



“十二五”普通高等教育本科国家级规划教材

VIEWING

Listening & Speaking

教育部2008年度普通高等教育精品教材(第二版)



新世纪网络课程建设工程项目(第一版)

大学体验[®]英语

听说教程

教学参考书

3

第三版

—— 原 著 Michael Rost
Kenton Harsch
Kate Wolfe-Quintero
—— 主 编 李霄翔
—— 副主编 陈美华

高等教育出版社
HIGHER EDUCATION PRESS

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Experiencing English VIEWING Listening & Speaking

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《大学体验[®]英语听说教程3 教学参考书》（第三版）

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编 者：李霄翔 陈美华 浦惠红 金 曙

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第三版前言

《大学体验英语》自2002年出版以来,经历了创新开拓、融入教学、收获体验的10年历程,从“十五”到“十一五”再到“十二五”,已经成为中国大学英语学习和教学的主流教材。伴随着学生英语学习的成功、教师职业的发展,“体验式英语教学”已经成为当代中国英语教学思想和方法的重要代表。《大学体验英语》提倡把英语作为人生体验去教、去学、去使用,而不只是作为纯粹的知识来教、来学,这不仅更加契合“90后”大学生的英语水平和对语言的认知特点,也满足了国家对培养创新型人才的切实要求。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮的大学英语教学改革。面对新的改革形势,我们启动了《大学体验英语》(第三版)的修订工作。修订的主要目标是在坚持英语学习工具性的同时,更好地突出人文性、强化素质教育;在加强听说、加强表达、加强实用的基础上,进一步提升大学生的英语语言能力、跨文化交流能力,强化英语综合应用能力的培养;完善和体现新的教学思想,倡导以“体验”为核心的启发式、参与式等教学方法,帮助学生通过“参与、愉悦、共鸣”的过程,获得外语学习的良性体验,引领中国大学英语课堂教学模式的改革。

在全面总结前两版使用情况的基础上,《大学体验英语》(第三版)进一步完善了教材的总体构架,从多方面细致地梳理和更新了教材内容体系,使其更加鲜活地反映出当今世界科学和文化的发展状况;适度提高了第三版中《综合教程》、《扩展教程》第一册的难度,使《综合教程》和《扩展教程》四册之间及各册内部的难度梯度得到更为科学的调整;练习形式更加丰富、有效,进一步提升学生的参与热情和练习的实践价值;《综合教程》的课堂训练与《扩展教程》的自学拓展更加相辅相成;全部重新制作了配套教学课件,在为师生提供充分备课、自学资源的同时,也为教师保留了个性化发挥的空间。

作为《大学体验英语》(第三版)系列教材之重要组成部分,《大学体验英语听说教程》(第三版)1-4册在保留了第二版教材的编写理念、编写框架和编写特色的基础上,为适应多模态语言输入和英语视听说技能训练的要求,丰富在相同主题下的语言表达形式和内容,提高学习过程中的趣味性和针对性,在各个单元中增添了“视”的内容:

1. 每个单元添加了两个视频素材,并且在内容上与单元主题保持一致。将视频素材融入听说教材中,为教学活动的设计,特别是为视听说交际技能的相互转换和提升,做出了有效的铺垫。
2. 四册教材在练习难度上呈现一定的梯度。基于视频素材的练习形式多样,如第一册增设了语音语调的模仿训练,强调了在英语听说技能训练中音视频精听、模仿朗读、熟练跟读等训练环节的重要性,为多种形式的模仿配音打下良好的基础。针对视频素材的练习设计体现了“视听导入、整体理解和细节理解跟进、口语应答和表达为主”的思路,可有效地提升学生的视听和表达能力。
3. 视频素材短小精悍,方便教学活动的选择和安排。视频由英美等外籍人士录制,语音语调标准自然,为教学活动中的学习和模仿提供了良好的参照。

《大学体验英语听说教程》(第三版)在编写过程中得到了东南大学的大力支持,高等教育出版社外语和国际汉语出版事业部的领导和编辑也给予了多种形式的指导、支持和帮助。我们在此向他们表示衷心的感谢!同时,我们诚挚地欢迎广大教学专家、教师和同学对本版教材中尚存的不当和疏漏之处提出批评和建议。

