

CAMBRIDGE

Active Second Edition
LISTENING
**TEACHER'S
MANUAL**



大学英语基础听力教程

教师用书
第三册

STEVEN BROWN
DOROLYN SMITH

3

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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出版前言

教育部于 2007 年 7 月颁布的《大学英语课程教学要求》指出：“大学英语的教学目标是培养学生的英语综合能力，特别是听说能力”。听力能力的培养，离不开好的听力教材。为此，外教社经过多方比较，从剑桥大学出版社引进出版了这套《大学英语基础听力教程》(Active Listening, Second Edition)，供我国大学低年级基础阶段的听力教学使用，也可供具有同等水平的高职院校选用。

本套教程共有 3 个级别，分学生用书和教师用书，学生用书后有课堂录音 CD 和自学录音 CD，教师用书后有测验录音 CD。每个级别 16 个单元。

本套教程有如下特色：

学生用书：

1. 每册开始单独设 Before you begin 单元，讲述听力策略，并引导学生有意识地将各种策略运用到听力实践中。
2. 采用任务型教学模式，每单元围绕一个话题、一项功能或一个语法项目展开。
3. 精心设计各项活动，全面而均衡地训练学生听懂大意、听懂细节和根据听到的信息作出推断的能力。
4. 充分激活学生关于单元话题的已有知识，促使他们在听前做出预测，从而降低听力任务的难度，并提高听懂的比例。
5. 将多种听力活动与适量的口语活动有机结合，注重输入后的输出，强化学习效果。
6. 每个学习单元都设有听前练习，帮助学生储备充足的词汇，结合专门的语音语调训练，为学生提高英语听说能力打好坚实的基础。

7. 每册有 4 个 Expansion 单元, 通过诸如实地采访等听力活动来帮助学生熟悉世界各国的文化。
8. 书后附有自学部分, 可供学有余力的学生选用。

教师用书:

1. 针对每个单元, 列出教学内容总览和教学时间安排。
2. 针对每个单元的每个部分提供详细的教学建议。
3. 提供丰富的口语活动和听力策略, 供教师选用。
4. 每单元配有 1 个小测验, 可复印用于课堂教学。
5. 每册配有 2 套总测验题 (含录音), 测试全书的教学效果。
6. 提供学生用书所有练习的答案。

本套教程既可用于听力教学, 也可作为口语课或综合课教材的补充材料使用。

我们深信, 这套教程的出版, 一定能为我国大学生在基础阶段提高英语听力能力提供有力的帮助。

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2009 年 1 月

Plan of the book

Unit	Listening tasks	Listening skills	Speaking	Pronunciation
Before you begin Getting ready to listen and learn pages 2–5	1 What do you need to know? 2 What do you already know?	Reasons for listening Thinking about what you already know Predicting		
1 What do you say first? pages 6–9	1 A good first impression 2 Keep the conversation going.	Details Inference Main idea Inference	We have a lot in common. Practicing conversation patterns with classmates	Intonation of questions
2 Sights and sounds pages 10–13	1 The five senses 2 The smell of money	Inference Details Main idea Details	Sales sense Designing a product that appeals to the senses	Vowel sounds
3 Dating pages 14–17	1 Which way is best? 2 How did they meet?	Main idea Inference Main idea Details	My best match Sharing information about what is important in a partner	Intonation of lists
4 Communication and culture pages 18–21	1 I just don't understand. 2 It's our style.	Main idea Details Main idea Details	Good communication Sharing tips for good communication	<i>t in shouldn't</i>
Expansion 1 Russia pages 22–23	Information and an authentic student interview about dating and marriage traditions			
5 The Internet pages 24–27	1 Great site! 2 The growth of the Internet	Inference Details	My homepage Designing a homepage	Linked sounds
6 Superstitions pages 28–31	1 Around the world 2 The real meaning	Main idea Inference Main idea Details	Are you superstitious? Playing a board game	Regular rhythm of stressed words
7 Manners pages 32–35	1 It drives me crazy! 2 Mind your manners.	Main idea Inference Main idea Details	It really bothers me. Sharing situations that drive you crazy	Emphasis to express strong emotion
8 Natural health pages 36–39	1 Reflexology 2 Staying healthy	Main idea Details Inference Details	A day at my spa Designing a spa schedule	Intonation of thought groups
Expansion 2 Ireland pages 40–41	Information and an authentic student interview about superstitions			

