2. Try to guess what gadgets your group members are describing.

Example: A: It's small and made of metal.  
B: Is it a camera?  
A: No. It has buttons, numbers, and an antenna.  
C: Is it a cell phone?  
A: That's right!

# WORKSHEET 5 Character Traits

## Task 1

Work in groups. Take turns demonstrating the words on your cards. Try to guess what words your group members are demonstrating.

intelligent	patient	caring	informed	persuasive
enthusiastic	strict	honest	sensitive	



## Task 2

What kind of person are you? Choose a word from Task 1 that describes you well and tell your group about it. Give examples.

Example:

I think I'm patient because I don't get mad very easily. For example, my train was an hour late yesterday but I didn't get upset.



intelligent	strict	informed
enthusiastic	caring	sensitive
persuasive	honest	patient

# WORKSHEET 6 Cooking

## Task 1

Answer the questions below.

1. What's your favorite food? \_\_\_\_\_
2. What's it made from? \_\_\_\_\_
3. How do you make it? \_\_\_\_\_
4. How does it taste?       Sweet    Sour    Salty    Spicy    Bitter

## Task 2

Move around the classroom. Ask four classmates the questions from Task 1. Complete the chart.

	Name	Favorite food	Ingredients	Recipe	Taste
1.	_____	_____	_____ _____ _____	_____ _____ _____	_____
2.	_____	_____	_____ _____ _____	_____ _____ _____	_____
3.	_____	_____	_____ _____ _____	_____ _____ _____	_____
4.	_____	_____	_____ _____ _____	_____ _____ _____	_____

# WORKSHEET 7 Housing

## Task 1

Work in pairs. Ask your partner what he or she likes to do in the evening or on the weekend. Write his or her answers below.

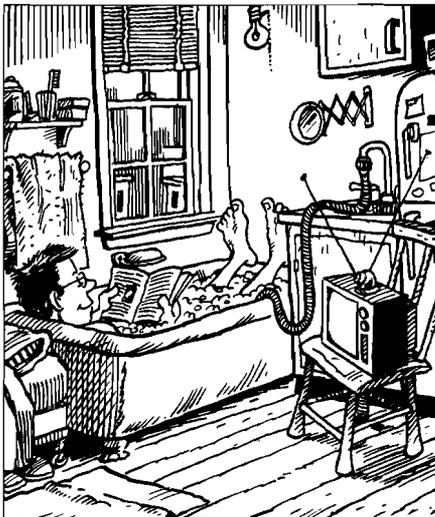
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Task 2

Your partner wants to move to a new home. Think of places where he or she would like to live. Use the information in the chart from Task 1. Then tell your partner. Does he or she agree?

Example:

You like going out to French restaurants, watching plays, and visiting museums. Also, you love parties. So I think you should live in the city in an apartment big enough for a party.



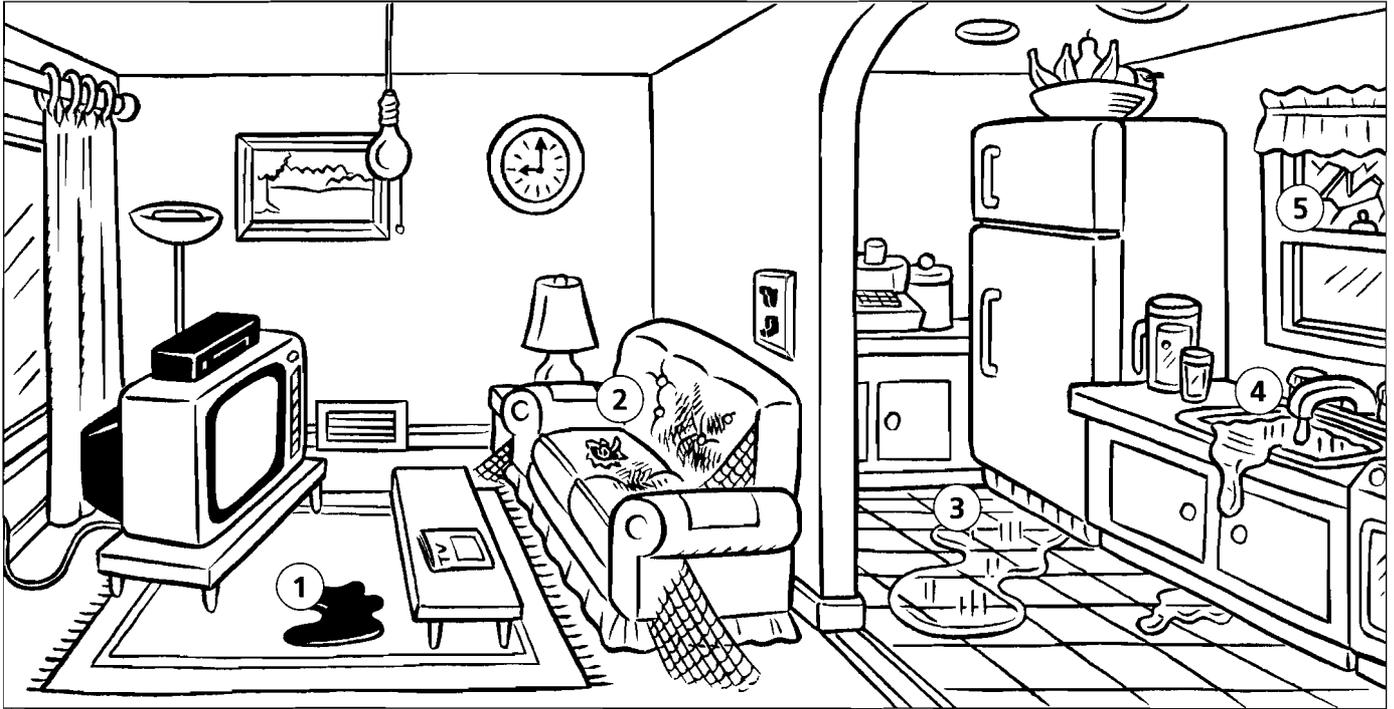
# WORKSHEET 8 Apartment Problems

## Student A

Work in pairs. Look at the picture of your apartment. Tell your partner about the five problems you see in the picture. Listen to your partner's problems and write them in the chart.

