

Developing  
**TACTICS** for  
**LISTENING**  
THIRD EDITION



RAHNAMA  
P R E S S

@RAHNAMAPRESS  
WWW.RAHNAMAPRESS.COM

Now  
Tactics for  
Testing

AUDIO  
DOWNLOAD

Jack C. Richards  
with Grant Trew

OXFORD

# TACTICS FOR LISTENING

THIRD EDITION

More listening. More testing. More effective.

**Conversation Corner** Making plans

**Pronunciation**

Reduction of want to

Pronunciation Help	
How we spell it	How we say it
want to	wanna

▶ **Task 1**

Listen and repeat.

1. A: What do you want to eat? B: I want to eat pizza.  
2. A: Where do you want to go? B: I want to go to the Thai restaurant.

▶ **Task 2**

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

**Dictation**

▶ **Task 1**

Listen to the conversation. Write the missing words.

A: What do you \_\_\_\_\_ tonight?

## 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.

13. When did the man notice the problem with his purchase?  
A. When he bought it  
B. Last week  
C. The day after he bought it  
D. Last month

14. What will the shop do if the man does not have a receipt?  
A. Give him a replacement  
B. Give him a receipt  
C. Fix the hole  
D. Give him a refund

15. What does the man want the shop to do?  
A. Return his money  
B. Repair the tent  
C. Pay for the damage  
D. Exchange it for a similar model

**LISTEN FOR PREPOSITIONS**  
Many tests, like the TOEIC® test, have questions about the locations of objects and people in pictures. Listen carefully for prepositions of place, such as in, on, next to, and between when answering these questions.



TOEIC® is a registered trademark of Educational Testing Service. This publication is not endorsed or approved by ETS.

105

## 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.



**OXFORD UNIVERSITY PRESS**

Students > Tactics For Listening


**Audio Download Center**

More listening. More testing. More effective.

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 >

**Basic**    **Developing**    **Expanding**



© Content and graphics copyright Oxford University Press. All Rights Reserved.

## More effective

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

# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
1 The Weekend page 2	Past events	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for key words</li> </ul>	Past <i>-ed</i> verb endings	Talking about the weekend
2 City Transportation page 6	Taxis, trains, and buses	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for numbers</li> <li>• Listening for details</li> </ul>	Intonation of <i>Wh</i> -questions	Asking about transportation
3 Neighbors page 10	Getting along with neighbors	<ul style="list-style-type: none"> <li>• Listening for reasons</li> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for gist</li> </ul>	Word stress in compound nouns	Neighborhood gossip
4 Celebrations page 14	Meals and get-togethers	<ul style="list-style-type: none"> <li>• Listening for key words</li> <li>• Listening for gist</li> <li>• Listening for details</li> </ul>	Reduction of <i>Wh</i> - + <i>do you</i>	Planning a celebration
5 Restaurants page 18	Food and going out to eat	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for gist</li> </ul>	Reduction of <i>want to</i>	Making plans
6 Gifts page 22	Shopping and department stores	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for decisions</li> <li>• Listening for opinions</li> <li>• Listening for gist</li> </ul>	Syllable stress in names	Buying a gift

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
7 Air Travel page 26	Instructions for flying	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Reduction of <i>could you</i> and <i>would you</i>	Preparing for takeoff
8 Mishaps page 30	Problems and solutions	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for solutions</li> </ul>	Reduction of <i>did you</i>	Describing a mishap
9 Jobs page 34	Life at work	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for key words</li> <li>• Listening for details</li> </ul>	Intonation of <i>yes/no</i> questions	Describing jobs
10 Keeping Fit page 38	Fitness and exercise	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for reasons</li> <li>• Listening for topics</li> </ul>	Reduction of <i>used to</i> and <i>use to</i>	Asking about past actions
11 Invitations page 42	Accepting or refusing an invitation	<ul style="list-style-type: none"> <li>• Listening for invitations</li> <li>• Listening for acceptances and refusals</li> <li>• Listening for details</li> </ul>	Reduction of <i>Do you</i> and <i>Are you</i>	Giving an invitation
12 Campus Life page 46	Teachers, classes, and campus	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for gist</li> <li>• Listening for opinions</li> </ul>	Intonation of words in a series	Describing likes and dislikes