Unit	Listening tasks	Listening skills	Speaking	Pronunciation
9 Science trivia pages 42–45	1 Fact or fiction?	Details	Trivia game Playing a trivia game	/θ/ vs. /ð/
10 Advertising pages 46–49	2 The northern lights	Main idea Details	It's a great product. Creating a script for a TV or radio ad	Vowel sounds followed by <i>r</i>
11 Study abroad pages 50–53	1 A place to live	Main idea Details	The perfect school Designing a brochure for an English school	Intonation of tag questions
12 How things work pages 54–57	2 Choosing a school	Main idea Inference	Here are the steps! Describing how things work	Reduction of <i>is</i> and <i>are</i> in rapid speech
Expansion 3 Brazil pages 58–59	Information and an authentic student interview about study abroad			
13 Personality traits pages 60–63	1 It's in my blood.	Main idea Inference	My personality traits Sharing personality traits	Stressed syllables
14 Values pages 64–67	2 The Chinese zodiac	Details	Values game Playing a board game	Unreleased <i>p</i> , <i>b</i> , <i>t</i> , <i>d</i> , <i>k</i> , and <i>g</i> when followed by another consonant
15 Good business pages 68–71	1 Difficult decisions	Main idea Inference	Company principles Creating a company's guiding business principles	Reduction of <i>to</i>
16 Unsolved mysteries pages 72–75	2 Who's right?	Main idea Inference	Believe it or not! Creating a TV news story about a mysterious event	Emphasis of transition expressions
Expansion 4 The Philippines pages 76–77	Information and an authentic student interview about volunteer work			

To the teacher

Active Listening, Second Edition is a fully updated and revised edition of the popular three-level listening series for adult and young adult learners of North American English. Each level offers students 16 engaging, task-based units, each built around a topic, function, or grammatical theme. Grounded in the theory that learners are more successful listeners when they activate their prior knowledge of a topic, the series gives students a frame of reference to make predictions about what they will hear. Through a careful balance of activities, students learn to listen for main ideas, to listen for details, and to listen and make inferences.

Active Listening, Second Edition Level 3 is intended for intermediate to high-intermediate students. It can be used as a main text for listening classes or as a component in speaking or integrated-skills classes.

The second edition differs from the first in a number of ways. In recent years, there has been a greater emphasis on the role of vocabulary and pronunciation in the field of second language acquisition. To reflect this emphasis, the second edition provides a more refined vocabulary syllabus and a more extensive preview of words. The final section of each unit has also been expanded to provide a full-page speaking activity, including pronunciation practice. In addition, the Listening tasks in each unit have been expanded. Students listen to the same input twice, each time listening for a different purpose and focusing on a listening skill appropriate for that purpose. Other changes in the second edition include the systematic integration of cultural information. Most units contain interesting cultural information in the Listening tasks, and a new, two-page Expansion unit containing cultural information about a country or region of the world and an authentic student interview, has been added after every four units to review and extend the language and topics of the previous units. Each unit also has a Self-study page, accompanied by an audio CD, that can be used for self-study or homework.

ABOUT THE BOOK

The book includes 16 core units and four expansion units. Each core unit has four parts: **Warming up**, two main **Listening tasks**, and **Your turn to talk**, a speaking activity for pairs or small groups. The four **Expansion** units present cultural information related to the unit themes. In addition, there is an introductory lesson called **Before you begin**. This lesson introduces students to helpful learning strategies and types of listening.

