



Page 2

Getting Ready

Vocabulary

email address phone number

Answers

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

Listening 1

CD 1, Track 2

Vocabulary

give (someone) a call
how do you spell that?
It's nice to meet you.
weekend
yep

Skill: Listening for details

Answers

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

Page 3

Listening 2

CD 1, Track 3

Vocabulary

assignment register
checking in reservation
get together semester
pretty good

Task 1

Skill: Listening for context

Answers

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

Task 2

Skill: Listening and making predictions

Answers

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

Optional Activity

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

Page 4

Listening 3

CD 1, Track 4

Vocabulary

accounting gym
department university
forgotten wait a minute

Task 1

Skill: Listening for names

Answers

- | | | |
|----------|---------|-----------|
| 1. Elise | 2. Mick | 3. Hannah |
| 4. Devon | 5. Ike | 6. Tandy |

Task 2

Skill: Listening and making predictions

Answers

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

Optional Activity

Put the students into small groups and discuss how names are used in their cultures. Ask students to consider the following questions:

- When is it appropriate to use a person's first name?
- Do young people ever call adults by their first names?

Page 5

Pronunciation

CD 1, Track 5

This pronunciation lesson focuses on linked sounds in words. The objective of this lesson is to increase students' awareness of the linked sounds in everyday English and improve listening comprehension skills.

Dictation

CD 1, Track 6

Task 1

Answers

- | | | |
|----------|---------|----------|
| 1. name | 2. Nice | 3. live |
| 4. phone | 5. Have | 6. great |

Conversation

Elicit introductory phrases students have heard in Listening 1, 2, and 3. Write the phrases on the board. Model an instruction using each phrase and an appropriate response.

Ask students to introduce themselves to three or four of their classmates. Students may use the sample language on the board for support.

Unit 2 Describing People

Page 6

Getting Ready

Vocabulary

age	short
almost	shoulder-length
blond	straight
curly	tall
dark (hair)	teens
height	thirties
light brown (hair)	twenties
long	

Answers

Age: about 22; in his twenties; 19 years old; in her thirties; almost 25

Height: about 170 cm; tall; short; not very tall

Hair: short; long; light brown; blond; dark; curly; shoulder-length; straight

Listening 1

CD 1, Track 7

Vocabulary

look about (17 years old)
rock band
wear it short/long

Skill: Listening for topics

Answers

- | | |
|-----------|-----------|
| 1. Age | 2. Hair |
| 3. Height | 4. Age |
| 5. Hair | 6. Height |
| 7. Age | 8. Hair |

Optional Activity

Put the students into pairs. Have one person in each pair describe one of the people in the pictures on page 6 while the other student tries to guess who is being described. Tell the students to take turns guessing.

Note: If you wish, you can use magazine pictures instead of the pictures in the Student Book.

Page 7

Listening 2

CD 1, Track 8

Vocabulary

about average	cousin
actress	glasses
boyfriend	pretty (adv.)

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

- Put students into pairs. Ask them to take turns talking about the pictures that weren't described in the tapescript – 1b, 2b, 3b, and 4a. When finished, elicit a description of each picture and write any new vocabulary on the board.

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Listening 3

CD 1, Track 9

Vocabulary

dark brown	drive (someone) crazy
kid (child)	lost

Task 1

Skill: Listening for details

Answers

- | | | |
|-------|-------|-------|
| 1. 9 | 2. 11 | 3. 10 |
| 4. 12 | 5. 10 | 6. 12 |

Task 2

Skill: Listening for gist

Answers

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

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Pronunciation

CD 1, Track 10

In this pronunciation lesson, the focus is on rising intonation in yes/no questions and falling intonation in their answers. The objective of this lesson is to familiarize students with these changes in intonation, improving listening comprehension and speaking skills.

Dictation

CD 1, Track 11

Task 1

Answers

- | | | |
|--------|----------|----------|
| 1. Is | 2. No | 3. isn't |
| 4. Are | 5. Is he | 6. Yes |
| 7. is | | |

Conversation

Write *Age*, *Height*, *Hair*, and *Appearance* on the board. Elicit descriptive words and phrases from students and write them under the appropriate heading. Choose a student and model describing him/her using the terms on the board. Put the students in pairs can have them complete the activity. Students may use the sample language on the board for support.

Page 10

Getting Ready

Vocabulary

blouse	shirt
dress	shorts
glasses	shoulder bag
hat	skirt
jacket	sneakers
jeans	suit
pants	tie
sandals	T-shirt
scarf	windbreaker

Answers

- | | | |
|-------|-------|-------|
| 1. a | 2. f | 3. i |
| 4. e | 5. d | 6. k |
| 7. h | 8. q | 9. p |
| 10. g | 11. o | 12. b |
| 13. c | 14. m | 15. r |
| 16. n | 17. j | 18. l |

Listening 1

CD 1, Track 12

Vocabulary

body builder	reddish-blond
long (dress)	tight
muscles	

Skill: Listening for gist

Answers

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

Optional Activity

Put the students into pairs. Have one person in each pair describe a person in the picture while the other student tries to guess who is being described. Tell the students to take turns guessing.

Note: If you wish, you can use magazine pictures instead of the picture in the Student Book.

Page 11

Listening 2

CD 1, Track 13

Vocabulary

comfortable	tight
fit (v.)	too
short	try on (clothes)

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 1, Track 14

Vocabulary

boots	necklace
earrings	ring

Task 1

Skill: Listening for details

Answers

- The following are correct:
- black shoes
 - brown boots, no rings
 - shirt, shoulder bag
 - skirt, black jacket, sandals

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Divide the class into four groups and have them look at the pictures. Have each group choose one person and prepare a description of him or her. When everyone is finished, have each group describe their person to another group.

Page 13

Pronunciation

CD 1, Track 15

The focus of this pronunciation lesson is the sound at the end of plural nouns. The objective of this lesson is to familiarize students with different plural sounds, improving listening comprehension and speaking skills.

Task 2

CD 1, Track 16

Answers

- | | | |
|---------|--------|---------|
| 1. /iz/ | 2. /s/ | 3. /z/ |
| 4. /z/ | 5. /s/ | 6. /iz/ |

Dictation

CD 1, Track 17

Answers

- | | | |
|----------|----------|-------------|
| 1. jeans | 2. going | 3. wear |
| 4. pants | 5. tie | 6. any ties |

Conversation

Elicit clothing words and adjectives used to describe clothing from the students and write these terms on the board. Choose a student and describe his/her clothes using the terms 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 Routines

Page 14

Getting Ready

Vocabulary

five past ten twenty to two
ten after ten

Task 1

Answers

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

Task 2

Answers

- six thirty, half past six
- twelve o'clock, noon, midnight
- seven forty-five, a quarter to eight
- ten fifteen, a quarter after ten

Listening 1

CD 1, Track 18

Vocabulary

a quarter to (four)
Do you have the time?
New Year
What's the time?

Skill: Listening for times

Answers

- | | |
|----------|----------|
| 1. 10:15 | 2. 2:10 |
| 3. 12:00 | 4. 11:30 |
| 5. 3:45 | 6. 7:50 |

Optional Activity

Put the students in pairs and have them look at the pictures of the watches at the top of the page. Have one student in each pair point to a picture and ask *What time is it?* The other student gives the answer. Have the students switch roles.

