



**AUTHENTIC LISTENING  
AND DISCUSSION FOR  
ADVANCED STUDENTS  
INSTRUCTOR'S MANUAL**

**JAYNE GAUNT LESHINSKY**

**实况英语听力辅导手册  
(含练习答案与音带文字)**

**华东师范大学出版社**  
Simon & Schuster 国际出版公司

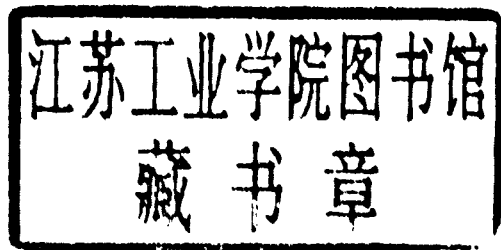


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for Advanced Students  
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中文版责任编辑 朱文秋

Jayne Gaunt Leshinsky: Instructor's Manual Authentic  
Listening and Discussion for Advanced Students

Authorized translation from the English language edition  
published by Prentice Hall Regents

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### 实况英语听力辅导手册

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华东师范大学出版社 联合出版  
西蒙与舒斯特国际出版公司  
(上海中山北路 3663 号 邮政编码 200062)

新华书店上海发行所经销

江苏丹徒人民彩印厂印刷

开本 787 × 1092 1/16 印张 12.75 字数 500 千字

1996 年 12 月第 1 版 1996 年 12 月第 1 次印刷

印数 001—3,000 本

ISBN 7 - 5617 - 1669 - 9/H·115

定价 24.00 元

## 致 读 者

本教程集 116 则听力选段,按主题分编 24 章。适合 TOEFL 听力起始成绩在 430—510 分(相当于国内预托班水平)的学生,用以精听细练。实践证明,使用者可大大提高一个分数段。因为本教程有三大特色:(1)有声资料为口语的实况录音,并非先写文稿再录音制作而成,故能把使用者引入聆听真情实境(authentic)英语的世界;(2)系统归纳多种高效的听力诀窍和策略,配有新招迭出的技能强化训练:精听之后兼练写,听写、交谈促进听;(3)涉及驾驶、打工、购物、租房、人际关系等主题,留学美国生活常识亦在其中。

本书配合《实况英语听力》使用,提供练习答案与音带文字,教程备实况录音磁带一套,自学自练者不可不备。

全套教程原由 Simon & Schuster 国际出版公司出版。两书卷首分别附有题为“致教师”和“怎样使用本书”的使用说明,具体详尽,对教师 and 自学者颇具指导意义。引进时,为方便使用,华东师范大学出版社将其加以编译,与原文一并奉献给读者;此外,对原有音带中阙如的听写等部分制作了录音。

本教程产生于并满足了留美学生的实际需要。无论就职于跨国公司还是留学英美澳,均需听懂真情实境的英语;有心的使用者还可通过本书学到大量活生生的原生态的口语。经本教程系统训练,TOEFL 听力考试获得高分当不在话下,在英语世界中进行流畅自如的交流也将梦想成真。

# 怎样使用本书

## 学好导论,熟悉口语特征

导论一章是最佳起始点,它使你的学生熟悉口头英语的特征,如轻松自在的讲话,加以强调之词和填空点缀之句。这些特征和别的东西贯穿全书各章,尤其在“口头英语和书面英语的区别”诸小节里。

## 课前预听,了解难易程度

请预听一下供该章用的听力选段,以便帮助你选择哪些选段会促使你学生长进,哪些选段可能会太难。可是,随着你更加熟悉本书和音带的内容,你将能够选定适合你学生能力和理解水平的选段和活动。本书绝非这样一类书,即课前毫无准备,随带书本步入教室,开启录音放送机,顺顺利利上完一节理想的听力课。

## 灵活选用听力选段

除导论外,其余各单元、各章,可按如下原则选择而用:

### 1. 在一单元里挑几章

各单元里的诸章是按主题编排的。由于本书中各章、各选段并不是按难度顺序编排的,你可不顾次序,急速转换。一种取舍是,在各章中选出从事某一技能(记笔记或懂得比喻的使用)训练的听力选段和活动。另一种则根据你课程的长短,教完各单元里的一章;如果时间许可,你可在较后的部分折回,教完学生特别感兴趣的单元里另一章。由于各班学生的能力并不一样,随着你渐渐比较熟悉本书的听力选段和讲话人,你会发现,你能选定那些基于促进该特定班级一般水平的若干章和若干选段。各单元以引介词汇、本单元的主题开始,而在某些单元里,一个短小的选段引介主要讲话人,以便学生渐渐熟悉讲话人的嗓音。不管你先从该单元里挑选哪一章,我介绍你开始时用该单元起初的材料,以构建该章框架。

如果你的学生现在住在美国,不妨统计一下:全班有多少人备有或打算购置一辆小汽车?有多少人呆在美国期间租住或打算租住一间公寓房?如果有一定人数,那末第2单元的“汽车与驾驶”和第7单元的“租住公寓房”将大有帮助。

### 2. 在一章里挑几段

盒式磁带代号指明该磁带每次应倒至该选段的开头;请记住,当你开始一个新选段或者在你开始一个新选段的同时在书记点什么时,把磁带计数器退到000。这将使倒带快速而有效。有些选段是自身相对完整的;另一些则是面谈或会话的一部分,连续两段或两段以上才相对完整。这些在该选段开头以及在音带文字中均有注明。有许多章确实依赖该章早期引进的技能和概念,尤其

是“更好的理解诀窍”的活动。

### 3. 在一段里挑几项活动

还有,根据你班的水平,你不必非要实施为一选段编写的每项活动不可。如果你有几位听力技能明显低于或高于该班其他人的学生,你可要求他们做一项听力活动,同时叫别的学生做不同的活动——两组正听着相同的选段而从事不同的活动。你不妨判断一下;一旦你熟悉一段里的选段和活动,你将明了:一项活动对你班来说是大艰难,还是太容易。

### 因人施教

我已说明本书用于听力水平参差幅度相当大的学生,一般在中高级和高级水平的学程。处于这两级水平段上,有些学生语法知识坚实或阅读技能较强,但聆听技能仍然薄弱;另一些学生则相反,他们强于听力而弱于阅读或写作。为了处置听力悬殊的班级,听同一选段时,我令一些学生做一项活动,而叫其他学生从事另一项活动。或者像记笔记练习中的那样,你可以向那些能力处于领先的学生提出更高的要求:干脆要他们合上书本,不利用书上提供的要点。

### 因势利导

如果全班学生的听力水平偏低,那就在上该课的听力部分前,选用较容易、较短小的选段,或配有较多阅读和交谈材料(或者从指导员手册中复印部分音带文字)的补充材料。要学生留神听(主要思想,特定信息等)的同时,音带停顿次数多些,让学生在未进行口答、笔写等以前,脑际再次听到答案或句子。将音带文字放在手边,用途有:

#### (1)及时查阅学生的疑问或意见:

学生:“I heard...?”

教师:“Yes, what he said was...”

#### (2)学生有困难时,帮助他们预知信息:

“Listen for \_\_\_\_\_ in this next part...”

#### (3)辨别词汇、习语、随口发音、语法结构等等,而并非辨别内容里一听就知的东西。

### 使用听写练习材料

你若从未在教学中用过听写,不妨一试。你会发现,听写练习强化拼写,强化标点使用,强化语法结构以及词汇。如果你利用时间领导学生从事结构和用法的研究,尤其有效。对教师来说,运用学生还未读过或听过的听写材料,也不失为一项良好的诊断措施。听写练习探明学生的发音困难(例如不发词尾/-s, -z/音的学生,在听写练习中往往听不出尾音/-s, -z/,也不写这个结尾-s)和理解错误。

有些听力练习题是要求学生在听的同时边听边在有括号的三四个选择项中圈定一个。这些习题是根据将这些段落放在听写中时学生的回答改编而成的。那些不正确的词语,可能看上去是无可置疑的。但是,那些不充分利用语境去核对自己理解的学生,真会把上下文中与动物毫不相干的东西圈为 horses 呢!

