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# Unit 9 Friendship

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## Getting Ready

### Vocabulary

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

### Answers

Answers will vary.

## Listening 1

CD 2, Track 2

### Vocabulary

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

### Skill: Listening for gist

### Answers

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

### Optional Activity

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

### Answers

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

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## Listening 2

CD 2, Track 3

### Vocabulary

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

## Task 1

### Skill: Listening for gist

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

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## Listening 3

CD 2, Track 4

### Vocabulary

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

## Task 1

### Skill: Listening for gist

### Answers

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

## Task 2

### Skill: Listening for details

### Answers

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

### Optional Activity

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

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

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## Pronunciation

CD 2, Track 5

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

## Dictation

CD 2, Track 6

## Task 1

### Answers

1. really like her
2. very intelligent too
3. he's not friendly

## Conversation

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

# Unit 14 Fashion

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## Getting Ready

### Vocabulary

formal wedding  
informal

#### Answers

Answers will vary.

## Listening 1

CD 2, Track 28

### Vocabulary

60s/70s/80s punk  
capes Roaring Twenties  
elegant slicked back  
handsome tie-dyed  
miniskirts trousers  
peace signs typical

### Skill: Listening for gist

#### Answers

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

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## Listening 2

CD 2, Track 29

### Vocabulary

blouses neater  
broke up plain  
casual ponytail  
collars preppy  
denim promotion  
look (n.) unbuttoned

## Task 1

### Skill: Listening for time references

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

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## Listening 3

CD 2, Track 30

### Vocabulary

cotton tight  
imported walked around  
leather wool  
silk

## Task 1

### Skill: Listening for gist

#### Answers

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

## Task 2

### Skill: Listening for details

#### Answers

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

### Optional Activity

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

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## Pronunciation

CD 2, Track 31

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

## Dictation

CD 2, Track 32

## Task 1

#### Answers

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

## Conversation

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

## Part 1

Read the definitions and unscramble the words below.

appointment    congratulations    remind    suggestion    request    absent    damage    tied up    pleased    scared

1. to help someone remember something  
nimerd \_\_\_\_\_
2. to break or cause harm to something  
magade \_\_\_\_\_
3. an agreed-on date to meet with someone  
noptampient \_\_\_\_\_
4. an idea that is recommended  
gistugenso \_\_\_\_\_
5. to be busy doing something  
udit pe \_\_\_\_\_
6. an expression of happiness for someone else's  
good fortune  
rastioncuglotan \_\_\_\_\_
7. not there  
nsaetb \_\_\_\_\_
8. satisfied with something  
saplede \_\_\_\_\_
9. to ask for something  
sterque \_\_\_\_\_
10. afraid  
dercas \_\_\_\_\_

## Part 2

Complete the sentences. Use the words from Part 1.

1. Did the accident \_\_\_\_\_ your car?
2. I am \_\_\_\_\_ of flying, so I usually take the train.
3. Mike was very \_\_\_\_\_ with the good grade he got on the test.
4. She offered her \_\_\_\_\_ to John when she heard about his raise.
5. At the meeting, I made a \_\_\_\_\_ about how to improve sales.
6. I was running late for my \_\_\_\_\_ with the doctor.
7. Jason was so \_\_\_\_\_ with schoolwork that he didn't have time to eat.
8. Ann was \_\_\_\_\_ from school because she had a cold.
9. She promised to \_\_\_\_\_ me to take out the garbage if I forgot.
10. I had to \_\_\_\_\_ another application, since I spilled coffee on the first.



After high school, Mandela studied for a bachelor of law degree. In 1942, he started his political life by joining an organization called the ANC. "ANC" stands for African National Congress. The ANC fought against the laws of the South African government, because these laws made life difficult for black people. Even though most of the country's population was black, the people who ran the government and had all of the power were white. Over the next few years, he and other members of the organization worked hard, and the ANC became a powerful national movement. The group encouraged people to resist the government in a peaceful and non-violent way.

Mandela became deputy president of the ANC in 1952. He was now an important leader of black South Africans. As a lawyer, he helped poor people stay on the land where they lived, instead of being forced to move to areas where the government wanted them to live. He also fought against laws that said that black and white people could not live in the same areas or go to the same schools.

During the early 1960s, the government began watching Mandela carefully, and he was soon arrested. He was sentenced to life in prison in 1962. He was not released from prison until 1990. Even while he was in prison, he inspired people in his own country and others all over the world.

