

TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

Conversation Corner Meeting new people

Pronunciation

Linking vowel sounds

CD 15 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Dictation

CD 16 ▶ Task 1

Listen to the conversation. Write the missing words.

Pronunciation Help

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

More listening

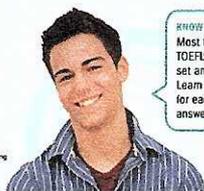
40% more listening activities than before!

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

CD 4-13 Part 3

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

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



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

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More testing

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

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



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TACTICS For
LISTENING

THIRD EDITION

Students > Tactics For Listening

Audio Download Center

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

Choose your level >

More listening. More testing. More effective.



Basic

Developing

Expanding

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More effective

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



Scope and Sequence

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

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



Scope and Sequence

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

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

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

Series Overview

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

Basic Tactics for Listening

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

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

Student Book

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

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

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

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

Audio Program

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

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



Teacher's Book

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

Testing Program and Resource CD-ROM

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

Introductions and Names

Getting Ready

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



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

CD 1-2 Listening 1

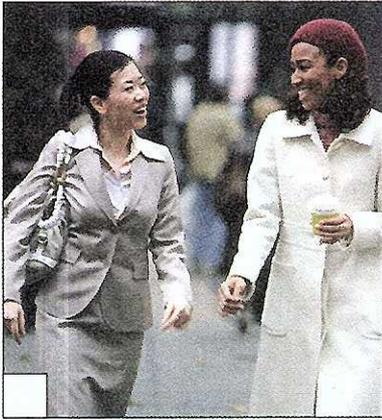
Listen. Circle the correct answer.

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

Listening 2

CD 1-3 ▶ Task 1

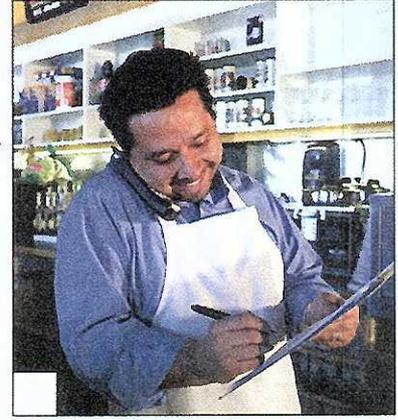
People are greeting each other and asking for information. Listen and number the pictures.



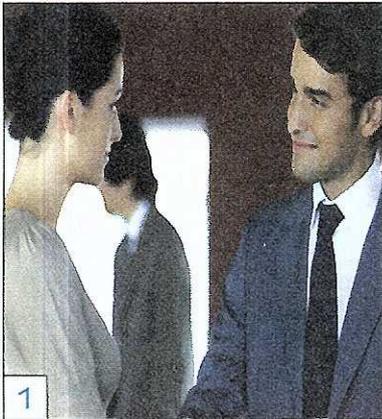
A.



B.



C.



D.



E.



F.

CD 1-3 ▶ Task 2

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

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

Listening 3

CD 1-4 ▶ Task 1

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



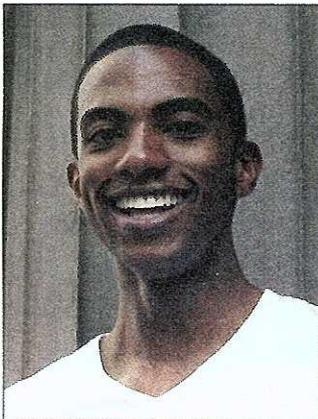
1. Elise



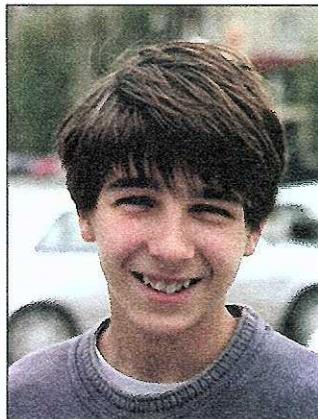
2. _____



3. _____



4. _____



5. _____



6. _____

CD 1-4 ▶ Task 2

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

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

Pronunciation

Linking vowel sounds

CD 1-5 ▶ Task 1

Listen and repeat.

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

▶ Task 2

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

Pronunciation Help

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

Dictation

CD 1-6 ▶ Task 1

Listen to the conversation. Write the missing words.

A: Fun party, isn't it?

