

Part A — Instructions and examples

Part A contains only the instructions for each exercise. Read the instructions and do the exercise while you listen to the recording. When you hear a tone (shown by a bullet • in the script), give your response. Then listen to the recorded model response.

1 That's what friends are for!

Unit 1, Exercise 1

Listen to a description of a person, like this:
 – Jack is a person who worries a lot and gets angry easily.

Then you hear a question, like this:
 – Is Jack easygoing?

Answer “Yes” or “No,” like this:
 – **No, he isn't easygoing.**

Listen to another example.
 – Kanya is a person who thinks for herself. She doesn't usually ask other people for help or advice.
 – Is Kanya independent? •
 – **Yes, she's independent.**

Ready.

Unit 1, Exercise 2

Listen to a description of a person, like this:
 – You wouldn't like Andrea. She's too serious.

Respond like this:
 – **You're right. I don't like people who are too serious.**

Listen to another example.
 – You wouldn't like John. He's too independent. •
 – **You're right. I don't like people who are too independent.**

Ready.

Unit 1, Exercise 3

Listen to people talking about marriage, like this:

MAN: What kind of person would you like to marry?

WOMAN: Someone I can talk to.

Then report what the second person said, like this:

– **She'd like to marry someone she can talk to.**

Listen to another example.

WOMAN: What kind of person would you like to marry?

MAN: Someone who has a good sense of humor. •

– **He'd like to marry someone who has a good sense of humor.**

Ready.

Unit 1, Exercise 4

[Note: This conversation is on page 2 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 1, Exercise 5

Listen and repeat. Ready.

Unit 1, Exercise 6

Listen to people talking about social situations, like this:

MAN: How do you feel when people drive too fast?

WOMAN: It scares me.

Report what the second person said, like this:

– **It scares her when people drive too fast.**

Listen to another example.

MAN: How do you feel when a friend pays for your meal?

WOMAN: I like it. •

– **She likes it when a friend pays for her meal.**

Ready.

2 Career moves

Unit 2, Exercise 1

Listen to a question about a job, like this:
 – What do you call someone who drives a bus?

Answer the question, like this:

– **Someone who drives a bus is a bus driver.**

Listen to another example.

– What do you call someone who does landscaping? •

– **Someone who does landscaping is a landscaper.**

Ready.

Unit 2, Exercise 2

Listen to a word or phrase, like this:
 – people

Make a statement with “Working with . . .” or “Working as . . .,” like this:

– **Working with people would be interesting.**

Listen to another example.

– a counselor •

– **Working as a counselor would be interesting.**

Ready.

Unit 2, Exercise 3

Listen to a question and a phrase about jobs, like this:

– What kind of job are you looking for?
 – work with computers

Answer like this:

– **I’m interested in working with computers.**

Listen again.

– What kind of job are you looking for?
 – work with computers •

– **I’m interested in working with computers.**

Ready.

Unit 2, Exercise 4

Listen and repeat. Ready.

Unit 2, Exercise 5

Listen to a question about two jobs, like this:
 – Who makes more, a window washer or a house painter?

Reply with the second choice, like this:

– **I think a house painter makes more than a window washer.**

Listen to another example.

– Which is more interesting, being a travel agent or being a tour guide? •

– **I think being a tour guide is more interesting than being a travel agent.**

Ready.

Unit 2, Exercise 6

[Note: This conversation is on page 11 of the Student’s Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 2, Exercise 7

Listen to people talking about jobs, like this:
 A: I’d like to be a construction worker or a landscaper.

B: A landscaper doesn’t make as much.

Repeat what the second person says, like this:
 – **A landscaper doesn’t make as much as a construction worker.**

Listen to another example.

A: I think I could be a teacher or an actor.

B: An actor has less security. •

– **An actor has less security than a teacher.**

Ready.

3 Could you do me a favor?

Unit 3, Exercise 1

Listen and repeat. Ready.

Unit 3, Exercise 2

Listen to a request, like this:

- Open this window for me.

Make the request more polite, like this:

- **Could you open this window for me, please?**

Then you hear a reply. Listen again.

- Open this window for me. •
- **Could you open this window for me, please?**
- Sure. No problem.

Ready.

Unit 3, Exercise 3

Listen to a request, like this:

- Close the window.

Make the request more polite with “Would you mind . . . ?” like this:

- **Would you mind closing the window?**

Then you hear a reply. Listen again.

- Close the window. •
- **Would you mind closing the window?**
- Sure. No problem.

Ready.

Unit 3, Exercise 4

Listen to a request and a response. Say if the second person agrees or refuses. Listen to an example.

A: I wonder if I could borrow your car on Sunday.

