

Page 2

Getting Ready

Vocabulary

greet

I don't think we've met.

introduce yourself

Nice to see you again.

Answers

- | | |
|--------------|----------|
| 1. Introduce | 2. Greet |
| 3. Introduce | 4. Greet |
| 5. Introduce | 6. Greet |
| 7. Introduce | |

Listening 1

CD 1, Track 2

Vocabulary

Don't we work in the same building?

Haven't we met somewhere?

Hey, you're (name), right?

Remember me?

Skill: Listening for greetings and introductions

Answers

- | | |
|----------------|----------------|
| 1. Haven't met | 2. Have met |
| 3. Haven't met | 4. Have met |
| 5. Have met | 6. Haven't met |

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Listening 2

CD 1, Track 3

Vocabulary

air conditioning

hot and humid

at home

I've got to run.

challenging

makes (someone)

chips

laugh

courses

moving ahead

Enjoy the party.

stuck

Good luck to you.

That looks really nice on you.

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for attitudes

Answers

- End the conversation
- Continue the conversation
- End the conversation
- Continue the conversation
- End the conversation
- Continue the conversation

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.

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Listening 3

CD 1, Track 4

Vocabulary

design company

Do you like living here?

enough

Have you been having fun here?

Me, neither. That's too bad.

video

What kind of work would you like?

Task 1

Skill: Listening and making inferences

Answers

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

Task 2

Skill: Listening and making predictions

Answers

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

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Pronunciation

CD 1, Track 5

This pronunciation lesson focuses on the reduction of the h sound in words such as *he*, *him*, *his*, and *her*. The objective of this lesson is to increase students' awareness of the reduction and improve listening comprehension skills.

Dictation

CD 1, Track 6

Task 1

Answers

- | | |
|-------------------|--------------------|
| 1. you seen her | 2. talked with her |
| 3. How's he doing | 4. he got |
| 5. happy to | 6. tell him I |

Conversation

- Help students contextualize the activity by describing an instance in which you met an old acquaintance on the street.
- Model the greetings you used and the questions you asked during that conversation and write them on the board.
- Elicit similar encounters students have had and the language they used. Add these to the list on the board.
- Ask students to act out a similar situation in pairs. Students may use the sample language on the board for support.

Unit 2 Plans

Page 6

Getting Ready

Vocabulary

go out (to dinner)	play (sports)
hang out	take a trip
out of town	video games

Answers

Answers will vary.

Listening 1

CD 1, Track 7

Vocabulary

careful	ocean
dangerous	sail
I can hardly wait!	ski
instructor	stay home

Skill: Listening for plans

Answers

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

Optional Activity

Have the students listen again and write down three expressions the speakers use to express excitement about their plans.

Possible Answers

- Conversation 1:** I can hardly wait!
- Conversation 2:** I wouldn't miss it for anything!
- Conversation 3:** It's supposed to be beautiful!
- Conversation 6:** It sounds very exciting to me!

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Listening 2

CD 1, Track 8

Vocabulary

alone	I plan to (do something)
favorite	

final exams	library
go downtown	visit
(go) out of town	What are you up to?

Task 1

Skill: Listening for topic

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put students into pairs. Have them ask one another what they most like to do on the weekends and what they least like to do on the weekends. When the exchange is done, have the students switch partners and ask the same questions again. Repeat as time allows.

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Listening 3

CD 1, Track 9

Vocabulary

busy	just in time
campfire	paper (report)
finals	present
going on	road trip

I can't wait.

Task 1

Skill: Listening for details

Answers

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

Task 2

Skill: Listening for attitudes

Answers

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

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Pronunciation

CD 1, Track 10

In this pronunciation lesson, the focus is on intonation in sentences that end with tag questions. 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

- isn't it
- could go see
- do you
- We could go

Conversation

- Begin a class discussion by sharing with students some of the things you do on weekends, whether exciting or mundane. List the activities on the board as you go.
- Elicit other weekend activities from students. What do they like? What do they not like? Write these on the board as well.
- Ask several students to talk briefly about what their ideal weekend would be, using the activities listed on the board.
- In their pairs, have students use this same language to frame a conversation about what they plan to do in the upcoming weekend.

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Getting Ready

Vocabulary

atmosphere
facilities
language school
popularity
staff

Answers

Answers will vary.

Listening 1

CD 1, Track 12

Vocabulary

10 percent cheaper
convenient
machines (exercise equipment)
mall
rude
service

Skill: Listening for negative information

Answers

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

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Listening 2

CD 1, Track 13

Vocabulary

bright lights	organized
comfortable	styles
displays	stylists
fits (v.)	the latest stuff
garage (repair shop)	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for jobs

Answers

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

Optional Activity

Have the students listen again and write down the reason why the people like the things mentioned in Task 2.

Answers

- There is great music.
- They have all the latest stuff.
- The stylists are really good.
- There are bright lights at the front door.
- They're about half the price of other places.
- All of their stuff looks great and fits perfectly.

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Listening 3

CD 1, Track 14

Vocabulary

a good value	speed
chefs	website
quality	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 1, Track 15

The focus of this pronunciation lesson is the stress put on certain words when stating a complaint. The objective of this lesson is to help students identify and use the accepted stresses on words that express the exact reason for the complaint.

Dictation

CD 1, Track 16

Answers

- are not very
- are really bad
- fell apart
- takes too long
- favorite jeans

Conversation

- Put the exercise into context by sharing with students what your favorite place to shop or eat is. What is the main thing you like about it?
- Draw two columns on the board, one for "likes" and one for "dislikes". List a couple of things you like and don't like about the business, using relevant vocabulary words.
- Elicit favorite businesses from several students, recording what they like and don't like about the business in the same fashion as above.
- Ask students to discuss this same topic in pairs. Students may use the vocabulary words from the comparison charts on the board.

Unit 4 Apologies and Excuses

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Getting Ready

Vocabulary

all right

Don't worry about it.

It's no problem.

It won't happen again.

make it up to (someone)

mean to (do something)

worry

Answers

- | | |
|-------------|-------------|
| 1. Apology | 2. Response |
| 3. Apology | 4. Apology |
| 5. Response | 6. Apology |
| 7. Response | 8. Response |

Listening 1

CD 1, Track 17

Vocabulary

book bag

insurance information

copy (of a CD)

occasion

dents

scratch

dozens

tripped

Skill: Listening for main idea

Answers

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

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Listening 2

CD 1, Track 18

Vocabulary

accident

on time

break down

roommate

directions

tow truck

emergency room

unusual

freeway

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

1. No 2. Yes 3. No 4. No

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Listening 3

CD 1, Track 19

Vocabulary

ankle

graduation

ceremony

job interview

cousin

neighbors

coworkers

niece

food poisoning

turned out to be
(something)

Task 1

Skill: Listening for implied information

Answers

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

Task 2

Skill: Listening for reasons

Answers

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

Optional Activity

Put the students into pairs. Have the students take turns describing a time they missed an important event, modeling their responses on the

monologues in Listening 3. Walk around the room and assist with grammar and vocabulary. Students should give at least one excuse and tell how they made up for the mistake. When they are finished, have the students share their stories with other pairs.

