

# Unit 1 The Weekend

page 2

## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 1, Track 2

### Vocabulary

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

### Skill: Listening for details

### Answers

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

page 3

## Listening 2

CD 1, Track 3

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

### Optional Activity

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

page 4

## Listening 3

CD 1, Track 4

### Vocabulary

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

## Task 1

### Skill: Listening for key words

### Answers

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

### Skill: Listening for details

### Answers

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

### Optional Activity

Write the following questions on the board:

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

3. How did they get to the park?

4. What kind of party did he go to?

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

### Answers

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

page 5

## Pronunciation

CD 1, Track 5

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

## Dictation

CD 1, Track 6

## Task 1

### Answers

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

## Conversation

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

# Unit 2: City Transportation

page 6

## Getting Ready

### Vocabulary

be in a hurry  
not very often  
taxi

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 7

### Vocabulary

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

### Skill: Listening for locations

#### Answers

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

### Optional Activity

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

page 7

## Listening 2

CD 1, Track 8

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for numbers

#### Answers

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

### Optional Activity

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

page 8

## Listening 3

CD 1, Track 9

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 9

## Pronunciation

CD, Track 10

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

## Dictation

CD 1, Track 11

## Task 1

#### Answers

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

## Conversation

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

# Unit 3 Neighbors

page 10

## Getting Ready

### Vocabulary

borrow (something)  
gossip  
neighbor  
neighborhood  
return (something)  
say "Hello"

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 12

### Vocabulary

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

### Skill: Listening for details

#### Answers

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

page 11

## Listening 2

CD 1, Track 13

### Vocabulary

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

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

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

page 12

## Listening 3

CD 1, Track 14

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 13

## Pronunciation

CD 1, Track 15

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

## Dictation

CD 1, Track 16

#### Answers

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

## Conversation

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

# Unit 4 Celebrations

page 14

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 1, Track 17

### Vocabulary

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

### Skill: Listening for main idea

#### Answers

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

page 15

## Listening 2

CD 1, Track 18

### Vocabulary

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

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Have the students listen to the recording again, this time to write a question of their own about each conversation. Do the first one with the students as an example. Write the following possible questions on the board: *Who made the cake? Does the guest like it? What kind of cake is it?*

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

page 16

## Listening 3

CD 1, Track 19

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

## Optional Activity

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

page 17

## Pronunciation

CD 1, Track 20

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

## Dictation

CD 1, Track 21

## Task 1

#### Answers

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

## Conversation

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

# Unit 5 Restaurants

page 18

## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 1, Track 22

### Vocabulary

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

### Skill: Listening for locations

### Answers

1. b	2. b
3. a	4. b
5. a	6. a
7. b	8. a

page 19

## Listening 2

CD 1, Track 23

### Vocabulary

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

## Task 1

### Skill: Listening for details

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

## Optional Activity

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

page 20

## Listening 3

CD 1, Track 24

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

### Answers

- Good: the menu, the prices  
Not good: the location, the interior, the service
- Good: the location, the interior, the menu, the food  
Not good: the prices

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

## Task 2

### Skill: Listening for opinions

### Answers

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

page 21

## Pronunciation

CD 1, Track 25

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

## Dictation

CD 1, Track 26

## Task 1

### Answers

- want to do
- want to go
- Italian place
- want to have

## Conversation

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

# Unit 6 Gifts

page 22

## Getting Ready

### Vocabulary

birthdays	Mother's day
graduation	weddings

#### Answers

Answers will vary.

## Listening 1

CD 1, Track 27

### Vocabulary

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

### Skill: Listening for topic

#### Answers

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

page 23

## Listening 2

CD 1, Track 28

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

- the style: good, the color: good, the size: okay
- the style: okay, the color: good, the size: not good

- the style: good, the color: not good, the size: okay
- the style: not good, the color: okay, the size: good