The units can be taught in the order presented or out of sequence to follow the themes of the class or another book it is supplementing. In general, the tasks in the second half of the book are more challenging than those in the first, and language from earlier units is recycled as the book progresses.

Unit organization

Each unit begins with an activity called **Warming up**. This activity, usually done in pairs, serves two purposes: It reminds students of what they already know about the topic, and it previews common vocabulary used in the unit. When they do the **Warming up** activity, students use their prior knowledge, or "schema," about the topic, vocabulary, and structures, as well as learn new vocabulary and phrases that are connected to the theme of the unit. The combination of the two approaches makes the Listening tasks that follow easier.

Listening task 1 and **Listening task 2** are the major listening exercises. Each task has two parts. The students work with the same input in both parts of the task, but they listen for different reasons each time. The tasks are balanced to include a variety of listening skills, which are identified in a box to the left of each listening exercise. Because *Active Listening* features a task-based approach, students should do the activities as they listen, rather than wait until they have finished listening to a particular segment.

Your turn to talk, the final section of each unit, is a short, fluency-oriented speaking task done in pairs or small groups. First, students *prepare* for the speaking activity by gathering ideas and thinking about the topic. Next, they *practice* a pronunciation point. Finally, they *speak* to their classmates as they exchange information or opinions.

The two-page **Expansion** unit after every four units features listening activities that provide general cultural information about a country or region of the world and an authentic interview with a person from that place. The tasks focus on the same listening skills as the core units and recycle the themes and topics of the preceding four units.

The **Self-study** page reviews language, vocabulary, and themes from the unit and provides personalization exercises. It can be used for homework or for additional listening practice in class.

Hints and techniques

- Be sure to do the **Warming up** section for each unit. This preview can help students develop useful learning strategies. It also helps students to be more successful listeners, which, in turn, motivates and encourages them.
- Try to play a particular segment only one or two times. If students are still having difficulty, try telling them the answers. Then play the audio again and let them experience understanding what they heard previously.
- If some students find listening very difficult, have them do the task in pairs, helping each other as necessary. The **Teacher's Manual**, described in the box in the next column, contains additional ideas.
- Some students may not be used to active learning. Those students may be confused by your instructions, since they are used to a more passive role. Explaining activities verbally is usually the least effective way to give instructions. It is better to demonstrate. For example, read the instructions as briefly as possible (e.g., "Listen. Number the

pictures."). Then play the first part of the audio program. Stop the recording and elicit the correct answer from the students. Those who weren't sure what to do will quickly understand. The same techniques work for **Warming up** and **Your turn to talk**. Lead one pair or group through the first step of the task. As the other students watch, they will quickly see what they are supposed to do.

Active Listening, Second Edition Level 3 is accompanied by a Teacher's Manual that contains step-by-step teaching notes with key words highlighted, optional speaking activities and listening strategies, photocopiable unit quizzes for each Student's Book unit, and two complete photocopiable tests with audio CD.

HOW STUDENTS LEARN TO LISTEN

Many students find listening to be one of the most difficult skills in English. The following explains some of the ideas incorporated into the book to make students become more effective listeners. *Active Listening, Second Edition* Level 3 is designed to help students make real and rapid progress. Recent research into teaching listening and its related receptive skill, reading, has given insights into how successful students learn foreign or second languages.

Bottom-up vs. top-down processing: a brick-wall analogy

To understand what our students are going through as they learn to listen or read, consider the "bottom-up vs. top-down processing" distinction. The distinction is based on the ways students process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Students start from their background knowledge.

This might be better understood by means of a metaphor. Imagine a brick wall. If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to

get an overall view of the wall. And, if you come to a missing brick (e.g., an unknown word or unfamiliar structure), you're stuck. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. Of course, because of distance, you'll miss some details.