Page 15

Listening 2

CD 1, Track 19

Vocabulary

a morning person it depends
a night person night shift
fall asleep stay up late
get up

Task 1

Skill: Listening for numbers

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 16

Listening 3

CD 1, Track 20

Vocabulary

cereal subway
chat (v.) text (v.)
hang out video games
newspaper

Task 1

Skill: Listening for details

Answers

- | | |
|------------------|--------------------|
| 1. Peter, Amelia | 2. Peter, Charlie |
| 3. Peter, Amelia | 4. Amelia |
| 5. Peter | 6. Amelia |
| 7. Peter | 8. Amelia, Charlie |
| 9. Charlie | 10. Charlie |
| 11. Peter | |

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 1, Track 21

The focus of this pronunciation lesson is syllable stress in numbers. The objective of this lesson is to help students differentiate between numbers and improve their listening comprehension skills.

Task 2

CD 1, Track 22

Answers

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

Dictation

CD 1, Track 23

Task 1

Answers

- | | |
|-----------------------------|--------------------|
| 1. five fifteen | 2. Five fifty |
| 3. five fifty, five fifteen | 4. six fifty train |
| 5. one fifteen | |

Conversation

Elicit daily activities from the students and write them on the board. Also write the transitions *First, Then, After that, Later on, and Finally* on the board. Model describing your daily routine using the activities and transitions 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.

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Getting Ready

Vocabulary

fifteenth	sixteenth
fifth	sixth
first	tenth
fourteenth	third
fourth	thirteenth
second	thirty-first

Answers

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

Listening 1

CD 1, Track 24

Vocabulary

arrive	vacation
leave	When did you get here?

Skill: Listening for dates

Answers

- | | |
|----------------------------|-----------------------------|
| 1. Arrived 1 st | Will leave 14 th |
| 2. Arrived 4 th | Will leave 13 th |
| 3. Arrived 2 nd | Will leave 10 th |
| 4. Arrived 5 th | Will leave 15 th |
| 5. Arrived 3 rd | Will leave 31 st |
| 6. Arrived 6 th | Will leave 16 th |

Optional Activity

Tell the students to write down an imaginary arrival and departure date of their own. Then have them move around the classroom, asking each other about arrival and departure dates. If the students are away from home, these dates could be the actual dates of their arrival and departure.

Page 19

Listening 2

CD 1, Track 25

Vocabulary

airport	dental
Are you free?	appointment
book (a flight)	leave from
confirm	Let me know.

Task 1

Skill: Listening for dates and times

Answers

- 8/3, 9:30 a.m.
- 7/28, 8:00 p.m.
- 8/10, 11:15 a.m.
- 7/26, 3:00 p.m.
- 9/22, 6:00 p.m.
- 8/2, 2:00 p.m.

Task 2

Skill: Listening for details

Answers

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

Page 20

Listening 3

CD 1, Track 26

Vocabulary

a month ago	next month
barbecue	study
exams	this month
family party	
in two months	

Task 1

Skill: Listening for gist

Answers

- | | |
|--------|--------|
| 1. Yes | 2. No |
| 3. No | 4. Yes |

Task 1

Skill: Listening for details

Answers

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

Page 21

Pronunciation

CD 1, Track 27

The focus of this pronunciation lesson is pronunciation of ordinal numbers. The objective of this lesson is to help students differentiate between ordinal numbers and improve their listening comprehension skills.

Task 2

CD 1, Track 28

Answers

- | | |
|---------------------|--------------------|
| 1. 6 th | 2. 2 nd |
| 3. 30 th | 4. 7 th |

Dictation

CD 1, Track 29

Task 1

Answers

- | | |
|----------------------------|----------------------------|
| 1. August 16 th | 2. August 23 rd |
| 3. 22 nd | 4. 27 th |
| 5. 22 nd | 6. 31 st |

Conversation

Elicit the months of the year and write them on the board. Write *When is your birthday?* and *When is your father's birthday?* on the board. Write answers to these questions on the board as well. Model the questions and answers for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Unit 6 Jobs

Page 22

Getting Ready

Vocabulary

businessperson	flight attendant
chef	nurse
construction worker	taxi driver

Task 1

Answers

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

Task 2

Answers

Answers will vary.

Listening 1

CD 1, Track 30

Vocabulary

acting	salesperson
nursing	sell
office worker	travel
outside	uniform
receptionist	

Skill: Listening for gist

Answers

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

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Listening 2

CD 1, Track 31

Vocabulary

bookstore	my first week
find a job	not anymore
graduated	still
just started	What are you doing now?
lawyer	

Task 1

Skill: Listening for gist

Answers

1. Has the same job
2. Has a new job
3. Isn't working now
4. Has the same job
5. Has a new job
6. Isn't working now
7. Has a new job
8. Has the same job

Task 2

Skill: Listening for details

Answers

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

Page 24

Listening 3

CD 1, Track 32

Vocabulary

be on (one's) feet	perfect
be sick of (something)	the money (salary)
boss	tips
distance	tiring
kids	well-paid
long hours	

Task 1

Skill: Listening for attitudes

Answers

- | | | |
|--------|--------|--------|
| 1. No | 2. Yes | 3. Yes |
| 4. Yes | 5. No | |

Task 2

Skill: Listening for key words

Answers

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

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Pronunciation

CD 1, Track 33

This pronunciation lesson focuses on syllable stress in jobs. The objective of this lesson is to help students hear syllable stress in jobs and improve their listening comprehension skills.

Task 2

CD 1, Track 34

Answers

- | | |
|-------------------|----------------|
| 1. actor | 2. electrician |
| 3. musician | 4. doctor |
| 5. police officer | 6. architect |

Dictation

CD 1, Track 35

Task 1

Answers

- | | |
|-----------------|--------------|
| 1. receptionist | 2. architect |
| 3. make money | 4. office |
| 5. classes | |

Conversation

Ask students to name things that make a job a good one. If students are having trouble thinking of ideas, offer suggestions such as *good salary*, *short hours*, *interesting*, and *opportunity for travel*. Explain the phrase *dream job* to the students and model a description of your dream job using the terms 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 26

Getting Ready

Vocabulary

actor	sports team
athlete	store
movie	TV show
radio station	video game
restaurant	website
singer	

Answers

Answers will vary.

Listening 1

CD 1, Track 36

Vocabulary

awesome	score a goal
beautiful voice	sneak
finals	take a break
incredible	talk show
professional career	You're kidding!

Skill: Listening for gist

Answers

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

Page 27

Listening 2

CD 1, Track 37

Vocabulary

gossip	selection
mall	stay in touch
post a video	website

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Have students work in small groups and answer the following questions:

- Which of the websites in the listening would you like best? Why?
- What is your favorite website in each of the categories listed in the column on the right? Why?

Page 28

Listening 3

CD 1, Track 38

Vocabulary

celebrities	restaurant
Good luck!	store
popular	

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Have the students listen to the recording again and write a question and an answer about two of the news stories. When

everybody is finished, have each pair read their questions aloud for another pair to answer.