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

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

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

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

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

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

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

▶ Task 2

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

Conversation

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

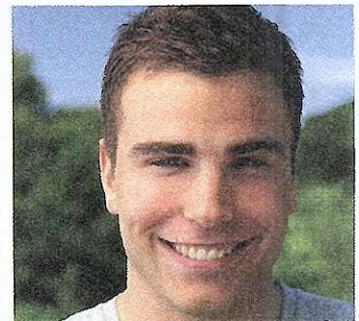
Describing people

Getting Ready

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

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

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



He is 19 years old.



He's tall.



She has curly hair.

CD 1-7 Listening 1

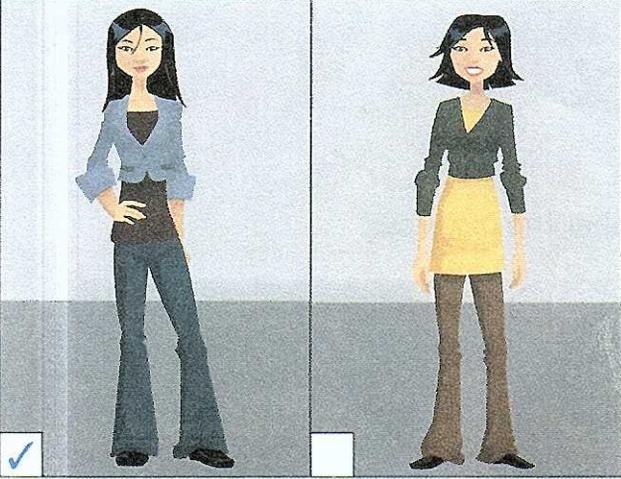
People are describing other people. Are they describing age, height, or hair? Listen and check (✓) the correct column.

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

Listening 2

CD 1-8 ▶ Task 1

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

1.  a. b.

2.  a. b.

3.  a. b.

4.  a. b.

CD 1-8 ▶ Task 2

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

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

Listening 3

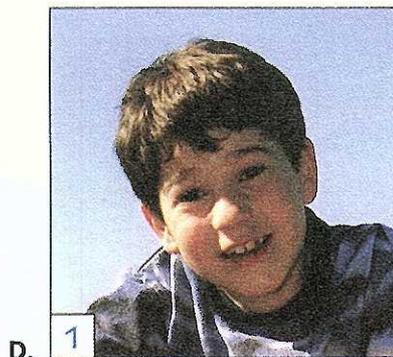
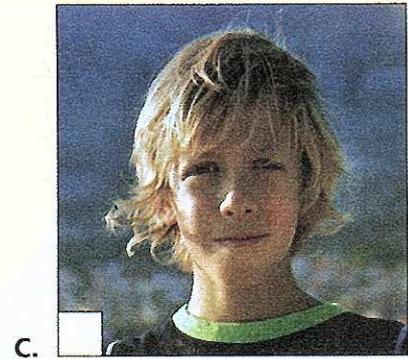
CD 1-9 ▶ Task 1

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

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

CD 1-9 ▶ Task 2

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



Pronunciation

Intonation of yes/no questions and answers

CD 1-10 ▶ Task 1

Listen and repeat.

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

Pronunciation Help

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

▶ Task 2

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

Dictation

CD 1-11 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What does your new boyfriend look like, Jenna?

B: Well, he's really good looking.

A: Oh? _____ he tall?

B: _____, he _____. He's pretty short.

A: Really? _____ you taller than him?

B: No, we're about the same height. Let's see. . . and he has curly brown hair.

A: He sounds cute. _____ about your age?

B: _____, he _____. And we have the same birthday!

▶ Task 2

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

Conversation

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

Getting Ready

Match each picture with the correct word.