B: Well, actually, I'm taking my sister to the airport. Sorry.

- Did the second speaker agree or refuse? •
- **Refuse.**

Ready.

Unit 3, Exercise 5

[Note: This conversation is on page 16 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 3, Exercise 6

Listen to a statement, like this:

- Jack's having a party tonight.

Ask someone to give Sue the message, like this:

- **Could you tell Sue that Jack's having a party tonight?**

Listen to another example.

- Don't forget the tennis game on Saturday. •
- **Could you tell Sue not to forget the tennis game on Saturday?**

Ready.

Unit 3, Exercise 7

Listen to a question, like this:

- Where is the party tonight?

Ask someone to find out the information from Kevin, like this:

- **Please ask Kevin where the party is tonight.**

Listen to another example.

- What time does the party start? •
- **Please ask Kevin what time the party starts.**

Ready.

Now use “if” and continue making questions for Kevin. Listen to an example.

- Is Jack having a party tonight? •
- **Please ask Kevin if Jack is having a party tonight.**

Ready.

4 What a story!

Unit 4, Exercise 1

Listen and repeat. Ready.

Unit 4, Exercise 2

Your wallet was stolen in a store. Answer the police officer's questions with the second choice, like this:

- Were you shopping with someone or alone?
- **I was shopping alone.**

Listen to another example.

- Were you carrying a shopping bag or not? •
- **I wasn't carrying a shopping bag.**

Ready.

Unit 4, Exercise 3

Listen to short sentences about an event in the news, like this:

- They were putting out the fire. The water stopped.

Join the sentences with "when," like this:

- **They were putting out the fire when the water stopped.**

Listen to another example.

- He was nearing the end of the marathon. He fell. •
- **He was nearing the end of the marathon when he fell.**

Ready.

Unit 4, Exercise 4

Listen to people talking about the news, like this:

A: Guess what happened while two fire trucks were rushing to a fire.

B: What?

A: They hit each other!

Restate what they said, like this:

- **While two fire trucks were rushing to a fire, they hit each other.**

Listen to another example.

A: Guess what happened while the mayor was speaking.

B: What?

A: She lost her voice! •

- **While the mayor was speaking, she lost her voice.**

Ready.

Unit 4, Exercise 5

[Note: This conversation is on page 25 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 4, Exercise 6

Listen to two statements describing things that happened at different times in the past, like this:

- I met her. First I lived here for five years.

Combine the statements with "When . . .," like this:

- **When I met her, I had lived here for five years.**

Listen to another example.

- First I made a list. Then I went shopping. •

- **When I had made a list, I went shopping.**

Ready.

5 Crossing cultures

Unit 5, Exercise 1

Listen to a person talk about living in a foreign country, like this:

WOMAN: I don't know. . . . I'm always tired. I don't feel like doing anything. Evenings and weekends, I mostly stay in my apartment and watch videos.

Then you hear a question, like this:

– Is she enthusiastic or depressed?

Choose the best word to describe how the person feels, like this:

– **She's depressed.**

Ready.

Unit 5, Exercise 2

Listen and repeat. Ready.

Unit 5, Exercise 3

Listen to two phrases, like this:

– the music . . . enthusiastic about

Combine the phrases into a sentence about living in a new country, like this:

– **The music is something I'd be enthusiastic about.**

Listen to another example.

– the folk art . . . interested in •

– **The folk art is something I'd be interested in.**

Ready.

Unit 5, Exercise 4

Listen to people talking about living in a foreign country, like this:

A: What thing would you miss?

B: My mom's cooking.

Restate what the second person said, like this:

– **One thing I'd miss is my mom's cooking.**

Ready.

Unit 5, Exercise 5

[Note: This conversation is on page 33 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 5, Exercise 6

Listen to a short conversation about customs in the United States and Canada, like this:

A: I met some older people yesterday, and I used their first names. Was that OK?

B: No. You're supposed to use their last names.

Summarize the conversation in one sentence, like this:

– When you meet older people, . . .

– **When you meet older people, you're supposed to use their last names.**

Listen to another example.

A: I ate out with some friends yesterday, and they divided the check. We all paid the same amount. Is that usual?

B: Yes, it's the custom to split the check.
 – When you eat in a restaurant with friends, . . . •

– **When you eat in a restaurant with friends, it's the custom to split the check.**

Ready.

6 What's wrong with it?

Unit 6, Exercise 1

Listen to a question about a problem, like this:
 – Does the CD have a tear or a scratch?

Choose the best answer, like this:
 – **It has a scratch.**

Listen to another example.
 – Is the vase cracked or torn? •
 – **It's cracked.**

Ready.