Example: I have a refrigerator. I think it's broken. There's a lot of water under it.

### Your apartment



### Your partner's apartment

Item	Problem
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

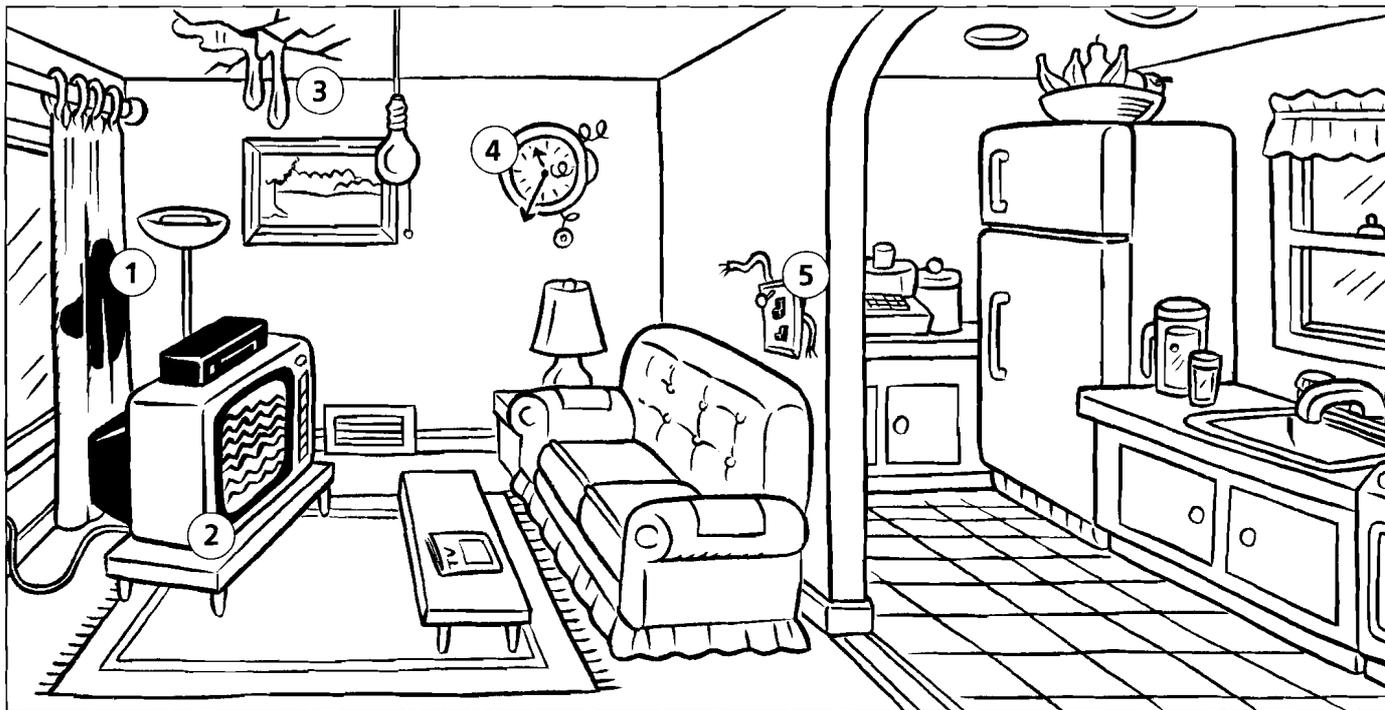
# WORKSHEET 8 Apartment Problems

## Student B

Work in pairs. Look at the picture of your apartment. Tell your partner about the five problems you see in the picture. Listen to your partner's problems and write them in the chart.

**Example:** I have a refrigerator. I think it's broken. There's a lot of water under it.

## Your apartment



## Your partner's apartment

Item	Problem
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

# WORKSHEET 9 Friendship

## Task 1

What qualities do you think are important in a friend? What is an example of each quality? Complete the chart.

Quality	Example
1. _____	_____
2. _____	_____
3. _____	_____

## Task 2

Move around the classroom. Ask five classmates what qualities they think are important in a friend. Write their names and answers in the chart.

Name	Qualities
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

## Task 3

Work in pairs. Tell your partner about the people you spoke to in Task 2.

**Example:**

Mike thinks that a sense of humor, honesty, and generosity are important qualities in a friend.

# WORKSHEET 10 Television

## Task 1

Work in groups. Complete the charts with reasons why TV is better than the radio and reasons why the radio is better than TV.

TV is better than the radio because...	The radio is better than TV because...
1. <i>Sports are more exciting on TV.</i>	1. <i>You can bring a radio anywhere.</i>
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

## Task 2

Work in pairs. Compare your reasons from Task 1. Decide if you and your partner prefer TV or the radio and write the main reason why.

Example:

My partner and I prefer the radio because you have to guess what the people look like. That's fun. Watching TV is boring for us because we can see what the people look like, so we don't need to use our imagination.

---

---

---

---

---

---

---

## Task 3

Work in groups. Compare your answer from Task 2 with your group members.

# WORKSHEET 11 Cities

## Task 1

Which three cities would you like to visit? Why? What would you do there?  
Write your answers in the chart.

	City	Reason	Activity
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

## Task 2

Move around the classroom. Ask your classmates about the cities they want to visit. Write their answers in the chart.

	Name	City	Reason	Activity
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

## Task 3

Work in small groups. Tell your group the most interesting answer you heard about in Task 2.

Example:

Joe wants to visit New York City because his friend studies English there. He'd like to ride a bicycle over the Brooklyn Bridge.

# WORKSHEET 12 Urban Life

## Student A

Look at the picture of Boptown from 20 years ago. How has the town changed? Take turns asking questions about the pictures.

Example: A: Boptown used to be very clean. How about now?

B: Now it's really dirty.

