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SOUNDWAVES

新视线国际英语

听说教程

Teacher's Guide

教师用书

2

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
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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,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.

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, introductions and short conversations 问候、介绍和简短交谈	<ul style="list-style-type: none"> • Greeting people • Making a conversation • 问候别人 • 交谈 	<ul style="list-style-type: none"> • Greetings and small talk— formal/informal • 问候及正式与非正式闲聊
2	People 人	Likes and dislikes 喜欢与不喜欢	<ul style="list-style-type: none"> • Describing likes and dislikes • Expressing preferences • 描述喜欢与不喜欢 • 表达偏好 	<ul style="list-style-type: none"> • Superlative adjectives—the most/the least • Pet peeves • 形容词最高级—— the most/the least • 最厌烦的事情
3	Friends 朋友	Personalities 性格	<ul style="list-style-type: none"> • Describing personalities • Identifying personality traits • 描述性格 • 识别性格特点 	<ul style="list-style-type: none"> • Hobbies and interests • 爱好与兴趣
4	Home 家	Daily routines 日常事务	<ul style="list-style-type: none"> • Describing daily routines • Telling time • Making schedules • 描述日常事务 • 表达时间 • 制定计划表 	<ul style="list-style-type: none"> • Daily chores • 日常杂务
5	School 学校	Extra-curricular activities 课外活动	<ul style="list-style-type: none"> • Describing extra-curricular activities • Describing school clubs and teams, and volunteer activities • Stating interests • 描述课外活动 • 描述学校的社团、校队和志愿者活动 • 陈述兴趣 	<ul style="list-style-type: none"> • Charity work • 慈善工作

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	Modes of transportation 交通方式	<ul style="list-style-type: none"> Identifying modes of transportation Discussing preferences Giving directions 认识不同的交通工具 讨论偏好 指路 	<ul style="list-style-type: none"> Prepositions—by, on 介词 by 和 on
7	Food 食物	Nutrition, healthy and unhealthy food 营养、健康食品与不健康食品	<ul style="list-style-type: none"> Identifying healthy/unhealthy food 识别健康食品与不健康食品 	<ul style="list-style-type: none"> Countable and uncountable nouns Food groups Food pyramid 可数名词与不可数名词 食物种类 食物金字塔
8	Shopping 购物	Purchasing goods 购买商品	<ul style="list-style-type: none"> Discussing/buying clothing, music, sports equipment and other goods Giving opinions 讨论/购买衣服、音乐、运动器材及其他商品 表达意见 	<ul style="list-style-type: none"> Tag questions 反意疑问句
9	Music 音乐	Types of music 音乐类型	<ul style="list-style-type: none"> Identifying and describing types of music Expressing music preferences 识别并描述各类音乐 表达音乐偏好 	<ul style="list-style-type: none"> Comparative adjectives—-er, better, worse 形容词比较级——-er, better, worse
10	Jobs 工作	Job duties and responsibilities 工作职责	<ul style="list-style-type: none"> Describing occupations Understanding job descriptions Expressing interest in certain jobs 描述职业 理解工作描述 表达对某些工作的兴趣 	<ul style="list-style-type: none"> Job factors Classified job ads 工作要素 分类招聘广告

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	Illnesses and remedies 疾病与治疗	<ul style="list-style-type: none"> • Describing symptoms of illnesses • Offering advice • Prescribing remedies • 描述疾病症状 • 提出建议 • 开药 	<ul style="list-style-type: none"> • Home remedies • 家庭治疗
12	Leisure 休闲	Music and sports 音乐与体育	<ul style="list-style-type: none"> • Describing different types of activities in music and sports • Identifying key details • 描述不同类型的音乐与体育活动 • 识别关键细节 	<ul style="list-style-type: none"> • Active and passive voices • Musical pursuits • Sports broadcasts • 主动语态和被动语态 • 音乐爱好 • 体育广播节目
13	Entertainment 娱乐	Movies 电影	<ul style="list-style-type: none"> • Identifying types of movies • Giving opinions • Making recommendations • 识别不同类型的电影 • 表达意见 • 推荐 	<ul style="list-style-type: none"> • Contractions • Movie reviews • 缩略形式 • 电影评论
14	Going Out 外出	Social occasions 社交场合	<ul style="list-style-type: none"> • Giving verbal invitations • Accepting/declining invitations • 发出口头邀请 • 接受/谢绝邀请 	<ul style="list-style-type: none"> • Invitations—formal/informal • 正式与非正式邀请
15	Travel 旅行	Trip planning 旅行计划	<ul style="list-style-type: none"> • Booking a trip • Making a reservation • Identifying key details • 预订旅行 • 预订 • 识别关键细节 	<ul style="list-style-type: none"> • Modal verbs • Airport schedules • 情态动词 • 机场时刻表