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Pronunciation

CD 1, Track 39

This pronunciation lesson focuses on intonation of *Wh-* questions. The objective of this lesson is to increase students' awareness of question intonation in everyday English and improve listening comprehension skills.

Dictation

CD 1, Track 40

Task 1

Answers

1. What's your
2. What's
3. about
4. never seen
5. favorite

Optional Activity

Put students in pairs. Have them practice the dictation conversation again, this time talking about one of their own favorite TV shows.

Conversation

- Write *TV shows, websites, movies, radio stations, singers, actors and athletes* on the board. Elicit two or three examples of each category from students and write them under the appropriate heading. Model the activity by telling students about your favorite person or thing in one of the categories. Then put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Unit 8 Sports and Exercise

Page 30

Getting Ready

Vocabulary

(play) baseball	go to a gym
(play) basketball	ride a bike
(play) golf	run
(play) soccer	ski
(play) tennis	swim
(play) volleyball	windsurf

Answers

- | | | |
|-------|-------|-------|
| 1. j | 2. c | 3. i |
| 4. a | 5. d | 6. f |
| 7. b | 8. k | 9. g |
| 10. h | 11. e | 12. l |

Listening 1

CD 1, Track 41

Vocabulary

favorite	pool
fries	skiing

Skill: Listening for gist

Answers

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

Optional Activity

Write the following questions on the board:

1. Does Rita like sports?
2. How often does Curtis play tennis?
3. How many times a week does Robert go swimming?
4. How many miles does Jon ride his bicycle each weekend?
5. Does the man go skiing often?
6. How often does Joe walk to McDonald's?

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

Answers

1. No, she hates sports.
2. Every day after work.
3. Three times a week.
4. About 20 miles.
5. No, it was his first time.
6. about four times a week.

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Listening 2

CD 1, Track 42

Vocabulary

Let's see. work out
not really

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening and making predictions

Answers

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

Page 32

Listening 3

CD 1, Track 43

Vocabulary

can't stand	energetic
chess	football fan
during the week	sports club

Task 1

Skill: Listening for frequency

Answers

- | | |
|-----------------------|-----------------------|
| 1. Exercises a lot | 2. Exercises a little |
| 3. Never exercises | 4. Exercises a lot |
| 5. Exercises a little | |

Task 2

Skill: Listening for details

Answers

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

Page 33

Pronunciation

CD 1, Track 44

This pronunciation lesson focuses on word stress in sentences. The objective of this lesson is to familiarize students with word stress patterns in everyday English and improve their listening comprehension skills.

Task 2

CD 1, Track 45

Answers

1. I go to the gym every day.
2. I watch a lot of baseball on TV.
3. What do you do on weekends?
4. Do you play tennis?

Dictation

CD 1, Track 46

Task 1

Answers

- | | |
|-----------------|-------------------------|
| 1. play, sports | 2. favorite, volleyball |
| 3. fun | 4. How, play |
| 5. twice, week | 6. that |

Conversation

Write *Sports I play* and *Sports I watch* on the board. Write one sport under each heading. Model the activity by explaining why you like each sport, writing any key words or phrases 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

bed	next to
bedside	on top of
behind	plant
between	table
bookcase	window
computer	

Task 1

Answers

4, 2, 6, 3, 5, 1

Task 2

Answers

Answers

- on top of the bookcase
- behind the TV
- between the bedside tables
- next to the window
- on the floor
- under the table

Listening 1

CD 2, Track 2

Vocabulary

cushions	tennis racket
remote control	

Skill: Listening for location

Answers

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

Optional Activity

Put the students into pairs. Have them look at the incorrect pictures and describe them using prepositions of place. While one student describes a picture, the other tries to guess which one it is. Have the students take turns describing and guessing.

Page 35

Listening 2

CD 2, Track 3

Vocabulary

across from	magazine rack
against the wall	on the right/left
coffee table	plant stand
corner	to the right/left
dinner table	

Task 1

Skill: Listening for details

Answers

(from left to right)
Top row: 7, 5, 3, 1
Middle row: 8, 2
Bottom row: 4, 6

Task 2

Skill: Listening and making predictions

Answers

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. c |
| 5. b | 6. b | 7. c | 8. a |

Page 36

Listening 3

CD 2, Track 4

Vocabulary

battery	doorknob
belt	drawer
bookshelf	empty
bottom	hang
case	hook
dictionary	remind

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 37

Pronunciation

CD 2, Track 5

This pronunciation lesson focuses on contracted negative verb phrases. The objective is to familiarize students with how contracted verbs sound in everyday English and improve their listening comprehension skills.

Task 2

CD 2, Track 6

Answers

- | | |
|----------|---------|
| 1. isn't | 2. are |
| 3. don't | 4. does |

Dictation

CD 2, Track 7

Task 1

Answers

- | | |
|---------------|----------------|
| 1. doesn't | 2. Don't you |
| 3. it is | 4. they aren't |
| 5. don't know | |

Conversation

Elicit prepositions of place from the students and write them on the board. Model each preposition of place by using it to describe one object in the classroom. Have students name objects they see in the classroom and write them on the board. Model the activity by describing the location of an object in the classroom to the students. Have the students guess the object. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Unit 10 The Family

Page 38

Getting Ready

Vocabulary

aunt	nephew
cousin	niece
grandparents	uncle
great-grandfather	

Answers

- | | |
|------------------|-----------------------|
| 1. aunt | 2. uncle |
| 3. grandparents | 4. cousin |
| 5. nephew | 6. niece |
| 7. mother-in-law | 8. great-grandfather. |

Listening 1

CD 2, Track 8

Vocabulary

in the middle	oldest
look like (somebody)	on the right/left
looks young for (60)	twins
older	

Skill: Listening for gist

Answers

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

Optional Activity

Put the students into groups. Each student should pretend to be one person in one of the pictures. He or she then describes his or her "family" to the others in the group, and the group guesses which picture is being described.

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Listening 2

CD 2, Track 9

Vocabulary

boss (someone) around	wish
just	youngest
only child	

Task 1

Skill: Listening for details

Answers

- | | |
|---------------|---------------|
| 1. 0, 0, 3, 0 | 2. 1, 0, 0, 2 |
| 3. 0, 0, 1, 0 | 4. 0, 2, 1, 1 |
| 5. 0, 0, 0, 0 | |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Tell students to look at their completed charts for Task 1. Have each student secretly choose one of the names as his or her "secret identity." Then have students stand up and mingle, asking each other about their families and answering using the information in the chart. Have students continue asking and answering until they have guessed the identities of three of their classmates.

Page 40

Listening 3

CD 2, Track 10

Vocabulary

be really into (something)	library
bird watching	parrots
cage	software
countryside	wild
free time	

Task 1

Skills: Listening for similarities

Answers

- | | |
|------------|-----------|
| 1. Sister | 2. Mother |
| 3. Father | 4. Mother |
| 5. Brother | 6. Mother |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Arrange the students into groups of four or five people. Have them ask one another which family member they're most similar to. When finished, find out which family member most students chose.