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Pronunciation

CD 1, Track 20

The focus of this pronunciation lesson is differing intonations in yes/no and Wh-questions. The objective of this lesson is to increase students' awareness of changing intonation and improve their listening comprehension skills.

Dictation

CD 1, Track 21

Task 1

Answers

1. Where were you
2. are you okay
3. Is something wrong

Conversation

- Give the exercise some context by sharing a story with the class about a time you missed a date, meeting, or appointment with another person. How did you apologize? What were your excuses?
- Ask the class to provide another example of this same type of mistake. Elicit responses about details such as how to apologize and possible excuses. Write class suggestions on the board.
- In their pairs, have one student act the part of someone who missed an appointment, offering apologies and excuses, and the other student respond. Then let them switch roles and do the exercise again.

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Getting Ready

Vocabulary

caring	patient
enthusiastic	persuasive
honest	sensitive
informed	strict
intelligent	

Answers

Answers will vary.

Listening 1

CD 1, Track 22

Vocabulary

effective	good with children
elementary school	issues
get angry	landlady
gets mad	rules

Skill: Listening for gist

Answers

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

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Listening 2

CD 1, Track 23

Vocabulary

can't stand
criticize
drove (someone) to (a place)
enjoying (oneself)
homeless (person)
Lucky you!
made jokes (about something)
No way!
praise

Task 1

Skill: Listening for praise or criticism

Answers

- | | | |
|-----------|--------------|--------------|
| 1. praise | 2. praise | 3. criticize |
| 4. praise | 5. criticize | 6. criticize |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Have the students listen again and write down one character trait that describes each person. Then put the students in pairs and have them discuss which people might be good friends.

Possible Answers

- intelligent
- caring
- mean
- sociable, enthusiastic
- not honest
- moody, depressed

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Listening 3

CD 1, Track 24

Vocabulary

athletic	conservative
bothering (someone)	depressed
cheerleader	exhausted
chubby	muscles
coffee shops	out of shape

Task 1

Skill: Listening for gist

Answers

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

Task 1

Skill: Listening for details

Answers

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

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Pronunciation

CD 1, Track 25

This pronunciation lesson concentrates on vowel sounds that seem to link two words together in speech. The objective of the lesson is to increase students' awareness of these linking vowel sounds in speech and improve listening comprehension.

Dictation

CD 1, Track 26

Task 1

Answers

- funny and nice
- as I am
- he always plays

Conversation

- Introduce the activity by describing a personal friend, neighbor, or family member to the class, using the character traits reflected in the vocabulary. Explain why they are special and what you like about them. Write traits on the board.
- Elicit similar descriptions from the students. Ask if anyone has a remarkable person in their life that they would like to describe to the class. Write suggested traits on the board.
- Ask students to share this same information with classmates in pairs. Students may use previously suggested character traits on the board to get started.

Unit 6 Travel

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Getting Ready

Vocabulary

arriving	fasten
baggage	luggage
carousel	passenger
delayed	platform
departure	seatbelt

Answers

- | | |
|--------------|--------------|
| 1. Luggage | 2. Departing |
| 3. Arriving | 4. Arriving |
| 5. Departing | 6. Luggage |
| 7. Delay | 8. Arriving |

Listening 1

CD 1, Track 27

Vocabulary

complimentary	land
Concord	locate
departure gate	purchase (v.)
flight	refreshments

Skill: Listening for topic

Answers

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

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Listening 2

CD 1, Track 28

Vocabulary

20 minutes ago	past
about to (do something)	reach
counter	right
I'll do my best	whisk
left	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 1, Track 29

Vocabulary

airline	pretty much
bumped off a flight	snoring
exhausted	(train) stop
fully booked	worn out
overbooked	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put students into pairs. Have them take turns telling each other a few details about a travel experience that went terribly wrong. Provide them with these questions on the board as a guideline:

1. What went wrong?
2. Where did it go wrong?
3. What was one of the consequences?
4. How did it make you feel?
5. How was the situation resolved?

Students may refer to unit vocabulary for ideas and inspiration. Assist with grammar and vocabulary when necessary. When they are done, have students share these brief stories with other pairs.

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Pronunciation

CD 1, Track 30

This pronunciation lesson focuses on the reduction of the word *to* in everyday speech. The objective of this lesson is to increase students' awareness of the *to* reduction and improve listening comprehension skills.

Dictation

CD 1, Track 31

Task 1

Answers

1. we went to
2. wanted to see
3. a great vacation

Conversation

- Start a class discussion about travel by offering one of your own travel stories. Describe where you went, how you got there, and what you did and write these details on the board.
- Point to each statement on the board and elicit the proper question for that statement. For example, point to *Last year, I went to...* and elicit *Where did you go?* Write each question next to the appropriate statement.
- In their pairs, have students take turns telling each other about a memorable travel experience. They may use the previous exercise and the questions on the board as a framework for their stories.

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Getting Ready

Vocabulary

garage
studio apartment
suburbs
the country
yard

Answers

Answers will vary.

Listening 1

CD 1, Track 32

Vocabulary

commuting
good-sized
high-rise building
makes sense
single
there's no point in (doing something)
work from home

Skill: Listening for gist

Answers

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

Optional Activity

Put the students into pairs. Have them listen again and say if they agree with the speakers.

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Listening 2

CD 1, Track 33

Vocabulary

ancient convenient
annoying falling apart
appliances forever
coat of paint space
condition stained

Task 1

Skill: Listening for negative information

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Have them discuss two things they like and two things they don't like about where they live right now. When finished, have each pair compare answers with another pair.

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Listening 3

CD 1, Track 34

Vocabulary

building maintenance
first floor landlady
high floor take care of (something)

Task 1

Skill: Listening for details

Answers

1. Old, New 2. New, Old
3. Old, New 4. Old, New
5. New, Old 6. Old, New

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Have the students listen again and write down something the speakers liked about their old places.

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Pronunciation

CD 1, Track 35

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

Dictation

CD 1, Track 36

Task 1

Answers

1. neighbors are really
2. The building is
3. husband are doctors

Conversation

- Ease students into the conversation by telling them about a unique home in which you lived (e.g. your first apartment or your childhood home).
- What did you like about it? What did you dislike about it? Use relevant vocabulary words and phrases in your description. As you use one of these words, write it on the board.
- Ask students to share stories about a unique living space from their own pasts. Elicit relevant vocabulary words to describe these places and record them on the board.
- Divide students into pairs and have them share the good and bad of their chosen home's appearance, location, etc., as well as their experiences living there.

Unit 8 Can you believe it?

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Getting Ready

Vocabulary

house key	refrigerator
look like (someone)	seemed like
parking lot	star

Answers

Answers will vary.

Listening 1

CD 1, Track 37

Vocabulary

arrested	neglect
convenience store	smuggling
customs checkpoint	stick shift
forward (v.)	
get out of (doing something)	

Skill: Listening for main idea

Answers

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

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Listening 2

CD 1, Track 38

Vocabulary

arena	mummified
column	pharaoh
elaborate (adv.)	plumbing
ended up	stadium
flushing	tuition

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Assign each pair one story from the Listening 2 exercises. Play the recording once more, allowing students to take notes. Then have the students work together to craft a brief summary of the story in their own words. Assist with grammar and vocabulary as needed. When finished, students should share their summaries with other pairs.