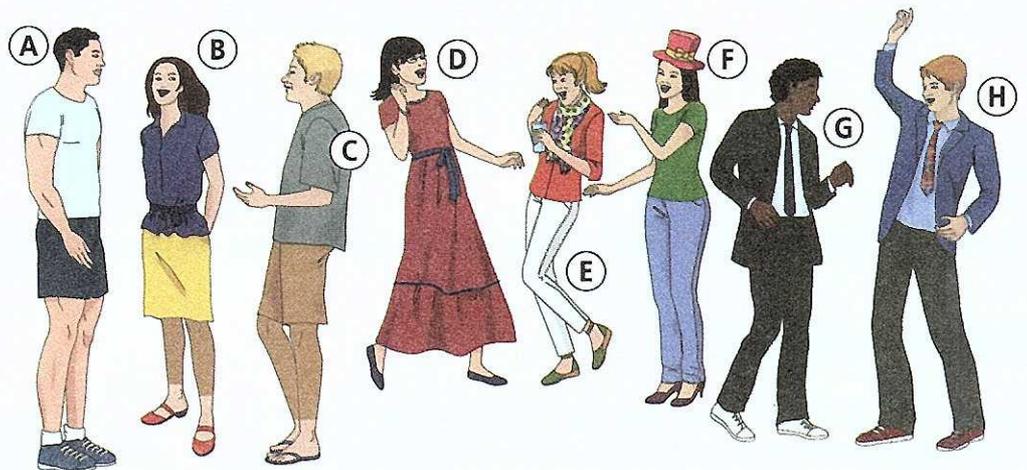


- | | | | | |
|-------------------|---------------------|------------------|-------------------|-----------------------|
| 1. jeans <u>A</u> | 5. dress ____ | 9. hat ____ | 13. glasses ____ | 17. blouse ____ |
| 2. tie ____ | 6. scarf ____ | 10. suit ____ | 14. pants ____ | 18. shoulder bag ____ |
|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

CD 1-12 Listening 1

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

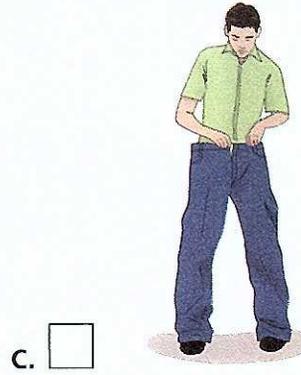
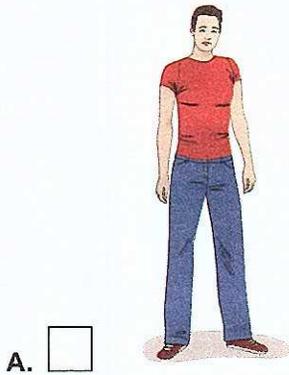
- David H
- Monica ____
- Nick ____
- Emma ____
- Andrew ____
- Kate ____
- Mary ____
- Ben ____



Listening 2

CD 1-13 ▶ Task 1

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



CD 1-13 ▶ Task 2

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

1. He needs a _____ pair.

- a. longer
- b. shorter
- c. cheaper

4. He needs a _____ pair.

- a. bigger
- b. cheaper
- c. smaller

2. She needs a _____ one.

- a. prettier
- b. bigger
- c. smaller

5. He needs a _____ one.

- a. tighter
- b. looser
- c. smaller

3. She needs a _____ pair.

- a. tighter
- b. bigger
- c. smaller

6. She needs a _____ size.

- a. smaller
- b. bigger
- c. more comfortable

Listening 3

CD 1-14 ▶ Task 1

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



Correct Incorrect

Correct Incorrect

1. Sonia

- | | | |
|----------------|--------------------------|-------------------------------------|
| a. no jacket | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. bag | <input type="checkbox"/> | <input type="checkbox"/> |
| c. no earrings | <input type="checkbox"/> | <input type="checkbox"/> |
| d. black shoes | <input type="checkbox"/> | <input type="checkbox"/> |

3. Kevin

- | | | |
|-----------------|--------------------------|--------------------------|
| a. shirt | <input type="checkbox"/> | <input type="checkbox"/> |
| b. no tie | <input type="checkbox"/> | <input type="checkbox"/> |
| c. jeans | <input type="checkbox"/> | <input type="checkbox"/> |
| d. shoulder bag | <input type="checkbox"/> | <input type="checkbox"/> |

2. Matt

- | | | |
|----------------|--------------------------|--------------------------|
| a. new jeans | <input type="checkbox"/> | <input type="checkbox"/> |
| b. T-shirt | <input type="checkbox"/> | <input type="checkbox"/> |
| c. brown boots | <input type="checkbox"/> | <input type="checkbox"/> |
| d. no rings | <input type="checkbox"/> | <input type="checkbox"/> |

4. Amy

- | | | |
|-----------------|--------------------------|--------------------------|
| a. skirt | <input type="checkbox"/> | <input type="checkbox"/> |
| b. black jacket | <input type="checkbox"/> | <input type="checkbox"/> |
| c. bag | <input type="checkbox"/> | <input type="checkbox"/> |
| d. sneakers | <input type="checkbox"/> | <input type="checkbox"/> |

CD 1-14 ▶ Task 2

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

1. Sonia was wearing a _____ skirt.

- a. yellow
- b. black
- c. dark blue**

3. Kevin was wearing _____ pants.

- a. brown
- b. white
- c. green

2. Matt was wearing a _____ belt.

- a. red
- b. wide
- c. silver

4. Amy was wearing _____ glasses.

- a. expensive
- b. black
- c. beautiful

Pronunciation

Plural -s endings

CD 1-15 ▶ Task 1

Listen and repeat.