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Pronunciation

CD 2, Track 11

This pronunciation lesson focuses on *do*, *does*, and *are*. The objective is for students to learn to recognize these reduced verbs and improve their listening comprehension skills.

Dictation

CD 2, Track 12

Task 1

Answers

- | | |
|--------------|-------------|
| 1. Do you | 2. How |
| 3. What does | 4. you like |

Conversation

Ask the students to scan the dictation activity for questions about family and write their responses on the board. Elicit additional questions about family from the students and write them on the board. Model the activity by using the questions on the board to describe your own family. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

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Getting Ready

Vocabulary

computer games gym
eat out park
exercise rollerblading
go dancing

Answers

Answers will vary.

Listening 1

CD 2, Track 13

Vocabulary

action (movie) sand
ride

Skill: Listening for gist

Answers

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

Optional Activity

Write the following questions on the board.

1. What did the speaker's friend say about the movie?
2. What will the weather be like on Saturday?
3. What time is the game?
4. Who will they go rollerblading with?
5. When will they go shopping?
6. Where will they ride to?

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

Answers

1. He said the story was great.
2. Hot and sunny.
3. 2:00.
4. The guys.
5. Saturday afternoon.
6. The park.

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Listening 2

CD 2, Track 14

Vocabulary

fine with me Some other time,
free maybe.
I'd love to, but... Sure.

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 2, Track 15

Vocabulary

appointment see a movie
downtown sounds great
go for coffee

Task 1

Skill: Listening for acceptances and refusals

Answers

1. Refuse
2. Accept
3. Refuse
4. Accept
5. Refuse
6. Accept

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 2, Track 16

The focus of this pronunciation lesson is the reduction of *can* and *can't* in everyday English. The objective is to help students distinguish between these sounds and improve listening comprehension.

Task 2

CD 2, Track 17

Answers

1. can't
2. can
3. can
4. can't

Dictation

CD 2, Track 18

Task 1

Answers

1. Sorry
2. can't
3. can go
4. think so
5. you
6. give

Conversation

Write *Weekend Activities* on the board. Elicit activities the students enjoy and write them on the board. Elicit phrases used in invitations, accepting invitations, and refusing invitations 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 12 Prices

Page 46

Getting Ready

Vocabulary

(a pair of) sneakers	laptop
DVD	movie ticket
digital camera	newspaper

Answers

Answers will vary.

Listening 1

CD 2, Track 19

Vocabulary

camera	on sale
earrings	shoes
I'll take (something)	try (something)
just looking	on

Skill: Listening for details

Answers

1. \$55
2. \$1,899
3. \$36.95
4. \$26.95
5. \$14.25
6. \$125

Optional Activity

Tell the students to listen again and write down how the speakers say they want to or do not want to buy an item. Play each conversation again. Elicit the answers and write them on the board.

Answers

1. No, thanks.
2. That's okay. I'm just looking.
3. Thanks, anyway.
4. I think I will (take them).
5. I'll take them.
6. Well, I'll think about it.

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Listening 2

CD 2, Track 20

Vocabulary

altogether	That's (total)
change	two for (a dollar)
That comes to (total)	

Task 1

Skill: Listening for numbers

Answers

1. Total: \$7.50, Change: \$12.50
2. Total: \$27.90, Change: \$2.10
3. Total: \$9.65, Change: \$10.35
4. Total: \$12.15, Change: \$7.85
5. Total: \$12.49, Change: \$7.51
6. Total: \$18.25, Change: \$1.75

Task 2

Skill: Listening for details

Answers

1. soup, shampoo
2. DVD, batteries
3. newspapers, magazines
4. T-shirt, socks
5. chocolates, cookies
6. magazines, book

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Listening 3

CD 2, Track 21

Vocabulary

afford	public schools
clinic	reasonable
hospital	(price)
keep the price down	rent (v.)
neighborhood	rich
own	tuition
population	twice that
private schools	(amount)

Task 1

Skill: Listening for comparisons

Answers

1. Cheaper in the U.S.
2. Cheaper in their country
3. Cheaper in the U.S.
4. Cheaper in the U.S.
5. Cheaper in the U.S.
6. Cheaper in their country

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Arrange the students in six groups and have them look at the completed chart for Listening 3 Task 1. Assign each group one of the categories (cars, rents, clothes, etc.) and have them discuss whether those things are cheaper or more expensive in their countries than in the U.S. When everyone is finished have each group share their conclusions with another group.

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Pronunciation

CD 2, Track 22

This pronunciation lesson focuses on syllable stress in large numbers. The objective of this lesson is to familiarize students with the stress patterns and rhythms of large numbers and improve listening comprehension skills.

Dictation

CD 2, Track 23

Task 1

Answers

1. \$329.99
2. \$2,199.99
3. \$1,000
4. \$799

Conversation

Draw a pie chart on the board with the following categories: *Food, Rent, Transportation, Entertainment, Shopping*. Fill in the pie chart with your monthly spending for each category. Model the activity for the class using the pie chart. Ask students to create their own pie charts and complete the activity.



Page 50

Getting Ready

Vocabulary

appetizer	ice cream
apple pie	juice
broccoli	main dish
cake	peas
carrots	salad
chicken	shrimp cocktail
coffee	soup
desserts	steak
drinks	tea
fish	vegetables

Answers

Appetizers: salad, soup, shrimp cocktail

Main dishes: steak, fish, chicken

Vegetables: carrots, peas, broccoli

Desserts: apple pie, cake, ice cream

Drinks: coffee, juice, tea

Listening 1

CD 2, Track 24

Vocabulary

cheesecake	soda
fries	spaghetti
grilled	special
iced tea	spicy
order (v.)	stir-fry
roast chicken	

Skill: Listening for details

Answers

- house salad, spaghetti with meat sauce, tea
- soup of the day, Greek salad, ice cream, coffee
- hamburger with fries, milk

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Listening 2

CD 2, Track 25

Vocabulary

cola	frozen
delicious	ice cream
dry	send (food) back
fresh	slices (of pizza)
fried	starving

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for attitudes

Answers

- | | |
|----------------|----------------|
| 1. Not pleased | 2. Pleased |
| 3. Not pleased | 4. Not pleased |
| 5. Pleased | 6. Not pleased |

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Listening 3

CD 2, Track 26

Vocabulary

awful	salty
chocolate mousse	seafood
creamy	steamed vegetables
egg rolls	tasty
oily	tough

Task 1

Skill: Listening for attitudes

Answers

- | | |
|-------------------|-------------|
| 1. the appetizer: | Liked |
| the main dish: | Didn't like |
| the vegetables: | Liked |
| the dessert: | Liked |
| 2. the appetizer: | Liked |
| the main dish: | Liked |
| the vegetables: | Liked |
| the dessert: | Didn't like |

- | | |
|-------------------|-------------|
| 3. the appetizer: | Liked |
| the main dish: | Liked |
| the vegetables: | Didn't like |
| the dessert: | Liked |
| 4. the appetizer: | Didn't like |
| the main dish: | Didn't like |
| the vegetables: | Liked |
| the dessert: | Liked |

Task 2

Skills: Listening for details

Answers

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

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Pronunciation

CD 2, Track 27

The focus of this pronunciation lesson is contractions *wasn't* and *weren't*. The objective of the lesson is to familiarize students with everyday speech and improve listening comprehension skills.