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Listening 3

CD 1, Track 39

Vocabulary

bonus	identify
destination	newborn
drifting	scam
guess what (happened)	

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 1, Track 40

This pronunciation lesson centers upon rhythm in complex sentences, specifically the intonation of the different clauses based on their place in the sentence. The objective of this lesson is to make students aware of these rising and falling intonations and improve listening comprehension and speech skills.

Dictation

CD 1, Track 41

Task 1

Answers

1. Did you hear
2. he didn't want
3. What did he
4. You're kidding me!

Conversation

- Tell a story about something strange and inexplicable (e.g. a supernatural-seeming occurrence) that has happened to you or someone you know. Encourage students to ask questions and suggest theories about what really happened or how it happened.
- Elicit a sentence or two from several students about strange things that have happened to them. Make a note of key words or phrases pertaining to unexplained or otherwise extraordinary phenomena to create a word bank for later use.
- In their pairs, students will share a story about something strange that happened to them. They may refer to the words and phrases on the board for help. Students should answer all of the following questions in their stories: What happened? When did it happen? Where did it happen? What was strange about it?

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Getting Ready

Vocabulary

appearance	qualities
career goals	sense of humor
education	sensitivity
family	social skills
background	somewhat important
intelligence	

Answers

Answers will vary.

Listening 1

CD 2, Track 2

Vocabulary

got into a fight	makes (someone)
(have) no future	laugh
Just my type!	stockbroker
	surfing

Skill: Listening for gist

Answers

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

Optional Activity

Have the students listen again and decide whether or not the speaker seems to like the person being described.

Answers

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

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Listening 2

CD 2, Track 3

Vocabulary

a talk (lecture)	exhibition
art show	opening night
car show	That's fine with me.

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 2, Track 4

Vocabulary

autograph	festival
book signing	home team
craft fair	marathon
crowds	movie premiere
director	producer
famous	violin
farm show	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students in pairs to discuss the invitations in Listening 3. Have them say why they would accept or refuse each

invitation. Go around the classroom, helping with grammar as needed. Encourage the students to give extra information and ask follow-up questions.

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Pronunciation

CD 2, Track 5

This pronunciation lesson centers upon adding stress to certain words in a sentence to show emphasis. The objective is to familiarize students with the use of stresses in expressive speech and to help them sound more natural in speaking.

Dictation

CD 2, Track 6

Task 1

Answers

- really like her
- very intelligent too
- he's not friendly

Conversation

- Begin a classroom discussion of the topic by telling about a person you know very well. How long have you known this person? What makes him or her a good friend? What do you sometimes dislike about this person?
- Explain some scenarios in which the person pleased you (e.g. bought you flowers after a bad day) or displeased you (e.g. stood you up for a date). Ask students what qualities they can infer from these actions and write them on the board.
- Allow students to continue the discussion by sharing the good and bad qualities of their own longtime friends. Elicit responses that are relevant to the topics covered in the unit. Write key words on the board.
- Let all students describe these close friends in their pairs. They may reference the words on the board or in the vocabulary lists to get them started.

Unit 10 Television

Page 38

Getting Ready

Vocabulary

documentaries	sitcoms
game shows	soap operas
reality shows	talk shows

Answers

Answers will vary.

Listening 1

CD 2, Track 7

Vocabulary

defense	hurricane
episodes	impression
floods	miserable
grand prize	

Skill: Listening for topics

Answers

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

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Listening 2

CD 2, Track 8

Vocabulary

architecture	final round
breakthroughs	hilarious
contestants	stay tuned
cruise	trivia

Task 1

Skill: Listening for gist

Answers

1. Tomorrow's TV (documentary)
2. Eye on Medicine (documentary)
3. The World That Was (documentary)
4. Sea Crazy (sitcom)
5. Question Time (game show)
6. The Night Show (talk show)

Task 2

Skill: Listening for details

Answers

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

Page 40

Listening 3

CD 2, Track 9

Vocabulary

action movie	honestly
amazing	rather
frustrating	recipes

Task 1

Skill: Listening for agreement and disagreement

Answers

- | | |
|----------------|----------------|
| 1. Agree | 2. Don't agree |
| 3. Don't agree | 4. Agree |
| 5. Don't agree | 6. Don't agree |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Have each pair choose a popular television program and give their opinion of it. Their conversations should include statements of opinion, reasons, and expressions of agreement or disagreement.

Page 41

Pronunciation

CD 2, Track 10

The focal point of this pronunciation lesson is the use of rising and falling intonation to indicate positive or negative stress. The objective of this lesson is to increase students' awareness of a common speaking pattern so that they may employ it for more natural speech.

Dictation

CD 2, Track 11

Task 1

Answers

1. was really exciting
2. it was interesting
3. drama and excitement
4. are frustrating

Conversation

- Tell the students about a TV show you really like. Write key words about the show, e.g., *funny*, *exciting*, etc. on the board as you describe the show. Then describe a show you do not like and repeat the same procedure.
- Elicit shows that students like and dislike on the board. Ask students to describe what they like or don't like about each show and write key words on the board.
- In their pairs, have students take turns telling each other TV shows they like or dislike. They may use the previous exercise and the language on the board as a framework for their discussion.

Page 42

Getting Ready

Vocabulary

beaches safety
culture traffic
nightlife

Answers

Answers will vary.

Listening 1

CD 2, Track 12

Vocabulary

clubs musicians
crime prices
movie studios sightseeing

Answers

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

Optional Activity

Have the students listen again and write down the reason why the speakers like the features they mention.

Answers

- The water was so clean.
- There are great buildings like the opera house.
- There are plenty of clubs and restaurants.
- There were museums, plays, and poetry readings.
- They have great musicians.
- There are lots of fun things to see.

Page 43

Listening 2

CD 2, Track 13

Vocabulary

a friend from Montreal
college province
centuries Quebec City
get by street signs

right through St. Lawrence River
the middle

Task 1

Skill: Listening for details

Answers

- | | |
|----------------|----------------|
| 1. Montreal | 2. Quebec City |
| 3. Montreal | 4. Montreal |
| 5. Quebec City | |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Tell the class that they will be interviewing each other about a city they know well. Elicit at least six questions that students can ask and write them on the board. Then put the students in pairs and have them interview each other. When everyone is finished, have the students switch roles.

Page 44

Listening 3

CD 2, Track 14

Vocabulary

Corfu relieved
Crete snorkeling
food poisoning sunburn
Greek sunscreen
proud of (oneself) suntan
purse theater
ran out of money wallet

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 45

Pronunciation

CD 2, Track 15

The focus of this pronunciation lesson is the reduction of the phrases *have to*, *got to*, and *had to* in everyday speech. The objective is to familiarize students with the sounds and uses of these reductions and improve listening comprehension.

