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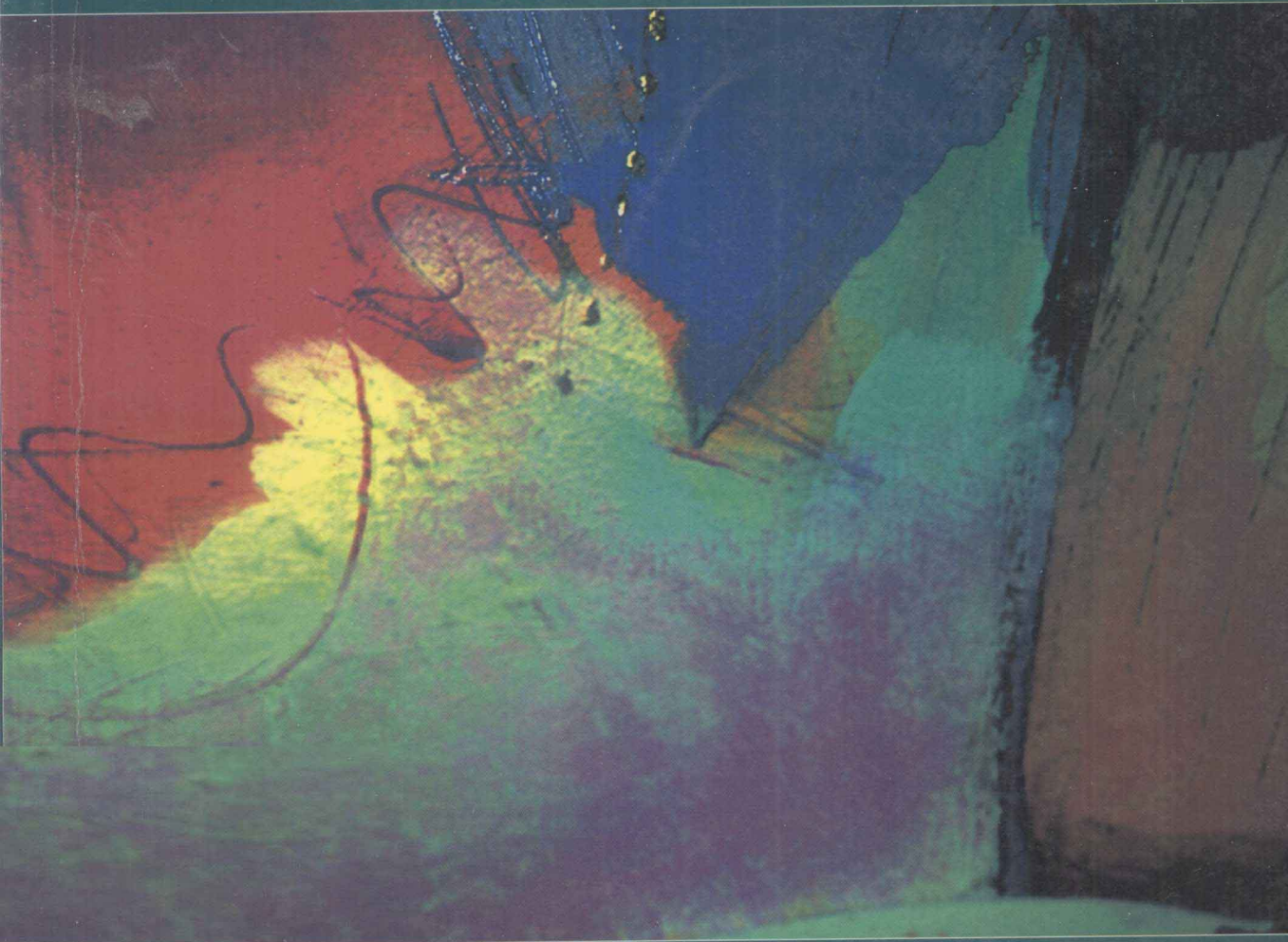
## 美语路路通

