

# Unit 1 Introductions and Names

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 |

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## 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.

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## 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?

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## 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

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## 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.*

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## 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.

# Unit 3 Clothes

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## 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.*

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## 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:
1. black shoes
  2. brown boots, no rings
  3. shirt, shoulder bag
  4. 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.

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## 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

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## 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.

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## 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 |

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## 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.



# Unit 5 Dates

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## Getting Ready

### Vocabulary

fifteenth	sixteenth
fifth	sixth
first	tenths
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 <sup>st</sup> | Will leave 14 <sup>th</sup> |
| 2. Arrived 4 <sup>th</sup> | Will leave 13 <sup>th</sup> |
| 3. Arrived 2 <sup>nd</sup> | Will leave 10 <sup>th</sup> |
| 4. Arrived 5 <sup>th</sup> | Will leave 15 <sup>th</sup> |
| 5. Arrived 3 <sup>rd</sup> | Will leave 31 <sup>st</sup> |
| 6. Arrived 6 <sup>th</sup> | Will leave 16 <sup>th</sup> |

### 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.



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## 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 |

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## 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 |

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## 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 <sup>th</sup>  | 2. 2 <sup>nd</sup> |
| 3. 30 <sup>th</sup> | 4. 7 <sup>th</sup> |

## Dictation

CD 1, Track 29

## Task 1

#### Answers

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

## 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

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## 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

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## 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.

# Unit 7 Favorites

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## 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 |

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## 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?

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## 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

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## 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 |

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## 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 |      |

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## 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.

# Unit 9 Locations

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## 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.

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## 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 |

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## 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 |

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## 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.

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## 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.



# Unit 11 Entertainment

Page 42

## 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

- \$55
- \$1,899
- \$36.95
- \$26.95
- \$14.25
- \$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

- No, thanks.
- That's okay. I'm just looking.
- Thanks, anyway.
- I think I will (take them).
- I'll take them.
- 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

- Total: \$7.50, Change: \$12.50
- Total: \$27.90, Change: \$2.10
- Total: \$9.65, Change: \$10.35
- Total: \$12.15, Change: \$7.85
- Total: \$12.49, Change: \$7.51
- Total: \$18.25, Change: \$1.75

## Task 2

### Skill: Listening for details

### Answers

- soup, shampoo
- DVD, batteries
- newspapers, magazines
- T-shirt, socks
- chocolates, cookies
- magazines, book

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## Listening 3

CD 2, Track 21

### Vocabulary

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

## Task 1

### Skill: Listening for comparisons

### Answers

- Cheaper in the U.S.
- Cheaper in their country
- Cheaper in the U.S.
- Cheaper in the U.S.
- Cheaper in the U.S.
- Cheaper in their country

## Task 2

### Skill: Listening for details

### Answers

- False
- True
- True
- True
- False
- 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

- \$329.99
- \$2,199.99
- \$1,000
- \$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.

# Unit 13 Restaurants

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.

Page 55

## 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. c |

## 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.

# Unit 15 Vacations

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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

<b>Didn't like it</b>	<b>Liked it a little</b>
awful	all right
pretty boring	not bad
very disappointing	so-so
nothing special	
terrible	<b>Liked it a lot</b>
	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.

# Unit 17 Hopes and Plans

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

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

## 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

Page 68

## 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    |

Page 71

## 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?

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## 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.



# Unit 19 Shopping

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 |

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## 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 |

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## 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

1. Can I try on that shirt, please?
2. I'd like to buy some envelopes.
3. 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

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## 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 |

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## 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

1. cell phone
2. every day
3. purple
4. unusual colors
5. information
6. 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.

# Unit 21 Directions

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.

# Unit 23 Places

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 |

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## 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

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## 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

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## 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.

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## 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.

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**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.

- 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. 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.