

Mc
Graw
Hill Education

原版引进

MP3

SOUNDWAVES

新视线国际英语

听说教程

Teacher's Guide
教师用书

1

DEVELOPING LISTENING AND SPEAKING SKILLS

PREPARES
STUDENTS FOR
TOEFL® iBT
LISTENING AND
SPEAKING TESTS

Nicola Gram
Janet Battiste 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



Education

SOUND WAVES

新视线国际英语
听说教程

Teacher's Guide

教师用书

1

Nicola Gram
Janet Battiste 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目 (CIP) 数据

新视线国际英语听说教程·教师用书1 / (美) 格兰(Gram, N.), (美) 巴蒂斯特(Battiste, J.) 编著.
—北京: 北京语言大学出版社, 2011. 2
ISBN 978-7-5619-2976-6

I. ①新… II. ①格… ②巴… III. ①英语—听说教学—教学参考资料 IV. ①H319.9

中国版本图书馆CIP数据核字(2011)第020267号
北京市版权局著作权合同登记号: 01-2010-6198

Nicola Gram & Janet Battiste
Soundwaves Teacher's Guide 1
Soundwaves Class Audio CD 1
0073290491
0073290513

Copyright © 2008 by the McGraw-Hill Companies, Inc.

All Rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including without limitation photocopying, recording, taping, or any database, information or retrieval system, without the prior written permission of the publisher.

This authorized bilingual edition is jointly published by McGraw-Hill Education (Asia) and Beijing Language and Culture University Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan.

Copyright © 2011 by McGraw-Hill Education (Asia), a division of the Singapore Branch of The McGraw-Hill Companies, Inc. and Beijing Language and Culture University Press.

版权所有。未经出版人事先书面许可, 对本出版物的任何部分不得以任何方式或途径复制或传播, 包括但不限于复印、录制、录音, 或通过任何数据库、信息或可检索的系统。

本授权双语版由麦格劳-希尔(亚洲)教育出版公司和北京语言大学出版社合作出版。此版本经授权仅限在中华人民共和国境内(不包括香港特别行政区、澳门特别行政区和台湾)销售。

版权©2011由麦格劳-希尔(亚洲)教育出版公司与北京语言大学出版社所有。

本书封面贴有McGraw-Hill公司防伪标签, 无标签者不得销售。

书 名: 新视线国际英语听说教程·教师用书 1
责任印制: 陈 辉

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 82303648 / 3591 / 3651

编辑部 82301019

读者服务部 82303653 / 3908

网上订购电话 82303668

客户服务信箱 service@blcup.net

印 刷: 北京联兴盛业印刷股份有限公司

经 销: 全国新华书店

版 次: 2011年3月第1版 2011年3月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 18

字 数: 653千字

书 号: ISBN 978-7-5619-2976-6/H·11014

定 价: 58.00元

凡有印装质量问题, 本社负责调换。电话: 82303590

出版说明

《新视线国际英语听说教程》(Soundwaves)是由美国著名教育出版集团麦格劳-希尔教育集团最新开发、编写,现由我社引进并进行改编出版的系列听说教材。这套教材包含三个级别共9本书,每一本都带有一张MP3光盘。它的组成如下所示:

《新视线国际英语听说教程》

学生用书 1	教师用书 1	测试用书 1
学生用书 2	教师用书 2	测试用书 2
学生用书 3	教师用书 3	测试用书 3

本系列教材遵循以学生为中心、鼓励学生主动学习的理念,本着精讲多练的原则,采用互动交流式的教学模式,通过大量形式多样的练习培养学生的听力及口语技能,并将这些技能有效地应用到真实的生活情境中,同时辅以精要的语法、单词和文化背景的讲解。

本套教材的每个级别都有20个单元,各个级别的单元主题基本一致,但语言难度呈螺旋式上升。《教师用书》针对《学生用书》各个环节的内容为教师提供详细的教学指导和建议。《测试用书》的单元主题设置都与相应级别的《学生用书》对应,以巩固与考查所学内容。在测试形式上,《测试用书》采用了新托福网考(TOEFL®iBT)的听力和口语的测试形式,这样设计是因为新托福网考的测试模式已经发展得比较成熟并在全世界被广泛接受。它不仅体现对学习者的听力、口语技能的科学、系统的考查,而且也十分适合国内目前英语教学中对听说课的教学要求。