系列教材

## INTERACTIONS

第四版

Judith Tanka / Paul Most / Lida R. Baker



辽宁教育出版社

**美语路路通** 系列教材

第四版

INTER

# 听说通①

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## 图书在版编目 (CIP) 数据

听说通1/ (美) 唐卡等著. —沈阳: 辽宁教育出版社, 2004.6

(美语路路通系列教材)

ISBN 7-5382-6863-4

I. 听… II. 唐… III. 英语, 美国—听说教学—自学参考资料 IV. H319.9

中国版本图书馆CIP数据核字 (2004) 第032139号

### Interactions 1 Listening/Speaking, 4<sup>th</sup> Edition

International Edition 2003

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ISBN 0-07-233063-5

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出版 辽宁教育出版社  
(中国·沈阳市十一纬路25号, 110003)  
发行 辽宁教育出版社  
印刷 辽宁美术印刷厂  
版次 2004年6月第1版  
印次 2004年6月第1次印刷  
开本 787毫米×1092毫米 1/16  
印张 17.75  
字数 125千字  
印数 10 000册  
定价 21.20元

总策划 俞晓群  
刘国玉  
总发行人 刘国玉  
责任编辑 许苏葵  
杨军梅  
代剑萍  
吴璇  
美术编辑 吴光前  
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# Interactions 1

## **Listening/Speaking**



# Interactions 1 **Listening/Speaking**

## **Boost your students' academic success!**

*Interactions Mosaic, 4<sup>th</sup> edition* is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

*Interactions Mosaic, 4<sup>th</sup> edition* features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes



## Chapter 16

### Cultures of the World

**In This Chapter** gives students  
a preview of the upcoming material.

#### IN THIS CHAPTER

Using Language: Apologizing

Listening: Listening to a Lecture about Customs

Speaking: Talking about Customs  
Discussing Cultural Differences

### Did You Know?

- Originally more than 300 Native American (or American Indian) languages were spoken in North America. By now most of these languages have died out.
- In some cultures a man may have more than one wife. There are also a few cultures where a woman may have more than one husband. Examples are the Nair people of India and in some areas of Tibet.
- A "taboo" is an action that is strictly forbidden in a certain culture. For example, among Jews and Muslims, it is taboo to eat pork. For Muslims it is also taboo to drink alcohol.

### PART 1

## Listening to Conversations

### Before You Listen



### 1 Prelisting Questions.

- Before you listen, talk about travel with your partner.
- Which countries have you visited? When? Tell your partner about your traveling experience.
  - How do you feel when you travel to a new place, meet new people, experience new customs? Circle the words that describe you. Examples of your feelings.  

excited	careful	afraid	shy
energetic	homesick	worried	interested
  - Do you know the expression "When in Rome, do as the Romans do"? Tell your partner about a time when you followed this advice.

**Listen** guides students to listen for both main ideas and specific information.

**Note Taking Strategies**, such as writing key words, categorizing, and outlining, are taught in **Part 2 Recalling Main Ideas**.

**After You Listen** reinforces students' understanding of the conversation through comprehension questions and a vocabulary review.

**Groupwork** maximizes opportunities for discussion and negotiation.

**Did You Know?** sparks students' interest and activates their prior knowledge of the topic.

**Part 1 Listening to Conversations** presents an introductory conversation and focuses on the rhythm and intonation of natural language through stress and reduction activities.

**Before You Listen** activates students' prior knowledge through prelistening questions and a vocabulary preview.

**Pairwork** encourages peer teaching and correction.

### Listen

- 3 Listening for Main Ideas.** Barbara is at the university health service. Listen to her conversation with her doctor. As you listen, answer these questions.

- What is wrong with Barbara?
- What does the doctor tell her to do?



- 4 Taking Notes on Specific Information.** Listen to the conversation again. This time, take notes in the chart provided.

Barbara's complaints	Doctor's advice
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

### After You Listen

- 5 Summarizing Main Ideas.** Use past-tense verbs to summarize Barbara's visit to the doctor. Include her symptoms and the doctor's advice.

#### Example

Barbara went to the doctor because she woke up with a terrible headache. She told the doctor...