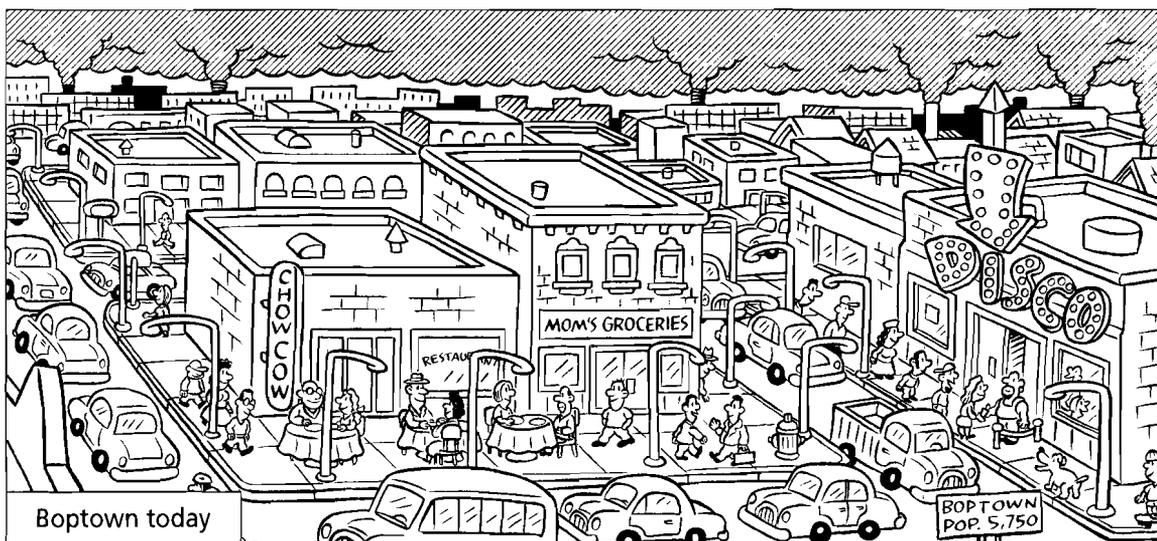


## Student B

Look at the picture of Boptown today. How has the town changed? Take turns asking questions about the pictures.

Example: A: Boptown used to be very clean. How about now?

B: Now it's really dirty.



# WORKSHEET 13 Special Days

## Task 1

Work in groups. Make a list of things you would like to do on your next birthday. Then share your answers with your group.

1. *go dancing* \_\_\_\_\_
2. *open presents* \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Task 2

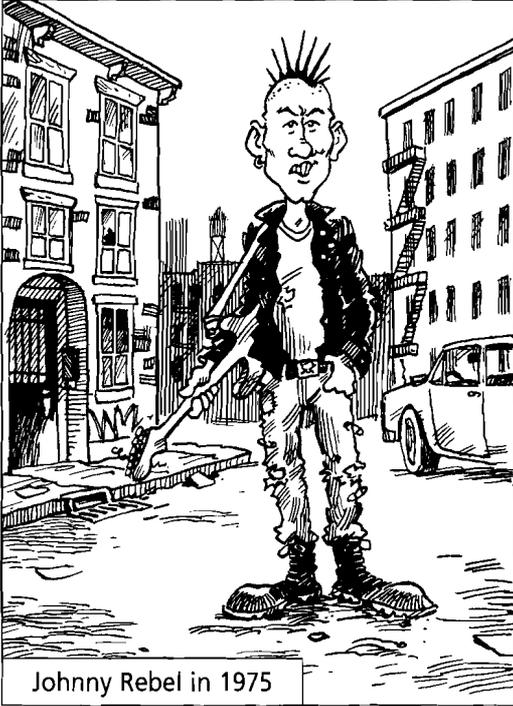
Fill in the bingo card with the activities from Task 1. Then move around the class. Find people who would like to do those activities on their birthday.

	<i>open presents</i>	
<i>go dancing</i>		

# WORKSHEET 14 Fashion

## Task 1

Work in pairs. Look at the pictures of Johnny Rebel in 1975 and Johnny Rebel today. How has he changed the way he looks? Complete the list.



1. *He used to wear an earring, but now he doesn't.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Task 2

Work in pairs. Think about how you dressed five years ago. How have you changed the way you dress? Make a list. Then tell your partner.

1. I used to \_\_\_\_\_, but now \_\_\_\_\_.
2. \_\_\_\_\_
3. \_\_\_\_\_

# WORKSHEET 15 Preferences

## Task 1

Work in pairs. What kind of clothes, food, and vacations do you like best? Complete the chart below. Then ask your partner what he or she likes best. Write your partner's answers in the chart.

	Clothes	Food	Vacations
You	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Your partner	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

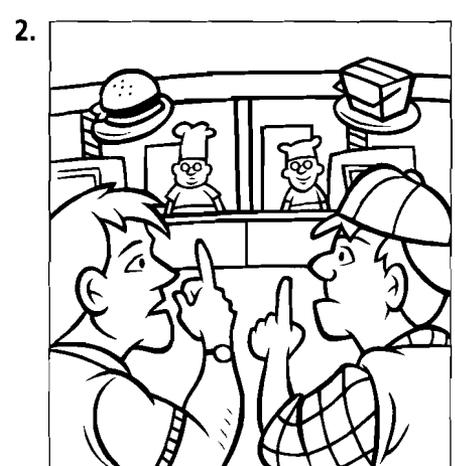
## Task 2

Work in pairs. Choose one of the situations below. Role-play a conversation that matches the situation. Use your answers from Task 1.

Example: A: Why don't we buy sweaters?  
 B: No, I don't like sweaters because they're too hot.  
 A: Okay. How about leather jackets?  
 B: Yeah. That's great because leather jackets look cool.



You and your partner are shopping for matching clothes to wear on your honeymoon.



You and your partner are trying to decide where to have lunch together.



You and your partner are deciding where to go on vacation together.

# WORKSHEET 16 Phone Messages

## Task 1

Complete the chart with the names of four famous people and four things you'd like to tell them.