## Task 2

### Skill: Listening for details

#### Answers

- yes
- no
- no
- yes

### Optional Activity

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

page 24

## Listening 3

CD 1, Track 29

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

- c
- b
- a
- c

## Task 2

### Skill: Listening for details

#### Answers

- b
- a
- d
- c

page 25

## Pronunciation

CD 1, Track 30

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

#### Answers

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

## Dictation

CD 1, Track 31

## Task 1

#### Answers

- Heather
- Allison
- Michael
- Jonathan
- Lisa
- Kevin

## Conversation

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

page 26

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 1, Track 32

### Vocabulary

bumpy	fill out
collect	Put your seat forward.
fasten	

### Skill: Listening for gist

#### Answers

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

page 27

## Listening 2

CD 1, Track 33

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

1. later	2. now
3. now	4. now

page 28

## Listening 3

CD 1, Track 34

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

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

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

page 29

## Pronunciation

CD 1, Track 35

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

## Dictation

CD 1, Track 36

## Task 1

#### Answers

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

## Conversation

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

# Unit 8 Mishaps

page 30

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 1, Track 37

### Vocabulary

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

### Skill: Listening for gist

#### Answers

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

### Optional Activity

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

page 31

## Listening 2

CD 1, Track 38

### Vocabulary

deserted	ruined
look (something) up	solution

make sense	tray
offend	tricky
offer	unfortunately

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 32

## Listening 3

CD 1, Track 39

### Vocabulary

catch the bus	emergency number
checkout counter	horrified
dry out	soaked

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 33

## Pronunciation

CD 1, Track 40

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

## Dictation

CD 1, Track 41

## Task 1

#### Answers

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

## Conversation

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



page 34

## Getting Ready

### Vocabulary

colleagues	security
commuting	vacations
salary	working hours

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 2

### Vocabulary

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

### Skill: Listening for gist

#### Answers

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

### Optional Activity

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

page 35

## Listening 2

CD 2, Track 3

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 36

## Listening 3

CD 2, Track 4

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for opinions

#### Answers

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

### Optional Activity

Write the following questions on the board:

- How long has he been working at the company?

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

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

#### Answers

- Nearly 15 years
- 3 people
- 10 years ago
- All her expenses are paid.

page 37

## Pronunciation

CD 2, Track 5

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

## Dictation

CD 2, Track 6

## Task 1

#### Answers

- you do
- fly overseas
- How about you
- the weekends

## Conversation

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

# Unit 10 Keeping Fit

page 38

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 2, Track 7

### Vocabulary

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

### Skill: Listening for topics

#### Answers

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

### Optional Activity

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

page 39

## Listening 2

CD 2, Track 8

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for reasons

#### Answers

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

page 40

## Listening 3

CD 2, Track 9

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

1. a: doesn't do b: doesn't do c: doesn't do	2. a: does b: doesn't do c: doesn't do
3. a: does b: does c: doesn't do	4. a: does b: does c: does

## Task 2

### Skill: Listening for details

#### Answers

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

## Optional Activity

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

page 41

## Pronunciation

CD 2, Track 10

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

## Dictation

CD 2, Track 11

## Task 1

#### Answers

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

## Conversation

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

# Unit 11 Invitations

page 42

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 2, Track 12

### Vocabulary

come over	playing
instead	rent
my place	

#### Answers

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

page 43

## Listening 2

CD 2, Track 13

### Vocabulary

actually	be out
be free	stay home

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

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

page 44

## Listening 3

CD 2, Track 14

### Vocabulary

afterward	bunch (of flowers)
bowling	soprano

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

Write these questions on the board:

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

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

#### Answers

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

page 45

## Pronunciation

CD 2, Track 15

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

## Dictation

CD 2, Track 16

## Task 1

#### Answers

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

## Conversation

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

# Unit 12 Campus Life

page 46

## Getting Ready

### Vocabulary

cafeteria  
campus bookstore  
classroom  
gym  
professor's office

#### Answers

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

## Listening 1

CD 2, Track 17

### Vocabulary

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

### Skill: Listening for gist

#### Answers

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

page 47

## Listening 2

CD 2, Track 18

### Vocabulary

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

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 48

## Listening 3

CD 2, Track 19

### Vocabulary

attractive      modern  
boring      schedule  
campus      sleeping in  
competitive      overcrowded  
lectures      unfriendly

## Task 1

### Skill: Listening for opinions

#### Answers

1. campus: positive  
teachers: negative  
schedule: negative  
students: positive  
2. campus: negative  
gym: positive  
teachers: positive  
schedule: positive  
3. classes: negative  
students: negative  
clubs: positive  
campus: positive  
4. teachers: positive  
campus: negative  
schedule: negative  
students: positive