- 6 Vocabulary Review.**

- Look back at Activity 2. Which symptoms did you have the last time you had the flu or a cold?
- How often do you take pain pills such as aspirin?
- Some people hate to take medicine of any kind. How about you?





## 2 Using Context Clues. You will hear four conversations about eating places.

1. Listen to each conversation. Then listen to the question.
2. Stop the tape after the question and circle the letter of the best answer.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Start the tape again. Listen to the next part of the conversation to hear the correct answer.

Answers	Clues
1. a. coffee shop b. cafeteria c. nice restaurant	
2. a. fast-food place b. diner c. expensive restaurant	
3. a. cafeteria b. coffeehouse c. fast-food place	
4. a. nice restaurant b. cafeteria c. fast-food place	

### Using Language

#### Ordering in a Restaurant

In the United States, you can order dinner *a la carte*, which means you pay separately for each item. You can order a complete dinner, which includes a main course (meat or a vegetarian dish), soup or salad, and side dishes (rice, potatoes, or vegetables) for one price. Drinks and dessert are usually separate.

Here is a list of questions and answers that are frequent in a restaurant.

Server's questions	Customer's responses
Are you ready to order?	Ordering: I'll have (the beans and rice) I'd like (a steak) I'll try (the egg rolls) May I please have (a glass of wine)?
May I take your order?	
Do you want (an appetizer)?	
Would you like (soup) or (salad)?	
Do you prefer (french fries) or (a baked potato)?	
What would you like (to drink)?	Asking for information: Do you have (tofu)? What kind of (spiced dressing) do you have? Does that come with (a vegetable)?

\* A "dish" in this context is a serving of cooked food, not a container.

**Role-plays** simulate situations that use a variety of language functions to increase and enhance students' fluency.

**Cross-Cultural Notes** give students new perspectives on various cultures.

**Talk It Over** provides students with authentic speaking opportunities, such as interviews, surveys, and debates.

**Test-taking strategies** vital for success on standardized tests are practiced throughout **Part 3 Focused Listening and Speaking**.

**Using Language** practices valuable communication tasks and functions, such as making small talk, giving reasons, and expressing opinions. This section includes both listening and speaking activities.

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Interactions 1 Listening/Speaking



**2 Role-Play.** Dr. Straithead, a psychologist, has many interesting patients. One of them is Mr. Robert Rich. He comes to Dr. Straithead's office every Wednesday to talk about his very unusual problem: he recently became a millionaire. His family is worried because he is gambling a lot of his money away.

With a partner, prepare a role-play: taking the roles of Dr. Straithead and Mr. Rich or one of Dr. Straithead's other patients.

Jessica Bashful, who is very shy at parties and at work  
Patrick D. Playboy, who cannot stay with just one girlfriend  
Henry Hater, who is jealous of his very successful sister  
Wanda Workhorse, who works 20 hours a day and doesn't know how to relax

#### Cross-Cultural Note

A psychologist is an advisor or a counselor who helps people with their personal problems. People from some cultures sometimes think that only "crazy" people visit psychologists. However, in the United States and Canada, many people feel comfortable getting advice from professionals who are specially trained to help them.



#### Talk It Over

In small groups, read the following statements about smoking. Then say if you agree or disagree with each statement, and give reasons for your opinion.

### Some Facts About Smoking

- Tobacco kills nearly 10,000 people worldwide every day.
- There are around 1.1 billion smokers in the world.
- Worldwide, about 6 trillion cigarettes are smoked each day.
- Globally, approximately 47% of men and 12% of women smoke.
- Tobacco is the cause of about 25 different diseases.
- Smoking is declining in developed countries, but it is increasing in developing nations. By 2020, only 15% of the world's smokers will live in developed countries.

Source: Cancer Council, <http://www.nawcc.org.au/pages/health/schpub/mokefacts/facts1.htm>

## PART 4

Listening and Speaking  
in the Real World

## Technology



## 1 Prelistening Discussion. Before you listen, answer these questions with a partner.

- Are you good at learning to use new machines?
- When you buy a new machine or device, do you usually
  - read the instruction manual?
  - ask someone to teach you how to use it?
  - figure out how to use it by yourself?
- The following verbs are often used in machine instruction manuals. Learn their meanings before listening to Activity 2.
 

set = adjust	I have to set my alarm clock for 7:00 A.M. tomorrow morning.
press = push = hit	Press the button on the elevator, please.
enter = input = type	Enter your secret password on the computer.
flashing = blinking	The light of the police car behind me is flashing. I have to stop.