Name	Message
1. <i>Elvis</i>	<i>You were a great singer.</i>
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

## Task 2

Work in pairs. Role-play phone conversations with your partner. Leave messages for the people on your chart from Task 1. Write the messages you hear on the message pads.

**WHILE YOU WERE OUT**

To: \_\_\_\_\_

From: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHILE YOU WERE OUT**

To: \_\_\_\_\_

From: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHILE YOU WERE OUT**

To: \_\_\_\_\_

From: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHILE YOU WERE OUT**

To: \_\_\_\_\_

From: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# WORKSHEET 17 Past Events

## Task 1

Work in pairs. Make a list of events that could change people's lives. Then compare lists with another pair.

1. *getting a pet* \_\_\_\_\_ 5. \_\_\_\_\_
2. *joining a club* \_\_\_\_\_ 6. \_\_\_\_\_
3. *high school graduation* \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_

## Task 2

Write down one event that changed your life. Include what happened, when it happened, where it happened, who was there, and how it changed your life.

Example:

I used to hate birds. But when I was in third grade, my teacher, Mr. Stebbins, brought his parrot to class and let everybody pet and feed it. Now, 25 years later, I love birds. In fact, I have two birds at home.

---

---

---

---

---

---

## Task 3

Work in pairs. Ask your partner questions about his or her life-changing experience. Write the answers you hear.

1. What happened? \_\_\_\_\_
2. Where did it happen? \_\_\_\_\_
3. Who was there with you? \_\_\_\_\_
4. How did it change your life? \_\_\_\_\_

# WORKSHEET 18 Vacations

## Task 1

Work in pairs. Read and listen to Tom's vacation plans. Then complete the chart. Share your answers with another pair.



"I work as a salesperson in Chicago and I am so tired of my job. I really need a vacation soon! I want to travel somewhere where I can eat spicy food, but I'm not sure which place. At the office, I only look at my computer screen. So I'd love to see some beautiful scenery. The only problem is, I have almost no money saved. So I've got to go somewhere cheap."

Activity	Where can Tom do it?	Why?
1. Eat spicy food	<u>Thailand</u>	<u>They have spicy curry dishes there.</u>
2. See beautiful scenery	_____	_____
3. Go somewhere cheap	_____	_____

## Task 2

Work in new pairs. Role-play a conversation between Tom and his travel agent. Use the information from Task 1 to recommend a place for Tom. Switch roles.

- Example: A: You should go to Thailand. There's a lot of spicy curry dishes there.  
B: Does Thailand have beautiful scenery, too?  
A: Yes. There are mountains, forests, and beautiful temples.  
B: And is it expensive?  
A: No, it's not too expensive. You can afford to stay in a great hotel.

# WORKSHEET 19 The News

## Student A

Work in pairs. Complete the news story with the words your partner suggests. Then read the finished story to your partner.

Example: A: Give me a name.

B: Ludwig van Beethoven.

### Rock Singer's Concert Cancelled

Rock singer \_\_\_\_\_  
name  
\_\_\_\_\_ fans who had waited for over \_\_\_\_\_  
number  
number  
hours for him  
to \_\_\_\_\_.  
verb  
The singer's manager said that he was \_\_\_\_\_  
adjective  
and the  
concert would be rescheduled for \_\_\_\_\_.  
date  
However, some angry fans asked  
for their \_\_\_\_\_  
noun  
back, and started to \_\_\_\_\_.  
verb  
The police had to be  
called in to \_\_\_\_\_  
verb  
them. No one knows exactly what \_\_\_\_\_  
name  
's illness  
is, but there are rumors that it's \_\_\_\_\_.  
illness



## Student B

Work in pairs. Complete the news story with the words your partner suggests. Then read the finished story to your partner.

Example: A: Give me a name.

B: Ludwig van Beethoven.

### Dancing Elephant Isn't Dancing

\_\_\_\_\_  
name  
the dancing elephant wasn't on her popular TV show last night. More  
than \_\_\_\_\_  
number  
people called the TV station to \_\_\_\_\_.  
verb  
The elephant's owner  
said that she was \_\_\_\_\_  
adjective  
and they could see their favorite animal performer  
\_\_\_\_\_, \_\_\_\_\_,  
verb  
verb  
and \_\_\_\_\_  
verb  
again on \_\_\_\_\_.  
date  
However,  
\_\_\_\_\_  
number  
worried TV viewers sent \_\_\_\_\_  
noun  
as get well gifts for the elephant,  
and the TV station building is now filled with \_\_\_\_\_  
number  
gifts.

# WORKSHEET 20 Opinions

## Task 1

Read the story about the aliens' gifts. Which gift would you choose? Check (✓) your answer.

"Aliens landed on our planet today. They want to give us one of three amazing gifts. Which gift should we choose?  
The first gift is a **food recycling machine**. With this machine, you can eat the same thing over and over again, and it will taste just as good.  
The second gift is **smellivision**. This is a TV you can watch, listen to, and smell. If you see flowers on smellivision, you can also smell them.  
The last gift is a **plastic surgery set**. You can give yourself a beautiful new face or body in seconds. It doesn't hurt, and you can use it as often as you like."

**I would choose...**

- food recycling machine
- smellivision
- plastic surgery set

## Task 2

Work in groups with people who chose the same gift as you. Write four reasons why the gift you chose is best.

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

## Task 3

Move around the classroom. Ask your classmates which gift they chose and why. Find one person who chose each gift.

Example: A: Which gift did you choose?  
B: I chose smellivision.  
A: Why?  
B: Because I love cooking shows.

# WORKSHEET 21 Famous People

## Task 1

Complete the chart with information about one famous person you like and one famous person you dislike. Then compare your answers with your partner.

	Person I like	Person I dislike
1. What is the person's name?	_____	_____
2. Why is this person famous?	_____ _____	_____ _____
3. Why do you like or dislike this person?	_____ _____	_____ _____

## Task 2

Work in groups. Ask your group members Yes/No questions to guess what famous people they like or dislike. Complete the chart with their answers.