Students, particularly those with years of "classroom English" but little experience in really using the language, try to listen from the "bottom up."

They attempt to piece the meaning together, word by word. It is difficult for us, as native and advanced non-native English users, to experience what students go through. However, try reading the following *from right to left*.

word one ,slowly English process you When
to easy is it ,now doing are you as ,time a at
word individual each of meaning the catch
understand to difficult very is it ,However
passage the of meaning overall the

You were probably able to understand the paragraph:

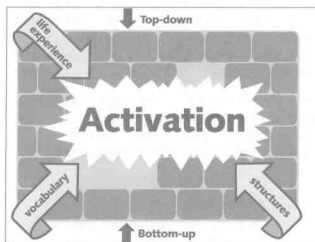
When you process English slowly, one word
at a time, as you are doing now, it is easy to
catch the meaning of each individual word.
However, it is very difficult to understand
the overall meaning of the passage.

While reading, however, it is likely you felt the frustration of bottom-up processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience – and they're having to wrestle the meaning in a foreign language. Of course, this is an ineffective way to listen since it takes too long. While students are still trying to make sense of what has been said, the speaker keeps going. The students get lost.

Although their processing strategy makes listening difficult, students do come to class with certain strengths. From their years of English study, most have a relatively large, if passive, vocabulary. They also often have a solid receptive knowledge of English grammar. We shouldn't neglect the years of life

experience; our students bring with them a wealth of background knowledge on many topics. These three strengths – vocabulary, grammar, and life experience – can be the tools for effective listening.

The **Warming up** activities in *Active Listening* build on those strengths. By doing active, meaningful prelistening tasks, students integrate bottom-up and top-down processing. They start from meaning, but, in the process of doing the task, use vocabulary and structures (grammar) connected with the task, topic, or function. The result is an integrated listening strategy.



Types of listening

A second factor that is essential in creating effective listeners is exposing them to a variety of types of listening. Many students have only had experience with listening for literal comprehension. While listening for details, or specific information, is an important skill, it represents only one type. We have attempted to reach a balance in the book in order to give students experience with – and an understanding of – listening for the main idea, or gist, and listening and making inferences. Students usually are quick to understand the idea of listening for the main idea. They can easily imagine having to catch the general meaning of something they hear. Inference – listening “between the lines” – can be more difficult. We need to remember listening is actually very complex.

Remember that although listeners need practice in listening, they also need more: They need to learn *how* to listen. They need different types of listening

strategies and tasks. They need to learn to preview. Our students need exposure to it all. When students get the exposure they need, they build their listening skills. They become active listeners.

Listening training tips

These are techniques you can use with your students so they become better listeners.

Listen in pairs. People usually think of listening as a solo skill – students do it alone even if they are in a room with lots of other learners. If a listening segment is challenging, try having students do the task in pairs. Each pair uses only one book. That way, learners help each other by pointing out what they understood rather than worrying about what they missed.

Do something physical. If a particular listening segment is very difficult, pick a specific item (colors, place names, dates, etc.) that occurs four to eight times. Have students close their books. Then play the audio program. Have students do a physical action, such as tapping their desks or raising their hand each time they hear the target item. The task is focused enough that most learners can accomplish it. The physical action gives immediate feedback and support to learners who missed it on the audio program.

Choose an appropriate level of support. After students have heard a segment, check it as a group. Write the answers on the board. Then play the audio program again. Learners choose their own level of support. Those who basically understood close their eyes and imagine the conversations. Those who understood some look at their books and try to hear the items mentioned. Those who found it quite challenging should watch you. As you play the audio program, point to the information on the board just before it is mentioned.

Listen a month later. If your students found a particular segment very challenging, go back after a month or two and play it again. They will usually find it much easier than when they heard it the first time. It helps students see their own progress.

Do not look at the audioscript. Generally, don't give students the audioscript. It reinforces word and sentence-level (bottom-up) processing and reinforces the myth that learners can't understand meaning without catching everything they hear.