制作过程是:一二天后,将一段听写材料用作小测验,同时说明学习这指定段落的方法和理由。就一次听写小测验来说,将材料以一个短语(以意群为单位——译注)停一下方式朗读两遍。然后一词不停地再读一遍。将听写材料自行朗读,灌注音带,再将音带发给一位指定为下次小测验的“口述人”。至于分数,总词数(提供在听写练习的括号里)除拼对的词数便是。让学生确定自己的

目标,即到学程终了,想达到的正确率为多少。就一百多个词语的听写材料来说,我要求学生准备听写全部内容,或者因时间有限,在测验中,实际仅仅听写其中的部分。

用于部分练习题中的另一项技术是,材料只准听一两遍,也许以一般语速,给搭档和/或小组一定时限重现原话。

### 做听力完型练习

学生如果做完型听力练习遇上困难,这通常较多归因于阅读速度跟不上讲话人的语速,而不是因为听到应该填入空白处的那个词有困难。如果属于这一情况,请较多停顿音带。或者使用音带文字的复印件或投影,让学生从事快速阅读的练习,即读得与讲话人讲得一样快。

### 写听事志

听事志作业给学生一个机会,以便既反映他已听到的内容,又把听和写的技能结合着运用。此外,学生可以写听事志。听事志类似于现行教学法中广为使用的对话杂记或读书札记。

我要我的学生每周必须听30分钟的英语三次(电视、广播、录像、电影、讲演、宗教布道,等等)并写出笔记、一篇本章内容概述和/或每周在笔记本里呈交的随感。我给他们一张清单,上面有推荐广播电视节目、影片等,并附日期、频道/台名、时刻等,每逢一档电视节目或一场电影与我们即将教到一章的主题有关时,还指出有关节目。我也提及不适应的项目(如音乐电视、某些游戏和录像比赛演出、体育,等等)。学生常常为写一则听事志而去看电影或租录像带。尽管一部影片的听力练习四倍于要求留神听一档节目的总量,他们也不辞辛劳,因为他们劲头十足,想了解美国的电影和文化。

(张云皋 译)

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## HOW TO USE THIS BOOK

The Introductory Chapter is the best place to begin to familiarize your students with characteristics of spoken English, such as relaxed speech, stressed words, and fillers. These concepts and others are referred to throughout the chapters, especially in the "Differences between spoken and written English" sections.

The remaining units and chapters can be selected using the following guidelines:

### 1. PRE-LISTEN

Pre-listen to the selections for the chapter in order to help you choose which selections will challenge your students, and which ones might be too difficult. As you become more familiar with the content of the book and tapes, you'll be able to choose the selections and activities which will suit your students' abilities and level of comprehension. This is not a book that you can walk into class with, turn on the tape, and pull off the perfect lesson without advance preparation.

### 2. PICK AND CHOOSE

#### a) Chapters within a unit

The chapters in each unit are arranged by theme. Because the chapters and selections in this text are not arranged in order of difficulty, you can skip around. One option is to choose selections and activities from a variety of chapters which work on a certain skill (notetaking, or understanding the use of analogy).

Another option, depending on the length of your course, is to work through one chapter in each unit; if time allows, you can go back at a later point and work through another chapter of a unit which students were particularly interested in. Because classes differ in ability, as you become more familiar with the selections and speakers, you'll find you can choose chapters and selections based on what will challenge the general level of that particular class. Each unit begins with some activities to introduce the vocabulary, the main themes of the unit, and in some units, a short selection to introduce the main speaker so that the students can become familiar with his or her voice. No matter which chapter you first choose from the unit, I recommend you begin with the material at the beginning of the unit to build a framework for the chapter.

If your students are living in the U.S., poll your students as to how many of them own or plan to buy a car, and how many rent (or plan to rent) an apartment during their stay in the U.S. If there's a significant number, Unit 2 "Cars and Driving" and Unit 7 "Renting an Apartment" will be of high interest.