- Example:** B: Is this person a man?  
 A: Yes, he is.  
 C: Is he a musician?  
 A: Yes, he is.  
 D: Is he John Lennon?  
 A: Yes, that's right.  
 E: Do you like him?  
 A: Yeah, he's my favorite!

Name	Person he/she likes	Person he/she dislikes
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

# WORKSHEET 22 Food and Nutrition

## Task 1

Work in pairs. Read and listen to Mike talking about his unhealthy habits. Then complete the chart.



“Hi, my name’s Mike. Lately, I’ve been feeling so unhealthy. Maybe it’s my diet. I eat pancakes covered in ice cream for breakfast. I have giant cheeseburgers and french fries for lunch. I eat pizza with extra cheese for dinner. Another problem is I don’t exercise enough. I always take the elevator to my apartment on the second floor. I usually drive to work even though it’s just one block. I sit all day in my office. And when I come home I lie on the sofa and watch TV. Maybe I need to improve my diet. Or maybe I need to exercise. Or maybe both. I’m just not sure. What do you think?”

What unhealthy things does Mike eat?

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

What unhealthy things does Mike do?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Task 2

Work in groups. Complete the chart with things Mike can eat and do to improve his health. Then share your answers with another group.

What should Mike eat?

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

What should Mike do?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# WORKSHEET 23 Predicaments

## Task 1

Think of one predicament you were in. Complete the blanks with information about your predicament.

Time: \_\_\_\_\_

Place: \_\_\_\_\_

People: \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Important detail: \_\_\_\_\_

## Task 2

Work in pairs. Take turns describing your predicament. Write the information you hear in the blanks.

Time: \_\_\_\_\_

Place: \_\_\_\_\_

People: \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Important detail: \_\_\_\_\_

## Task 3

Work in groups. Tell your group about your partner's predicament. Use the information from Task 2.

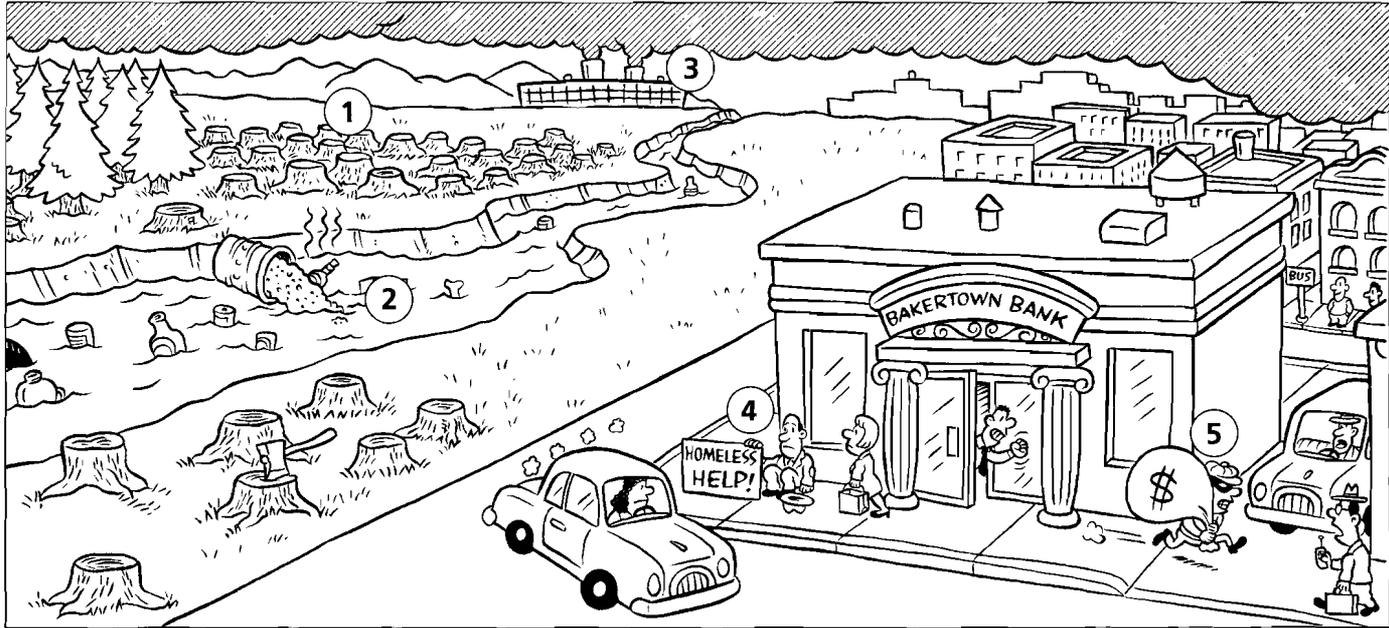
Example:

Last March, Paulo and his wife had their first wedding anniversary. He bought her a beautiful wide screen TV set for a gift, but his wife bought him the same thing. So the next day, he went back to the store and exchanged one of the TVs for a big silver stereo. His wife was very happy with the new gift.

# WORKSHEET 24 Global Issues

## Task 1

Work in pairs. Look at the picture of Bakertown. What five problems does the town have? Write your answers below. Then compare answers with another pair.



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

## Task 2

Stay in pairs. What advice would you give to the people of Bakertown about each problem? Write your ideas in the chart.

Issue	Advice
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

## Task 3

Share your advice with another pair.

# Vocabulary Lists

## Unit 1: Small Talk

---

air conditioning  
at home

challenging  
chips  
courses

design company  
Do you like living here?  
Don't we work in the same building?

Enjoy the party.  
enough

Good luck to you.  
greet

Have you been having fun here?  
Haven't we met somewhere?  
Hey, you're (name), right?  
hot and humid

I don't think we've met.  
I've got to run.  
introduce yourself

makes (someone) laugh  
Me, neither.  
moving ahead

Nice to see you again.

Remember me?

stuck

That looks really nice on you.  
That's too bad.

video

What kind of job would you like?