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 一年中特殊的 日子	<ul style="list-style-type: none"> Identifying special days and occasions Comparing celebrations and holiday customs 识别特殊日子和特殊场合 比较庆祝活动和假日习俗 	<ul style="list-style-type: none"> Wishes 愿望
17	News 新闻	Business reports 商业报道	<ul style="list-style-type: none"> Identifying key information Describing business trends— growth/decline 识别关键信息 描述商业趋向——增长/下降 	<ul style="list-style-type: none"> Large numbers Graphs and charts 大数 图表
18	Weather 天气	Weather conditions 天气情况	<ul style="list-style-type: none"> Describing types of weather— conditions, temperature, humidity 描述不同天气——天气情况、温度、 湿度 	<ul style="list-style-type: none"> Forms for the future 将来时的表达方式
19	Environment 环境	Animals and plants 动植物	<ul style="list-style-type: none"> Identifying and describing animals and plants Identifying natural habitats 识别和描述动植物 识别自然栖息地 	<ul style="list-style-type: none"> National emblems 国徽
20	Communications 通信	Electronic gadgets 电子器件	<ul style="list-style-type: none"> Identifying different types of technology Identifying and describing electronic gadgets 识别不同类型的技术 识别和描述电子器件 	<ul style="list-style-type: none"> PDA, mobile phone, MP3 player 个人数字处理机、 手机、MP3播放器
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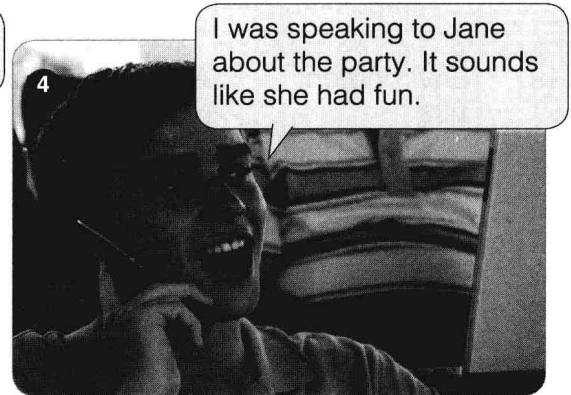
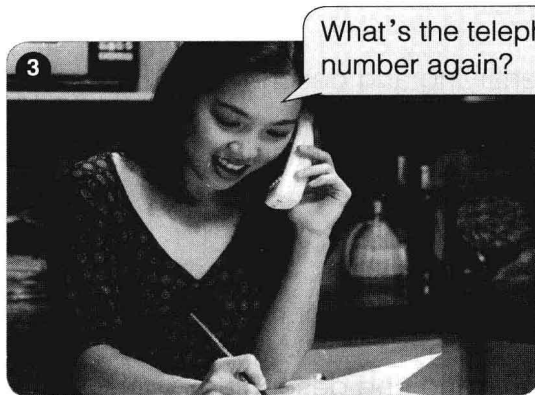
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Warm-up

1. Can you identify different listening strategies?
2. Do you know how to listen for gist? for the main idea? for details? for inference?