Unit 6, Exercise 2

Listen to a comment in a store, like this:
 – Look, this tablecloth has a stain.

Reply like this:
 – **Really? You're right. It is stained.**

Ready.

Unit 6, Exercise 3

Listen to a question followed by a word or phrase, like this:
 – What's wrong with the suitcase?
 – damage

Answer like this:
 – **There's some damage right here.**

Then you hear a response. Listen again.
 – What's wrong with the suitcase?
 – damage •
 – **There's some damage right here.**
 – Oh, too bad.

Listen to another example.
 – Is there something the matter with the TV?
 – flicker •
 – **It keeps flickering.**
 – Oh, I see.

Ready.

Unit 6, Exercise 4

[Note: This conversation is on page 38 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 6, Exercise 5

Listen to a question followed by a word or phrase, like this:

- Is your refrigerator broken?
- washing machine

Respond like this:

– **No, my washing machine is broken.**

Listen again.

- Is your refrigerator broken?
- washing machine •

– **No, my washing machine is broken.**

Listen to another example.

- Does the iron need to be repaired?
- replaced •

– **No, it needs to be replaced.**

Ready.

Unit 6, Exercise 6

Listen to a problem followed by a word, like this:

- The picture on my TV is terrible.
- adjust

Answer with the word, like this:

– **The picture needs adjusting.**

Listen to another example.

- The sleeve is torn.
- sew •

– **The sleeve needs sewing.**

Ready.

Unit 6, Exercise 7

Listen to a question and an answer, like this:

A: Have you taken out the trash yet?

B: No, not yet.

Then make a comment, like this:

– **The trash needs to be taken out.**

Listen to another example.

A: Have you washed the car yet?

B: Yes, I have. •

– **The car doesn't need to be washed.**

Ready.

7 The world we live in

Unit 7, Exercise 1

Listen and repeat. Ready.

Unit 7, Exercise 2

Listen to a question about a problem. Answer that the problem has not been solved, like this:

- Are rivers being polluted or cleaned up?
- **They're being polluted.**

Listen to another example.

- Has the number of city landfills been increased or decreased? •
- **It's been increased.**

Ready.

Unit 7, Exercise 3

Listen to a question and answer about a world problem, like this:

- A: What is polluting the oceans?
- B: Industrial waste.

Then you will hear the beginning of a statement, like this:

- The oceans are being polluted by . . .

Answer with a passive statement, like this:

- **The oceans are being polluted by industrial waste.**

Listen to another example.

- A: Why has farmland been lost?
- B: The growth of cities.
- Farmland has been lost due to . . . •
- **Farmland has been lost due to the growth of cities.**

Ready.

Unit 7, Exercise 4

[Note: This conversation is on page 47 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 7, Exercise 5

Listen to a statement and a question, like this:

- A: I'm worried about drug trafficking.
- B: Do you mean using drugs or buying and selling them?

Choose the best answer, like this:

- **Buying and selling them.**

Listen to another example.

- A: I'm worried about famine.
- B: Do you mean when there's no food or when there are no hospitals? •

- **When there's no food.**

Ready.

Unit 7, Exercise 6

Listen to a short conversation about a world problem. Then restate what was said, like this:

- A: How can we help the homeless?
- B: Give them homes.
- **The best way to help the homeless is to give them homes.**

Listen to another example.

- A: How can we fight air pollution?
- B: Have clean public transportation. •
- **The best way to fight air pollution is to have clean public transportation.**

Ready.

8 Lifelong learning

Unit 8, Exercise 1

Listen and repeat. Ready.

Unit 8, Exercise 2

Listen to a question followed by a phrase, like this:

- Would you like to learn the guitar?
- learn the piano

Answer with the phrase, like this:

– **Actually, I'd prefer to learn the piano.**

Listen to another example.

- Would you like to write a play?
- act in a play •

– **Actually, I'd prefer to act in a play.**

Ready.

Unit 8, Exercise 3

Listen to two people talking about evening classes, like this:

A: It says you can study gardening.

B: Yeah, and you can also learn about trees.

Then you hear the first part of a new question, like this:

- Would you rather study gardening . . . ?

Complete the question, like this:

– **Would you rather study gardening or learn about trees?**

Listen to another example.

A: Look! You can study acting.

B: How about public speaking?

- Would you rather study acting . . . ? •

– **Would you rather study acting or public speaking?**

Ready.

Unit 8, Exercise 4

[Note: This conversation is on page 52 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 8, Exercise 5

Listen to a statement describing a person, like this:

- He's very appreciative.

Make a new statement, changing the adjective to a noun, like this:

– **He shows a lot of appreciation.**

Listen to another example.