Dictation

CD 2, Track 28

Task 1

Answers

- | | |
|----------|-----------------|
| 1. was | 2. wasn't great |
| 3. spicy | 4. wasn't as |

Conversation

Write *Appetizers*, *Main dishes*, *Vegetables*, *Desserts*, and *Drinks* on the board.

Elicit foods from each category and write them on the board. Point to different words on the board and elicit descriptions of them, e.g., *French fries are salty*. and write them on the board. Model the activity using the words 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 Small Talk

Page 54

Getting Ready

Vocabulary

end a conversation	It's been great
greet	seeing you again.
Hope to see you again soon.	It's been nice talking to you.
How have you been?	Keep in touch.
How's everything?	Nice to see you again.
I haven't seen you for a long time.	Talk to you later.

Answers

1. End a conversation
2. Greet someone
3. End a conversation
4. Greet someone
5. End a conversation
6. End a conversation
7. Greet someone
8. Greet someone
9. Greet someone
10. End a conversation

Listening 1

CD 2, Track 29

Vocabulary

get together	look at the time
got to run	these days
in ages	

Skill: Listening for greetings and conversation endings

Answers

1. Greeting someone
2. Ending a conversation
3. Greeting someone
4. Ending a conversation
5. Greeting someone
6. Greeting someone
7. Ending a conversation
8. Greeting someone

Optional Activity

Play the recording again, stopping after each monologue. Have the students suggest appropriate responses to each greeting or conversation ending.

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Listening 2

CD 2, Track 30

Vocabulary

guests	trip (n.)
not too bad	work late

Task 1

Skill: Listening for topics

Answers

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. c |
| 5. c | 6. b | 7. c | 8. a |

Task 2

Skill: Listening for details

Answers

- | | | | |
|------|------|------|------|
| 1. a | 2. c | 3. b | 4. c |
| 5. b | 6. c | 7. c | 8. a |

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Listening 3

CD 2, Track 31

Vocabulary

appear (in movies)	look forward to (something)
be a big star	surprise
leave the company	You're kidding!

Task 1

Skill: Listening for reactions

Answers

1. New information
2. Already knows...
3. New information
4. Already knows...
5. Already knows...
6. New information

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 2, Track 32

The focus of this pronunciation lesson is reductions of *Wh*- questions. The objective of the lesson is to familiarize students with these common reductions in everyday speech and improve listening comprehension skills.

Dictation

CD 2, Track 33

Task 1

Answers

- | | |
|---------------|--------------|
| 1. new | 2. What have |
| 3. how's your | 4. how are |

Conversation

Write *Greetings* on the board and elicit phrases that can be used to greet someone you haven't seen in a long time. Write students' responses on the board. Then write *Topics for small talk* on the board and elicit topic ideas from the students. Model the activity using the greetings and one of the topics 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.

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Getting Ready

Vocabulary

all right	really great
awful	so-so
fantastic	terrible
not bad	terrific
nothing special	very disappointing
pretty boring	wonderful

Answers

Didn't like it	Liked it a little
awful	all right
pretty boring	not bad
very disappointing	so-so
nothing special	
terrible	Liked it a lot
	really great
	fantastic
	terrific
	wonderful

Listening 1

CD 2, Track 34

Vocabulary

get a tan	quiet
go away (on vacation)	relatives
go out of town	stay home
peaceful	sunshine

Skill: Listening for gist

Answers

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

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Listening 2

CD 2, Track 35

Vocabulary

crowded

Task 1

Skill: Listening for attitudes

Answers

1. no	2. yes	3. no	4. no
5. yes	6. no	7. yes	8. yes

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put students in small groups and ask them to think of their last vacation. Have them describe their vacation to their group, including three good or bad points. Use the recording as a model to help them state these points, e.g., *The food was fantastic. The hotel was disappointing. The museums were too crowded.*

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Listening 3

CD 2, Track 36

Vocabulary

camping	museums
cooking course	sightseeing
fall off (skis)	slept
hard (difficult)	stay on (skis)
kept warm	sunburn

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 2, Track 37

The focus of this pronunciation lesson is different sounds used in past tense verbs. The objective of the lesson is to familiarize students with past tense endings and improve listening comprehension skills.

Task 2

CD 2, Track 38

Answers

1. /d/	2. /id/	3. /t/
4. /d/	5. /t/	6. /id/

Dictation

CD 2, Track 39

Task 1

Answers

1. rented	2. house
3. walked on	4. shopped for
5. decided	6. want

Conversation

Write *My favorite vacation* on the board. Elicit questions about your favorite vacation, e.g., *Where did you go?*, *What did you do?*, *How long did you stay?*, ect. from the students and write them on the board. Answer the questions on the board to model the activity. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Unit 16 Apartment Living

Page 62

Getting Ready

Vocabulary

bathroom	mattress
bathtub	microwave
bed	piano
bedroom	refrigerator
coffee table	shower
dresser	sofa
kitchen	stove
living room	toilet

Answers

Living room

sofa
coffee table
piano

Bedroom

bed
mattress
dresser

Bathroom

toilet
bathtub
shower

Kitchen

refrigerator
stove
microwave

Listening 1

CD 2, Track 40

Vocabulary

apartment	huge
comfortable	small

Skills: Listening for gist

Answers

A. 2 B. 3 C. 1 D. 4

Optional Activity

Write the following questions on the board:

1. Why does Ken dislike his apartment?
2. Why does Celia like her apartment?
3. Why does Joe dislike his apartment?
4. What does Ellen dislike about her apartment?

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

and write them on the board. Tell the students that it's okay if their answers do not exactly match the ones on the board.

Answers

1. It's pretty small.
2. It's really big.
3. It's very small. / Seven people live with him.
4. She has the small bedroom.

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Listening 2

CD 2, Track 41

Vocabulary

floor
furniture
take a bath

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 2, Track 42

Vocabulary

all over (the floor)	find
bookshelf	managed to
cheap	MP3 player
check out	pick up (buy)

Task 1

Skill: Listening for details

Answers

1. bookshelf, TV, dinner table
2. TV, MP3 player
3. TV, dinner table, sofa
4. bookshelf, MP3 player, sofa

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 2, Track 43

The focus of this pronunciation lesson is the contraction of *there is* and *there are* the objective is to familiarize students with this common element of everyday speech and improve their listening comprehension skills.

Dictation

CD 2, Track 44

Task 1

Answers

- | | |
|-----------------|-----------------|
| 1. There're two | 2. there's also |
| 3. there's | 4. sale |

Conversation

Write *Bedroom*, *Living room*, *Kitchen*, and *Bathroom* on the board. Elicit things typically found in each room and write them on the board. Point to objects in the classroom and use prepositions to describe their locations. Write the prepositions on the board. Model the activity using the language on the board. Put students in pairs and have them complete the activity. They may use the sample language on the board for support.

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Getting Ready

Vocabulary

be famous
be rich
get married
graduate (from college)
have children
travel

Answers

Answers will vary.