本系列教材具有以下鲜明特色:

1. 注重培养学生的策略。教材十分注重培养学生在听、说两个方面掌握正确的学习策略,以提高学习效率和学习能力。

2. 练习形式多样化,练习难度个性化。全书练习形式多样,包括个人练习、结对练习、小组练习和课堂活动,倡导体验、实践、参与、合作与交流,发展学生的综合语言运用能力。同时练习设置的难度又充分体现了个性化的特点,考虑到了不同起点的学生的需求,既照顾起点较低的学生,又给基础较好的学生以充分的发展空间。

3. 选材富有趣味性和实用性。全书选材有趣、时尚,贯穿最新的、学生最感兴趣的话题,涉及工作、新闻、娱乐、旅游、购物、环境等方面,体现了实用性、文化性和趣味性的融合,可充分调动教师和学生双方的积极性。题材主要以不同情境的对话和长短不一的谈话和讲座为主,让学生有不同的语言实际运用体验。

4. MP3光盘用纯正美式发音录制。本教材配套的MP3光盘,都是由北美母语播音员或者语言专家录制,语音纯正,语调自然,音质清晰柔和,可模仿性极强。

5. 练习采用新托福网考听力、口语考试的形式。《测试用书》的题型、语料与新托福网考听力和口语测试部分一致,对有志于参加托福考试、留学北美的人士是一套很好的辅助教材。

6. 配有课下拓展练习和MP3光盘。针对每个单元,三个级别的《学生用书》编写了相关的拓展练习,给学生以有益的补充。

本系列教材可用于全日制英语专业基础阶段的学习,非英语专业公共英语、远程(网络、电大)教育英语专业基础阶段及公共英语科目、继续教育英语专业的学习,继续教育对外汉语专业的英语课程的学习,培训部学员的英语听说课程学习,也适用于高职高专的英语听说课程。其中的《测试用书》也特别适合准备新托福网考听力和口语测试的考生自学以及参加辅导班的学习。

To the Teacher

Series Overview

Soundwaves is a three-level listening and speaking series designed to improve your students' conversational English. It offers many opportunities to listen to, learn, and practice the target language.

Soundwaves is a practical series covering a wide range of high-interest topics. Listening exercises in each unit provide models of speech that native English speakers use in real life. Tasks that students will be asked to do are based on realistic situations. Additionally, the audio recordings feature authentic conversations in English. There are entertaining dialogs, telephone conversations, news interviews, radio broadcasts, weather reports, and excerpts from travel and cooking shows.

The *Soundwaves* Student Book has 20 units and 4 review units. Each main unit is carefully structured to provide the tools — vocabulary, grammar, and language expressions — necessary to build listening and speaking skills in English, and generally contains the following sections:

Warm-up — introduces the topic of the unit and helps you and your students brainstorm words related to the topic

Listening Exercises — at least three main exercises give practice listening to the target language. Each exercise is followed by tasks that will allow students to put the listening strategies and skills taught into use.

Grammar Note — provides the essential grammatical rules and structures needed to develop listening and speaking skills

Vocabulary Note — presents the key vocabulary words of the unit topic

Take Note: Useful Language — gives the basic language structures and expressions for students to practice in the individual, pair and group work exercises

Take Note: For Interest — provides fast facts or trivia to expand the unit topic

Culture Note — presents cultural information about similarities and differences between cultures in relation to the unit topic. It also provides a talking point for discussion and sharing of different cultural experiences.

It's About You — a personalized page for students to practice the target language together through communicative pair, group and class work activities.

A self-study section provides extra listening practice. Students should do these exercises individually after you have covered the main unit in class. Self-study units can be for homework or for students to complete in their own time.

Basic Principles

Of the four communicative skills, listening and speaking are the most important to master in language acquisition. Educators should be aware of and follow basic principles of teaching listening and speaking in English.