Steven Brown
Dorolyn Smith

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STEVEN BROWN
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3

Before you begin

Getting ready to listen and learn

Overview

This preliminary unit introduces students to the strategies of using background knowledge, prediction, and listening for a purpose. Students learn how to use these skills and strategies to become better listeners. They first read a letter from the authors about how to be an effective listener. Then in the **Listening tasks**, they practice the new listening strategies as they use their background knowledge to predict what they will hear, and then listen to people asking for information about an apartment for rent and making weekend plans.

	Focus	Estimated time
Getting ready to listen and learn	From the people who wrote this book	10–15 minutes
Listening task 1 What do you need to know?	A Reasons for listening B Listen	20–25 minutes
Listening task 2 What do you already know?	A Thinking about what you already know B Predicting C Thinking about what you already know D Listen	20–25 minutes

page 2

Getting ready to listen and learn

1. Explain to students that this letter, from the people who wrote this book, is about how to be a better listener.
2. Read the letter aloud as students read along silently. For lower-level classes, pause after each paragraph to give students time to think about the meaning.
3. Stop reading after the sentence *Write the questions you need to ask*. Then divide the class into pairs and give students five minutes to write three more questions.
4. When pairs have finished writing their questions, read the next two sentences: *What is the most important question for you? Check it*. Have students put a check mark next to the question that is most important to them personally. Answers will vary from student to student.
5. Combine pairs to make groups of four and have students compare the questions they wrote. Alternatively, ask for volunteers to call out their questions. Write the questions on the board.

Possible answers

- What kinds of classes are available?
 - How many students are there in each class?
 - How much do the classes cost?
6. Ask for a volunteer to read the rest of the letter aloud for the class.

Listening strategy

Successful listening

At the beginning of the course, it is helpful to highlight ideas that will help students be more successful throughout the course.

After students have read the letter on page 2 of the Student's Book, have them work in pairs to identify the most important ideas in the letter:

- Think about your task. Why are you listening?
What do you need to know?
- Be active when you listen.
- Help your partners. Listen to their ideas.
- When you don't understand, ask.

Alternatively, have students close their books and try to say the main ideas. Tell them that they don't have to use the same words as in the letter; rather, they can use their own words. This exercise can also be done in the students' first language.

To wrap up, ask students to share any additional ideas they have for making their experience in the course positive and successful. Elicit ideas and list them on a poster to keep in the classroom for students' reference.

page 3

Listening task 1

What do you need to know?

Additional vocabulary from the audio script
real estate: property in the form of land or buildings
current tenant: the person living there now

Note

- The exercises on page 3 are designed to activate students' schema. They ask students to predict what they will hear and to suggest reasons people might ask specific questions.

A Reasons for listening

1. Give students time to look at the ad. Tell them that they are going to hear various people calling to ask for information about the apartment, but first they need to think about the specific questions the people might ask and their reasons for asking them.
2. Ask for a volunteer to read the example question and reason aloud. Then elicit one more example question and reason from the class. (See possible answers in step 3.)
3. Divide the class into pairs and give students time to write three more questions and reasons. Point out to students that the purpose of this exercise is to get them thinking about the different reasons they may have for listening.

Possible answers

- How much is the rent? (The person doesn't have much money.)
 - Does the building have an elevator? (The person doesn't like to climb stairs.)
 - Is the apartment sunny? (The person doesn't like dark apartments.)
4. To wrap up, ask for volunteers to tell the class their questions and reasons. The aim here is to share ideas, so it is not necessary to comment on students' answers or to correct them at this stage.

B Listen (track 2)

1. Read the instructions aloud. Make sure students understand that although the people may ask more than one question in the conversation, they should listen for and write the most important question for each person's situation.
2. Play the audio program once or twice. Pause between items to give students time to complete their answers. You may want to ask students to raise their hands when they have finished writing.
3. To check answers, ask for volunteers to write the correct answers on the board.