编者

2012年6月于金陵六朝松

第二版前言

《大学体验英语》系列教材之《听说教程》(第二版)1—4册是基于培生教育出版亚洲有限公司最新编写的英语听说教材 *Impact Listening (2nd edition)*, 并参照教育部 2004 年颁布的《大学英语课程教学要求(试行)》改编而成的。本教程在总体设计上体现了“以听力训练为导入, 以听说技能交互训练为过程, 以口语表达为目标”的编写模式, 力求体现当代外语教学中先进的教学理念和科研成果, 并使教学内容、教学方式和教学安排能符合我国大学英语听说教学的要求和实际。

本教程共分 4 册, 每册由 15 个单元组成, 较好地适应了我国大学英语教学安排; 每个单元均由背景知识介绍和相关语言知识难点学习为导入, 为下一步的听说技能训练扫清语言和背景知识的障碍; 较为简单的短篇听力训练及简单的口语练习承接其后, 进而是篇幅较长的听力材料以及围绕听力材料内容而展开的口头回答或讨论; 最后则要求学生运用新学到的语言素材、结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出, 有助于激励学生主动投入并保持良好的学习热情。此外, 本教程中的每个单元围绕一个主题展开, 学习内容涉及同这一主题相关的场景、情景、功能、意念以及相关的文化背景知识, 进一步加强了单元内各部分之间的相互衔接和技能之间的相互转换, 使得各个教学环节有机相连, 浑然一体。

为了有效地使用本教程, 实现相关的教学目标, 我们提出“课前预习是前提, 课堂训练是关键, 课后温习是保证”的教与学的基本原则, 在英语听力和口语训练中将课内与课外整合为一体的教学管理理念, 因为只有这样才能做到尊重语言学习规律、充分利用学习机会、切实提高语言学习效率。

在改编过程中, 我们一方面在尽量保持原书在听说教学方面的优点的基础上对不适合我国英语教学实际的练习活动和语言材料进行了适当的修改。例如, 对一些不合时宜或者是不适当的材料进行了更新和替换, 并引入了一些为中国学生所适应和熟悉的练习形式。另一方面, 考虑到我国英语听说教学的实际情况, 改进并强化了听说技能的交互训练, 突出了口语技能的训练, 弥补了原书听说训练不平衡以及与中国大学英语教学联系不紧密的缺陷, 强化了本系列教程所推崇的“实用性”和“体验性”原则。具体表现在: 为了适应我国教学实际, 本套教程由第一版的每册 20 个单元缩减为现在的 15 个单元。但是, 每个单元都添加了针对教程听力内容的练习项目。例如, 在听说训练不太平衡的部分适当增删了相应的听力或口语训练内容, 在 Review Unit 当中添加了口语训练内容, 等等。

本教程的学生用书后附有供学生使用的 Self-Study Pages, 将每单元中的 Warm Up 听力内容和有一定难度的 Real World Listening 听力内容以光盘形式附于书后, 供学生课后自主学习。为方便教学, 本教程还配有内容丰富、指导详尽、方便使用的教学参考书(书后附有各单元相关听力材料), 大大减轻了教师的备课难度, 同时还介绍了一些新的教学方法。此外, 本教程还配有包含教程完整听力材料的磁带以及辅助教学的多媒体课件光盘等。

《听说教程》(第二版)在改编过程中得到东南大学的大力支持, 高等教育出版社(集团)外语出版社的领导和编辑也给予了及时的指导和帮助, 借此机会, 我们向他们表示衷心的感谢。此外, 我们也恳请广大专家、教师 and 同学对本套教程中可能存在的疏漏和不当之处进行批评、指正。

编者

2007 年 5 月于金陵六朝松

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能力为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材,供大学英语教学基础阶段使用。《大学体验英语》参照大学英语教学对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操作性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(*Integrated Book*)和《听说教程》(*Listening and Speaking*)主要用于课堂教学,《扩展教程》(*Extended Book*)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程教学参考书》第3册。《听说教程》是根据朗文出版社最新出版的 *Impact Listening* 英语听说教材,同时结合教育部1999年颁布的《大学英语教学大纲》(修订本)的要求改编而成的。原书以听力教学为主,辅之以一定的口语练习,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中,我们一方面力求保持原书在听说教学方面的优点,对不适合中国学生的练习活动和语言材料进行了适当的修改;另一方面进一步改进和强化了口语练习,弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷,强化了本系列教程所强调的“体验”性。经过改编,本教材主要体现以下一些特点:

1. 内容丰富,语言真实。本教材每册共包含20个单元,每单元一个主题。这20个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景,使听者如同身临其境。经过编写

者的选择与加工,这些真实的语言材料可以为不同语言能力的学生所接受,使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。