## 2 Following Instructions. Listen to Jennifer explain how to set a VCR clock. Look at the picture of the VCR panel.

- Follow the eight steps in Jennifer's instructions.
- Write the number of each step over the button that Peter should

**Video news broadcasts** immerse students in authentic language, complete with scaffolding and follow-up activities to reinforce listening and speaking skills.



## Video Activities: Chinese New Year

## Before You Watch. Discuss these questions in small groups.

- Have you ever seen a Chinese New Year celebration? Describe this experience.
- Talk about your New Year celebration last year. Where were you? Who was with you? How did you celebrate? Was it a happy time for you?

## Watch. Write answers to these questions.

- In which season is the Chinese New Year? \_\_\_\_\_
- Who is the blond woman? \_\_\_\_\_
- Which Chinese customs did you see in the video? \_\_\_\_\_

## Watch Again.

- How is the man going to celebrate the Chinese New Year? Place a check next to the things he says.  
 \_\_\_\_\_ eat

Part 4 Listening and Speaking  
in the Real World

offers a variety of practical listening and speaking activities, including role-plays, presentations, small-group discussions, and pairwork.

**Real-life listening** connects the classroom to real life through real-world situations, understanding of context, and test-taking opportunities.

Don't forget to check out the new *Interactions Mosaic* Website at [www.mhcontemporary.com/interactionsmosaic](http://www.mhcontemporary.com/interactionsmosaic).

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM



# Interactions 1 **Listening/Speaking**

Chapter	Listening Skills	Listening Tasks	Using Language
<b>1 School Life Around the World</b>  <b>Page 1</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to a speech by a school advisor</li> <li>■ Taking notes on main ideas</li> <li>■ Listening to telephone messages</li> </ul>	<ul style="list-style-type: none"> <li>■ Introducing yourself and others</li> <li>■ Using body language</li> </ul>
<b>2 Experiencing Nature</b>  <b>Page 19</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to weather forecasts</li> <li>■ Taking notes on specific information</li> <li>■ Listening for temperatures</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about likes and dislikes</li> <li>■ Talking about abilities</li> </ul>
<b>3 Living to Eat or Eating to Live</b>  <b>Page 37</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to advice about losing weight</li> <li>■ Taking notes on specific information</li> <li>■ Following recipes</li> <li>■ Listening to people talk about shopping habits</li> </ul>	<ul style="list-style-type: none"> <li>■ Ordering in a restaurant</li> <li>■ Refusing food politely</li> </ul>
<b>4 In the Community</b>  <b>Page 57</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Following directions</li> <li>■ Getting directions on the phone</li> <li>■ Taking notes on specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing locations</li> <li>■ Asking for and giving directions</li> <li>■ Reading a map</li> </ul>
<b>5 Home</b>  <b>Page 75</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to information about apartments</li> <li>■ Taking notes on specific information</li> <li>■ Listening to moving instructions</li> </ul>	<ul style="list-style-type: none"> <li>■ Making requests</li> <li>■ Answering requests</li> </ul>
<b>6 Cultures of the World</b>  <b>Page 93</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to a lecture about customs</li> <li>■ Taking notes on specific information</li> <li>■ Following directions</li> </ul>	<ul style="list-style-type: none"> <li>■ Apologizing</li> </ul>