# Scope and Sequence

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
13 Hobbies and Pastimes page 50	Interests	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for likes and dislikes</li> </ul>	Syllable stress in words	Talking about hobbies
14 Shopping Problems page 54	Returning items	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Reduction of <i>need to</i> and <i>like to</i>	Returning an item
15 Hotel Services page 58	Staying in a hotel	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for key words</li> <li>• Listening for opinions</li> </ul>	Reduction of the vowel sound in <i>can</i>	Asking for help
16 Movies page 62	Movie types	<ul style="list-style-type: none"> <li>• Listening for key words</li> <li>• Listening for times</li> <li>• Listening for opinions</li> <li>• Listening for recommendations</li> </ul>	Linked sounds <i>s</i> and <i>z</i>	Talking about movies
17 Fears page 66	Being afraid	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for details</li> <li>• Listening for problems</li> </ul>	Sentence stress	Describing fears
18 Phone Messages page 70	Voicemails	<ul style="list-style-type: none"> <li>• Listening for information</li> <li>• Listening for details</li> </ul>	Intonation of phone numbers	Saying phone numbers

Unit	Topic	Listening Skills	Pronunciation & Dictation	Conversation
19 Touring a City page 74	Sightseeing	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for opinions</li> <li>• Listening for recommendations</li> </ul>	Reduction of <i>-est</i> in superlatives	Describing a city
20 Airports page 78	Airport services	<ul style="list-style-type: none"> <li>• Listening for locations</li> <li>• Listening for details</li> <li>• Listening for opinions</li> </ul>	Plural <i>-s</i> endings	Asking directions
21 Hotels page 82	Check-in and rooms	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for requests</li> <li>• Listening for opinions</li> <li>• Listening for complaints</li> </ul>	Intonation for confirming information	Asking for confirmation
22 Traffic page 86	Traffic conditions	<ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Listening for key words</li> <li>• Listening for solutions</li> <li>• Listening for problems</li> </ul>	Contractions of <i>there is/has</i> and <i>there are</i>	Describing problems
23 Roommates page 90	Getting along with roommates	<ul style="list-style-type: none"> <li>• Listening for key words</li> <li>• Listening for gist</li> </ul>	Word stress for emphasis	Describing people
24 Travel page 94	Vacations	<ul style="list-style-type: none"> <li>• Listening for sequence</li> <li>• Listening for key words</li> <li>• Listening for details</li> </ul>	Reduction of <i>was</i>	Describing a vacation

Units	Testing Focus	Test-taking Skill	Tasks
1 – 4 page 98	Focused listening	Establishing the main idea	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
5 – 8 page 100	Listening for details	Taking notes as you listen	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul>
9 – 12 page 102	Listening for organization	Listening for transitional words	<ul style="list-style-type: none"> <li>• Completing notes based on a conversation</li> <li>• Completing a map based on a talk</li> </ul>
13 – 16 page 104	Picture-based questions	Listening for prepositions	<ul style="list-style-type: none"> <li>• Matching statements with a photograph</li> <li>• Matching questions with the appropriate response</li> <li>• Comprehension questions based on a conversation</li> </ul>
17 – 20 page 106	Listening for details	Listening for paraphrasing	<ul style="list-style-type: none"> <li>• Answering picture-based questions</li> <li>• Matching statements with the appropriate response</li> <li>• Comprehension questions based on short conversations</li> </ul>
21 – 24 page 108	Question-focused listening	Preparing for the test day	<ul style="list-style-type: none"> <li>• Completing notes based on a conversation</li> <li>• Completing a map based on a talk</li> </ul>

## Series Overview

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

### Developing Tactics for Listening

*Developing Tactics for Listening* is the second level of the *Tactics for Listening* series. It is intended for pre-intermediate students who have studied English previously but need further practice in understanding everyday conversational language. There are 24 units, four of which contain completely new content for the Third Edition. *Developing 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 transportation, neighbors, or campus life. 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 *Developing 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 *Developing Tactics for Listening* Student Book is available as a set of four Class Audio CDs.

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



### Teacher's Book

The *Developing 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 *Developing 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.

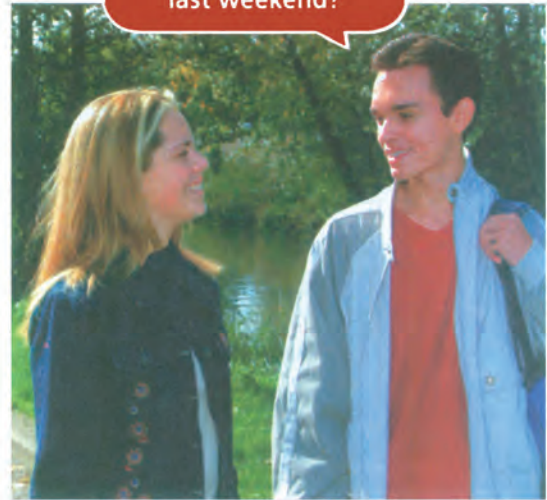


## Getting Ready

What did you do last weekend?  
Check (✓) your answers and compare them with a partner.