1. Listening should be emphasized particularly in the early stage of learning a language.
2. Relevant material should be used, with topics that are appropriate and useful in the students' daily lives.
3. The material should use, or closely model, the authentic language of real-life situations.
4. Listening texts should be clear and understandable, with accurate pronunciation and a natural-sounding pace.
5. Repeated listenings of text are necessary in order for students to gain additional practice and build their listening skills.
6. Listening texts should be varied and realistic in order to keep students entertained and interested.

读结束 需要全本请在线购买: www.ertongbook.com

7. Exercises should have a defined function and provide opportunities to test comprehension and production.
8. The teaching approach should be encouraging and lessons designed for success in motivating students to go further.

Soundwaves incorporates all these principles to offer a solid, comprehensive series for the conversational English classroom.

Series Design

Soundwaves is based on the spiral model of learning. This supports the teaching of basic skills followed by continual revisiting and reinforcement of these skills through material that is covered in increasing depth. As learning progresses, skills become entrenched into the long-term memory for easier recall and production.

To support this model, the same twenty general themes appear in the three levels of the *Soundwaves* Student Books. For example, Jobs is the topic in Unit 10 in all three levels and is dealt with in increasing difficulty at each level, while also recycling the vocabulary, grammar and language structures of the previous level. In Level 1, students learn about different types of jobs; they then learn about job duties and responsibilities in Level 2; and in Level 3, they prepare and practice mock job interviews in class.

This spiral model of learning helps develop competent, and thus more confident, students in listening and speaking in English.

Listening Strategies

Each Student Book begins with a *Getting Ready* section to introduce key listening strategies and present exercises to help prepare for the main units. Teaching students listening strategies increases their awareness of the processes involved in listening. Once students are aware of the elements involved, they can more easily isolate the purpose of their listening, and then understand the meaningful parts of a conversation.

Listening strategies covered in *Soundwaves* include listening for gist, listening for sequence, listening for inference, listening for the main idea, and listening for details. The opportunities offered to practice these important listening strategies equip the students with the language scaffolding they need to utilize these strategies effectively.

Series Approach

Soundwaves primarily utilizes a communicative approach to language learning. This approach advocates task-based and student-centered lessons, emphasizing interactive activities that model real-life communicative situations. Exercises are carefully structured and sequenced for students to meet the language goals in each unit.

The units in *Soundwaves* feature listening texts that model authentic situations and language. Each thematic unit incorporates a variety of exercises appropriate to the topic. For example, Unit 6 on Transportation requires that students listen to instructions and mark a route on a map, while Unit 8 on Shopping involves listening to a transaction and marking the prices on items. Hence, students are provided with a syntactic and conversational framework on which to model and practice the language before moving toward independent production. The purpose is to set up students for success and instill confidence in listening and speaking in English.

The ultimate objective of any language program is to have students independent and functioning competently in the target language. To facilitate student independence, *Soundwaves* includes a *Self-study* section in each Student Book, designed to give students additional practice outside the classroom and improve listening skills.

As your students learn and practice their conversational English-language skills, encourage them to be bold and speak out. Emphasize that good language learners don't worry about making mistakes: they are all part of the learning experience. Tell them, too, that the most important thing when learning a language is to enjoy themselves. *Soundwaves* has been developed to help do exactly that.

About the Teacher's Guide

A Teacher's Guide accompanies each level of *Soundwaves*. It features useful information on how to teach the main units and the Review Units. It provides step-by-step lessons and suggestions to help students develop their listening and speaking skills in the classroom. It also presents an abundance of optional and extension activities.

The Teacher's Guide features all the material needed to teach *Soundwaves* in a comprehensive manner. At the start of each unit, the listening skills to be taught are indicated. In addition, a description of the content on the audio recording and the language of the unit are given before each lesson. The specific listening skill targeted is also listed at the beginning of each audio exercise.

Special Features

Lessons contain additional notes and tips to help teachers develop students' listening and speaking abilities in English. These notes and tips are found throughout the Teacher's Guide.

