

Basic

# TACTICS for LISTENING

THIRD EDITION

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## Teacher's Book

Jack C. Richards  
with Grant Trew



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More listening. More testing. More effective.

OXFORD  
UNIVERSITY PRESS

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# 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

1. on top of the bookcase
2. behind the TV
3. between the bedside tables
4. next to the window
5. next to the bookcase
6. 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 14 Small Talk

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## Getting Ready

### Vocabulary

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

### Answers

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

## Listening 1

CD 2, Track 29

### Vocabulary

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

### Skill: Listening for greetings and conversation endings

### Answers

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

## Optional Activity

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

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## Listening 2

CD 2, Track 30

### Vocabulary

guests	trip (n.)
not too bad	work late

## Task 1

### Skill: Listening for topics

### Answers

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

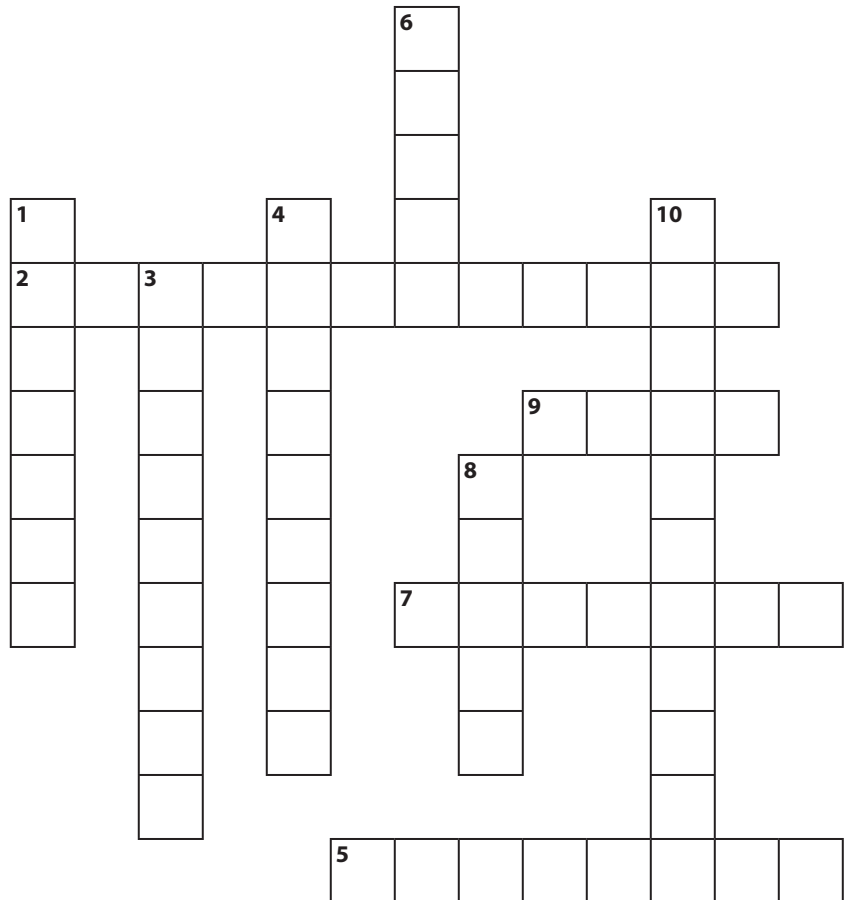
## Conversation

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.

# Vocabulary Worksheet 16

Use the words in the box to complete the crossword.

bathtub	microwave
comfortable	piano
dresser	refrigerator
furniture	sofa
mattress	stove



## ACROSS

- You put food in here to keep it cold.
- This goes on top of your bed.
- This is in your bathroom.
- This goes in your living room and you sit on it.

## DOWN

- You keep your clothes in this.
- bed, table, chair, etc.
- You use this to cook food quickly.
- This kitchen appliance can use gas or electricity.
- a musical instrument
- You want your furniture to be like this.

theaters and restaurants. The trouble is it's getting very polluted, so it's not as nice as it used to be.

3.

A: Do you enjoy where you're living?

B: Well, I enjoy a lot about it. The city has a very nice climate. It's never too hot or too cold. And it's a safe place to live.

4.

A: What's it like to live in this city?

B: Well, it's very noisy and crowded. And the pollution is getting really bad. And I think we have one of the worst transportation systems in the world. I'd love to live somewhere else.