## Unit 2: Part-Time Jobs

---

a friendly voice  
a second language  
advertising agency  
at once

boring

camp counselor  
celebrities  
cinema  
commission  
convenience store clerk  
co-workers  
cut up

delivery person  
desserts  
doing dishes

entering data  
experience with (something)

factory  
fashion shows  
fast food cook  
flexible hours

have experience (doing something)  
home furnishings department

intern

know what you (teach, sell, etc.)

lifeguard  
listening skills

market research  
marketing company  
modeled (v.)

My only complaint is...

not exactly

office work  
ovens

part-time job  
popcorn  
private school

similar  
sporting goods  
sports instructor  
stressful

take (a dog) out for a walk

The bad part is...

the heat

the hours

the money

The only problem is...

ticket booth

tour guide

try (eat some of)

uniform

whistle

## Unit 3: Successful Businesses

---

10 percent cheaper

a good value  
atmosphere

bright lights

chefs  
convenient  
courses

displays

facilities  
fits (v.)

garage

jazz band

language school

machines (exercise equipment)  
mall

mechanics  
Miami Beach

organized

popularity

quality

repair shop  
rude

ervice  
ize  
peed  
taff  
tyles  
tylists  
he latest stuff  
vebsite  
**Unit 4: Gadgets and Machines**  
adjust  
blade  
button  
carrier  
case  
dead (battery)  
direct sunlight  
dryer  
dust  
dust bag  
fabric  
fan  
fingerprints  
flat screen TV  
floor  
gadget  
gas  
gas tank  
hang  
holds (something) down  
jammed up  
laptop computer  
lawn mower  
line  
lint filter  
microphone  
needle  
paper size  
power failure  
remote control  
rinse  
roll of film  
sticky  
warms (v.)

## Unit 5: Character Traits

appearance  
athletic  
bothering (someone)  
broke up  
can't stand  
caring  
cheerful  
cheerleader  
chubby  
coffee shops  
conservative  
criticize  
depressed  
drove (someone) to (a place)  
effective  
elementary school  
enjoying (oneself)  
enthusiastic  
exhausted  
get in (better) shape  
gets mad  
good with children  
hobbies  
homeless (person)  
honest  
informed  
intelligent  
issues  
landlady  
likes/dislikes  
looking for a job  
Lucky you!  
made jokes (about something)  
make (someone) angry  
muscles  
numbers  
out of shape  
patient  
personality  
persuasive  
praise  
rules

sensitive  
stock market  
strict  
sweet

## Unit 6: Cooking

add  
awful  
batter  
bi-bim-bap  
blend  
blender  
boil  
bowl  
broth  
burritos  
butter  
Caesar salad  
carrots  
carts  
chatting  
chop (up)  
cooking show  
crepes  
cup  
cushions  
daal bhat  
dim sum  
dressing  
egg rolls  
flip it over  
flour  
fork  
fried egg  
frozen  
fry  
frying pan  
garlic  
grabbed a quick lunch  
ground beef  
gumbo  
had trouble adjusting to (something)  
heat (something) up  
host  
hot oil  
hurt (someone's) feelings  
ingredients  
just a pinch (measurement)

kabob  
knock your socks off  
lasagna al forno  
lettuce  
liquid  
make (something) sweet  
measure  
milk shake  
mix  
Nepal  
onions  
paella  
pan  
peaches  
peppers  
pour  
ravioli  
raw  
recipes  
refuse  
roll  
romaine lettuce  
rude  
sauce  
seaweed  
shredded (Parmesan) cheese  
slurping  
smooth  
soy sauce  
spices  
sprinkle  
squares  
stirs  
sukiyaki  
supposed to  
thinly sliced  
tortillas  
vanilla  
wave

## **Unit 7: Housing**

---

ancient  
annoying  
building  
coat of paint  
commuting  
condition  
convenient

dream house  
falling apart  
first floor  
forever  
garage  
garden  
good-sized  
high floor  
high-rise building  
hot tub  
landlady  
maintenance  
makes sense  
sauna  
single  
space  
stained  
studio apartment  
suburbs  
take care of (something)  
the country  
there's no point in (doing something)  
work from home  
yard

## **Unit 8: Apartment Problems**

---

ads  
all hours of the night  
answering the door  
appliances  
banging  
broken  
carpet  
complaining  
door-to-door salespeople  
drip  
driving (someone) crazy  
falling off  
faucet  
garden  
get someone to (do something)  
hallways  
hammering  
have a look (fix)  
horrible

junk mail  
keep (something) cold  
landlord  
leaks (v.)  
lobby  
mailboxes  
makes a mess  
needs fixing  
painting  
picked up  
plumber  
put a sign (in the lobby)  
reception  
ringing (someone's) doorbell  
roof  
sanitation department  
snores  
stained  
switch  
tenant  
That's a good idea.  
thin  
toilet  
TV reception  
underneath  
wall  
What seems to be the problem?  
work (function)  
worn out  
worn thin  
worth getting upset about

## **Unit 9: Friendship**

---

appearance  
art exhibit  
autograph  
book signing  
car show  
career goals  
craft fair  
crowds  
diet  
director  
education  
environmentalist  
exhibition

family background  
famous  
farm show  
festival  
food fair  
get (someone) to smile  
got into a fight  
home team  
intelligence  
Just my type!  
kids  
makes (someone) laugh  
marathon  
movie premiere  
(have) no future  
opening night  
playing (music)  
pollution  
producer  
qualities  
sense of humor  
sensitivity  
social skills  
somewhat important  
spilling  
stockbroker  
surfing  
talk (lecture)  
That's fine with me.  
violin

## Unit 10: Television

---

20th century  
action movie  
amazing  
architects  
architecture  
cancer  
cruise  
documentaries  
earthquake  
episodes

facts  
fascinating  
figure out  
final round  
floods  
frustrating  
game shows  
grand prize  
hilarious  
honestly  
information technology  
magicians  
miserable  
miss  
over 40 (years old)  
panel of experts  
photography  
players  
prize  
rapper  
rather  
reality shows  
recipes  
sitcoms  
soap operas  
spectators  
stay tuned  
talk shows  
This is the show for you.  
treatments  
tricks  
trivia  
worth watching

Yeah, let's do it.