Speaking Tasks	Vocabulary	Pronunciation	Video Topics
<ul style="list-style-type: none"> <li>■ Making telephone reservations</li> </ul>	<ul style="list-style-type: none"> <li>■ School life and education</li> </ul>	<ul style="list-style-type: none"> <li>■ The -s ending</li> <li>■ Telephone numbers</li> </ul>	<ul style="list-style-type: none"> <li>■ Exchange Students</li> </ul>
<ul style="list-style-type: none"> <li>■ Storytelling</li> <li>■ Talking about seasons</li> <li>■ Describing sports</li> <li>■ Talking about weather</li> </ul>	<ul style="list-style-type: none"> <li>■ Weather</li> </ul>	<ul style="list-style-type: none"> <li>■ Can vs. can't</li> </ul>	<ul style="list-style-type: none"> <li>■ Winter Storm</li> </ul>
<ul style="list-style-type: none"> <li>■ Interviewing people about food and shopping habits</li> <li>■ Comparing eating habits</li> <li>■ Talking about regional foods</li> </ul>	<ul style="list-style-type: none"> <li>■ Food</li> <li>■ Count and noncount nouns</li> </ul>	<ul style="list-style-type: none"> <li>■ Teens vs. tens</li> </ul>	<ul style="list-style-type: none"> <li>■ Treat Yourself Well Campaign</li> </ul>
<ul style="list-style-type: none"> <li>■ Describing your neighborhood</li> <li>■ Role-playing community scenarios</li> </ul>	<ul style="list-style-type: none"> <li>■ Places in the community</li> </ul>		<ul style="list-style-type: none"> <li>■ A Homeless Shelter</li> </ul>
<ul style="list-style-type: none"> <li>■ Asking for information about apartments</li> <li>■ Interviewing potential roommates</li> </ul>	<ul style="list-style-type: none"> <li>■ Furniture</li> <li>■ Moving</li> </ul>	<ul style="list-style-type: none"> <li>■ -ed endings</li> </ul>	<ul style="list-style-type: none"> <li>■ Asthma and Dust Mites</li> </ul>
<ul style="list-style-type: none"> <li>■ Talking about customs</li> <li>■ Discussing cultural differences</li> <li>■ Discussing dining customs</li> </ul>	<ul style="list-style-type: none"> <li>■ Rites of passage</li> </ul>		<ul style="list-style-type: none"> <li>■ Chinese New Year</li> </ul>

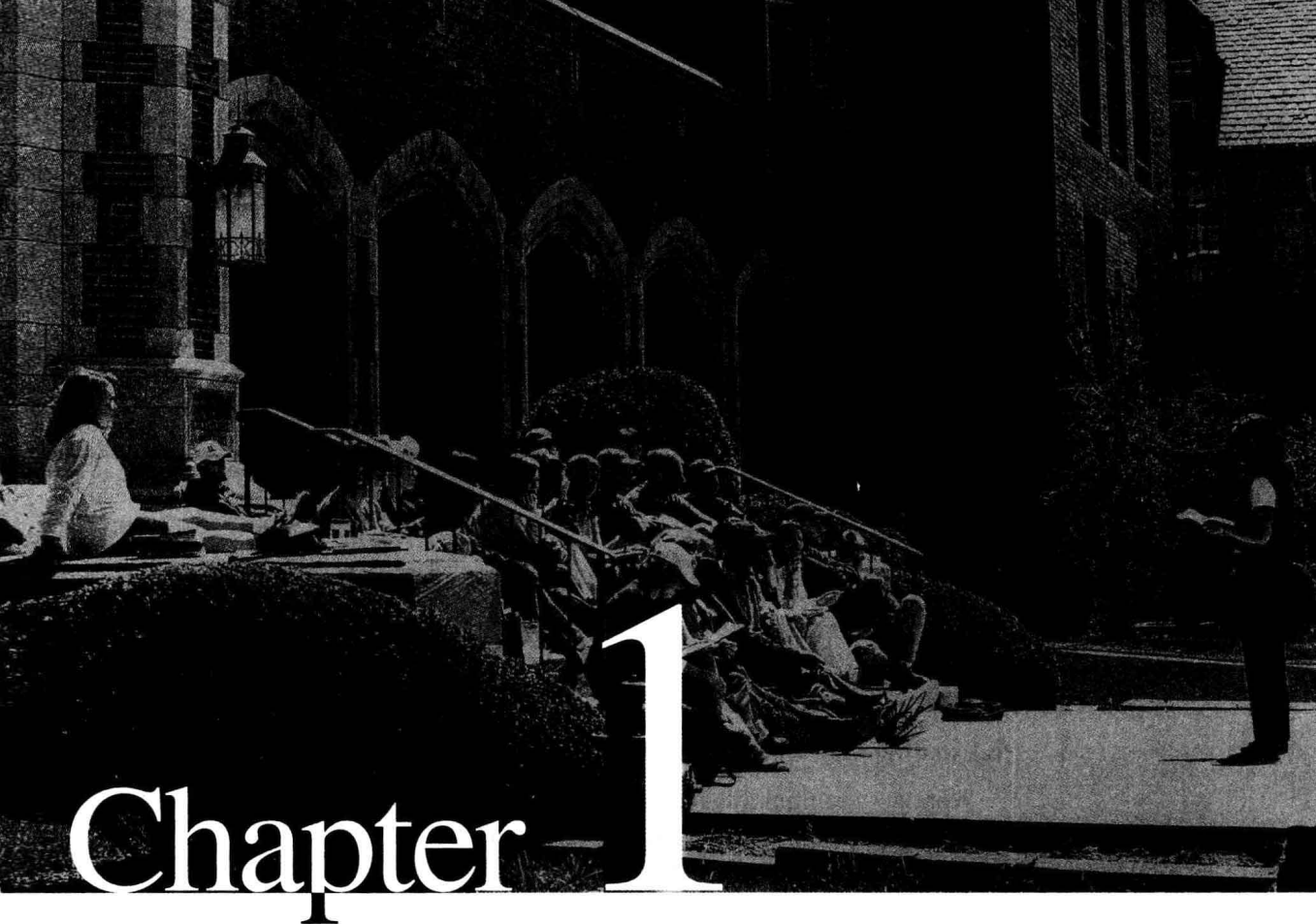
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# Interactions 1 **Listening/Speaking**