1A

Look at the pictures and describe the scenes.
观察下列图片，并描述图片中的场景。



B

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

再次观察上面的图片。确定每幅图片中的人物所采用的听力技巧。参考Vocabulary Note。

Vocabulary Note

listening for gist, listening for inference, listening for the main idea, listening for details

C

Match the questions to the listening strategies. Draw lines.

将下列问题和其相应的听力技巧连线。

Getting Ready

Topic: *Understanding listening strategies*
Listening skills: *Listening for gist, for main idea, for inference, and for details*

Warm-up

Preview 1. Tell students a brief story about something that happened to you, something in the news, or the content of a current movie or album. Ask, “What was the general topic, or gist, of what I said?” and “What was an important fact, or detail, you remember?” Call on students to answer. 2. Tell students that they had to use listening strategies to answer the questions: to understand the overall topic and to get important details.

1. Ask the first item in the *Warm-up* aloud. Help students with the concept: strategies are the thoughts and behaviors learners use to understand and learn information, such as spoken language.
2. Have students work in pairs and discuss answers. Go over answers with the class. Elicit ideas (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. Read the second item. Explain the terms.

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. Details are specific information. An inference is an idea that the speaker does not say directly but that the listener can guess from what the speaker does say.

4. Discuss the answers with class.

Tip Suggest that students use the following questions to implement the strategies: (1) For gist: What’s the subject? What is the speaker talking about? (2) For main idea: What’s the main point the speaker is trying to say about the topic? (3) For details: Who is involved? What did they do? When did they do it? Where did they do it? (4) For inference: What can I guess from the information I know?

5. Option: 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 picture captions aloud.
2. Give students a few minutes to look at the pictures and decide on their answers. Have students work in pairs and share answers.
3. Go over answers with the class. (**Possible answers:** 1. Two young women are talking about two people they know. 2. Two men are discussing a project that is on the computer. 3. A young woman is talking on the phone and asking someone to repeat information. 4. A young man is talking on the phone about a friend at a party.)

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

Read the items aloud. Review the meaning of each item. (See the *Language Note* to the left.)

1. Read the directions aloud. Have students work individually to do the task.
2. Go over answers with the class. (**Answers:** 1. listening for gist 2. listening for the main idea 3. listening for details 4. listening for inference)
3. Have students explain answers. (**Possible answers:** 1. The caption tells the overall topic of what the young women are talking about. 2. One man is asking about the key point, or main idea. 3. The woman is asking for a detail — the telephone number. 4. The young man is stating an inference he made from his conversation with Jane and what she told him — that Jane had fun at the party.)

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 listening strategies: listening for gist, for main idea, for inference, and for details. They learn language for asking for clarification.

2A

Listening skill: listening for gist and for main idea — a conversation on a tennis court



1. Ask, "What is happening in the picture?" (**Possible answer:** Two people are talking on a tennis court.)
2. Read the directions aloud.
3. Read the directions and question for **2B** aloud. Ask, "What does 'gist' mean?" (**Answers:** the main topic, what the people are talking about)
4. Read the directions and question for **2C** aloud. Ask, "What does 'main idea' mean?" (**Answer:** the key point)

Tip

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

5. Play the recording once. Tell students to listen and write their answers for **2B** and **2C**.

Exercise 2A

Jeff: Great game, Tanya! Phew!

Tanya: Thanks, Jeff. You played well.

Jeff: But you keep getting better and better at your game. It's getting harder to beat you.

Tanya: Um, well, doing other kinds of exercise has also helped me play tennis better.

Jeff: What other kinds of exercise do you do?

Tanya: During the week, I go running, biking and attend yoga classes. I do one of these kinds of exercise every day. You know, I can actually feel my endurance and strength increasing little by little every time.

Jeff: Wow, that's impressive! No wonder you are so fit! You have a regular exercise schedule that you stick to. And I thought I exercised a lot. Who knows? Maybe I'll win our game for a change tomorrow.

Tanya: I'll try and go easier on you.

Jeff: Yeah, right!

Tanya: Oh, we'll have to make it a quick game, maybe just forty-five minutes, because I'll need to pick up my dad from the airport tomorrow evening.