#### b) Selections within a chapter

The cassette tape icon indicates each time the tape should be rewound to the beginning of the selection; remember to reset the tape counter to 000 when you begin a new selection or make a note in the margin as you begin a new selection. This will make rewinding quick and efficient. Some selections are self-contained; others are excerpts of an interview or conversation which continue through more than one selection. These are noted at the beginning of the selection, and in the tapescripts. Many chapters do build on skills and ideas introduced early in the chapter, especially the "Keys to better comprehension" activities.

#### c) Activities within a selection

Again, depending on the level of your class, you don't have to do every activity written for a selection. If you have a few students with listening comprehension skills that are significantly lower or higher than the rest of the class, you can have them do one listening activity while others in the class are doing a different one—both groups are listening to the same selection but working on different activities. Use your judgment; once you are familiar with the selections and activities, you'll know if an activity is too hard or too easy for your class.

### 3. DEALING WITH A WIDE RANGE OF ABILITIES

I have indicated that this book can be used with students with a fairly broad range of listening comprehension, as is typical of intermediate and advanced level courses. At these levels, some students have strong grammar knowledge or reading skills, but are still weak in listening comprehension; conversely, others are strong in listening and weak in reading and writing.

To deal with a class with a wide range, I may have some students do one activity, while others work on another, simultaneously listening to the same selection. Or as in the case of note-taking exercises, you can challenge the more advanced students by telling them to close their books rather than use the outline given in the text.

#### 4. CLASSES WITH HIGH-INTERMEDIATE LISTENING COMPREHENSION

When a class on the whole has a lower range of listening comprehension ability, choose easier, shorter selections or supplement with more reading and discussion material (or a portion of the tapescript copied from the Instructor's Manual) before the listening component of the lesson. While listening (for main ideas, for specific information, etc.), pause the tape more, allowing them to hear the answer or sentence again in their mind before responding, writing, etc.

Keep the tapescript at hand for:

1. quick reference to students' questions or comments:

Student: "I heard ...?"

Teacher: "Yes, what he said was..."

2. to help students anticipate information when they are having difficulty:

"Listen for \_\_\_\_\_ in this next part..."

3. to identify vocabulary, idioms, occurrences of relaxed pronunciation, grammatical structures, etc. other than those which have been highlighted in the text.

#### USING DICTATIONS

If you've never used dictations in your teaching, give these a try. You'll find dictations reinforce spelling, punctuation, grammatical structures and vocabulary, especially if you take time to lead the students through an investigation of those structures and uses. Using a dictation which the students have not read or heard before is also a good diagnostic tool for the instructor. It points out pronunciation difficulties (i.e. students who don't pronounce a final -s tend not to hear and write the final -s in dictation) as well as comprehension errors. The listening exercises which call for students to listen and circle one of three word choices in parentheses as they listen were adapted from student answers when those paragraphs were given in dictation. The incorrect words may seem incredible, but students who do not use context well to check their comprehension really do write "horses" when the context has nothing to do with animals!

The process: Assign a dictation for a quiz a few days later, explaining how and why to study the assigned paragraph. For a dictation quiz, read the paragraph in phrases twice, and then once without pauses. Tape yourself reading the dictation and give the tape to a student assigned to be the "dictator" for the next quiz. For a score, divide the number of words spelled correctly by the number of total words (given in parentheses in the dictation exercise). Let students set their own goals for what correctness percentage they want to achieve by the end of the course. For dictations of more than 100 words or if time is limited, I ask the students to prepare the entire dictation, but I only dictate part of it for the quiz.

Another technique used in some of the exercises is to dictate the material only once or twice, perhaps at normal speed, and allow partners and/or small groups time to reconstruct the original.

#### CLOZE LISTENING EXERCISES

If a student is having difficulty with a cloze/listening exercise, it is usually due more to not being able to read as fast as the speaker talks rather than difficulty with hearing the word to fill in the blank. If this is the case, pause the tape more. Or use copies or an overhead of tapescripts to give students more practice in reading faster, i.e. reading as fast as the speaker talks.