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<b>8 Entertainment and the Media</b>  <b>Page 129</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words and reductions</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to a news report</li> <li>■ Taking notes on specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing opinions, agreeing, and disagreeing</li> </ul>
<b>9 Social Life</b>  <b>Page 145</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words</li> <li>■ Identifying word families</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Taking notes on information from recorded phone messages</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving and accepting compliments</li> </ul>
<b>10 Customs, Celebrations, and Holidays</b>  <b>Page 163</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words</li> <li>■ Identifying emphasis</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to the history of a holiday</li> <li>■ Taking notes on specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Making invitations</li> <li>■ Refusing invitations</li> </ul>
<b>11 Science and Technology</b>  <b>Page 179</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words</li> <li>■ Identifying emphasis</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to a speech about electric cars</li> <li>■ Taking notes on main ideas</li> <li>■ Outlining notes</li> <li>■ Following instructions about technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving and understanding instructions</li> </ul>
<b>12 The Global Consumer</b>  <b>Page 193</b>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for specific information</li> <li>■ Identifying stressed words</li> <li>■ Identifying emphasis</li> <li>■ Getting meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to a radio show about buying a used car</li> <li>■ Taking notes on main ideas</li> <li>■ Outlining notes</li> </ul>	<ul style="list-style-type: none"> <li>■ Bargaining</li> </ul>
<b>Appendix</b> <b>Page 209</b>  <b>Tapescript</b> <b>Page 213</b>			