Language Note

The Language Note often gives additional information on grammar points, or information on pronunciation or conversation strategies. It may give definitions of words covered in the text or on the audio. The Language Note is intended as background information, but you may wish to present it to students if they seem interested.

Culture Note

The Culture Note gives background information on different situations in context; providing insight into the cultures of English-speaking countries, as well as other countries. The Culture Note also often provides interesting information related to the unit topic.

Extra Activity

Extra Activities appear frequently and give more opportunities to practice listening and speaking. They provide additional exposure to the specific language or a chance to use language related to the unit topic. Every unit has at least one Extra Activity in which students listen to a recording again for a different purpose or from a different perspective. Some Extra Activities focus on vocabulary, some on speaking, and some ask students to do additional research and present material orally.

Tip

Tips give suggestions to present to students to help them learn additional listening and speaking strategies to do exercises in the unit. Other tips are useful to help students maximize their learning in the classroom.

Option: Options appear frequently in the lessons. They suggest ways to provide students with extra practice on what they have just learned, such as on vocabulary in that unit.

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
1	Greetings 问候	Greetings and introductions 问候和介绍	<ul style="list-style-type: none"> • Greeting people • Introducing yourself • Introducing people • 问候别人 • 介绍自己 • 介绍他人 	<ul style="list-style-type: none"> • Formal/informal greetings and introductions • 正式/非正式问候和介绍
2	People 人	Physical appearance 外貌	<ul style="list-style-type: none"> • Describing people • Identifying people based on physical description • 描述别人 • 根据外貌描述确认别人 	<ul style="list-style-type: none"> • Order of adjectives • 形容词的顺序
3	Family 家庭	Family members 家庭成员	<ul style="list-style-type: none"> • Identifying family relations • Describing family members • 识别亲属关系 • 描述家庭成员 	<ul style="list-style-type: none"> • Family relations • In-laws • Family tree • 亲属关系 • 姻亲 • 家谱
4	Home 家	Rooms and furniture items 房间和家具	<ul style="list-style-type: none"> • Describing the home • Locating things in the home • Identifying furniture/household items • 描述家 • 摆放家中的物品 • 识别家具/家居用品 	<ul style="list-style-type: none"> • Prepositions: at, on, in, above, under, etc. • 介词: at, on, in, above, under 等
5	School 学校	School subjects 学校课程	<ul style="list-style-type: none"> • Describing school subjects • Expressing preferences • 描述学校课程 • 表达喜好 	<ul style="list-style-type: none"> • Preferences – positive/negative • 喜好——肯定/否定
Review Units 1 – 5 1~5 单元复习				

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
6	Transportation 交通	Directions 方向	<ul style="list-style-type: none"> • Asking for directions • Giving directions • Reading maps • 问路 • 指路 • 查阅地图 	<ul style="list-style-type: none"> • Prepositions of place • 方位介词
7	Food 食物	Food items and Cooking 食物与烹饪	<ul style="list-style-type: none"> • Identifying different kinds of food • Following instructions • Reading recipes • 识别不同种类的食物 • 按指令操作 • 阅读菜谱 	<ul style="list-style-type: none"> • Instructions – imperative verbs • 指令——祈使动词
8	Shopping 购物	Money and purchases 钱与购物	<ul style="list-style-type: none"> • Making requests • Asking about prices • Completing transactions/purchasing items • 提出请求 • 询问价格 • 完成交易/购买物品 	<ul style="list-style-type: none"> • Numbers • Prices • Currencies • 数 • 价格 • 货币
9	Fashion 时尚	Fashion styles 时尚风格	<ul style="list-style-type: none"> • Describing fashion styles • Asking for/giving opinions • 描述时尚风格 • 询问意见/表明观点 	<ul style="list-style-type: none"> • Types of clothing • 衣服种类
10	Jobs 工作	Types of jobs 工作类别	<ul style="list-style-type: none"> • Identifying different jobs • Describing abilities, skills and qualities • Discussing interests • 识别不同的工作 • 描述能力、技巧和品质 • 讨论兴趣 	<ul style="list-style-type: none"> • Job preferences • 工作喜好