## Task 2

### Skill: Listening for details

#### Answers

1. c      2. a  
3. d      4. b

page 49

## Pronunciation

CD 2, Track 20

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

## Dictation

CD 2, Track 21

## Task 1

#### Answers

1. don't like other  
2. campus  
3. teachers  
4. students  
5. food  
6. clubs  
7. pool  
8. don't really like

## Conversation

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

# Unit 13 Hobbies and Pastimes

page 50

## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 2, Track 22

### Vocabulary

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

### Skill: Listening for gist

### Answers

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

### Optional Activity

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

page 51

## Listening 2

CD 2, Track 23

### Vocabulary

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

## Task 1

### Skill: Listening for details

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

page 52

## Listening 3

CD 2, Track 24

### Vocabulary

adventure
keep active
nature
outdoors

## Task 1

### Skill: Listening for likes and dislikes

### Answers

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

## Task 2

### Skill: Listening for likes

### Answers

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

## Optional Activity

Write the following on the board:

*Why are hobbies and pastimes a good idea?*

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

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

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

page 53

## Pronunciation

CD 2, Track 25

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

## Dictation

CD 2, Track 26

## Task 1

### Answers

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

## Conversation

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

# Unit 14 Shopping Problems

page 54

## Getting Ready

### Vocabulary

changed color      poorly made  
damaged            wrong size  
missing

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 27

### Vocabulary

broken            missing  
buttons          stain  
camcorder      sweatshirt  
case

### Skill: Listening for key words

#### Answers

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

### Optional Activity

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

#### Answers

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

page 55

## Listening 2

CD 2, Track 28

### Vocabulary

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

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

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

page 56

## Listening 3

CD 2, Track 29

### Vocabulary

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

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 57

## Pronunciation

CD 2, Track 30

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

## Dictation

CD 2, Track 31

## Task 1

#### Answers

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

## Conversation

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

# Unit 15 Hotel Services

page 58

## Getting Ready

### Vocabulary

conierge	housekeeping
dry cleaned	laundry
front desk	room service

#### Answers

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

## Listening 1

CD 2, Track 32

### Vocabulary

bags
blanket
package
pressed
send (something) up
towel

### Skill: Listening for key words

#### Answers

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

### Optional Activity

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

#### Answers

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

page 59

## Listening 2

CD 2, Track 33

### Vocabulary

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

### Task 1

#### Skill: Listening for details

#### Answers

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

### Task 2

#### Skill: Listening for information

#### Answers

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

page 60

## Listening 3

CD 2, Track 34

### Vocabulary

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

### Task 1

#### Skill: Listening for opinions

#### Answers

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

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

### Task 2

#### Skill: Listening for details

#### Answers

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

page 61

## Pronunciation

CD 2, Track 35

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

## Dictation

CD 2, Track 36

### Task 1

#### Answers

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

## Conversation

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

# Unit 16 Movies

page 62

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 2, Track 37

### Vocabulary

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

### Skill: Listening for key words

#### Answers

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

page 63

## Listening 2

CD 2, Track 38

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for times

#### Answers

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

page 64

## Listening 3

CD 2, Track 39

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

#### Answers

1. liked: the music  
didn't like: the story, the acting, the ending
2. liked: the story, the acting  
didn't like: the ending, the music
3. liked: all  
didn't like: none
4. liked: the story, the acting, the ending  
didn't like: the music