5.

A: How is it here, anyway? Is this a nice place to live?

B: Oh, I'm really glad we moved here. The air is fresh and the people are very friendly. Rents are pretty reasonable, and it's a very safe city, too. That's so important. Also, it's close to the sea, so it's great in the summer.

6.

A: Do you enjoy living here?

B: Some things are okay. The restaurants are pretty good, and the subway system is pretty good, too, but it's very old and not very clean. The weather also isn't that great. It's very hot and humid in the summer and pretty cold in the winter. But in general, it's not too bad.

page 91, CD 3–35

## Listening 2

1.

A: So tell me about Tokyo. What's it like?

B: I love it. There are so many great things to do. I'm busy all the time.

2.

A: Do you like living here?

B: Well, it's okay. One thing I do like is that there's very little noise. People don't walk down the street with loud radios or anything. It's pretty nice.

3.

A: Do you like it here?

B: It's okay. But it's awfully crowded and the air is so dirty. To tell you the truth, I'm thinking about moving.

4.

A: What's it like living in New York?

B: Oh, it's really a great city, but you have to pay a fortune for everything.

5.

A: Is Auckland a very big city? Is it crowded?

B: Not really. It's really quite small. It's never very crowded or noisy. In fact, it's like a small town in many ways.

6.

A: So what's San Francisco like? I hear it's very scenic.

B: Yes, it is. The Golden Gate Bridge is great any time of the year. The parks and the ocean are beautiful, too. It really is a very lovely city.

7.

A: What's your hometown like? Is it a nice place to live?

B: It's great, especially for families with children. It's pretty and quiet and it isn't dangerous at all.

8.

A: Is Osaka a big place?

B: Sure. That's why I like it. Lots of people. Lots of nightclubs and discos. I don't like small cities.

page 92, CD 3–36

## Listening 3

1.

New York has great museums, and so does Washington. But Washington feels more serious because the government is there, so it isn't as exciting as New York. Washington is more beautiful for sure, and the restaurants are cheaper there. But you know, I love theater, and New York is the best! Washington is okay, but I love New York!

2.

Los Angeles is a huge place. You need a car to get around. San Francisco is more beautiful and it's a great place for a weekend, but I get bored there after a few days. I enjoy the fact that in Los Angeles everything moves really fast. I love living here.

3.

Hong Kong may be more beautiful than Singapore because it's got that fantastic harbor, but I like Singapore better. It's smaller, so I think it's more comfortable. It's easy to get around and everything is very clean. Hong Kong is pretty polluted and it's always very crowded.

4.

Melbourne is smaller than Sydney. It has a lot of lovely old buildings and great restaurants. Sydney is more exciting and probably more beautiful, but I think it's too busy and too expensive. Melbourne prices are better and it's a more relaxing place. That's why I prefer Melbourne.

page 93, CD 3–37

## Pronunciation, Task 1

1. It's a noisy city.
2. It's very crowded.
3. Everything is cheap.
4. The parks are beautiful.

page 93, CD 3–38

## Pronunciation, Task 2

1. Melbourne is a relaxing city.
2. The pollution is getting really bad.
3. Osaka has lots of clubs.
4. This is a nice place to live.

page 93, CD 3–39

## Dictation

A: So, how do you like living here?

B: Well, it's okay. The people are really friendly.

A: That's true.

B: And there are lots of great museums and nightlife.

A: Yeah, the nightlife is terrific. I go out all the time.

B: But it's too crowded for me, and I can't stand the pollution.

A: I know what you mean. The traffic gets worse every year!

## Unit 24: Health

page 94, CD 3–40

## Listening 1

1.

A: What happened to your foot, John?

B: Oh, I hurt it when I was playing soccer.

A: Wow. Can you walk on it?

B: Yes, but it's really difficult.

2.

A: What happened to you?

B: Oh, I didn't have my glasses on so I walked into a door.

A: No!

B: It's true. Isn't it crazy? Now I have a splitting headache.

3.

A: How did you do that?

B: I fell down playing basketball. I put out my arm to stop myself, and this is what happened.

A: Is it broken?

B: Yes.

4.

A: Did you hurt yourself?

B: Yes, I was rollerblading in the park. I fell and landed on my wrist.

A: You should be more careful.

B: I know, and now it's difficult for me to eat, because I'm right-handed.