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

CD 1-16 ▶ Task 2

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

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

Pronunciation Help

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

Dictation

CD 1-17 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What are you going to wear to the party?

B: I'm not sure. I might wear _____.

A: Really? Ann and Liz are wearing dresses.

B: Oh. Well, maybe I'll wear a black skirt. So, what are you _____ to _____?

A: Oh, probably nice _____ and a _____.

B: But you don't have _____, do you?

A: Oh, that's right. Maybe I can borrow one.

▶ Task 2

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

Conversation

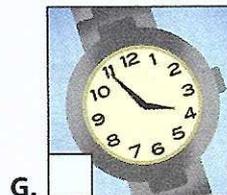
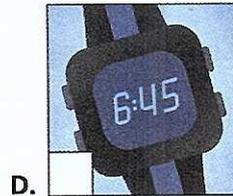
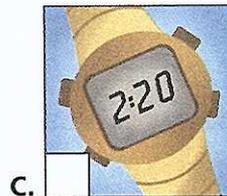
Work in pairs. What is your partner wearing? Describe your partner's clothes.

Getting Ready

▶ Task 1

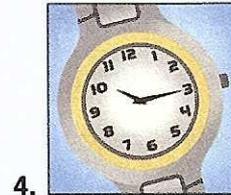
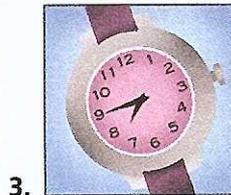
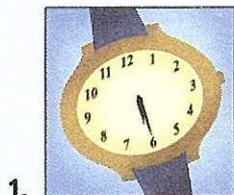
Match each time with a picture.

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



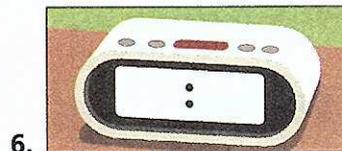
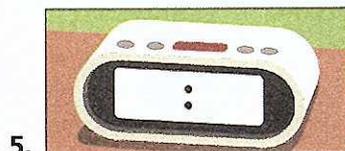
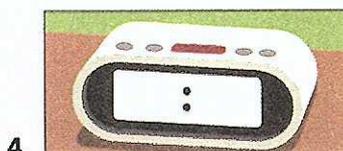
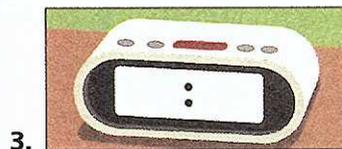
▶ Task 2

Say the times.



CD 1-18 Listening 1

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

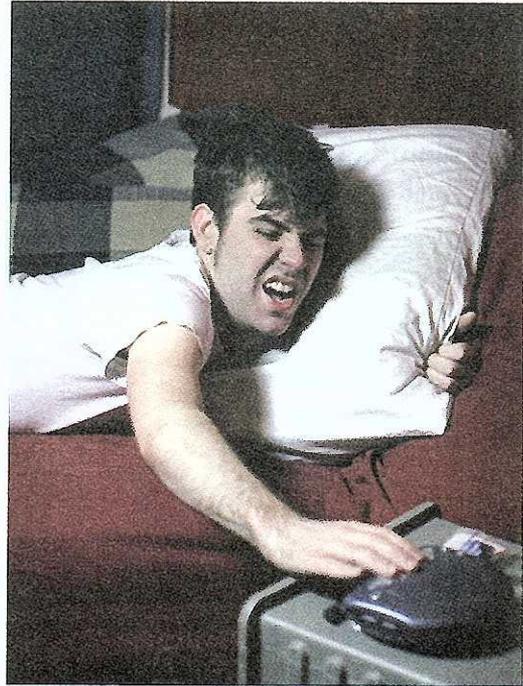


Listening 2

CD 1-19 ▶ Task 1

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

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



CD 1-19 ▶ Task 2

Listen again. Circle the correct statement.