Dictation

CD 2, Track 16

Task 1

Answers

- have to buy
- didn't have to
- don't have to

Conversation

- Describe to students a vacation that you once took. Describe the place and what you did there, including climate, sights, nightlife, activities, etc.
- Ask students what their most exciting vacation was. Elicit responses by asking specific questions regarding general features of the trip, and jot down key words on the board. Record certain prompt words from the questions you ask, as well.
- Divide students into pairs and have the partners tell each other about an outstanding vacation they once took, using the words and questions on the board as a framework.
- Students may then respond to one another by stating whether or not they would enjoy each other's vacations, with reasons to support their opinions. What would they like about it? What would they dislike?

Unit 12 Urban Life

Page 46

Getting Ready

Vocabulary

air quality
cleanliness
public transportation
the economy

Answers

Answers will vary.

Listening 1

CD 2, Track 17

Vocabulary

deserted planted (v.)
eat out sound barrier
inexperienced train
out of business

Skill: Listening for topics

Answers

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

Page 47

Listening 2

CD 2, Track 18

Vocabulary

factories outdoor market
fence redevelop
hardly any site
industry tore (something) down

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

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Listening 3

CD 2, Track 19

Vocabulary

businesses green space
clubs have trouble
crime open (start a business)

Task 1

Skill: Listening for details

Answers

1. Likes, Dislikes 2. Dislikes, Likes
3. Likes, Dislikes 4. Dislikes, Likes
5. Dislikes, Likes 6. Likes, Dislikes

Task 2

Skill: Listening for suggestions

Answers

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

Optional Activity

Have the students listen again and write down the expressions the people use to say they like something.

Answers

1. The best thing is...
2. There are at least a dozen great places...
3. I think this city council does a great job...
4. I love that...
5. It's great, actually.
6. You know what I love about this town?

Page 49

Pronunciation

CD 2, Track 20

This pronunciation lesson focuses on the reduction of the phrases *used to* and *use to* in everyday speech. The objective of this lesson is to familiarize students with this particular reduction so as to improve their speaking and listening comprehension skills.

Dictation

CD 2, Track 21

Task 1

Answers

1. past five years
2. didn't use to
3. there used to
4. lots of great

Conversation

- Ask students to describe their city or town five years ago. If students have trouble, ask prompting questions such as *Was your city very crowded five years ago?* and *Were there a lot of good restaurants in your city five years ago?* Write student responses on the board.
- Point to each statement and ask students if their city is the same or different how. If it is different, ask students to describe how.
- In their pairs, have students take turns telling about how their city has changed. They may use the previous exercise and the language on the board as a framework for their discussion.

Page 50

Getting Ready

Vocabulary

April Fool's Day	honor
costumes	play tricks
dress up	loved ones

Answers

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

Listening 1

CD 2, Track 22

Vocabulary

admission	exchange
celebrate	midnight
decorate	play jokes

Skill: Listening for gist

Answers

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

Page 51

Listening 2

CD 2, Track 23

Vocabulary

at home
bother
buy (oneself) a present
invite (someone) over
stay upstairs
take (someone) out
takes over

Task 1

Skill: Listening for gist

Answers

1. Goes out 2. Goes out
3. Goes out 4. Stays home
5. Stays home 6. Stays home

Task 2

Skill: Listening for details

Answers

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

Page 52

Listening 3

CD 2, Track 24

Vocabulary

a big fan	romantic
charity	strangers
got together	the homeless
look forward to (something)	valentine
moved around (something)	waste of time

Task 1

Skill: Listening for likes and dislikes

Answers

1. Likes 2. Doesn't like
3. Likes 4. Likes
5. Likes 6. Doesn't like

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Play the monologues again and have the students give their own opinions about each holiday. When everyone is finished, have each pair share their opinions with another pair. (If students are not familiar with the holidays mentioned in the recording, have them discuss why these holidays would or would not be appropriate in their own countries.)

Page 53

Pronunciation

CD 2, Track 25

The focus of this pronunciation lesson is the reduction of the *t* sound within words such as *twenty* or *party*. The objective of the lesson is to familiarize students with this common feature of everyday speech and improve listening comprehension skills.

Dictation

CD 2, Track 26

Task 1

Answers

1. sixtieth birthday
2. closer to fifty
3. big party
4. twenty-sixth
5. two weeks away

Conversation

- Put the exercise into context by sharing information about your own family members' birthdays, and any differences in how you celebrate each person's birthday.
- List three to four family members on the board and leave space beneath each name. As you speak, start filling in details about each relative's ideal birthday celebration, using key words and phrases from the unit.
- In their pairs, students may reference the key words and phrases on the board as they describe a variety of birthday celebrations for members of their own families.

Unit 14 Fashion

Page 54

Getting Ready

Vocabulary

formal wedding

informal

Answers

Answers will vary.

Listening 1

CD 2, Track 27

Vocabulary

60s/70s/80s punk

capes Roaring Twenties

elegant slicked back

handsome tie-dyed

miniskirts trousers

peace signs typical

Skill: Listening for gist

Answers

A. 3 B. 5 C. 1

D. 4 E. 2 F. 6

Page 55

Listening 2

CD 2, Track 28

Vocabulary

blouses neater

broke up plain

casual ponytail

collars preppy

denim promotion

look (n.) unbuttoned

Task 1

Skill: Listening for time references

Answers

1. b 2. a 3. a

4. b 5. a 6. a

Task 2

Skill: Listening for details

Answers

1. False 2. False 3. True

4. False 5. True 6. True

Page 56

Listening 3

CD 2, Track 29

Vocabulary

cotton tight

imported walked around

leather wool

silk

Task 1

Skill: Listening for gist

Answers

1. F 2. A 3. D

4. C 5. E 6. B

Task 2

Skill: Listening for details

Answers

1. a 2. c 3. c

4. b 5. b 6. b

Optional Activity

Divide the students into groups of three or four. Have the students take turns describing an item they recently bought. Tell the students to include the material, country of origin, the approximate price, and the reason why they bought the item.

Page 57

Pronunciation

CD 2, Track 30

This pronunciation lesson centers upon the reduction of the word *of* in everyday speech. The objective of the lesson is to increase students' awareness of the reduction and improve listening comprehension skills.

Dictation

CD 2, Track 31

Task 1

Answers

1. made of wool
2. couple of black
3. one of these

Conversation

- Share with the class what an average shopping trip is like for you. Explain that like most people you shop at many different stores for clothes that serve different purposes in your life, e.g. formal wear, work wear, and casual wear.
- Use these general categories to create three columns on the board. Start filling in the columns with relevant words and phrases as you come across them. Ask yourself questions such as: Where would I buy this type of clothing? What type of clothing falls under each category? How do the prices differ? What articles of clothing are specific to each category?
- Elicit more information for the chart from students, asking them the same questions that are listed above, and create a sizeable idea bank for later reference.
- In their pairs, students will describe a shopping trip, including where they went, what they bought, and what they paid. They may reference the terms and ideas on the board.

Page 58

Getting Ready

Vocabulary

favorite
free time activity
kind of

Answers

Answers will vary.

Listening 1

CD 2, Track 32

Vocabulary

American English
British English
Central America
Do you prefer...?
makes a lot more sense
mellow
South America
useful
Would you rather...?