2. 题材贴近大学生生活。本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则,使学生在 学习语言的同时吸收大量与语言相关的社会、文化等知识,同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开,力求使学生听得有兴趣,说得有内容,提高学习效率,最终达到学以致用 的教学目的。

3. 教学内容安排合理。本教材每一个单元由词汇和背景知识学习入手,为下一步听力练习扫清语言和背景知识的障碍,然后是较为简单的短篇听力训练及简短的口语练习,进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论,最后,学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出,从而激励学生主动投入并保持良好的学习热情。另外,本教材每一个单元围绕同一个主题展开,内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识,这进一步加强了单元内各部分,以及听和说的有机联系,使所有教学环节浑然一体。

4. 配套材料完善。本教程的学生用书除附有供学生自测使用的材料外,还将每单元中较难的 Real World Listening 听力内容以光盘形式附于书后,供学生课后进一步研听。为方便教学,本教程还配有内容丰富、指导详尽、方便使用的教学参考书,大大减轻了教师的备课难度,同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与 CD 两种载体形式供使用者选择,方便在不同教学环境中师生的使用。

《大学体验英语》可以明显提高 学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、吉林大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编者
2002 年 5 月

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To the Teacher

Welcome to *Experiencing English Listening and Speaking 3 (third edition)*!

The *Experiencing English Listening and Speaking (third edition)* series is designed to help your students become better listeners and more proficient at English. *Experiencing English Listening and Speaking 3 (third edition)* is intended to make teaching listening strategies stimulating and engaging, and to make learning fun and effective.

The *Experiencing English Listening and Speaking (third edition)* series is based on four main principles:

1. Rich Input

Learners need rich input in order to develop their language ability. Particularly at the intermediate level, input is contextualized, authentic, and stimulating for the learners. Input that is slightly above the learners' proficiency level provides a challenge to motivate them. *Experiencing English Listening and Speaking 3 (third edition)* features extracts drawn from or based on authentic conversations, in a variety of common social, academic, and business contexts. The audio recordings and video clips for the series employ a wide variety of speakers to provide an abundance of interesting speech.

2. Clear Tasks

In order to develop their attention span and increase their aural memory capacity, learners need guidance in what to listen for. Clear tasks in *Experiencing English Listening and Speaking 3 (third edition)* guide the student in what to focus on and on what to remember. Task cycles allow students to listen to the same extract more than once, in order to practice controlling their attention and expanding their ability to process more complex speech. Each section in *Experiencing English Listening and Speaking 3 (third edition)* provides a transparent, structured task that is easy to use in the classroom.

3. Listening Strategies

In order to become more confident and relaxed, learners need to learn how to listen. By using successful listening strategies, learners will become more fluent and confident. By teaching listening strategies, teachers encourage their students to learn more efficiently. The following four fundamental strategies are consistently incorporated in the *Experiencing English Listening and Speaking 3 (third edition)* activities: preparing, inferring, clarifying, and responding.

4. Self-Expression

A central purpose of listening is application, especially at the intermediate level. Students need encouragement in using the ideas in the extract and formulating a personal response. By incorporating self-expression steps with listening activities, students increase their overall oral language ability. *Experiencing English Listening and Speaking 3 (third edition)* features a variety of focused, personalized speaking activities, as well as extended opportunities for conversation and discussion in the Interactive Practice and Interaction Link in each unit.

Course Components

- **Student Book**
- **Self-Study CD** (MP3 files included with the Student Book with the Warm Up and Real World Listening extracts; Video files included with the Interactive Practice video clips.)
- **Reference Book**
- **Classroom CD** (MP3 files included with the Reference Book containing the full audio program; Video files included with the Interactive Practice video clips.)

Unit Structure

Experiencing English Listening and Speaking 3 (third edition) contains fifteen six-page main units, plus three **Review Units**. The main unit design allows for clear implementation of the four principles outlined on the previous page. Each unit has five main sections: **Warm Up**, **Listening Task**, **Real World Listening**, **Interactive Practice** and **Interaction Link**. For each unit, there is also a **Self-Study Page** in the back of the book. Each task can be done by students working independently, in pairs, small groups, or as a whole class, depending on the level and needs of the students.