Review Units 6 – 10 6~10 单元复习

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
11	Health 健康	Types of exercise 不同类型的体育锻炼	<ul style="list-style-type: none"> Identifying different kinds of exercise Describing routines Making schedules 识别不同类型的体育锻炼 描述日常安排 制定计划 	<ul style="list-style-type: none"> Adverbs of frequency 频率副词
12	Leisure 休闲	Weekend activities 周末活动	<ul style="list-style-type: none"> Describing weekend activities Discussing events in the past 描述周末活动 讨论过去的事件 	<ul style="list-style-type: none"> Past simple Past progressive 一般过去时 过去进行时
13	Entertainment 娱乐	TV programs 电视节目	<ul style="list-style-type: none"> Identifying types of TV programs Expressing preferences 识别不同类型的电视节目 表达喜好 	<ul style="list-style-type: none"> Degrees of preference Comparative/superlative forms 喜好程度 比较级/最高级形式
14	Going Out 外出	Outings with the family 全家外出	<ul style="list-style-type: none"> Making suggestions Negotiating activities 提出建议 商量活动 	<ul style="list-style-type: none"> Suggestions/responses – positive/negative 建议/回答——肯定/否定
15	Travel 旅行	Traveling places 旅行地点	<ul style="list-style-type: none"> Identifying countries Describing places Planning a trip Reading maps 识别不同的国家 描述不同的地方 计划一次出行 查阅地图 	<ul style="list-style-type: none"> Suffix — -an, -ese, -i, -ish 后缀—— -an, -ese, -i, -ish

Review Units 11 – 15 11~15 单元复习

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
16	Special Days 特殊的日子	Special days in the year 一年中的特殊的 日子	<ul style="list-style-type: none"> Identifying special days Comparing celebrations and holiday customs 识别特殊的日子 比较节庆和假日习俗 	<ul style="list-style-type: none"> Ordinal numbers Western holidays 序数词 西方的假日
17	News 新闻	Types of news 不同类型的新闻	<ul style="list-style-type: none"> Identifying types of news Identifying the main idea and details in a news report 识别不同类型的新闻 识别新闻报道中的大意和细节 	<ul style="list-style-type: none"> Broadcast-style language News scripts 广播风格的语言 新闻稿
18	Weather 天气	Weather reports 气象预报	<ul style="list-style-type: none"> Describing types of weather Identifying details in a weather report Making predictions 描述不同类型的天气 识别气象预报中的细节 做预测 	<ul style="list-style-type: none"> Temperature range Degrees Celsius/ Fahrenheit 气温范围 摄氏/华氏温度
19	Environment 环境	Landscapes and climates 地貌和气候	<ul style="list-style-type: none"> Identifying types of landscapes and climates Describing landscapes and climates around the world 识别不同类型的地貌和气候 描述世界范围的地貌和气候 	<ul style="list-style-type: none"> Suffix – -ous, -ed 后缀—— -ous, -ed
20	Communications 通信	Telephone conversations 电话交谈	<ul style="list-style-type: none"> Identifying information Expressing information Clarifying details 识别信息 表达信息 澄清细节 	<ul style="list-style-type: none"> Telephone conversations – Formal/informal 电话交谈——正式/非正式
Review Units 16 – 20 16~20 单元复习				
Self-study Units 1 – 20 1~20 单元自学				