Listening 1

CD 3, Track 2

Vocabulary

actor
at the moment
Better you than me!
dangerous
doctor
garage
pool
professional
singer
surf
yard

Skills: Listening for gist

Answers

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

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Listening 2

CD 3, Track 3

Vocabulary

babysit
clothing store
excited
hang around
hang out (with someone)
make money
movie theater
nervous
part-time job
relax
spend time (with someone)
take it easy
unfortunately

Task 1

Skills: Listening for plans

Answers

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

Task 2

Skill: Listening for attitudes

Answers

1. Not looking forward to the summer
2. Not looking forward to the summer
3. Looking forward to the summer
4. Looking forward to the summer
5. Looking forward to the summer
6. Not looking forward to the summer

Optional Activity

Write these questions on the board:

1. *When will Molly be able to have fun?*
2. *Where will Peter probably work?*
3. *How will Cara stay in touch with her friends?*
4. *Who will John live with this summer?*
5. *What did Nick do last summer?*
6. *What does Julia want to do this summer?*

Play the recording again. Stop after each monologue so students can write the answers. Elicit the answers.

Answers

1. Next summer
2. A clothing store or a movie theater
3. She will text them
4. With a Spanish family
5. He had a job
6. Hang out with her friends

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Listening 3

CD 3, Track 4

Vocabulary

break up (with someone) medical school
dream about right away
medical degree

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for certainty

Answers

1. Not sure 2. Sure
3. Not sure 4. Sure
5. Sure 6. Not sure

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Pronunciation

CD 3, Track 5

This pronunciation lesson focuses on the reduction of *want to*, *going to*, and *hope to*. The objective of this lesson is to familiarize students with these common reductions and improve listening comprehension.

Dictation

CD 3, Track 6

Task 1

Answers

1. going to 2. to travel
3. going to 4. like to
5. change

Conversation

Write *Job*, *Family*, and *Travel* on the board. Write one plan under each category. Elicit other plans from students for each category 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 18 The Weather

Page 70

Getting Ready

Vocabulary

cloudy	rainy
cold	snowy
cool	sunny
dry	warm
hot	wet
humid	windy

Answers

Answers will vary.

Listening 1

CD 3, Track 7

Vocabulary

expecting
heavy (rain, snow)
rain
the high (temperature)
the low (temperature)
weather forecast

Skill: Listening for gist

Answers

- | | |
|---------------------|----------------|
| 1. cold, windy | 2. warm, wet |
| 3. cloudy, rainy | 4. windy, cold |
| 5. cloudy, wet, hot | 6. hot, dry |

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Listening 2

CD 3, Track 8

Vocabulary

No way!	snowball fight
pool	swim
put (something) on	

Task 1

Skill: Listening and making predictions

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 3, Track 9

Vocabulary

coming out
cooler
get warmer/cooler
go down (temperature)
snowstorm
storm

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for gist

Answers

- | | |
|-----------|-----------|
| 1. Worse | 2. Better |
| 3. Worse | 4. Worse |
| 5. Better | 6. Better |
| 7. Better | 8. Worse |

Optional Activity

Have the students listen to the recording again and write down the different ways the speakers ask about the weather. Play the recording, stopping after each conversation to elicit the question, and write it on the board.

Answers

1. What's it like outside today?
2. How's the weather now?
3. Is it nice outside?
4. What's it like outside?
5. Is it a nice day today?
6. How's the weather?
7. What's the weather like?
8. Is it still snowing?

Page 73

Pronunciation

CD 3, Track 10

This pronunciation lesson focuses on the intonation of words in a list or series. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve listening comprehension.

Dictation

CD 3, Track 11

Task 1

Answers

1. very hot
2. front of
3. small soda

Conversation

Write *What is the weather like today?* and elicit responses from the students. Then elicit activities that are good to do in that kind of weather. Write these activities 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.

Page 74

Getting Ready

Vocabulary

bookstore	necklace
clothing store	running shoes
drugstore	shampoo
envelopes	sporting goods store
grocery store	stationery store
jewelry store	tie
magazines	vegetables

Answers

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

Listening 1

CD 3, Track 12

Vocabulary

fresh
look nice on (somebody)
mystery
pair (of shoes)
play a (CD)

Skill: Listening for gist

Answers

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

Page 75

Listening 2

CD 3, Track 13

Vocabulary

Cash or credit?
customer
just looking around
ring (something) up
salespeople
take (purchase)

Task 1

Skill: Listening for gist

Answers

- | | |
|--------|--------|
| 1. yes | 2. yes |
| 3. no | 4. no |
| 5. yes | 6. yes |
| 7. no | 8. no |

Task 2

Skill: Listening and making predictions

Answers

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

Page 76

Listening 3

CD 3, Track 14

Vocabulary

air mail	narrow
be crazy about (something)	pockets
cotton	regular mail
dry clean	short sleeves
fabric	silk
hand wash	stripes
linen	(watch) band
machine wash	blend
	wide

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Have the students listen to the first three conversations again and write down the way the customers make requests.

Answers

- Can I try on that shirt, please?
- I'd like to buy some envelopes.
- Can I see that watch, please?

Page 77

Pronunciation

CD 3, Track 15

The pronunciation lesson focuses on using word stress to contrast choices, such as *large* or *small*. The objective of the lesson is to familiarize students with common stress patterns in everyday speech and improve both speaking and listening comprehension skills.

Dictation

CD 3, Track 16

Task 1

Answers

- | | |
|-----------------|----------------|
| 1. just looking | 2. silver band |
| 3. black band | 4. paying |
| 5. pay | 6. cash |

Conversation

Elicit items that students commonly shop for and write them on the board. Point to each item and elicit where students can buy it. Write student responses on the board. Choose one thing you commonly shop for from the items on the board and model the activity for the students. Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Unit 20 Describing Things

Page 78

Getting Ready

Vocabulary

backpack	lost and found
briefcase	strap
checked	striped
design	suitcase
handbag	wallet
initials	wheels
leather	

Answers

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

Listening 1

CD 3, Track 17

Vocabulary

case	left (v.)
credit cards	sunglasses
frames (glasses)	

Skill: Listening for gist

Answers

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

Page 79

Listening 2

CD 3, Track 18

Vocabulary

aircraft	on board
business papers	plastic
cheap-looking	pull out
handle	running shoes
hurts	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Have the students describe each object in the pictures. Then have them imagine an alternative function for each object (for example, using the umbrella as a cane). When everyone is finished, have each pair share their ideas with another pair.

Page 80

Listening 3

CD 3, Track 19

Vocabulary

beach bag	novel
coffee shop	passport
driven	pocket knife
get off (the bus)	rings
keys	subway
letter	travel abroad
newsstand	

Task 1

Skill: Listening for gist

Answers

- | | |
|-------------|----------------|
| 1. wallet | 2. glasses |
| 3. keys | 4. credit card |
| 5. passport | 6. newspaper |

Task 2

Skill: Listening for details

Answers

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

Page 81

Pronunciation

CD 3, Track 20

The pronunciation lesson focuses on syllable stress in adjectives. The objective of the lesson is to familiarize students with common stress patterns in everyday speech and improve both speaking and listening comprehension skills.