Skill: Listening for preferences

Answers

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

Page 59

Listening 2

CD 2, Track 33

Vocabulary

country music Oh, yeah?
delicious office
Do you? office work
have a look outdoors
hot and spicy work on (repair)
Keith Urban wreck (damaged car)
Me, too.

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for agreement and disagreement

Answers

1. agree 2. don't agree
3. don't agree 4. agree
5. don't agree 6. agree

Optional Activity

Have the students listen again and write down the expressions the people use to express agreement or disagreement.

Answers

1. Yeah... 2. Really?
3. Oh, yeah? 4. Me, too.
5. Do you? 6. Hey, me, too.

Page 60

Listening 3

CD 2, Track 34

Vocabulary

background housekeeping
by himself parking
carry pick up
front desk position (job)
group tours suburbs
guide trendy

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 61

Pronunciation

CD 2, Track 35

The focus of this pronunciation lesson is differing intonations in questions regarding choice or preference. The objective of this exercise is to make students aware of this common pattern of intonation and improve speaking and listening comprehension skills.

Dictation

CD 2, Track 36

Task 1

Answers

1. Do you prefer
2. Which do you
3. do you like

Conversation

- Begin a class discussion about favorite TV shows by sharing with the class what your favorite show is and the reasons you prefer it over other shows. What does it have that other shows do not? What do you dislike about other shows that is better in your favorite show?
- Elicit opinions from several students. Which shows do they like and which do they particularly not like?
- In their pairs, students will discuss the topics listed in the conversation activity. They may refer to the structures written on the board if necessary. Walk around the room helping students with vocabulary.

Unit 16 Phone Messages

Page 62

Getting Ready

Vocabulary

appointment
estimate
garage
repairs

Answers

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

Listening 1

CD 2, Track 37

Vocabulary

apology	reminder
congratulations	request
offer	suggestion
remind	unfortunately

Skill: Listening for gist

Answers

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

Page 63

Listening 2

CD 2, Track 38

Vocabulary

accident	excited
angry	join (someone)
any longer	pleased
apologetic	scared
damage	tied up
destroyed	worried
don't bother (doing something)	

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for attitudes

Answers

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

Optional Activity

Put students into small groups. Have them listen to each message again and decide whether they would have the same feelings as the callers had in each situation. When everyone is finished, have each group share their answers with another group.

Page 64

Listening 3

CD 2, Track 39

Vocabulary

at home	make it (attend)
at the bank	on vacation
at the mall	ordered
from (a company)	pass along
haircut	(a message)
in a meeting	shampoo
in class	stepped out
late	

Task 1

Skill: Listening for details

Answers

1. Correct: caller, message
2. All incorrect
3. All incorrect
4. All incorrect

Task 2

Skill: Listening for details

Answers

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

Page 65

Pronunciation

CD 2, Track 40

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

Dictation

CD 2, Track 41

Task 1

Answers

1. Can I speak
2. going to be
3. I'm going to
4. should be there

Conversation

- Elicit different situations in which students might call a friend, e.g., to invite their friend to the movies, or to ask about the homework in a class. Write student responses on the board.
- Model the activity for the students writing key phrases such as *Is ... there?* and *Can I leave a message?* on the board.
- In their pairs, have students take turns leaving phone messages for a friend. They may use the previous exercise and the language on the board as a framework for the activity.

Page 66

Getting Ready

Vocabulary

bad experience	traffic accident
got stuck	valuable
locked yourself out	

Answers

Answers will vary.

Listening 1

CD 3, Track 2

Vocabulary

exactly	turned around
tie	voice

Listening for sequence

Answers

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

Page 67

Listening 2

CD 2, Track 3

Vocabulary

alarm button	embarrassed
all of a sudden	go sailing
broke out	nervous
disappointed	realized
elevator	suddenly

Task 1

Skill: Listening for attitudes

Answers

1. Frightened	2. Embarrassed
3. Disappointed	4. Disappointed
5. Frightened	6. Embarrassed

Task 2

Skill: Listening and making predictions

Answers

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

Optional Activity

Have the students listen again and think about what they would do in each situation. Put the students in pairs to discuss possible answers. Play the monologues again, stopping after each one so the students can discuss their ideas. When everyone is finished, have each pair share their ideas with another pair.

Page 68

Listening 3

CD 3, Track 4

Vocabulary

bumped around	pajamas
finally	pulled her out
in the end	raffle tickets
injured	sign (v.)
locked out of (somewhere)	skid
luckily	went off the side of the road

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into groups of three or four. Have them choose one of the monologues from Listening 3 and write a new ending for the story. Tell students that their new endings can be happy, sad, or silly. When everyone is finished, have each group share their ending with another group.

Page 69

Pronunciation

CD 3, Track 5

This pronunciation lesson focuses on the vocal emphasis placed on time phrases (e.g. *just*, *all of a sudden*) within a sentence. The objective of this lesson is to familiarize students with this particular speech pattern and improve listening comprehension.

Dictation

CD 3, Track 6

Task 1

Answers

1. about what happened
2. when suddenly I
3. did you do
4. just as I

Conversation

- Share a story with the class about a time when something interesting happened to you that you did not expect. As you tell the story, write transition words and important time phrases on the board.
- In their pairs, students may use these cues to record the parts of their story. Only note-taking is allowed here. The storytelling must be done verbally. Students will tell their stories to one another and, when done, share them with other pairs. Assist with vocabulary and grammar as necessary.

Unit 18 Vacations

Page 70

Getting Ready

Vocabulary

Disney World white-water rafting
safari

Answers

Answers will vary.

Listening 1

CD 3, Track 7

Vocabulary

dying to (do something) motor coaches
prefer
fascinating ski resort
jungle

Skill: Listening for preferences

Answers

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

Optional Activity

Have students listen again and discuss which trips they would prefer, and why.

Page 71

Listening 2

CD 3, Track 8

Vocabulary

end up in (a place) start off in
(a place)
get up to (a place)
off to (a place) straight on to
(a place)

Task 1

Skill: Listening for details

Answers

The places the people will visit are:

1. Taipei, Seoul, Hong Kong, Thailand
2. London, Oxford, Paris, Switzerland, Italy
3. Los Angeles, Denver, Washington, D.C., New York

Task 2

Skill: Listening for details

Answers

1. Taipei: 3 days
Seoul: 3 days
Hong Kong: 2 days
Thailand: 5 days
2. London: 1 week
Oxford: 2 days
Paris: 5 days
Switzerland: 3 days
Italy: 5 days
3. Los Angeles: 3 days
Denver: 1 week
Washington, D.C.: 2 days
New York: 3 days

Page 72

Listening 3

CD 3, Track 9

Vocabulary

alone group tours
art galleries on my own
backpackers plays (n.)
colonial towns practice
do my own thing spend time
free travelers

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into groups of three or four. Have them listen to the

recording again and decide which two speakers are the most similar. Have each group present their ideas to another group.

Page 73

Pronunciation

CD 3, Track 10

In the pronunciation lesson students will see word pairs that sound as if they are "linked" by vowel sounds at the end of the first word and the beginning of the second (e.g. *do it = doowit*). The objective of the lesson is to increase students' awareness of this common speech pattern and improve listening comprehension.