#### LISTENING JOURNAL

Listening journal assignments give the students opportunity to reflect on what they have listened to, and to tie listening and writing skills together. In addition, students can keep a listening journal similar to the

dialogue journals or reading logs popular in current methodology. I require students to listen to 30 minutes of English (TV, radio, video, film, lecture, sermon, etc.) three times a week, and write notes, a summary, and/or reaction in the notebook submitted weekly. I provide a list of recommended programs, movies, etc. with days, channels/stations, times, etc. and point out programs when the content of a TV program or movie is relevant to the theme of a chapter we will be working on. I also mention unsuitable entries (MTV, some game and video contest shows, sports, etc.) Students frequently go to movies or rent videos for a journal entry, even though one movie is four times the amount of required listening for one entry, because they are highly motivated to understand American movies and culture.

## Answer Key

### Introductory Chapter

#### RELAXED PRONUNCIATION

##### REDUCTIONS, P. 1

*Dictate the following sentences with the relaxed pronunciation shown:*

1. Are they required to show 'im or not? (him)
2. I made several requests to have 'em removed. (them)
3. I said, "I can't believe I was going that fast," 'cause I know I wasn't. (because)
4. Some uh this you can't change. (of)
5. There's a couple uh things I'd really like to emphasize. (of) (I would)

##### MORE REDUCTIONS, P. 2

*Dictate the following sentences with the relaxed pronunciation shown:*

6. Two adults hafta be working together. (have to)
7. Her mind is on the next thing that hasta be done. (has to)
8. We may wanna talk about it more next time. (want to)
9. You're gonna ask a question that we get asked a lot. (You are) (going to)
10. I was gonna save quite a bit of money. (going to)
11. I gotta tell you something. (got to)

##### (FORMAL STRUCTURE,) P. 3

I gotta tell you something. → I have to tell you something.

I gotta tell you this and I've said it before... → I have to tell you this and I have said it before...

They've gotta be satisfied. → They have to be satisfied. or They have got to be satisfied.

##### CONTRACTIONS, P. 4

*Dictate the following sentences with the relaxed pronunciation shown:*

1. That's the way it should've been in the first place. (should have)
2. It would've been nice if you could've known that earlier. (would have) (could have)
3. I wish I would've seen this coming. (would have)
4. I'da gone if I could've. (I would have) (could have)
5. If you have a fuel-injected car, it'll sit on top of that. (it will)
6. That'll invite people to be more honest with you. (that will)
7. Maybe it'd be a good idea to have a book. (it would)

8. They'd throw me out if I'm late. (they would) (I am)
9. It seems unlikely that you'd try to cheat them. (you would)

## CONSONANT SUBSTITUTION, P. 5

Dictate the following sentences with the relaxed pronunciation shown:

1. I'll betcha there's not a whole lot you can do about it. (I will), (bet you), (there is)
2. Didja know that marriage was coming? (did you)
3. Couldja tell us who generally takes this program? (could you)
4. Actually he didn't have to do anything. (doesn't → does not)
5. Romance does make life better, didn't it? (doesn't → does not)

## FILLERS, P. 8

Answers will vary.

1. Also because it's not just the squirrels. ("just" is not a filler here.)
2. Did you sit down and say, "I want to picture my life 15 years from now?"
3. It's similar to many people's experience when they start to buy a new car.
4. You're going to have a beautiful relationship.
5. If he blows you off (→ *disregards you*), you had better find someone to help you, because you are going to have to (→ *need to*) take charge of what you need out of this marriage.
6. If she had wanted to get remarried, she would have gotten married despite what I was doing.