Task 2

CD 3, Track 21

Answers

- | | |
|----------------|----------------|
| 1. comfortable | 2. attractive |
| 3. plastic | 4. running |
| 5. beautiful | 6. interesting |

Dictation

CD 3, Track 22

Task 1

Answers

- cell phone
- every day
- purple
- unusual colors
- information
- pocket

Conversation

Place four items from the classroom in clear view of all the students. Slowly describe one object, writing descriptive words on the board as you go. Have students guess which item you are describing. Once students have guessed, hold up another object and elicit descriptions of it. Write students' 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.

Page 82

Getting Ready

Vocabulary

block	(traffic) light
corner	on the right/left
go straight for...	take a right/left
go through	turn right/left
intersection	

Answers

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

Listening 1

CD 3, Track 23

Vocabulary

(same as Getting Ready vocabulary)

Skill: Listening for gist

Answers

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

Optional Activity

Have the students work in pairs. Using the *incorrect* maps (1a, 2a, 3b, and 4b), have one student in each pair give directions to one of the four places, without naming the building. The other student says which place he or she is being directed to.

Page 83

Listening 2

CD 3, Track 24

Vocabulary

end of the block
go up/down
on the corner of... and...

Task 1

Skill: Listening for details

Answers

(from left to right)
Top row: 3, 6, 1
Bottom row: 2, 5, 4

Task 2

Skill: Listening for details

Answers

- | | |
|---------------------------|---------------|
| 1. straight, blocks, turn | 2. on, corner |
| 3. then, up | 4. from |
| 5. left, left | 6. end |

Optional Activity

Put the students into pairs. Have one student describe the location of individual buildings on the map, e.g., *It's on the corner of Ford and Second.* The other student points to the building. Have the students take turns describing and guessing.

Page 84

Listening 3

CD 3, Track 25

Vocabulary

church	intersection
come out of (the subway)	my place
cross	pick up
footbridge	river
gas station	snacks
glass building	supermarket
hotel	tennis racket

Task 1

Skill: Listening for sequence

Answers

- | | |
|---------------|---------------|
| 1. 4, 2, 1, 3 | 2. 3, 4, 1, 2 |
| 3. 4, 1, 3, 2 | 4. 1, 4, 3, 2 |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put students into small groups. Using the recording in Listening 3 as a model, have each student give directions to his/her home from the nearest subway or bus stop. The other students write down the important parts. When everyone is finished, have the students compare notes and directions.

Page 85

Pronunciation

CD 3, Track 26

The focus of this pronunciation lesson is the use of rising intonation to confirm information given by another speaker. The objective of this lesson is to make students aware of how intonation can change a statement into an implied question and to improve their listening comprehension skills.

Dictation

CD 3, Track 27

Task 1

Answers

- | | |
|----------------|-----------|
| 1. The tourist | 2. at |
| 3. light | 4. On the |

Conversation

Model the activity for the students by giving directions from your school to your home. Write key phrases such as *turn left, go straight, at the corner of...*, etc. 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 People We Know

Page 86

Getting Ready

Vocabulary

a little crazy at times	lazy
easygoing	serious
funny	shy
generous	smart
hardworking	sociable
kind	talkative

Answers

Answers will vary.

Listening 1

CD 3, Track 28

Vocabulary

expect (something)	present
in return	tell jokes
laugh	top student
life story	

Skill: Listening for gist

Answers

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

Page 87

Listening 2

CD 3, Track 29

Vocabulary

just like	similar
kind of (a little)	skipped class
party (v.)	smile
perfect for (someone)	

Task 1

Skill: Listening for similarities and differences

Answers

- | | | |
|--------------|--------------|--------------|
| 1. different | 2. similar | 3. different |
| 4. similar | 5. different | 6. similar |

Task 2

Skill: Listening for details

Answers

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

Page 88

Listening 3

CD 3, Track 30

Vocabulary

be in a bad mood	make funny faces
chew gum	make people laugh
easy to talk to	outgoing
friendly	share
forget	talk to (oneself)
get along	

Task 1

Skill: Listening for opinions

Answers

- Likes personality and sense of humor, doesn't like habits
- Likes habits, doesn't like personality or sense of humor
- Likes sense of humor, doesn't like personality or habits
- Likes personality, doesn't like sense of humor or habits

Task 2

Skill: Listening for attitudes

Answers

- | | | | |
|--------|-------|-------|--------|
| 1. yes | 2. no | 3. no | 4. yes |
|--------|-------|-------|--------|

Page 89

Pronunciation

CD 3, Track 31

This pronunciation lesson focuses on the differing pronunciations of *s* in third person verbs. The objective of this lesson is to increase students' awareness of these pronunciations and improve listening comprehension skills.

Task 2

CD 3, Track 32

Answers

- | | | | |
|---------|--------|--------|--------|
| 1. /iz/ | 2. /z/ | 3. /z/ | 4. /s/ |
|---------|--------|--------|--------|

Dictation

CD 3, Track 33

Task 1

Answers

- | | |
|-----------------|----------------|
| 1. He sits | 2. talks |
| 3. laughs | 4. sounds nice |
| 5. tells jokes | 6. seems like |
| 7. a girlfriend | |

Conversation

Choose a student in the class or a well-known celebrity. Elicit descriptions of the person's personality from the students and write them on the board. Continue describing other individuals until you have a broad list of descriptive terms on the board. Model the activity by describing someone you have recently met 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 90

Getting Ready

Vocabulary

beach	noisy
cable car	opera house
Carnival	popular
crowded	romantic
harbor	tourist
modern	tower

Answers

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

Listening 1

CD 2, Track 34

Vocabulary

climate	sea
fresh (air)	subway system
polluted	transportation system
reasonable (price)	

Skill: Listening for attitudes

Answers

- | | |
|-------------------|----------------------|
| 1. Likes it a lot | 2. Likes it a little |
| 3. Likes it a lot | 4. Doesn't like it |
| 5. Likes it a lot | 6. Likes it a little |

Page 91

Listening 2

CD 3, Track 35

Vocabulary

dangerous
lovely
nightclubs
pay a fortune for (something)
scenic
ugly

Task 1

Skill: Listening for gist

Answers

- | | |
|------------|-----------|
| 1. great | 2. quiet |
| 3. crowded | 4. great |
| 5. small | 6. lovely |
| 7. safe | 8. large |

Task 2

Skill: Listening for details

Answers

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

Page 92

Listening 3

CD 3, Track 36

Vocabulary

comfortable	get around
fantastic	government
for sure	theater

Task 1

Skill: Listening for preferences

Answers

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

Task 2

Skill: Listening for details

Answers

- more exciting New York
more beautiful Washington D.C.
cheaper restaurants Washington D.C.
better theater New York
- huge Los Angeles
more beautiful San Francisco
boring San Francisco
fast-moving Los Angeles

- more beautiful Hong Kong
more comfortable Singapore
clean Singapore
polluted Hong Kong
- more exciting Sydney
beautiful Sydney
better prices Melbourne
more relaxing Melbourne

Page 93

Pronunciation

CD 3, Track 37

The focus of the pronunciation lesson is sentence stress. The objective of this lesson is to familiarize students with common stress patterns and improve speech and listening comprehension skills.