Warm Up

- This section introduces new words and phrases, and previews the unit topic. The contextualized vocabulary task lets students draw on their background knowledge to use what they know to help them understand new language. By including a speaking task, the **Warm Up** also gets the students involved at the outset of the lesson.
- As a pre-listening task, the students fill in the blanks with the appropriate words or phrases from the box. This requires them to pay attention to the vocabulary and grammar of each utterance. It is important to allow the students to ask questions about any words or phrases that they don't know. Filling in the blanks can be done individually or in small groups, and the discussion of vocabulary can be done in small groups or with the whole class.
- The listening part of this task requires the students to check whether they filled in the blanks correctly. This allows them to listen to the vocabulary in a natural spoken context. The students check their answers individually while listening to the audio. They can then ask questions about any words or phrases that gave them trouble, either in small groups or with the whole class.
- The speaking task allows students to discuss how the topic applies to their lives. The work the students have done in the **Warm Up** task, should help the students to feel familiar with some of the vocabulary and different points of view they may need to express their own ideas clearly. This can be done in pairs or small groups.

Listening Task

- The **Listening Task** is a set of two or three linked tasks based on three or four extracts. This section employs illustrations or photographs to help students predict the content prior to listening. Predicting the content helps the students become active listeners. It helps them think about what they might hear, who the speakers are, what their relationships are, and what might happen. Students who make predictions are more likely to listen closely, and with a focused purpose — to see if their predictions were correct. For this reason, it is important to allow ample time for the preparation step.
- The **First Listening** focuses on understanding the gist of the input, while the **Second Listening** focuses on detail and interpretation. The **Third Listening** focuses on re-enhancing listening skills and providing cues for speaking practice. For the first two tasks, the students are required to listen to the extracts and select ideas or write specific short phrases they hear. This helps the students learn how to focus their listening on both general and specific information. After taking notes individually while listening, students can work in pairs or small groups to compare their answers and clarify information they need to know. The teacher can monitor the small-group discussions to determine what important information the students are not getting. The third task aims at integrating listening and speaking skills and at the same time eliciting students' responses to the ideas and actions in the extract.
- The speaking task lets students explore the ideas and scenarios they encountered in the conversations or monologues they just heard. Students are asked to respond to the **Listening Task** in a variety of ways, including responding to specific questions, open discussion, and role-play.

Real World Listening

- Based on natural, extended conversations, monologues, and stories, this section develops active listening strategies. The **Real World Listening** activity has three steps: **Prepare, Get the Main Ideas**, and **Respond to the Ideas**.
- 1. In **Prepare**, the students are given interesting illustrations or photographs and several ideas that will help them predict what the speakers are going to talk about. Sometimes the clues are ambiguous, so that students will consider the range of topics and ideas that may come up in the extract. It is important to emphasize to students that it doesn't matter if they guess exactly what the speakers will say. The point is for them to make predictions and test their predictions while they listen for the first time.
- 2. For **Get the Main Ideas**, the students are encouraged to focus on the underlying ideas while they listen to the extract for a second time. They listen to the extract and select ideas or write specific short phrases, based not only on what they hear, but also on what they can infer. This step directs students' attention to specific connections between different parts of the extract to help them infer what the speakers' intentions are. This section includes a variety of tasks, including **fill in the chart, true or false, check the correct information**, and **fill in the blanks**.
- 3. In **Respond to the Ideas**, the students discuss two or three questions that extend the topic of the **Real World Listening** extract. The first question focuses on students' opinions related to the theme of the extract. In the second question, the students discuss the issues in relation to their own lives. This application is an important step for encouraging self-expression and more interactive listening and speaking practice. The students will realize that they need to think about the recorded extract in order to apply the ideas later. This discussion should generally begin in a small group, but as the teacher notices interesting points that are raised, these can become the focus of a whole-class discussion.

Interactive Practice

- Based on real communicative conversations, this section develops active watching strategies. The **Interactive Practice** activity has four steps: **Watch for Main Ideas, Watch for Details, Listen and Repeat/Watch for Imitation/Watch for Conversational Skills**, and **Watch for Dubbing/Oral Output/Role Play**. Students are asked to watch extensively for gist and intensively to specific details. Opportunities are also offered to practice the students' pronunciation and intonation as well as conversational skills with an emphasis on communicative purposes to further build the students' confidence.

Interaction Link

- The **Interaction Link** is a lively speaking activity, role-play, or game directly related to the unit topics and functions. These activities offer students the opportunity to work in a group to express their opinions or make choices in an extended range of contexts or situations. The activities encourage the development of more complex interactions between the students based on the content of each unit. This will help develop the students' fluency and confidence in discussing a particular topic, especially as it relates to their own lives or interests. Both shorter and longer options for using the **Interaction Link** are offered in the **Reference Book**, as well as additional **Extension** activities.