Contents

出版说明	iii
To the Teacher	iv
About the Teacher's Guide	vi
Scope and Sequence	viii
Getting Ready 准备	S2/T2
Unit 1 Greetings 问候	S7/T7
Unit 2 People 人	S12/T12
Unit 3 Family 家庭	S17/T17
Unit 4 Home 家	S22/T22
Unit 5 School 学校	S27/T27
Review Units 1 – 5 1~5单元复习	S32/T32
Unit 6 Transportation 交通	S35/T35
Unit 7 Food 食物	S40/T40
Unit 8 Shopping 购物	S45/T45
Unit 9 Fashion 时尚	S50/T50
Unit 10 Jobs 工作	S55/T55
Review Units 6 – 10 6~10单元复习	S60/T60
Unit 11 Health 健康	S63/T63
Unit 12 Leisure 休闲	S68/T68
Unit 13 Entertainment 娱乐	S73/T73
Unit 14 Going Out 外出	S78/T78
Unit 15 Travel 旅行	S83/T83
Review Units 11 – 15 11~15单元复习	S88/T88
Unit 16 Special Days 特殊的日子	S91/T91
Unit 17 News 新闻	S96/T96
Unit 18 Weather 天气	S101/T101
Unit 19 Environment 环境	S106/T106
Unit 20 Communications 通信	S111/T111
Review Units 16 – 20 16~20单元复习	S116/T116
Self-study Student MP3 Track List	T119
Self-study Introduction 自学介绍	T120
Self-study Units 1 – 20 1~20单元自学	S121/T121

Warm-up

1. What is a listening strategy?
2. What strategies do you use in listening, either in your first language or in English?

1A Look at the pictures and describe the scenes.
看图片并描述其中的场景。

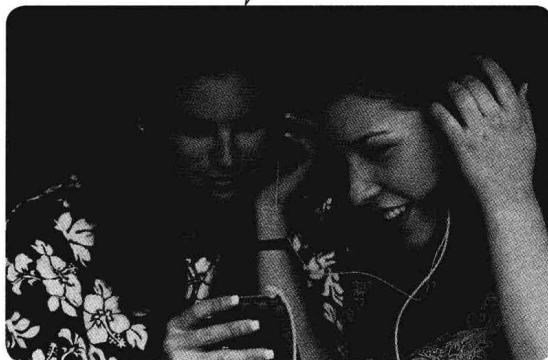
What are they talking about?



What is the point?



Did you hear what the temperature is today?



May I take your order?



B Look at the pictures again. Identify the listening strategy for each picture. Use the *Vocabulary Note* to help you.

再看一遍图片。判断每张图片所需的听力策略。使用Vocabulary Note中的词语。

Vocabulary Note

listening for sequence (听顺序), listening for gist (听主旨), listening for the main idea (听大意), listening for details (听细节)

Getting Ready

Topic: Understanding listening strategies

Listening skills: Listening for sequence, to confirm answers, for gist, for main idea, and for details

Warm-up

- Preview 1.** Tell students that this book will help them learn to understand spoken English better.
- 2.** Tell students a brief story — either in English or in the students' first language — about something that happened to you at school, something in the news, or about a current movie or album. Then ask:
- 1.** What was the general topic, or gist, of what I said? **2.** What was an important fact, or detail, you remember? Call on students to answer.
- 3.** Tell students that they had to use listening strategies to answer the questions: when they listen, they are probably already using strategies — they try to understand the overall topic and the speaker's ideas about the topic, and they listen for important details.

- 1.** Ask the first question. Help students with the overall concept: strategies are the thoughts and behaviors learners use to understand and learn information, such as spoken language.
- 2.** Ask the second question. Help students with the overall concept and elicit answers (e.g., listen for overall topic, use what they already know about a topic to help understand what a speaker is saying, guess what a speaker will say next from what he/she has already said).
- 3. Option:** Have students work individually to list situations in which they commonly listen to English. Have students share answers. Then with the class, discuss problems students have with comprehension as they listen to English (e.g., *people talking too fast, not knowing words*).

Part 1

Students learn important listening strategies and how to use them.

1A

- 1.** Read the directions aloud. Ask four students to each read one of the questions in the pictures aloud.
- 2.** Give students a few minutes to look at the pictures and decide on their answers.
- 3.** Have students work in pairs and share answers.
- 4.** Go over answers with the class. (**Possible answers:** First picture: Three students are in class. Two students are whispering, and the third student wonders what they are whispering about. Second picture: The girl is reading the boy's report for school, and she doesn't

understand the overall idea of what he is trying to say. Third picture: Two women are listening to a weather report on a portable device. One wants to know the temperature for today. Fourth picture: A couple are dining in a restaurant, and the waiter is going to take their order.)