Dictation

CD 3, Track 11

Task 1

Answers

1. go on vacation
2. Did you do
3. did go out
4. They were great

Conversation

- Begin the activity by sharing with students a memorable vacation you once took. Include details like where you stayed, what you did, sights you saw, how you got there, how long you stayed, etc.
- Write these same questions on the board and ask students to describe one of their own memorable vacations by elaborating on each of the questions. Write responses on the board along with your own.
- Put students in pairs. They will converse about memorable vacations they have taken in the past, using the models on the board as a rough guide. Encourage students to question their partners if they wish to know more, or if they feel some information has been left out.

Page 74

Getting Ready

Vocabulary

crime magazines
entertainment politics

Answers

Answers will vary.

Listening 1

CD 3, Track 12

Vocabulary

collision investigating
exports stock market
fans stolen
finals suffered
heavy losses theft

Skill: Listening for topics

Answers

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

Optional Activity

Put the students into groups of three or four. Have each group choose one news report from the recording, listen to it again, and then answer the question, *What do you think happened next?* As the students prepare their answers, go around the class, helping as-needed. When everyone is ready, have each group share their answer with another group.

Page 75

Listening 2

CD 3, Track 13

Vocabulary

broke down giant panda
closed down given birth
Coast Guard guest room
destroyed rescued
escape searching

stranded twin
the size of (something) vehicle

Task 1

Skill: Listening for gist

Answers

1. correct 2. incorrect
3. correct 4. incorrect
5. correct 6. correct

Task 2

Skill: Listening for details

Answers

1. Probably happened
2. Actually happened
3. Actually happened
4. Probably happened
5. Probably happened
6. Actually happened

Page 76

Listening 3

CD 3, Track 14

Vocabulary

checked protest
combine sandbags
flames sculptures
fleeing snakes
gallery works (of art)
merger

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Divide the students into groups of three or four. Play the recording again and have the groups write a headline for each story. When everyone is finished, have each group compare headlines with two other groups.

Page 77

Pronunciation

CD 3, Track 15

The pronunciation lesson focuses on syllable stress when talking about large numbers. The objective of the lesson is to familiarize students with the rhythm in which large numbers are pronounced and improve both speaking and listening comprehension skills.

Dictation

CD 3, Track 16

Task 1

Answers

1. watch the news
2. away with \$850,000
3. \$15,000 reward

Conversation

- To give the activity some context, read aloud from a recent newspaper or summarize a few of the stories for the class.
- On the board, write the all-important *W* questions: *Who? What? When? Where? Why?* As you speak, record these basic details under each heading.
- Ask several students to take turns making up their own short news story by offering answers for each of the questions and forming them into a sentence or two (e.g. *Yesterday, a young man from New York won an award for doing charitable acts.*).
- In their pairs, students may refer to the five *W*'s on the board to frame their own news stories and tell them to their partners.

Unit 20 Opinions

Page 78

Getting Ready

Vocabulary

companions	smoking
informative	the Olympic Games
pride	waste time

Answers

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

Listening 1

CD 3, Track 17

Vocabulary

bungee jumping	out there (in space)
company	rope
develop	space exploration
distracting	TV commercials
jump off (a bridge)	waste of money

Skill: Listening for topics

Answers

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

Page 79

Listening 2

CD 3, Track 18

Vocabulary

action movies	raise money
allowed	TV programs
encourage	universe
can't wait	violent
interrupt	worth it
lotteries	

Task 1

Skill: Listening for opinions

Answers

1. For 2. Against 3. For
4. For 5. Against 6. Against

Task 2

Skill: Listening for reasons

Answers

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

Optional Activity

Put the students into pairs. Have the students write three more reasons that support each speaker's opinion. Have each pair share their reasons with another pair.

Page 80

Listening 3

CD 3, Track 19

Vocabulary

absolutely.	Sure.
garden	try (something) on
I know.	written for teenagers
I'm not sure	You're right about that.
I agree.	

Task 1

Skill: Listening for opinions

Answers

1. Agree 2. Don't agree
3. Agree 4. Agree
5. Don't agree 6. Don't agree

Task 2

Skill: Listening for details

Answers

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

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Pronunciation

CD 3, Track 20

The focus of this pronunciation lesson is the intonation of words or phrases in a series. The objective of this lesson is to familiarize students with the natural rise and fall of such intonations and increase both speaking and listening comprehension skills.

Dictation

CD 3, Track 21

Task 1

Answers

- do you think
- big movie theater
- boring, dirty, small

Conversation

- Explain what the following activity is about, then spend a few minutes telling students what your favorite places in your city are. Choose a specific type of place, like a restaurant. Why is it your favorite? How does it compare with other restaurants?
- Elicit similar responses from willing students. Elicit the reasons for their opinions by asking these same questions along the way, and encourage classmates to politely dispute this opinion.
- In their pairs, students will choose their favorite places in the city and take turns making arguments for why that place is the best. Make sure students are backing up their opinions with reasons, and encourage each partner to question the other's opinion.

Page 82

Getting Ready

Vocabulary

changed (one's) mind	piece of music
famous people	the Mona Lisa
invented	

Answers

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

Listening 1

CD 3, Track 22

Vocabulary

Academy Award	independent
African American	physics
athlete	political leader
beauty pageants	reggae
horror stories	scientist

Skill: Listening for gist

Answers

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

Optional Activity

Write the vocabulary items on the board. Play the recording again and have the students raise their hands when they hear each item.

Page 83

Listening 2

CD 3, Track 23

Vocabulary

advertisements	newcomer
award	school plays
biography	starring role
Indiana	stage acting
modeling	

Task 1

Skill: Listening for details

Answers

- | | |
|-------------|---------------|
| 1. Indiana | 2. California |
| 3. Indiana | 4. California |
| 5. New York | 6. California |

Task 2

Skill: Listening for sequence

Answers

- | | |
|----------------------------------|---|
| He won an award... | 4 |
| He had a starring role... | 5 |
| He acted in... | 1 |
| He went to college. | 2 |
| <i>Rebel Without a Cause</i> ... | 6 |
| He did modeling... | 3 |

Page 84

Listening 3

CD 3, Track 24

Vocabulary

African National	peaceful
assistant Congress	political life
chief	prison
deputy president	released
elected	retired
inspired	sentenced to life
non-violent	State President
organization	

Task 1

Skill: Listening for details

Answers

- | | | |
|---------|---------|---------|
| 1. 1918 | 2. 1942 | 3. 1952 |
| 4. 1964 | 5. 1990 | 6. 1994 |
| 7. 1999 | | |

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Put the students into pairs. Have the students listen to the monologue again and write one question of their own about Nelson Mandela. When everyone is finished, have pairs read their questions aloud to another pair.