Self-Study Page

- The **Self-Study Pages**, in the back of the book, provides an additional "close listening" task for the **Real World Listening** extract, to allow students to review and consolidate the vocabulary they have encountered. The **Real World Listening** extract is included on the **Self-Study CD** that is provided with the **Student Book**.
- The task is followed by a **Bonus Question**, which asks the students to continue or develop the extract through writing exercises. The **Self-Study Pages** can be done in the classroom or assigned as homework.

Self-Study CD

- The **Self-Study CD** is provided in the back of the Student Book. It contains 45 MP3 files which comprise the **Warm UP** activities and the **Read World Listening** extracts and 30 video clips for each of the fifteen main units. The **Self-Study CD** can be used for home review in conjunction with the **Self-Study Pages** in the back of the book.

Website

- Teachers and students are encouraged to use the **Impact** series website for additional ideas and listening resources:
www.impactseries.com

Timing

Teaching each unit in *Experiencing English Listening and Speaking 3 (third edition)* requires approximately 120 minutes of instruction. A typical breakdown of class time is:

Warm Up: 15–20 minutes
Listening Task: 10–15 minutes
Real World Listening: 20–30 minutes
Interactive Practice: 30–40 minutes
Interaction Link: 15–20 minutes
Self-Study: 10–15 minutes (checking students' work)
Total: 100–140 minutes

If additional options in the **Reference Book** and the **Unit Tests** are utilized, each unit may require an additional hour of instruction.

Review Units

- After each set of five main units, there is a **Review Unit** in the **Student Book**. The **Review Units** encourage students to go back and review the vocabulary and themes of the units they have recently completed.
- The **Review Units** also give students an opportunity to try standardized test items with the passages they have worked with in the course.

Each **Review Unit** has three parts.

- In **Part 1** students review selected vocabulary with a fill-in-the-blanks activity based on short, contextualized sentences.
- In **Part 2** students listen to selected extracts from the previous units and answer multiple-choice questions about each extract.
- In **Part 3** students review some useful expressions by translating from Chinese into English.

Classroom CD

- The number of times you present the recording for each task will depend on the level of your students and their familiarity with listening-based learning. In the earlier units, students may need to listen several times. As the students make progress, however, you can challenge them by presenting the recording only once while asking them to mark their answers. Ask the students to think about what they do understand and to use that knowledge to fill in the gaps. This procedure helps students develop self-confidence as they realize they do not need to understand every word in order to get the meaning of the conversation.

Using the Classroom CD

Note that the instructions for the **Listening Task's Second Listening** and **Third Listening** sections and the **Real World Listening's Get the Main Ideas** and **Get the Details** sections are not on the audio recording. (This was done to allow for continuous listening throughout the unit.) These instructions should be read aloud by the instructor.

Additional Features of the Reference Book

The *Experiencing English Listening and Speaking 3 (third edition) Reference Book* provides step-by-step procedures for presenting each unit. Answers to the activities along with the listening audio scripts are provided for each unit. In addition, practical teaching

tips, stimulating extension activities, and informative language and culture notes can be found throughout the **Reference Book**.

- The **Unit Overview** allows you to see the goals of the unit at a glance. This section identifies the focus of the **Warm Up**, the **Listening Task**, the **Real World Listening**, **Interactive Practice** and **Interaction Link** sections.
- The purpose of the **Preview** activity is to introduce the unit topic. Students begin thinking about the topic and how it relates to their lives. This activity helps activate the language that students already know, as well as prompting them to consider what language they need to be able to express their own ideas. The **Reference Book** also provides ideas for how to get students involved in a more extensive discussion. They can progress from teacher-initiated to small-group discussion, depending on how much time is available.
- The **Teaching Tips** are practical suggestions on classroom management and pedagogy. Each tip provides guidance on how to work with a specific activity, but the tip is often applicable to other units, as well.
- The **Culture Notes** provide useful information when culturally sensitive topics are presented, or when specific points of pragmatic usage emerge.
- At the beginning of every **Real World Listening** section, the **Concept Check** has a set of questions that helps activate students' background knowledge about the topic. Additional questions encourage critical thinking about the unifying thread or underlying concepts of the unit.
- At the end of each unit, there is a **Lexical Map**, which provides the key conversational vocabulary covered in the unit. The words in the **Lexical Map** are derived from corpora of the most frequent two thousand words in spoken English. Two corpora were used for this analysis, the **ANC** (American National Corpus) and the **BNC** (British National Corpus).
- For teachers who wish to create additional discussion activities, three or four situations are provided at the end of the notes for each **Real World Listening** section. The teacher may wish to use one of these situations as the basis for an extended discussion or role-play, debate, story idea, or out-of-class research.