## Unit 11: Cities

---

a friend from college  
architecture  
beaches  
centuries  
clubs  
colony  
Corfu  
Crete  
crime  
culture  
fascinating

food poisoning  
get by  
get married  
Greek  
Honolulu  
How is Dave's French?  
mixture  
Montreal  
movie studios  
musicians  
nightlife  
On the down side...  
pollution  
prices  
proud of (oneself)  
province  
purse  
Quebec City  
ran out of money  
relieved  
right through the middle  
safety  
shopping  
sightseeing  
snorkeling  
St. Lawrence River  
stole  
street signs  
sunburn  
suntan  
theater  
traffic

## Unit 12: Urban Life

---

air quality  
baseball fields  
bring more businesses (to a place)  
businesses  
cleanliness  
closed down  
clubs  
crime  
deserted  
disco  
eat out  
factories

fence  
green space  
hardly any  
have trouble (doing something)  
industry  
inexperienced  
mall  
narrow  
nightlife  
open (start a business)  
outdoor market  
planted (v.)  
public transportation  
redevelop  
site  
sound barrier  
the economy  
tore (something) down  
train (v.)

### **Unit 13: Special Days**

---

a big fan (of something)  
a special time  
admission  
April Fool's Day  
at home  
bother  
buy (oneself) a present  
celebrate  
charity  
costumes  
co-worker  
decorate  
dress up (put on costumes)  
exchanges  
got together  
honor  
horrible  
invite (someone) over  
look forward to (something)  
midnight  
moved around (something)

play jokes  
play tricks  
played a trick (on someone)  
romantic  
Santa Claus  
stay upstairs  
strangers  
stuff  
take (someone) out  
takes over (the kitchen)  
terrible  
the homeless  
valentine  
waste of time

### **Unit 14: Fashion**

---

60s/70s/80s  
big hair  
blouses  
broke up  
buttons up (v.)  
came down to (knees, ankles)  
capes  
casual  
China  
collars  
covers my knees  
denim  
dyed  
elegant  
England  
formal  
French  
genuine  
imported  
informal  
Italian  
Korean  
leather  
long (dress, skirt)  
look (n.)  
look good on  
lost her job  
miniskirts  
neater

peace signs  
plain  
ponytail  
preppy (adj.)  
promotion  
punk  
Roaring Twenties  
salary  
short (dress, skirt)  
silk  
slicked back  
starting (college)  
straight (dress)  
stripes  
tan  
too short  
trousers  
typical  
unbuttoned  
walked around  
wedding  
wild  
wool  
work (n.)

### **Unit 15: Preferences**

---

American English  
background  
British English  
can't stand (doing something)  
carry  
Central America  
convenient  
corny  
country music  
country-western  
Do you?  
downtown  
favorite  
free time activity  
front desk  
Garth Brooks  
group tours  
guide

hassle  
Hey, that's great.  
hot and spicy  
housekeeping  
kind of  
makes a lot more sense  
making a lot of money  
Me, too.  
Mexican food  
office  
office work  
Oh, yeah?  
outdoors  
parking  
pick up  
position (job)  
reggae  
sights  
South America  
suburbs  
swimming pool  
the outdoor type  
traveling by himself  
trendy  
under a tree  
useful  
work on (repair)  
Would you rather...?  
wreck (damaged car)

## Unit 16: Phone Messages

---

accident  
angry  
any longer  
apologetic  
apology  
appointment  
at a meeting  
at home  
at the bank  
at the mall  
be in  
carpet store  
confirm  
congratulations  
damage  
destroyed  
don't bother (doing something)

estimate  
excited  
flight  
from (a company)  
garage  
garden  
haircut  
in class  
join (someone)  
late  
make it (attend)  
offer  
on vacation  
ordered  
pass along (a message)  
pleased  
promotion  
remind  
reminder  
repairs  
request  
scared  
shampoo  
stain  
stepped out  
suggestion  
tied up  
travel agent  
unfortunately  
What do you think?  
worried

## Unit 17: Past Events

---

alarm button  
all of a sudden  
bad experience  
broke out  
bumped around  
damaged  
disappointed  
elevator  
embarrassed  
emergency landing  
escaped  
exactly

finally  
fire alarm  
first prize  
float (v.)  
frightened  
go sailing  
got stuck  
housekeeping  
I couldn't believe my eyes!  
I felt so stupid.  
in the end  
injured  
locked out of (somewhere)  
locked yourself out  
luckily  
meanwhile  
mechanical difficulties  
message in a bottle  
nervous  
pajamas  
pulled her out  
raffle tickets  
realized  
rock star  
sign (v.)  
skid  
slowed down  
smoke (n.)  
snowstorm  
stopped  
stuck  
suddenly  
taxi company  
tie  
traffic accident  
turned around  
valuable  
voice  
wash up on the beach (v.)  
went back to sleep  
went faster  
went off the side of the road  
won (a prize)

## Unit 18: Vacations

---

alone  
art galleries  
backpackers  
bus tour  
colonial towns  
Disney World  
do my own thing  
dream vacation  
dying to (do something)  
end up in (a place)  
fascinating  
free  
get up to (a place)  
go for (choose)  
group tours  
Hawaii  
insects  
jungle  
keen on (something)  
motor coaches  
not too fond of (something)  
off to (a place)  
on my own  
plays (n.)  
practice (doing something)  
prefer  
safari  
ski resort  
spend time  
start off in (a place)  
straight on to (a place)  
surf (n.)  
travelers  
white-water rafting trip

## Unit 19: The News

---

award  
broke down  
business plan

checked  
closed down  
Coast Guard  
collision  
combine (v.)  
crime  
customs official  
destroyed  
disappointing  
entertainment  
escape  
exhibition  
exports  
fans  
finals  
fire  
flames  
fleeing  
flood  
food poisoning  
forest fire  
gallery  
giant panda  
given birth  
guest room  
heavy losses  
investigating  
merger  
missing  
politics  
protest  
rescued  
safely  
sale  
sandbags  
sank  
sculptures  
searching  
snakes  
sore throat  
stock market  
stolen  
stranded  
support  
taxes  
the size of (something)  
theft  
twin

vehicle  
works (of art)