Extra
Activity

Have students work in pairs, choose one of the situations in the pictures, and make up a conversation of several exchanges. Have pairs share their conversation with another pair.

1B

Vocabulary Note

- 1.** Tell students that they will use the expressions in the *Vocabulary Note* as they do the task in **1B**.
- 2.** Read the expressions aloud. Ask students to guess the meanings.

Language
Note

In this text, the *gist* is the overall topic of a conversation. The *main idea* is the key point in the conversation or the key point the speaker is making. *Sequence* is another word for order, and *details* are specific information.

- 3.** Read the directions aloud.
- 4.** Have students work individually to do the task.
- 5.** Go over answers with the class. (Answers: First picture: listening for gist; Second picture: listening for the main idea; Third picture: listening for detail; Fourth picture: listening for sequence — i.e., order of courses in a meal.)

1C

1. Read the directions aloud.
2. Have students work individually to do the task.
3. Go over answers with the class.

Part 2

Students practice using the strategy of listening for sequence and listening to confirm answers.

2A

1. Read the directions aloud.
2. Give students a few minutes to look at the picture and decide on their answers.
3. Have students work in pairs and share ideas.
4. Go over answers with the class. (**Possible answers:** They are talking about the dog. They are talking about the weather. They are talking about the park.) Write predictions on the board.

Tip Tell students that understanding the context of a conversation or the situation can help in listening and understanding. They can use knowledge of the situations to guess the topics and even key words in the conversation they are listening to.

2B

Listening skill: listening for sequence — conversation in a park



1. Read the directions aloud. Explain that students have to listen for the order of the exchanges.

Tip Tell students that it is important for students to understand what they are listening for as they do tasks in the text. They should understand their purpose for listening. This is given in the directions.

2. Tell students to read over the exchanges.

Tip It is helpful in all activities in the text for students to read the items before they listen. It is particularly helpful for sequencing activities like this one.

3. Play the recording once. Tell students to listen and write the numbers next to the exchanges — 1 for the first exchange they hear, 2 for the second, and so on.

Exercise 2B



Phil: Hi there.
Josie: Oh, hello.
Phil: Hey, what's your dog's name?
Josie: Barney.
Phil: Cute name. I think I've seen Barney running around the park before.
Josie: Yes, he really likes coming to the park.
Phil: I'm often running in the park. By the way, my name is Phil. What's your name?
Josie: I'm Josie. Nice to meet you, Phil.
Phil: Good to meet you, Josie.
Josie: Well, see you around.
Phil: Yes, I'll see you, and your dog, later.
Josie: Bye.

2C

Listening skill: listening to confirm answers — conversation in a park



1. Read the directions aloud.
2. Play the recording again, and have students check answers. Go over answers with the class.
3. **Option:** Have students see if their predictions about the content of the dialog were correct.

Extra Activity

1. Write the following questions on the board.
 - (1) Who are Josie and Phil?
 - (2) Does Phil know Josie before the conversation?
 - (3) At the end, do Phil and Josie have a set time to meet again?
 - (4) What is the dog's name?
 - (5) What does the dog like to do?
2. Read over the questions. Ask, "Which questions ask for gist and main ideas?" (**Answers:** 1, 2, 3) "Which questions ask for details?" (**Answers:** 4, 5)
3. Play the recording again, and have students write their answers.
4. Go over answers with the class. [**Answers:** (1) Young people who like to jog in the park. (2) No (3) No (4) Barney (5) He likes coming to the park.]

Culture Note

In countries like the United States, having a dog is a good way to meet other people. It is considered appropriate to start a conversation about a person's dog even if the person is a stranger.

2D

Pair Work

1. Read the directions aloud.
2. Have students work in pairs and role-play the dialog.

C

Match the questions to the listening strategies. Draw lines.

为问题和对应的听力策略连线。

1. Can you follow the order of things said?
2. What is the conversation generally about?
3. What is the key point in the discussion?
4. Can you listen for specific information?