Page 85

Pronunciation

CD 3, Track 25

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

Dictation

CD 3, Track 26

Task 1

Answers

- | | |
|-----------------|-------------------|
| 1. did you do | 2. you see anyone |
| 3. would you do | 4. a famous actor |

Conversation

- Announce that your favorite movie star is coming to town. Explain why this movie star is your favorite, and speculate what he or she might be like in real life. Based on your description, what would he or she do in your town? Where would he or she go?
- Ask students who their favorite movie stars are, and record their answers on the board for all to see. Elicit reasons why these are their favorites, and write a few of those down as well.
- For students who offered responses, ask them what they think their favorite movie star might be like in real life. Write down some of these traits. If they visited your town, what would they find fun and interesting there?

Unit 22 Food and Nutrition

Page 86

Getting Ready

Vocabulary

beans	pancakes
carrots	pineapples
cereal	poultry
fats	pyramid
noodles	sweets
oils	tuna

Answers

- | | | |
|-------|------|------|
| 1. b | 2. e | 3. f |
| 4. d | 5. d | 6. d |
| 7. c | 8. f | 9. e |
| 10. d | | |

Listening 1

CD 3, Track 27

Vocabulary

cholesterol	put on weight
cut down on	steak
given (something) up	sweet tooth
pay attention	

Skill: Listening for gist

Answers

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

Page 87

Listening 2

CD 3, Track 28

Vocabulary

cholesterol level	high blood pressure
dessert	high cholesterol
fat	sodium

Task 1

Skill: Listening for suggestions

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 88

Listening 3

CD 3, Track 29

Vocabulary

bacteria	matured
bubbles	pasteurized
carbon dioxide	process
cultivated	reacted
cultures	release
curd	ripens
drained	vitamins
fermentation	

Task 1

Skill: Listening for details

Answers

- | | | |
|----------|----------|----------|
| 1. True | 2. True | 3. False |
| 4. False | 5. True | 6. False |
| 7. False | 8. False | |

Task 2

Skill: Listening for sequence

Answers

- | | |
|--|---|
| The milk forms a solid substance. | 4 |
| Specially cultivated bacteria are added to the milk. | 2 |
| The milk is heated to remove all bacteria. | 1 |
| The curd is removed and drained. | 5 |
| The milk is kept warm so the cultures can grow. | 3 |

Optional Activity

Put the students into pairs. Have the students listen to the talk again and write down one more step in the cheese making process. When everyone is finished, have each pair share their step with another pair.

Page 89

Pronunciation

CD 3, Track 30

This pronunciation lesson focuses on the differing pronunciations of the plural *s* in everyday speech (e.g. cakes as opposed to eggs). The objective of this lesson is to increase students' awareness of these pronunciations and improve listening comprehension skills.

Dictation

CD 3, Track 31

Task 1

Answers

- would you like
- peas and carrots
- chicken and vegetables

Conversation

- Ask students what they like to eat at restaurants. Ask about main dishes, side dishes, and desserts. Write several responses on the board to create a class "menu".
- Play the part of the waitperson at a restaurant. Let students volunteer to play the part of customers and give you their orders from the menu on the board. Write down your questions and student response on the board.
- In their pairs, students will take turns playing waitperson and diner, using the menu and conventions written on the board as a guide.

Page 90

Getting Ready

Vocabulary

a loan predicament
cheats solution

Answers

Answers will vary.

Listening 1

CD 3, Track 32

Vocabulary

ask (someone) out house guest
barks invite (someone) out
borrowed
forgotten lend
graduation party pay (money) back

Skill: Listening for gist

Answers

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

Page 91

Listening 2

CD 3, Track 33

Vocabulary

apologized dropped
autograph got stuck in traffic
broke guy
came up to looking over (someone's) shoulder
(someone)
cheated signed (someone's) name
cleaning up unfortunately

Task 1

Skill: Listening for gist

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Have the students listen again and decide if they agree with the way each person solved the predicament. Put the students in pairs to discuss what they would do differently (if anything) and why. Ask a few pairs to share their opinions with the class.

Page 92

Listening 3

CD 3, Track 34

Vocabulary

acting weird depressed
anonymous manager
aware psychologist
awkward send (someone) a note
breath
brother-in-law snores

Task 1

Skill: Listening for attitudes

Answers

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

Task 2

Skill: Listening for details

Answers

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

Page 92

Pronunciation

CD 3, Track 35

The focus of the pronunciation lesson is word stress in compound nouns. The objective of this lesson is to familiarize students with the proper placement of stresses in such noun phrases and improve speech and listening comprehension skills.

Dictation

CD 3, Track 36

Task 1

Answers

- house guest staying
- his apartment building
- insurance company.

Conversation

- Make a list on the board that includes several situations or activities in which one might encounter a predicament, such as work, school, relationships, travel, going out, etc.
- Choose a scenario from the list and tell a story in which you faced a particular predicament. It can be real or fictional. How did it happen? How was it resolved?
- Allow volunteers from the class to choose their own scenario and tell a brief story from their lives about a time they faced a predicament. Assist with vocabulary and grammar when eliciting responses.
- In their pairs, students may use the categories and key words on the board to guide their own discussion of past predicaments in their lives. Go around the classroom eliciting extra facts and assisting with speech.

Unit 24 Global Issues

Page 94

Getting Ready

Vocabulary

AIDS	overpopulation
air pollution	poverty
crime	terrorism
destruction of the rain forests	unemployment
	war
global warming	water pollution
issue	

Answers

Answers will vary.

Listening 1

CD 3, Track 37

Vocabulary

a growing problem
focus on (doing something)
housing
places to live
public transportation
spend more on (something)
What we really have to do is...

Skill: Listening for gist

Answers

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

Page 95

Listening 2

CD 3, Track 38

Vocabulary

bombs	high-rise buildings
chemicals	industries
dumping	landfills
explosions	mayor
fighting	move (to a new city)
freeways	
garbage	polluted
That's why...	sports magazines

the country upward
the only solution waste

Task 1

Skill: Listening for topics

Answers

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

Task 2

Skill: Listening for details

Answers

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

Optional Activity

Write the following question on the board: *Do you think the speaker's response will solve the problem?* Put the students into groups of three or four. Play the monologues again and have the groups discuss the question on the board for each monologue.

Page 96

Listening 3

CD 3, Track 39

Vocabulary

attracted	huge
available	image
believe	in reality
difficult to find	low (salary)
expect	make a living
farmers	megacities
find work	no longer
glamorous	salaries
health care	

Task 1

Skill: Listening for details

Answers

The correct reasons are 1, 3, 6, and 8.

Task 2

Skill: Listening to details

Answers

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

Page 97

Pronunciation

CD 3, Track 40

This pronunciation lesson will focus on syllable stress in two-syllable nouns and verbs. The objective of this lesson is to teach students the ways in which the stresses are consistently different between most nouns and verbs, thus improving speaking and listening comprehension skills.

Dictation

CD 3, Track 41

Task 1

Answers

- so many problems
- forests, traffic problems
- reduce pollution
- big problem

Conversation

- Ask students what are the most important problems facing the world today. Elicit responses and write them on the board.
- Which is the most important problem right now? Have willing volunteers offer arguments in support of one global issue over all the others. Encourage other students to question these opinions.
- How are we to solve these problems? Elicit some solutions from students, writing key words on the board as you go along.
- In their pairs, students will choose a major global issue and discuss it with a partner. They may use the framework and key words on the board as a rough guide.