Speaking Tasks	Vocabulary	Pronunciation	Video Topics
<ul style="list-style-type: none"> <li>■ Discussing a stress questionnaire</li> <li>■ Discussing health</li> <li>■ Making appointments</li> </ul>	<ul style="list-style-type: none"> <li>■ Health and sickness</li> </ul>	<ul style="list-style-type: none"> <li>■ Intonation with tag questions</li> </ul>	<ul style="list-style-type: none"> <li>■ Marathon Man</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing advertisements</li> <li>■ Reading and discussing a program guide</li> <li>■ Describing favorite movies</li> </ul>	<ul style="list-style-type: none"> <li>■ News</li> <li>■ Types of television shows</li> </ul>		<ul style="list-style-type: none"> <li>■ Quiz Shows</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing entertainment</li> <li>■ Discussing dating customs</li> </ul>	<ul style="list-style-type: none"> <li>■ Entertainment</li> </ul>	<ul style="list-style-type: none"> <li>■ Intonation with exclamations</li> </ul>	<ul style="list-style-type: none"> <li>■ Online Love Story</li> </ul>
<ul style="list-style-type: none"> <li>■ Planning a birthday party</li> <li>■ Talking about holidays</li> <li>■ Discussing wedding customs</li> </ul>	<ul style="list-style-type: none"> <li>■ Holidays</li> </ul>	<ul style="list-style-type: none"> <li>■ Dropping the /h/ sound</li> </ul>	<ul style="list-style-type: none"> <li>■ Puerto Rican Day Parade</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing technology in the home</li> </ul>	<ul style="list-style-type: none"> <li>■ Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ The American /t/</li> </ul>	<ul style="list-style-type: none"> <li>■ Sight for the Blind</li> </ul>
<ul style="list-style-type: none"> <li>■ Returning items and getting refunds</li> <li>■ Inquiring about advertisements</li> </ul>	<ul style="list-style-type: none"> <li>■ Shopping</li> </ul>		<ul style="list-style-type: none"> <li>■ Spoiled Kids</li> </ul>



# School Life Around the World

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## IN THIS CHAPTER

**Using Language:** Introducing Yourself and Others

**Listening:** Listening to Telephone Messages

**Speaking:** Using Body Language  
Making Telephone Reservations

**Pronunciation:** -s Endings  
Telephone Numbers

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## Did You Know?

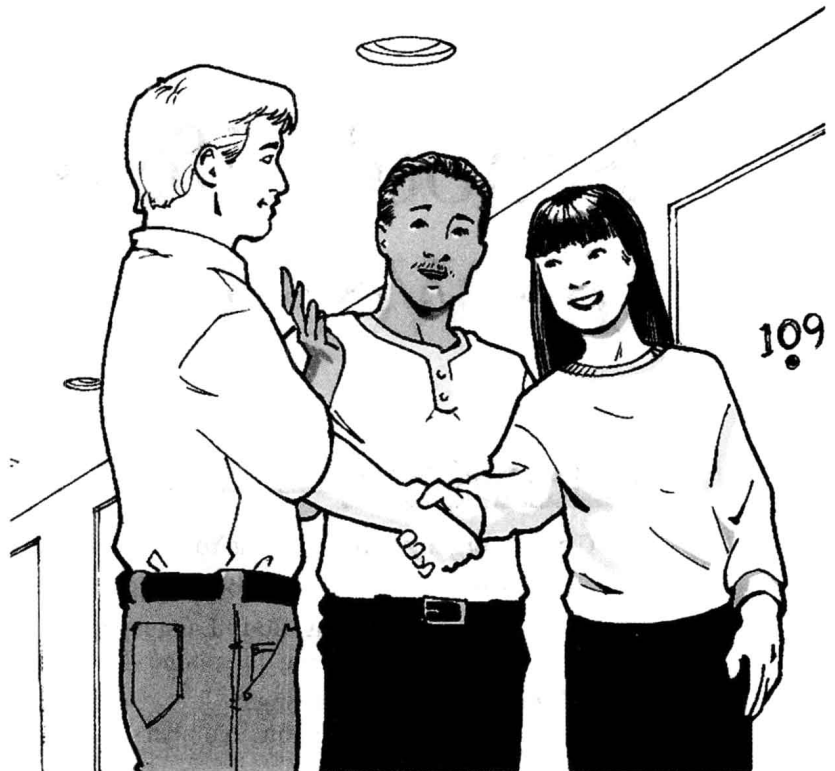
- About half a million international students study in the United States each year.
- About 114,000 U.S. students study abroad.
- Two-thirds of U.S. high school graduates enroll in colleges and universities.

### PART 1

## Listening to Conversations

### Before You Listen

- 1** **Prelisting Questions.** Look at the picture.
1. What do you think the students are talking about?
  2. What does their "body language" tell you?