## Unit 20: Opinions

---

Absolutely.  
action movies  
air travel  
allowed  
an interest in (something)  
anywhere to play  
bad for your health  
banned  
brings in money  
bungee jumping  
can't wait  
company  
create understanding  
develop  
easy to learn  
encourage  
garden  
household pets  
I know.  
I totally agree.  
I understand how you feel, but...  
I'm not sure I agree.  
interrupt  
jump off (a bridge)  
lotteries  
medical research  
out there (in space)  
pets  
pride in (something)  
promote understanding  
raise money  
religions  
rope  
smoking  
space exploration  
Sure.  
the Olympic Games  
tourism  
try (something) on  
TV commercials

universe  
violent  
waste of money  
way too many  
Well, I don't know.  
worth it  
written for teenagers  
You're right about that.

## Unit 21: Famous People

---

Academy Award  
achievements  
advertisements  
African American  
African National Congress  
assistant  
athlete  
award  
beauty pageants  
become independent  
born  
California  
car crash  
car race  
changed (one's) name  
chief  
childhood  
deputy president  
elected  
famous people  
horror stories  
Indiana  
inspired  
invented  
joining  
land  
law  
made (someone) famous  
modeling  
New York  
newcomer  
non-violent  
occupation  
organization

peaceful  
physics  
piece of music  
political leader  
political life  
prison

reggae  
released  
retired

school plays  
scientist  
sentenced to life  
stage acting  
starring role  
State President

the Mona Lisa

violent

won

## Unit 22: Food and Nutrition

---

ancient Egyptians

bacteria  
beans  
bubbles

carbon dioxide  
carrots

cereal  
cholesterol  
cholesterol level

contains  
cow's milk

cultivated  
cultures  
curd  
cut down on

dairy products  
drained

fat  
feeling tired and weak  
fermentation  
fewer

given (something) up  
goat's milk

hard cheese/soft cheese  
high blood pressure  
high cholesterol

kept warm

less

matured  
more

noodles

oils

pancakes  
pasteurized  
pay attention  
pineapples  
poultry  
process  
put on weight  
pyramid

reacted  
red meat  
release  
ripens

scientific process  
skin bags  
skin problem  
solid substance  
steak  
stop (doing something)  
sweet tooth  
sweets

There's nothing I like more than...  
tuna

valuable  
vitamins

## Unit 23: Predicaments

---

a loan

a mess

accidentally  
acting weird

amused  
annoyed

anonymous  
apologized

autograph  
aware  
awkward

barks

borrowed

breath

broke

brother-in-law

came up to (someone)  
charged  
cheated  
cheats  
cleaning up  
co-worker  
  
depressed  
dropped  
  
forgotten  
  
got stuck in traffic  
graduation party  
guy  
  
house guest  
  
invite (someone) out  
  
lend  
looking over (someone's) shoulder  
manager  
  
pay (money) back  
  
predicament  
psychologist  
  
repay  
run over  
  
send (someone) a note  
signed (someone's) name  
snores  
solution  
  
trust (someone)  
  
unfortunately

## Unit 24: Global Issues

---

a growing problem  
AIDS  
air pollution  
another story (a bigger problem)  
attracted  
available  
  
believe  
better-educated (adj.)  
bombs  
  
chemicals  
crime  
  
destruction of the rain forests  
difficult to find  
dumping

effect  
expect  
explosions  
  
farmers  
fighting  
find work  
focus on (doing something)  
freeways  
  
garbage  
glamorous  
global warming  
  
health care  
high-rise buildings  
housing  
huge  
  
image  
in reality  
industries  
issue  
  
landfills  
low (salary)  
  
make a living  
mayor  
megacities  
move (to a new city)  
  
no longer  
  
overpopulation  
  
personally  
places to live  
polluted  
poverty  
public transportation  
  
recycling  
  
salaries  
serious problem  
spend more on (something)  
sports magazines  
started (doing something)  
stories  
  
terrorism  
That's why...  
the country  
the only solution  
  
unemployment  
upward

war  
waste  
water pollution  
What we really have to do is...

**EXPANDING**

# TACTICS FOR LISTENING

**Second Edition**

*Expanding Tactics for Listening* is the third book of a comprehensive three-level listening skills course for adult and young adult learners of American English. It is intended for intermediate students who have studied English previously but who need further practice in understanding everyday conversational language.

*Expanding Tactics for Listening* can be used as the main text for a listening course, as a complement to a speaking course, or as the basis for a language laboratory course.

## KEY FEATURES OF TACTICS FOR LISTENING

- High-interest topics that engage and motivate students
- Fun, natural-sounding recordings that reflect everyday situations
- Easy-to-use, task-based activities
- Practice in both top-down and bottom-up listening skills
- Optional conversation activities in each unit

## KEY FEATURES OF THE NEW EDITION

- ✓ New follow-up listening activities for more in-depth practice
- ✓ Expanded "Over to You" sections for extra speaking practice
- ✓ A Student CD for extra practice outside the classroom
- ✓ Photocopiable speaking activities for each unit
- ✓ Midterm, final, and unit tests with CDs

## COMPONENTS

*Expanding Tactics for Listening* Student Book with CD  
*Expanding Tactics for Listening* Teacher's Book with CD  
*Expanding Tactics for Listening* Class Cassettes (3)  
*Expanding Tactics for Listening* Class CDs (3)  
*Expanding Tactics for Listening* Test Booklet with CD

## OTHER LEVELS IN THE SERIES

*Basic Tactics for Listening* Second Edition  
*Developing Tactics for Listening* Second Edition

To order Oxford University Press publications, please see our latest catalog or contact your local Oxford office or sales representative.

**OXFORD**  
UNIVERSITY PRESS

[www.oup.com](http://www.oup.com)

ISBN 0-19-438461-6



9 780194 384612