Tactics for Testing Notes and Answer Key

Tactics for Testing Units 1–4

Answers

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

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. For example, the correct answer choice for picture 1 should say something about people attending a meeting. Incorrect answer choices may reference things in the picture, such as the chairs, but will do so in a way that incorrectly describes 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 will need to choose the answer choice that accurately describes each 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 a short conversation followed by three questions about the conversation.
- Remind students to use the answer sheet on the left-hand side of page 98 to fill in their answers.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.

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

Tactics for Testing Units 5–8

Answers

- | | |
|------|-------|
| 1. B | 2. C |
| 3. A | 4. B |
| 5. C | 6. D |
| 7. A | 8. A |
| 9. D | 10. C |

Testing Focus Activity

- Read the testing tip at the bottom of page 100 with the students. If students are unfamiliar with the term *inference*, explain the term and give the following example on the board:
 - *Company A only hires college graduates.*
 - *Bob works for Company A.*
- Explain to students that from these two statements they can infer that *Bob is a college graduate*. Explain that this is a logical inference to make because it is based on information that is directly stated.
- Explain that an illogical inference would not be based on information that is directly stated. For example, it would be illogical to infer that *Bob likes his job*, because there is nothing directly stated about Bob's opinion of his job.
- Explain to students that they can recognize inference questions by looking for key words such as suggest, imply, infer, most likely, and probably.
- Have students scan the questions on pages 100 and 101 and pick out the inference questions. (Questions 4, 7, and 10 are inference questions.)
- After students complete each question set, replay the audio track, pausing to focus on the inference question. Discuss with students how the correct answer is based on information directly stated in the passage.

Part 1

CD 4-5

Procedures

- Read the directions to the students. Explain that they will hear part of a lecture followed by four questions about the lecture. Encourage students to take notes as they listen and to use these notes when answering the questions.
- 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 short conversation followed by three questions about the conversation. Encourage students to take notes as they listen and to use these notes when answering the questions.
- 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. Encourage students to take notes as they listen and to use these notes when answering the questions.

- Remind students to use the answer sheet on the left-hand side of page 100 to fill in their answers.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Tactics for Testing Units 9-12**Answers**

1. C
2. A
3. B
4. B
5. east
6. Olympic Village
7. river
8. bicycle routes
9. government website
10. parents
11. wooden structures
12. yellow
13. tiles
14. Earth, heaven
15. I
16. F
17. A
18. E
19. B
20. G

Testing Focus Activity

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

- Ask students to preview the questions on page 102. Ask students what details they think they will need to listen for in the recording and write their responses on the board.
- As students listen to the recording for Part 1, have them focus on the listening for the details written on the board.

Page 102

Part 1

CD 4-8

Procedures

- Read the directions to the students. Explain that they will hear two parts of a conversation between a man and a woman. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 1-4 are multiple choice questions and students should circle the appropriate answer choice. Questions 5-10 are fill-in-the-blank questions. Students should write a maximum of two words for each blank.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 103

Part 2

CD 4-9

Procedures

- Read the directions to the students. Explain that they will hear two parts of a talk by a tour guide. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 11-14 are fill-in-the-blank questions. Students should write a maximum of two words for each blank. Questions 15-20 correspond to the map in the center of page 103. Students should write the appropriate letter from the map in the blank provided in each question.

- Give students an opportunity to preview the questions on page 103. Discuss what important details they should listen for and write these on the board.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Tactics for Testing Units 13–16

Answers

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

Testing Focus Activity

- Read the testing tip at the bottom of page 105 with the students. Explain that statement/response items are ones in which students hear a statement or a question and then choose the most appropriate response (as in questions 7–12 on page 105.)
- Write the following question and response item 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 4–10

Procedures

- Read the directions to the students. Explain that they will need to choose the answer choice that accurately describes each 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 4–11

Procedures

- Read the directions to the students. Explain that they will hear a question or a statement and will need to choose the most appropriate response from the answer choices.
- Remind students to think carefully about the meaning of each answer choice and how it matches up with the question.
- Remind students to use the answer sheet on the left-hand side of page 104 to fill in their answers.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students. Focus on questions 10 and 12. Discuss with students how the correct answer choices (B and C) contain indirect answers to yes/no questions.

Part 3

CD 4–12

Procedures

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

Tactics for Testing Units 17–20

Answers

1. D	2. C
3. A	4. B
5. C	6. A
7. D	8. B
9. A	10. A

Testing Focus Activity

- Read the testing tip at the bottom of page 106 with the students. Explain that many students feel pressure to finish tests quickly and that, as a result, they do not read the questions and the answer choices as carefully as they should. Explain that when reading quickly, it is easy to miss words like *not* and *only*, but that these words change the meaning of a question or sentence in important ways. Missing these words in a question for answer choice will lead to incorrect answers on the test.
- Have students read the question and answer choices on pages 106 and 107 slowly and carefully. Have students circle any negatives (such as *not*) or restrictive words (such as *only*).

Part 1

CD 4-13

Procedures

- Read the directions to the students. Explain that they will hear part of a lecture followed by four questions about the lecture. Encourage students to take notes as they listen and to use these notes when answering the questions.
- 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 4-14

Procedures

- Read the directions to the students. Explain that they will hear a short conversation followed by three questions about the conversation. Encourage students to take notes as they listen and to use these notes when answering the questions.
- 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 4-15

Procedures

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

they listen and to use these notes when answering the questions.

- 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. A
4. B
5. 1/3
6. fat
7. potatoes
8. oily
9. nuts
10. label
11. farming
12. air pollution
13. reliable
14. cost-effective
15. community members
16. 60 liters
17. B
18. A
19. D
20. C

Testing Focus Activity

- Read the testing tip at the bottom of page 109 with the students. Explain that the listening passages in tests can be very long and that it is important to have a strategy for keeping track of the information. Explain that listening for transition words is one way of keeping track of information, and that a passage can be divided into parts based on the transition words. Words such as *meanwhile*, *in summary*, *finally*, or *for example*, signal when important information will be heard.
- Ask students to make a list of other transition words they know. Write a few of their responses on the board.

- As students listen to the recording, have them focus on listening for transition words and writing them down in their notebooks.

Page 108

Part 1

CD 4-16

Procedures

- Read the directions to the students. Explain that they will hear two parts of a conversation between a man and a woman. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 1-4 are multiple choice questions and students should circle the appropriate answer choice. Questions 5-10 are fill-in-the-blank questions. Students should write a maximum of two words for each blank.
- When students are ready, play the recording. Do not pause between items as the appropriate answer time is built into the audio track.
- Check students' answers. Replay the recording, pausing this time to discuss the correct answers with the students.

Page 109

Part 2

CD 4-17

Procedures

- Read the directions to the students. Explain that they will hear two parts of a talk in an environment class. After each part of the conversation, they will answer a series of questions about that part of the conversation. Questions 11-16 are fill-in-the-blank questions. Students should write a maximum of two words for each blank. Questions 17-20 correspond to the map in the center of page 109. Students should write the appropriate letter from the map in the blank provided in each question.
- 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.