- She's very enthusiastic. •

– **She shows a lot of enthusiasm.**

Ready.

Unit 8, Exercise 6

Listen to a question and answer about effective learning, like this:

A: How did you build your vocabulary?

B: I read, underlined, and then used a dictionary.

Then you will hear the beginning of a statement, like this:

- You can build your vocabulary . . .

Finish the statement, like this:

– **You can build your vocabulary by reading, underlining, and then using a dictionary.**

Listen to another example.

A: How did you become fluent?

B: I had a conversation every day.

- You can become fluent . . . •

– **You can become fluent by having a conversation every day.**

Ready.

9 At your service

Unit 9, Exercise 1

Listen and repeat. Ready.

Unit 9, Exercise 2

Listen to a statement about something someone needs to get or have done, like this:

– I need to get someone to fix my bike.

Make the statement into a question, like this:

– **Do you know where I can get my bike fixed?**

Then you hear a reply. Listen again.

– I need to get someone to fix my bike. •

– **Do you know where I can get my bike fixed?**

– You can get it fixed at Mike's Bike Shop.

Ready.

Unit 9, Exercise 3

Listen to a statement and a question, like this:

– Your hair looks great! Where did you have it cut?

Respond like this:

– **I didn't have it cut. I cut it myself.**

Listen to another example.

– Who did you have paint your living room? •

– **I didn't have it painted. I painted it myself.**

Ready.

Unit 9, Exercise 4

Listen to a statement or a question, like this:

– I want to have someone analyze my handwriting.

Then change it to a passive statement or question, like this:

– **I want to have my handwriting analyzed.**

Listen to another example.

– Do you know where I can get someone to fix my car? •

– **Do you know where I can get my car fixed?**

Ready.

Unit 9, Exercise 5

[Note: This conversation is on page 61 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 9, Exercise 6

Listen to suggestions about finding a job, like this:

– Why don't you look for a job on the Internet?

Restate the suggestions with "What about . . .," like this:

– **What about looking for a job on the Internet?**

Listen to another example.

– Maybe you should call some headhunters. •

– **What about calling some headhunters?**

Ready.

Unit 9, Exercise 7

Listen to short conversations about diet and exercise, like this:

A: I have so much stress at work. I wish I could relax.

B: Maybe you should try yoga.

Restate the suggestions with "Why don't you . . .," like this:

– **Why don't you try yoga?**

Listen to another example.

A: I'm so fat! My clothes don't fit.

B: Have you thought about going on a diet? •

– **Why don't you go on a diet?**

Ready.

10 The past and the future

Unit 10, Exercise 1

[Note: This conversation is on page 64 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

Unit 10, Exercise 2

Listen to a statement about a past event, like this:

– World War II began in the 1930s.

Ask a question with “When, exactly, . . . ?” like this:

– **When, exactly, did World War II begin?**

Then you will hear an answer, like this:

– In 1939.

Listen to another example.

– World War II ended. •

– **When, exactly, did World War II end?**

– In 1945.

Ready.

Unit 10, Exercise 3

Listen to a question about world facts followed by a phrase, like this:

– How long was Russia part of the Soviet Union?

– almost seventy years

Answer the question with “for” or “since,” like this:

– **For almost seventy years.**

Listen to another example.

– How long has New York City been the world's financial center?

– World War II •

– **Since World War II.**

Ready.

Unit 10, Exercise 4

Listen and repeat. Ready.

Unit 10, Exercise 5

Listen to a phrase, like this:

– be living in the same place

Ask a question with “Do you think . . .” and “in five years?” like this:

– **Do you think you'll be living in the same place in five years?**

Then you hear a reply. Listen again.

– be living in the same place •

– **Do you think you'll be living in the same place in five years?**

– I hope so.

Listen to another example.

– have the same friends •

– **Do you think you'll have the same friends in five years?**

– No, I'll probably have lots of new friends.

Ready.

Unit 10, Exercise 6

Listen to predictions about the year 2050, like this:

– People will be living on the moon.

Disagree using a negative statement beginning with “Oh, I don't think . . .,” like this:

– **Oh, I don't think people will be living on the moon.**

Listen to another example.

– They'll have discovered a cure for cancer. •

– **Oh, I don't think they'll have discovered a cure for cancer.**

Ready.

Unit 10, Exercise 7

First you hear a person's wish. Predict what the person will be doing at the age of 66, after he or she retires.

MAN: I wish I could play golf every day.

– **When he's 66, he'll be playing golf every day.**

Listen to another example.

WOMAN: I wish I could live in the country. •

– **When she's 66, she'll be living in the country.**

Ready.