After he was released, Mandela continued to try to achieve the goals he had set almost forty years earlier. In 1994, he became the first democratically elected State President of South Africa. He remained president until he retired in 1999. Today, the world remembers him as South Africa's best known and best loved hero.

**page 85, CD 3–25**

## Pronunciation

1. Would you hand me that book on the table?
2. Could you pass the salt and pepper?
3. What did you do?
4. What would you do if you saw a famous actor?
5. Could you sign your book for me?
6. Did you get his autograph?

**page 85, CD 3–26**

## Dictation

- A: So what did you do this weekend?  
B: My friends and I went to Los Angeles for the weekend.  
A: Oh, really? Did you see anyone famous?  
B: Yeah! We saw Leonardo DiCaprio in a cafe and Jackie Chan walking down the street!  
A: No way! Did you get their autographs?  
B: No. We were too shy to ask. What would you do if you saw someone

famous? Would you ask for an autograph?

A: Maybe. I was at a restaurant once, and I took a picture of a big celebrity!

## Unit 22: Food and Nutrition

**page 86, CD 3–27**

### Listening 1

1. I never pay attention to my diet. I eat whatever I want. There's nothing I like more than a big juicy steak for dinner and chocolate cake and ice cream for dessert. Yum!
2. I'm trying to cut down on cholesterol, so I've stopped eating eggs, cheese, and red meat. I'm eating a lot more fish and chicken.
3. I'm trying to put on weight. Everyone tells me I'm too thin, so I've started eating a lot more meat and dairy products. It's great. Now I can go out as often as I want for hamburgers and fries.
4. I've got a real sweet tooth. I love chocolate, candy, and things like that. But I know it isn't healthy, so I've given all that up. Now the only sweets I have are fruit.

**page 87, CD 3–28**

### Listening 2

1. Well, from what you've been telling me, Mr. Grant, it sounds like you're already eating more vegetables. That's good. But you should definitely eat less cheese. It has a lot of sodium and fat in it. That might explain why your cholesterol level is so high.
2. I'm glad to hear that you've been eating fish more often, Linda. It's much better for you than meat because it has a lot less fat in it. It will probably help your high blood pressure, too. Now, you should also try to eat more fresh fruit, too, especially berries, like strawberries and blueberries—they're full of antioxidants.
3. Well, Chris, I think it's great that you've been eating a lot of vegetables. I see you've been having fruit for dessert instead of ice cream, too. That's excellent. But you say you've been feeling tired and weak lately, so you should eat more meat.

4.

Ms. Barton, I'm wondering about all the bread you've been eating. I know you need to lose weight, and sometimes eating a lot of bread makes that very difficult. So, I'd like you to eat less bread for a few weeks. Otherwise, your diet seems pretty well-balanced. You're eating meat, but not too much meat, as well as a lot of fruit and vegetables.

5.

You're right, Mr. O'Brien. You're definitely losing too much weight. It's probably because you haven't been eating meat. Now, even if you don't eat meat, you still need protein. Why don't you try eating more eggs, beans, and cheese? They've got a lot of protein. I'm sure that will help.

6.

Well, Mrs. Johnson, I see here that you've been having stomachaches in the mornings lately. And you say you have cereal with milk for breakfast every day. I think the problem is that the milk is difficult for you to digest. That means you shouldn't eat dairy products, like milk and cheese. I suggest you stop drinking milk for a few months. Try having eggs for breakfast instead of cereal.

**page 88, CD 3–29**

### Listening 3

Cheese is one of the world's oldest foods. It was made by the ancient Egyptians over 3,000 years ago. It is a valuable food, since it contains vitamins and protein. It is used both as a food itself and in many different types of cooking.

There are hundreds of different types of cheese around the world, but they are almost always made from the same thing: milk. Cheese is made from several different kinds of milk, including cow's, sheep's, and goat's milk. Most cheese in the United States is made from cow's milk. Cheese also contains water. A soft cheese, like Brie, contains more water than a hard cheese, like Parmesan.

Cheese is produced through a process called "fermentation." The process of making cheese was probably discovered by chance. Ancient people used to make bags using the skin from an animal's stomach. When they used these skin bags to carry milk, bacteria from the animal's skin reacted with the milk to begin the fermentation. The result was cheese.

Today, cheese making is a very scientific process. First, the milk that will be used is pasteurized, which means that it is heated to remove all bacteria. Then, specially cultivated bacteria, called "cultures," are added to the milk. The milk is kept fairly warm during this period to help the cultures grow. As they grow, the bacteria cultures