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

Listening 3

CD 1-20 ▶ Task 1

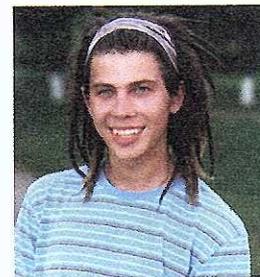
People are talking about their daily routines. Listen and check (✓) the things each person does.



Peter



Amelia



Charlie

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

CD 1-20 ▶ Task 2

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

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

Pronunciation

Syllable stress in numbers

CD 1-21 ▶ Task 1

Listen and repeat.

1. thirteen 2. fifteen 3. sixteen 4. thirty 5. fifty 6. sixty

CD 1-22 ▶ Task 2

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

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

Dictation

CD 1-23 ▶ Task 1

Listen to the conversation. Write the missing times.

A: You look tired, Jake.

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

A: _____? Why so early?

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

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

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

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

▶ Task 2

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

Conversation

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

Pronunciation Help

Reduce the *t* in numbers including the word *twenty*. *Twenty* is pronounced *twenny*.

Getting Ready

► Task 1

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

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

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

► Task 2

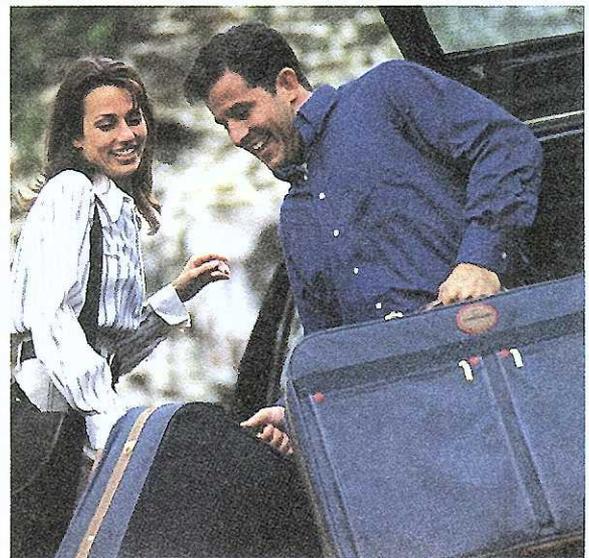
Write your birthday and a classmate's birthday.

My birthday: _____ My classmate's birthday: _____

CD 1-24 Listening 1

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

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



Listening 2

CD 1-25 ► Task 1

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



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

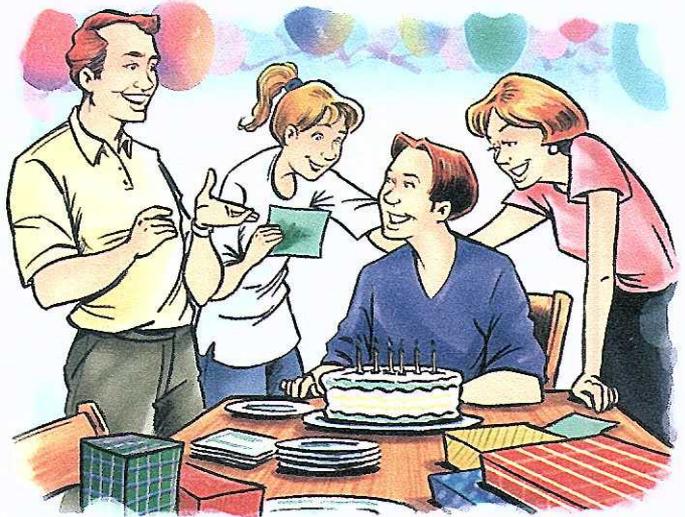
CD 1-25 ► Task 2

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

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

Listening 3

CD 1-26 ▶ Task 1



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

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

CD 1-26 ▶ Task 2

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

- | | |
|---|--|
| <p>1. Henry</p> <ul style="list-style-type: none"> a. had a party b. studied for exams c. met friends | <p>3. Julia</p> <ul style="list-style-type: none"> a. have a barbecue b. go out to dinner with friends c. stay home alone |
| <p>2. Eva</p> <ul style="list-style-type: none"> a. go to her parents' house b. go on a trip by herself c. go to New York with her parents | <p>4. Luke</p> <ul style="list-style-type: none"> a. met friends b. had a busy day c. had a quiet family party |