## Task 2

### Skill: Listening for recommendations

#### Answers

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

## Optional Activity

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

page 65

## Pronunciation

CD 2, Track 40

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

## Dictation

CD 2, Track 41

## Task 1

#### Answers

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

## Conversation

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



# Unit 17 Fears

page 66

## Getting Ready

### Vocabulary

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

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 2

### Vocabulary

brake	frightened
button	garden
coat	hose
downstairs	traffic

### Skill: Listening for gist

#### Answers

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

### Optional Activity

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

page 67

## Listening 2

CD 3, Track 3

### Vocabulary

be terrified of (something)	creepy
biology	drown
confidence	engineer

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 68

## Listening 3

CD 3, Track 4

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for problems

#### Answers

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

## Optional Activity

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

page 69

## Pronunciation

CD 3, Track 5

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

## Dictation

CD 3, Track 6

## Task 1

#### Answers

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

## Conversation

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

# Unit 18 Phone Messages

page 70

## Getting Ready

### Vocabulary

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

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 7

### Vocabulary

reservations

### Skill: Listening for information

#### Answers

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

page 71

## Listening 2

CD 3, Track 8

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

- Andre should return the call.
- Andre should return the call.
- The caller will telephone Andre.
- Andre should return the call.
- The caller will telephone Andre.
- Andre should return the call.

page 72

## Listening 3

CD 3, Track 9

### Vocabulary

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

## Task 1

### Skill: Listening for details

#### Answers

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

## Task 2

### Skill: Listening for numbers

#### Answers

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

## Optional Activity

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

#### Answers

- |             |             |
|-------------|-------------|
| 1. Today    | 2. Tomorrow |
| 3. Thursday | 4. Monday   |

page 73

## Pronunciation

CD 3, Track 10

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

#### Answers

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

## Dictation

CD 3, Track 11

## Task 1

#### Answers

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

## Conversation

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

# Unit 19 Touring a City

page 74

## Getting Ready

### Vocabulary

bus tour	souvenirs
cultural event	temple
local	tour
museums	zoo

### Answers

Answers will vary.

## Listening 1

CD 3, Track 12

### Vocabulary

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

### Skill: Listening for locations

### Answers

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

page 75

## Listening 2

CD 3, Track 13

### Vocabulary

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

## Task 1

### Skill: Listening for details

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

page 76

## Listening 3

CD 3, Track 14

### Vocabulary

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

## Task 1

### Skill: Listening for opinions

### Answers

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

## Task 2

### Skill: Listening for recommendations

### Answers

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

### Optional Activity

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

### Answers

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

page 77

## Pronunciation

CD 3, Track 15

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

## Dictation

CD 3, Track 16

## Task 1

### Answers

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

## Conversation

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

# Unit 20 Airports

page 78

## Getting Ready

### Vocabulary

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

#### Answers

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

## Listening 1

CD 3, Track 17

### Vocabulary

bags	check-in counters
change a baby	level

### Skill: Listening for locations

#### Answers

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

### Optional Activity

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

#### Answers

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

page 79

## Listening 2

CD 3, Track 18

### Vocabulary

ATM machines	gifts
announce	monitor
duty-free shop	

### Task 1

#### Skill: Listening for details

##### Answers

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

### Task 2

#### Skill: Listening for details

##### Answers

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

page 80

## Listening 3

CD 3, Track 19

### Vocabulary

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

### Task 1

#### Skill: Listening for opinions

##### Answers

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

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

### Task 2

#### Skill: Listening for details

##### Answers

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

page 81

## Pronunciation

CD 3, Track 20

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

## Dictation

CD 3, Track 21

### Task 1

#### Answers

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

## Conversation

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

# Unit 21 Hotels

page 82

## Getting Ready

### Vocabulary

confirmation      identification  
deposit            registration

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 22

### Vocabulary

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

### Skill: Listening for details

#### Answers

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

page 83

## Listening 2

CD 3, Track 23

### Vocabulary

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

### Task 1

#### Skill: Listening for details

#### Answers

1. single, standard room with a city view
2. double, deluxe room with a garden view

3. single, standard room with a city view
4. double, standard room with a garden view

### Task 2

#### Skill: Listening for sequence

#### Answers

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

page 84

## Listening 3

CD 3, Track 24

### Vocabulary

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

### Task 1

#### Skill: Listening for opinions

#### Answers

1. good: the size, the bathroom, the facilities  
not good: the view
2. good: the bathroom  
not good: the size, the view, the facilities
3. good: the size, the view  
not good: the bathroom, the facilities
4. good: the view, the facilities  
not good: the size, the bathroom