## 2 Vocabulary Preview.

Complete the sentences with these expressions from the conversation.

take (Chinese)	sounds	comes over	no kidding
you guys*	stop by	(just) call me “_____”	

1. His name is Kenji. I don't think that's an English name. It \_\_\_\_\_ Japanese.
2. My friend is in the hospital. I will \_\_\_\_\_ tomorrow and bring her flowers.
3. You have seven brothers and one sister? \_\_\_\_\_!
4. My name is Robert Browning. But please \_\_\_\_\_ Bob.
5. I don't have a car. When Nancy and I do our homework together, she usually \_\_\_\_\_ to my house.
6. If your major is Asian Studies, I'm sure you have to \_\_\_\_\_ and probably some other Asian languages, too.
7. Bye, Tom. Bye, Reka. See \_\_\_\_\_ tomorrow.

## Listen



### 3 Listening for Main Ideas.

Jack, Peter, and Ming are students at Faber College. They meet in the lobby of their apartment building.

1. Close your book as you listen to the conversation. Listen for the answers to these questions.
  1. Who does Jack introduce to Peter?
  2. Are Jack and Peter close friends?
  3. Was Ming born in Hong Kong?
  4. What class might Jack take soon?
  5. What do two of the students want to do?
  6. Why will the three students probably see each other soon?
2. Compare answers with a partner.

\* “You guys” is a very informal expression used only with people you know very well.

## Stress

In spoken English, important words are *stressed*. This means that they are spoken *louder, longer, or higher* than other words. Stressed words usually give the most important information. These words are usually stressed: *verbs, nouns, adjectives, adverbs, numbers, and negatives like "isn't," "don't," "can't."*

### Examples:

My **name** is **Peter**.

I'm in **apartment 212**.

**Maybe** you could **help** me.

We're on the **same floor**.



## 4 Listening for Stressed Words. Listen to the conversation again.

- Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with words from the list.

can't	call	floor	meeting
born	over	meet (2 times)	help
met	really	Chinese	nice (2 times)
campus	Jack	term	came
last	friend	building	220
good	Hi	see	roommate
moved	soon (2 times)	something	doing
thinking	stop	eat	sorry
212	hungry	name	sounds

Jack: \_\_\_\_\_! How're you \_\_\_\_\_?

Peter: Hi. You're . . . \_\_\_\_\_, right?

Jack: Yeah. And, \_\_\_\_\_, you're . . .?

Peter: Peter. Peter Riley.

Jack: Oh, yeah, we \_\_\_\_\_ on \_\_\_\_\_ last week. Peter,  
this is my \_\_\_\_\_, Ming Lee. She's just \_\_\_\_\_  
into the \_\_\_\_\_.

Peter: Hi, Ming Lee.

*Ming:* \_\_\_\_\_ to \_\_\_\_\_ you. You can just  
\_\_\_\_\_ me Ming. Lee's my \_\_\_\_\_.

*Peter:* Oh. "Ming." That sounds ...?

*Ming:* Chinese. My parents \_\_\_\_\_ from Hong  
Kong before I was \_\_\_\_\_.

*Peter:* Really? I was \_\_\_\_\_ of taking \_\_\_\_\_ this  
\_\_\_\_\_. Maybe you could \_\_\_\_\_ me.

*Ming:* Well, my Chinese really isn't very \_\_\_\_\_ ...

*Jack:* Listen, Peter. We're \_\_\_\_\_ . Do you  
want to get \_\_\_\_\_ to \_\_\_\_\_ with us?

*Peter:* Sorry, I \_\_\_\_\_. I have to go \_\_\_\_\_ my new  
\_\_\_\_\_.

*Jack:* Oh, okay. Well, \_\_\_\_\_ by sometime. I'm up in  
\_\_\_\_\_.

*Peter:* Hey, I'm on the same \_\_\_\_\_. I'm in \_\_\_\_\_.

*Jack:* No kidding ...

*Peter:* Well, \_\_\_\_\_ you, Ming. I'm sure I'll  
\_\_\_\_\_ you guys \_\_\_\_\_.

*Ming and Jack:* See you later.

2. Now read the conversation with a partner. Practice stressing words correctly.