Jeff: Sure, so same time at 6 p.m. on the west court?

Tanya: Okay, see you then!

Jeff: Bye.

2B

Listening skill: listening for gist — a conversation on a tennis court

Go over answers with the class.

2C

Listening skill: listening for main idea — a conversation on a tennis court

Go over answers with the class.

2D

Listening skill: listening for inference — a conversation on a tennis court



1. Read the directions and the question aloud.
2. Explain that when students listen for inference, they don't find the exact information stated directly, but they can guess the answer to the question from what the people say.
3. Play the recording again, and have students write their answer.
4. Go over answers with the class.

2E

Listening skill: listening for details — a conversation on a tennis court



1. Read the directions aloud.
2. Tell students to read over the questions. Explain that students need to listen for specific information to answer the questions.
3. Play the recording again, and have students write their answers.
4. Go over answers with the class.
5. Check understanding of the following items: endurance — ability to remain strong, for example, when doing a physical activity, stick to (a plan) — keep to and follow (a plan)

Extra Activity

1. Tell students to work in pairs and make up a conversation about an exercise they do or a sport they play.
2. Have pairs present their conversation to another pair, who tries to guess the main idea.

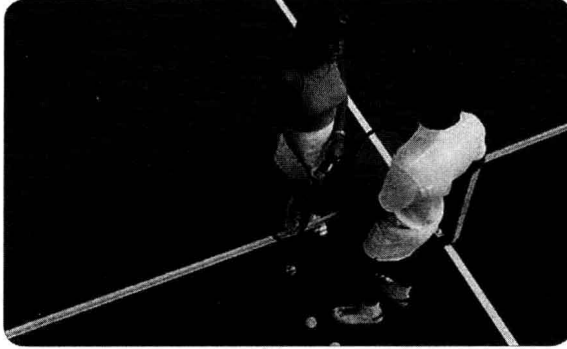
1. What are John and Karen talking about?
2. What's the telephone number again?
3. What is the key point in the presentation?
4. Did it sound like Jane had fun at the party?

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

2A

Listen to the conversation between Tanya and Jeff.

听Tanya和Jeff之间的对话。



B

Listening for gist. Answer the question.

听主旨。回答下列问题。

What are Tanya and Jeff talking about?

They are talking about their tennis games.

C

Listening for the main idea. Answer the question.

听大意。回答下列问题。

What is the main idea discussed in Tanya and Jeff's conversation?

They are talking about how Tanya's tennis game is getting better because of her regular exercise schedule.

D

Listening for inference. Listen again and answer the question.

根据所听内容进行推测。再听一遍录音并回答下列问题。

Will Tanya and Jeff meet up tomorrow?

Yes, they will meet tomorrow.



E

Listening for details. Listen again and answer the questions.

听细节。再听一遍录音并回答下列问题。

1. What time do Tanya and Jeff decide to meet tomorrow?

They decide to meet at 6 p.m.

2. Where will they meet?

They will meet at the west court.

3. How long will they meet for?

They will meet for just forty-five minutes.

4. What does Tanya need to do after they meet tomorrow?

She needs to pick up her dad at the airport.



Take Note

Useful Language

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

练习英语听力时，在必要的时候使用下列句子是很重要的。

- 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 John and Karen.

听John和Karen之间的对话。



B

Listening for gist. Circle the correct response.

听主旨。圈出正确的回答。

- a) John and Karen are talking about their English test tomorrow.
- b) John and Karen are discussing their plans for the summer holiday.
- c) John and Karen are discussing the movie that they just watched.

C

Listening for the main idea. Circle the correct response.

听大意。圈出正确的回答。

- a) Karen wants to apply for a summer job.
- b) Karen thought that the movie was great.
- c) Karen needs to study for her English test.

D

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

听细节。再听一遍对话。圈出正确的回答。



1. What did Karen like about the movie?
 - a) The acting.
 - b) The costumes.
 - c) The special effects.
2. What did Karen think about the lead male actor?
 - a) He is handsome.
 - b) He is strong.
 - c) He acts well.