### Task 2

#### Skill: Listening for complaints

#### Answers

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

### Optional Activity

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

#### Answers

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

page 85

## Pronunciation

CD 3, Track 25

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

## Dictation

CD 3, Track 26

### Task 1

#### Answers

1. Two nights
2. say Smith
3. Did you say

## Conversation

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

# Unit 22 Traffic

page 86

## Getting Ready

### Vocabulary

collision	road repair
congestion	smoothly
freeway	traffic

#### Answers

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

## Listening 1

CD 3, Track 27

### Vocabulary

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

### Skill: Listening for key words

#### Answers

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

page 87

## Listening 2

CD 3, Track 28

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 88

## Listening 3

CD 3, Track 29

### Vocabulary

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

## Task 1

### Skill: Listening for solutions

#### Answers

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

## Task 2

### Skill: Listening for problems

#### Answers

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

## Optional Activity

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

page 89

## Pronunciation

CD 3, Track 30

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

## Dictation

CD 3, Track 31

## Task 1

#### Answers

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

## Conversation

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

# Unit 23 Roommates

page 90

## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 3, Track 32

### Vocabulary

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

### Skill: Listening for key words

### Answers

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

page 91

## Listening 2

CD 3, Track 33

### Vocabulary

arguments	last semester
come by	mess
in case	noisy

## Task 1

### Skill: Listening for preferences

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

page 92

## Listening 3

CD 3, Track 34

### Vocabulary

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

## Task 1

### Skill: Listening for details

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

## Optional Activity

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

### Answers

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

page 93

## Pronunciation

CD 3, Track 35

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

### Answers

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

## Dictation

CD 3, Track 36

## Task 1

### Answers

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

## Conversation

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

# Unit 24 Travel

page 94

## Getting Ready

### Vocabulary

get sick	passport
lose	steal
miss a flight	wallet

#### Answers

Answers will vary.

## Listening 1

CD 3, Track 37

### Vocabulary

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

### Skill: Listening for sequence

#### Answers

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

### Optional Activity

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

page 95

## Listening 2

CD 3, Track 38

### Vocabulary

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

## Task 1

### Skill: Listening for key words

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

page 96

## Listening 3

CD 3, Track 39

### Vocabulary

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

## Task 1

### Skill: Listening for key words and ideas

#### Answers

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

## Task 2

### Skill: Listening to details

#### Answers

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

page 97

## Pronunciation

CD 3, Track 40

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

## Dictation

CD 3, Track 41

## Task 1

#### Answers

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

## Conversation

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



# Tactics for Testing Notes and Answer Key

## Tactics for Testing Units 1–4

### Answers

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

## Testing Focus Activity

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

page 98

## Part 1

CD 4, Track 2

### Procedures

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

page 99

## Part 2

CD 4, Track 3

### Procedures

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

## Part 3

CD 4, Track 4

### Procedures

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

## Tactics for Testing Units 5–8

### Answers

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

## Testing Focus Activity

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

page 100

## Part 1

CD 4, Track 5

### Procedures

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

## Part 2

CD 4, Track 6

### Procedures

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

## Part 3

CD 4, Track 7

### Procedures

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

## Tactics for Testing Units 9–12

### Answers

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

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

## Testing Focus Activity

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

page 102

## Part 1

CD 4, Track 8

### Procedures

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

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

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

page 103

## Part 2

CD 4, Track 9

### Procedures

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

## Tactics for Testing Units 13–16

### Answers

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

## Testing Focus Activity

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

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

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

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

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

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

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

page 104

## Part 1

CD 4, Track 10

### Procedures

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

page 105

## Part 2

CD 4, Track 11

### Procedures

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

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

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

## Part 3

CD 4, Track 12

### Procedures

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

## Tactics for Testing Units 17–20

### Answers

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

### Testing Focus Activity

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

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

page 106

## Part 1

CD 4, Track 13

### Procedures

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

page 107

## Part 2

CD 4, Track 14

### Procedures

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

## Part 3

CD 4, Track 15

### Procedures

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

## Tactics for Testing Units 21–24

### Answers

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

## Testing Focus Activity

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

what information is important and what information isn't important. Explain that by previewing the questions before the start of the recording, students can focus their attention on listening for the specific information they will need to answer the questions.

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

page 108

## Part 1

CD 4, Track 16

### Procedures

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

page 109

## Part 2

CD 4, Track 17

### Procedures

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