- |  |  |
|--|--|
| <input type="checkbox"/> went to a movie | <input type="checkbox"/> watched a DVD         |
| <input type="checkbox"/> went to the gym | <input type="checkbox"/> went on a meeting     |
| <input type="checkbox"/> played a sport  | <input type="checkbox"/> played computer games |
| <input type="checkbox"/> met a friend    |  |
| <input type="checkbox"/> watched TV      |  |

What did you do last weekend?



Asking about the weekend

## CD 1-2 Listening 1

What did these people do last weekend? Listen and circle the correct answer.



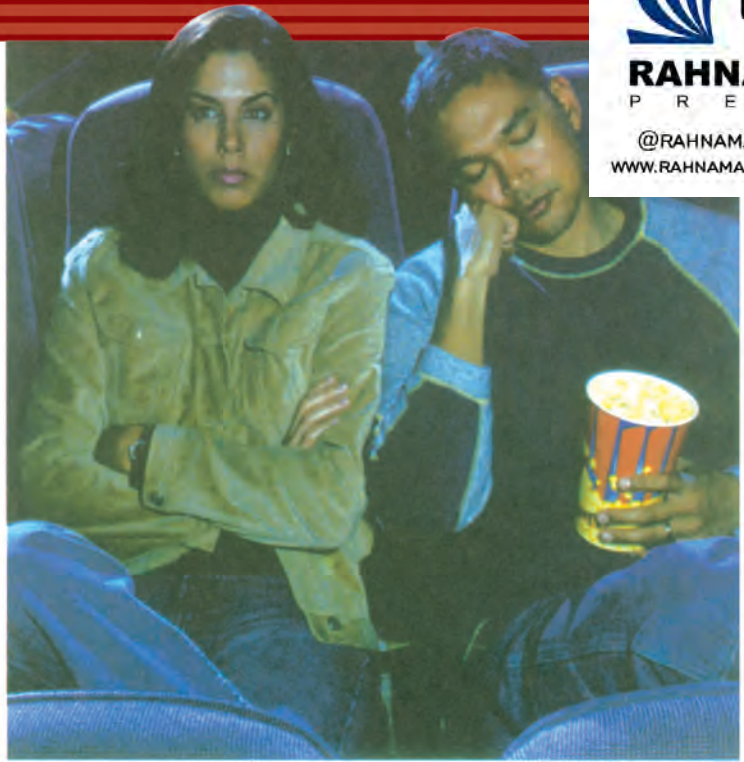
- |  |  |
|--|--|
| <p>1. She _____.</p> <p>a. went to a movie</p> <p><b>b. watched TV</b></p>                 | <p>4. He _____.</p> <p>a. played with his nephews</p> <p>b. went out with a friend</p> |
| <p>2. He _____.</p> <p>a. met a girl</p> <p>b. went to his sister's house</p>              | <p>5. She _____.</p> <p>a. went to a party</p> <p>b. went to a movie</p>               |
| <p>3. He _____.</p> <p>a. went to the gym</p> <p>b. entered a bodybuilding competition</p> | <p>6. She _____.</p> <p>a. watched a DVD</p> <p>b. watched baseball on TV</p>          |

## Listening 2

### CD 1-3 ▶ Task 1

Did these people enjoy their weekend?  
Listen and check (✓) the correct answer.

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



### CD 1-3 ▶ Task 2

Listen again. What did each person do on the weekend? Circle the correct answer.

1. He \_\_\_\_\_.

- a. watched a science program on TV
- b. played video games
- c. went to a movie

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

- a. stayed at home
- b. went to the beach for the weekend
- c. went to the mountains

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

- a. read lots of interesting magazines
- b. used the computer
- c. read an interesting book

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

- a. played in a band
- b. went to a concert
- c. played tennis

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

- a. stayed home and watched TV
- b. studied for an exam
- c. went out with friends

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

- a. visited friends
- b. went to the countryside
- c. went out with friends

# Listening 3

## CD 1-4 ▶ Task 1



How was each person's weekend? Listen and circle the correct answer.