Task 2

CD 3, Track 38

Answers

- Melbourne is a **relaxing** city.
- The pollution is getting **really bad**.
- Osaka has **lots of nightclubs**.
- This is a **nice place to live**.

Dictation

CD 3, Track 39

Task 1

Answers

- | | |
|--------------|--------------|
| 1. people | 2. friendly |
| 3. museums | 4. nightlife |
| 5. crowded | 6. stand |
| 7. pollution | 8. traffic |
| 9. worse | |

Conversation

Elicit words that can be used to describe cities and living conditions in cities. Write student responses on the board. Have students categorize the terms on the board into "good" and "bad". 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 24 Health

Page 94

Getting Ready

Vocabulary

arm	head
back	leg
ear	mouth
eye	nose
finger	stomach
foot	teeth
hand	toe

Answers

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. j | 2. b | 3. e | 4. d | 5. c |
| 6. n | 7. m | 8. f | 9. i | 10. a |
| 11. l | 12. g | 13. k | 14. h | |

Listening 1

CD 3, Track 40

Vocabulary

broken	left-handed
cut (oneself)	splitting headache
fell down	walked into (something)
hurt	
knife	

Skill: Listening for gist

Answers

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

Page 95

Listening 2

CD 3, Track 41

Vocabulary

can hardly walk	pills
deep cut	pull a muscle
flu	see a doctor
hiking	stiches
painful	twist (one's) ankle

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Tell students to look at the pictures for Listening 1 (SB p. 94) and take turns describing and guessing the people's injuries. Tell the students they can make up any information they don't remember from the recording.

Page 96

Listening 3

CD 3, Track 42

Vocabulary

drugstore
energy
fall asleep
have trouble (doing something)
lately
made a difference
sleeping pills
stressed out
vitamins

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for advice

Answers

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

Page 97

Pronunciation

CD 3, Track 43

The focus of the pronunciation lesson is the reduction of *did you*. The objective of this lesson is to familiarize students with this common reduction and improve speech and listening comprehension skills.

Dictation

CD 3, Track 44

Task 1

Answers

- | | |
|------------------|---------------|
| 1. did you hurt | 2. Did you go |
| 3. Did you break | |

Conversation

Elicit injuries and write them on the board. Elicit treatments for each injury and write these on the board as well. 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.

Tactics for Testing Notes and Answer Key

Tactics for Testing Units 1–4

Answers

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

Testing Focus Activity

- Read the testing tip at the bottom of page 99 with the students.
- Look at each picture and ask students to describe what they see. Have the students focus on describing the main action in the pictures.
- Explain that correct answer choices usually describe the main action or general idea of the picture. Incorrect answers often use words that appear in the picture, but incorrectly describe the action of the picture. By previewing the pictures and developing their own description of the action in each one, students can anticipate what they will likely hear in the correct answer choice.

Page 98

Part 1

CD 4–2

Procedures

- Read the directions to the students. Explain that they hear a question about each picture and three 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 4–3

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 4–4

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

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.

Part 1

CD 4-5

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.

Page 101

Part 2

CD 4-6

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 be distracted by words that sounds 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 4-7

Procedures

- Read the directions to the students. Explain that they will hear a short conversation followed by three questions about the conversation.

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

Testing Focus Activity

- Read the testing tip at the bottom of page 103 with the students. Explain that a good test-taking strategy is to cross out answer choices that are obviously incorrect. This way students have a better chance of guessing the correct answer choice if they are unsure of the correct answer.
- As students do Part 2 and Part 3, have them cross out any answer choices they know are incorrect. Then have them try to guess from the remaining answer choices.

Page 102

Part 1

CD 4-8

Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and three possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to use the answer sheet on the left hand side of page 102 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 103

Part 2

CD 4-9

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 cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 102 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 4-10

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 cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 102 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 13–16

Answers

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

Testing Focus Activity

- Read the testing tip at the bottom of page 105 with the students. Explain that it is very important for students to manage their time effectively on standardized tests.
- Write the following example on the board:
Q: *Do you want to get something to eat?*
A: *I had lunch a little while ago.*
B: *No, I don't like pizza.*
C: *Yes, I had lunch with Susan.*
- Explain to students that the most appropriate answer choice is A. It answers the question indirectly; it doesn't directly give a "yes" or a "no" to the question, but a "no" is implied by the response. Answer choices B and C, on the other hand, both start with *Yes* or *No*, but the actual responses do not match the question. Explain that this is a common tactic on statement/response questions. Students must think carefully about the meaning of every answer choice and how it matches up with the question.

Page 104

Part 1

CD 4–11

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 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 4–12

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 cross out any obviously incorrect answer choices as they do this section of the test.
- 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 4–13

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 cross out any obviously incorrect answer choices as they do this section of the test.
- 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. A | 2. C | 3. A |
| 4. C | 5. A | 6. B |
| 7. B | 8. B | 9. B |
| 10. C | 11. C | 12. A |
| 13. C | 14. B | 15. A |

Testing Focus Activity

- Read the testing tip at the bottom of page 107 with the students. Explain that listening for key words is a good way of picking up the important details of a listening passage. Write the following conversation on the board:
M: *Do these glasses go in the kitchen cabinet, or the cabinet in the next room?*
W: *Water glasses go in the living room cabinet but you can put the juice glasses in there.*
M: *Why not just keep them in the same place?*
W: *The water glasses are too tall for that cabinet. See?*
- Ask students to point out what they see as key words from the conversation. Elicit *juice glasses, water glasses, living room cabinet, and too tall*.
- Have students go back to page 103 and look at question 13. Discuss how these key words would help students answer the question.
- Ask students to close their books. Play the conversations in Part 3 for the students and ask them to write down key words from the conversation.
- With books open, look at questions 13–15 on page 103 and discuss how the key words students wrote down will help them answer the questions.

Page 106

Part 1

CD 4–14

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 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 4-15

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 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 4-16

Procedures

- Read the directions to the students. Explain that they will hear a short advertisement followed by three questions about the advertisement.
- 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. B	2. A
3. C	4. B
5. B	6. C
7. B	8. C
9. A	10. B
11. A	12. C
13. C	14. A
15. B	

Testing Focus Activity

- Read the testing tip at the bottom of page 109 with the students. Explain that many test takers accidentally skip a question on their answer sheet or accidentally fill in answers for two questions on the same line. Explain that filling out the answer sheet correctly is an important test-taking skill that students should focus on.
- As students take the test for Units 21–24, instruct them to cover their answer sheet on page 108 with a sheet of paper. Instruct students to uncover each line on the answer sheet only when they are ready to answer that question.

Page 108

Part 1

CD 4-17

Procedures

- Read the directions to the students. Explain that they will hear a question about each picture and three possible choices. Students will need to choose the answer choice that best matches the picture.
- Remind students to use the answer sheet on the left-hand side of page 108 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.

Page 109

Part 2

CD 4-18

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 cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 108 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 4-19

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 cross out any obviously incorrect answer choices as they do this section of the test.
- Remind students to use the answer sheet on the left-hand side of page 108 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.