Answers

1. Are pets OK? (She has a cat.)
 2. Where is it located? (He doesn't have a car.)
 3. How big is it? (She has a lot of furniture.)
 4. Is it quiet? (He works at night.)
 5. When can I move in? (She starts a new job on the 5th.)
4. To wrap up, tell students to imagine they are going to rent an apartment. Ask for volunteers to say what would be important to them and what questions they would ask and why.

Culture note

- When renting an apartment in the U.S., one is usually required to pay a deposit equal to at least one month's rent. This will be returned when the tenant moves out, unless there is damage to the apartment. If there is some damage, the landlord will keep some of the deposit to pay for repairs. Pets, especially dogs, are usually not allowed in apartments, but some landlords will allow cats. Most landlords also require that the tenant sign a lease – a contract (usually for one or two years) that says how much the rent is, when it is due, and what are the responsibilities of the landlord and tenant.

pages 4–5

Listening task 2

What do you already know?

A Thinking about what you already know

1. Read the title *What do you already know?* and the sentence that follows aloud. Explain that good listeners use background knowledge – information they already know – to make listening easier.

2. Read the instructions aloud and give students time to read the e-mail message silently. Answer any questions about unknown vocabulary.
3. To help consolidate the information in the e-mail, have students close their books and ask them to say what they remember about the e-mail. Ask:
 - *Why is Erika writing to Ken?* (to invite him to go camping)
 - *Where is Erika going?* (Cates National Park)
 - *When is she going?* (Saturday the 17th)
 - *Where will they go if it rains?* (to the movies)
 - *What information does Erika ask Ken for?* (directions to the park)

B Predicting

1. Read the instructions aloud.
2. Give students time to look at the pictures and predict what Ken will tell Erika. For lower-level classes, write guiding questions on the board, for example:
What is the best way to get to Cates National Park?
Where is Ken going on the 17th?
3. Ask for a few volunteers to share their guesses with the class.

C Thinking about what you already know

1. Tell students to look at page 5. Read the instructions aloud. Then give students time to read through the questions and answers silently.
2. Have students work alone or in pairs to do the exercise. Explain to students that there will be some questions to which they will not know the answer. They will listen for the answers when they do Exercise D.
3. Check answers by reading each question aloud and asking students to share their predictions. (Students should know the answers to questions 2, 3, 4, and 5, based on the e-mail message and the pictures on page 4. (See answers with Exercise D.)

D Listen (track 3)

Note

- In the audio program, Erika's questions are preceded by a bell tone to provide a signal for students that the answer will follow. You may want to play the first section of the audio program to familiarize students with that tone.

1. Read the instructions aloud. Play the audio program. If necessary, pause after each of Erika's questions to give students time to complete their answers.
2. Check answers with the whole class by reading questions 1 and 6 and eliciting the answers. For lower-level classes, play the audio program again so students can check their answers.

Answers

1. "I'm going to work soon."
2. "Yes. I went last summer."
3. "Take Route 5."
4. "I'd really like to, but I can't."
5. "I'm going to a concert."
6. "That sounds good."

Optional speaking activity

Listening in English

Hand out a copy of the "Listening in English" worksheet on page 5 of this Teacher's Manual to each student. Read through the statements with the class, explaining any new vocabulary.

Give students time to complete Exercise A.

When they finish Exercise A, divide the class into pairs and have students do Exercise B. Circulate while students are working to monitor their progress.

When pairs finish, have them do Exercise C.

To wrap up, ask for a few volunteers to share their suggestions for Exercise C with the class. Make a list of the suggestions on the board and discuss them. Ask:

- *Have you tried any of these ideas? If so, how did they work?*
- *Which ideas are most useful to you?*

Use students' suggestions to make a list of useful ways to improve listening. Hand out the list to the class, or put it on a poster for students to refer to throughout the course.