- |                 |                     |              |              |
|-----------------|---------------------|--------------|--------------|
| 1. a. so-so     | 2. a. disappointing | 3. a. tiring | 4. a. awful  |
| b. terrible     | b. pleasant         | b. terrific  | b. quiet     |
| <b>c. great</b> | c. boring           | c. wonderful | c. enjoyable |

## CD 1-4 ▶ Task 2

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

	True	False
1. a. She won a contest in a music store.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. She won a trip.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. They went to a restaurant for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
b. His friend has a very interesting job.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. The park is very far from town.	<input type="checkbox"/>	<input type="checkbox"/>
b. They didn't see any wild birds or butterflies on the trip.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. There were a lot of interesting people at the party.	<input type="checkbox"/>	<input type="checkbox"/>
b. The party ended early.	<input type="checkbox"/>	<input type="checkbox"/>

## Pronunciation

### Past tense *-ed* endings

#### CD 1-5 ▶ **Task 1**

Listen and repeat.

1. I *liked* the movie.
2. I *studied* for a test.
3. She *stayed* with us.
4. We *wanted* to go home.

#### ▶ **Task 2**

Read the sentences to a partner. Be sure to pronounce the past *-ed* verb endings correctly.

### Pronunciation Help

Sounds like /t/	Sounds like /d/	Sounds like /id/
finished	played	visited
helped	traveled	waited
watched	stayed	needed

## Dictation

#### CD 1-6 ▶ **Task 1**

Listen to the conversation. Write the missing words.

A: Hi, Amy. What did you do this weekend?

B: Oh, not much. I \_\_\_\_\_ home and \_\_\_\_\_ on a project.

A: Is that all?

B: No. I also finished a good book. Later, I \_\_\_\_\_ . What about you?

A: I played tennis. The courts were crowded. I \_\_\_\_\_ a long time to play!

B: What else did you do?

A: Some friends \_\_\_\_\_ to dinner. Later, we went to a club and met a lot of \_\_\_\_\_ .

#### ▶ **Task 2**

Practice the conversation with a partner. Be sure to pronounce the past *-ed* verb endings correctly.

## Conversation

Work in pairs. What did you do last weekend? Ask and answer questions about your weekend with your partner.

## Getting Ready

Check (✓) your own answers to the questions below and compare them with a partner.

**How often do you use taxis?**

- every day
- about once or twice a week
- not very often
- other: \_\_\_\_\_

**When do you usually use taxis?**

- when I am in a hurry
- when there isn't any other way to get somewhere
- when it is raining
- other: \_\_\_\_\_

**How is the taxi service in your city?**

- excellent
- very good
- okay
- poor

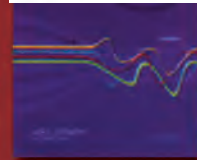
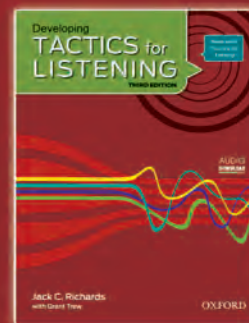
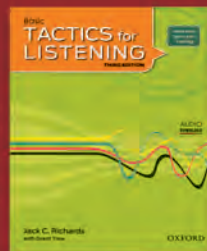
## CD 1-7 Listening 1

People are talking about transportation. Listen and number the pictures.



# Developing **TACTICS for LISTENING**

THIRD EDITION



**More listening. More testing. More effective.**

## NEW FOR THE THIRD EDITION

- **Four all-new, high-interest units**
- **Tactics for Testing** section presents test-taking skills and practice tests for success on the TOEIC® test and other exams
- **Downloadable audio files** help students learn on the go
- **Conversation Corner** in each unit provides Pronunciation and Dictation practice

## COMPONENTS

- **Student Book**
- **Teacher's Book with Testing Program & Resource CD-ROM** featuring:
  - Unit quizzes
  - Midterm and final tests in the style of the TOEIC® test and other exams
  - Vocabulary and Conversation Worksheets providing unit-preview and expansion activities
- **Class Audio CDs**
- **Audio Download Center**

## ANY TIME, ANYWHERE LISTENING

**Audio Download Center:** Go to [www.oup.com/elt/tacticsforlistening3e](http://www.oup.com/elt/tacticsforlistening3e) to download audio files for the *Listening 3*, *Pronunciation* and *Dictation* activities in each unit and for the *Tactics for Testing* section.

Oxford › making **digital** sense



**OXFORD**  
UNIVERSITY PRESS

[www.oup.com](http://www.oup.com)

\*TOEIC® is a registered trademark of Educational Testing Service (ETS).  
This publication is not endorsed or approved by ETS.