# Unit 1 ETHNIC CUISINE

## VOCABULARY PREVIEW, P. 16

### PART 1:

1. e    2. c    3. a    4. f    5. d    6. b

### PART 2:

When the subject of good food and good restaurants comes up, there are so many things we can talk about. My favorite restaurants are ethnic restaurants that are managed by the diverse immigrant populations in our city. For many years, our city has always had a good number of restaurants featuring Southeast Asian, Mexican, German, Italian, Middle Eastern, Greek, and French menus, not to mention various American restaurants that specialize in Creole, barbecue, or soul food. Of course, some of these ethnic restaurants are not really authentic compared with the food you'd find in that country. Instead, they offer dishes that meet an American's expectations or stereotype of what we think is Mexican or German food. In the last 10 years, newer immigrant populations have also introduced more unfamiliar cuisines—Vietnamese, Moroccan, Thai, Ethiopian, Lebanese—as well as restaurants that specialize in the food of a particular region of a country, like Cantonese, northern Italian, Slovenian, Bohemian, and so on. The list can go on and on! What an incredible variety of cuisines the world has to offer, and I can sample them all in my hometown.

## DICTATION, P. 16

The paragraph in Vocabulary Preview may be used for a dictation exercise (187 words).

### Selection 1 Introduction to the Main Speaker

#### LISTEN FOR MAIN IDEAS, P. 17

Name of the show: The Restaurant Show

Time of the show: from 2:00 to 5:00 p.m.

Day: Saturday

Subject: things having to do with restaurants and food; good and bad restaurants

#### LISTEN FOR SPECIFIC INFORMATION, P. 17

1. because it has a large number of restaurants ("more restaurants than convenience stores.")
2. things having to do with restaurants and food, good and bad restaurants.

## Chapter 1 What is Ethnic Cuisine?

### Selection 2 Introduction to the topic

#### LISTEN FOR SPECIFIC INFORMATION, P. 18

*Refer to transcript for answers.*

#### KEYS TO BETTER COMPREHENSION: RECOGNIZING INCOMPLETE STATEMENTS, P. 19

*The incomplete idea:*

"Also today what I would like to explore today..."

*The completed idea:*

"And what I would really like to do today is talk to some of you who know this kind of food..."

### Selection 3 Strictly Hungarian

#### LISTEN FOR SPECIFIC INFORMATION, P. 20

Cuisines	Locations	Restaurants
Hungarian	(none mentioned)	(none mentioned)
Slovenian and Slovak	(none mentioned)	(none mentioned)
Bohemian	Estes Park	Villa Tatra
Bohemian	(none mentioned)	Old Prague Inn
Bohemian	Lookout Mountain	Cody Inn
German	(none mentioned)	(none mentioned)

## LISTEN FOR MAIN IDEAS, P. 20

1. Slovenian or Slovak, and Hungarian.
2. No. There was one but it closed, and there are restaurants that serve food from Eastern Europe in general.
3. It closed.
4. A billboard is a large outdoor sign which advertises.
5. The billboard probably brags about what an outstanding restaurant it is (in order to attract tourists driving by).

## VOCABULARY AND IDIOMS, P. 20

*The underlined phrases indicate vocabulary and idioms to draw attention to. The teacher reads as the students write:*

1. That question came up earlier today.
2. I wish there was a good Hungarian restaurant in town.
3. We come close, but we don't have any restaurants that are strictly Hungarian.
4. The food of Bohemia isn't identifiable with one country specifically.
5. Most restaurants that serve food from that part of the world take a pretty broad-brush approach to it.

## KEYS TO BETTER COMPREHENSION: RECOGNIZING CONFUSING WORDS, PP. 20-21

1. "I wish there was a good Hungarian restaurant in town. The only one that we had closed. Now we come close—we have restaurants that are...Bohemian."

*Point out that the adjective clause "that we had" is separate from the verb "closed."*

*Students may incorrectly assume the verb is the past perfect form "had closed." "To come close" means "to be similar."*

2. come up happen unexpectedly  
come upon to find someone or something by accident  
come up with to find or supply someone or something with information
3. Warren: Well, that question came up earlier today...so I can't come up with anything that is strictly Hungarian for you.