- a) Listening for the main idea
- b) Listening for details
- c) Listening for gist
- d) Listening for sequence

2A

Look at the photo of Phil and Josie. Predict what they are talking about.

看Phil和Josie的照片。猜测他们正在谈什么。

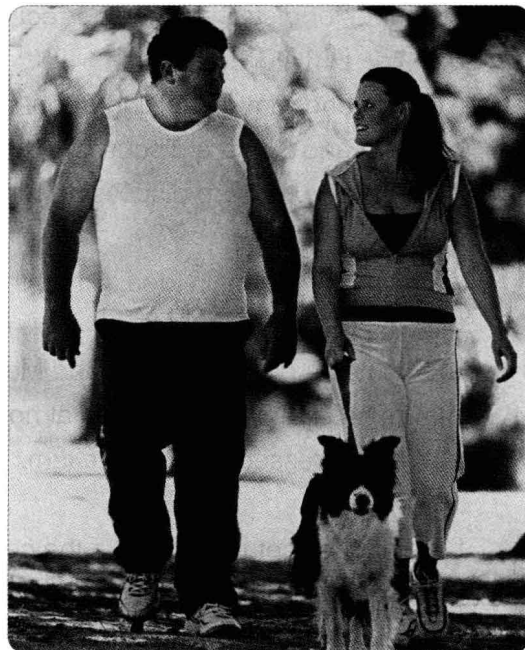
B

Listening for sequence. Listen and number the sentences from 1 to 12 to put the dialog in order.



听顺序。听录音并为下面的句子按1~12排序。

- ① Hi there.
- ⑥ Yes, he really likes coming to the park.
- ② Oh, hello.
- ③ Hey, what's your dog's name?
- ⑤ Cute name. I think I've seen Barney running around the park before.
- ⑩ Well, see you around.
- ⑧ I'm Josie. Nice to meet you, Phil.
- ⑦ I'm often running in the park. By the way, my name is Phil. What's your name?
- ⑫ Bye.
- ⑨ Good to meet you, Josie.
- ④ Barney.
- ⑪ Yes, I'll see you, and your dog, later.

**C**

Listen again and check your answers.

再听一遍录音并检查你的答案。

**D**

Pair Work

Pair up with a classmate. Role-play the dialog in **2B**.

与一名同学结对。分角色表演**2B**中的对话。

Take Note Useful Language

When you practice your listening skills in English, it's important to use these sentences whenever necessary.

当你练习自己的英语能力的时候，学会在必要的时候用以下的句子很重要。

- Please say that again.
- Can you repeat the question?
- Please speak more slowly.
- Sorry, I don't understand.
- Can you explain it again?

3A

Listen to the conversation between Maria and Kim.



听Maria和Kim的一段对话。



Listening for gist. Circle the correct response.

听主旨。圈出正确的答案。

- a) Maria and Kim are talking about their school subjects.
- b) Maria and Kim are discussing Kim's exam tomorrow.
- c) Maria and Kim are discussing Kim's chores at home.

B

Listening for the main idea. Circle the correct response.

听大意。圈出正确的答案。

- a) Kim has a good friend named Maria.
- b) Kim has many chores to do at home.
- c) Kim is stressed about her exam.

C

Listening for details. Listen to the conversation again. Circle the correct responses.

听细节。再听一遍对话。圈出正确的答案。



- | | |
|--|---|
| <p>1. What is the main reason for Kim's stress?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a) Her physics exam b) Her history essay c) Her math assignment | <p>4. Does Kim need to do chores at home?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a) Yes b) No c) No information given |
| <p>2. What percentage of her grade is the exam worth?</p> <ul style="list-style-type: none"> a) 13% <input checked="" type="radio"/> b) 30% c) 35% | <p>5. What kind of chores does Kim have to do?</p> <ul style="list-style-type: none"> a) Mow the lawn b) Clean her room <input checked="" type="radio"/> c) Walk the dog |
| <p>3. Has Kim prepared for the exam?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a) Yes b) No c) No information given | |

D

Listen again and check your answers.

再听一遍录音并检查你的答案。