## DIFFERENCES BETWEEN SPOKEN AND WRITTEN ENGLISH, P. 21

*The correct sentence is: "I wish there were a good Hungarian restaurant in town."*

### Selection 4 Popular doesn't mean authentic

## LISTEN FOR SPECIFIC INFORMATION, P. 22

*\*Note: The conversation doesn't mention this location; however, students can infer it from Selection 1 or by process of elimination.*

Restaurant	Location	Comment
Gasthaus Ridgeview	Denver*	closed
Racquet Club	Vail	recommended
Webers	Breckenridge	not authentic German food
Black Forest Inn	Blackhawk	excellent

### LISTEN FOR MAIN IDEAS, P. 22

1. Tom grew up in a German family; he and his wife lived in Germany for 7 years.
2. Because they have a German chef who cooks absolutely wonderful food.
3. It's always crowded and busy, but it's not authentic German cooking; it's the American concept of German cooking.

### LISTEN AGAIN: INFERENCE, P. 22

*You can infer the following:*

- A good German restaurant will probably have a German chef (from the comment on the Vail Racquet Club.)
- People who eat at Webers think it has authentic German food, but it doesn't.
- A good German restaurant doesn't have to be strictly German.
- Tom and Warren agree that a great experience is being able to walk into a restaurant and say, "Make me a good dinner," knowing that they'll enjoy anything the chef prepares.

## Selection 5 Mexican food

### LISTEN FOR MAIN IDEAS, P. 23

1. He's tired of the Mexican restaurants that serve basically the same type of food (tacos, tamales, burritos, etc.)
2. El Parral goes out of its way to use fresh ingredients.
3. El Parral makes dishes that are not commonly available at other Mexican restaurants.

### LISTEN FOR SPECIFIC INFORMATION, P. 23

1. It's a dish with chicken covered in chocolate sauce.
2. He's crazy about it; it's one of the better Mexican dishes served anywhere.
3. He's tired of that kind of Mexican cuisine because it's the same old thing (nothing new or different).

## DIFFERENCES BETWEEN SPOKEN AND WRITTEN ENGLISH, P. 23

*Connecting words are underlined:*

"As I started to say, I get a little bit tired of some of the Mexican restaurants that all have basically the same type of cuisine, and it's really pleasant to find a place like El Parral where they seem to go out of their way to use fresh ingredients, and make dishes that are not commonly available at other Mexican restaurants, such as their Chicken Molé, which I just absolutely go crazy for over there. If you've never had Chicken Molé, it's a chicken and chocolate sauce, and I think it's one of the better Mexican dishes that's served anywhere in the area, because as I say, I get very tired of burritos and tamales and tacos, and things of that nature."

## SUMMARY, P. 24

Stereotypical:	Authentic
burritos	Chicken Molé
tamales	
tacos	

## Selection 6 Authentic Mexican vs. Tex-Mex

### LISTEN FOR MAIN IDEAS, P. 24

	Tex-Mex	authentic Mexican
ingredients:	ground beef	roast pork marinated pork sauces
dishes:	tacos burritos	seafood

### VOCABULARY AND IDIOMS, P. 25

*gets away from* → offers less

*gets into* → offers more

*check out* → try out

*Paraphrased sentences will vary. Suggested sentences:*

1. I would enjoy a Mexican restaurant that served fewer dishes made with ground beef, and more dishes with roast pork and marinated pork sauces.
2. Why don't you try Las Brisas restaurant?

## Chapter 2 Define Your Cuisine

### Selection 7 If that's not Polish...

### LISTEN FOR MAIN IDEAS, P. 27

*pierogi* → potato-like dumplings, or cheese dumplings

*borscht* → red beet soup

*golabki* → something made with cabbage

### LISTEN FOR SPECIFIC INFORMATION, P. 28

*The speakers mention these ingredients:*

potato cheese cabbage beets sour cream

### VOCABULARY AND IDIOMS, P. 28

*Paraphrased answers will vary:*

I know Polish food (or restaurants), and I'm very certain that that restaurant is authentically Polish.