



普通高等教育“十一五”国家级规划教材



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新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

(第二版)

Listening & Speaking

听说教程

Reference Book

教学参考书

3

Michael Rost Kenton Harsch Kate Wolfe-Quintero

《大学体验英语》项目组

编



高等教育出版社



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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出版的英语听说教材 *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,继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有助于学生听得进、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、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》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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Warm Up: Problems with living situations
Listening Task: Complaints about living with people
Real World Listening: Kara talks about her landlords
Interaction Link: Major negatives and major positives

10. Survival "I feel lucky to be alive." pages 48–51



Warm Up: Natural disasters
Listening Task: Survival stories
Real World Listening: Petra Nemcova describes her survival experience
Interaction Link: Be prepared

Review Unit 2 (Units 6–10) pages 52–55

11. Work "I'm not sure what he actually does." pages 56–59



Warm Up: Work environments
Listening Task: Talking about co-workers
Real World Listening: Steve and his boss discuss cultural issues at work
Interaction Link: Office rules

12. Lifestyle "You may need to change your routine." pages 60–63



Warm Up: Bad habits
Listening Task: Pointing out rude behavior
Real World Listening: Mr. Garcia gets some advice from his doctor
Interaction Link: Kicking the habit

13. Travel "Getting there is half the fun." pages 64–67



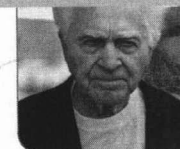
Warm Up: Travel difficulties
Listening Task: Travel stories
Real World Listening: Randy reflects on an experience in Thailand
Interaction Link: Bad trip

14. Finances "You can make some real money." pages 68–71



Warm Up: Safe investing
Listening Task: Questionable investment ideas
Real World Listening: Steven Crowe persuades us to try *Real Money*
Interaction Link: Infomercial

15. Changes "She's still in our hearts." pages 72–75



Warm Up: Dealing with loss
Listening Task: Talking about sadness
Real World Listening: Whitney Opal comforts Clayton on his loss
Interaction Link: Who would you bring back?

Review Unit 3 (Units 11–15) pages 76–79

Self-Study Pages pages 80–94

Self-Study Answer Key page 95

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

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

The *Experiencing English Listening and Speaking (second 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 (second edition)* features extracts drawn from or based on authentic conversations, in a variety of common social, academic, and business contexts. The audio recordings 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 (second 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 (second 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 (second 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 (second edition)* features a variety of focused, personalized speaking activities, as well as extended opportunities for conversation and discussion in the 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)
- **Reference Book**
- **Classroom CD** (MP3 Files included with the **Reference Book** containing the full audio program)

Unit Structure

Experiencing English Listening and Speaking 3 (second edition) contains fifteen four-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 four main sections: **Warm Up**, **Listening Task**, **Real World Listening**, 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 a 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 the 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.

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 Page**, 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 Page** 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 thirty MP3 files, which comprise the **Warm Up** activities and the **Real World Listening** extracts 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/listening

Timing

Teaching each unit in *Experiencing English Listening and Speaking 3 (second edition)* requires approximately 90 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

Interaction Link: 15–20 minutes

Self-Study: 10–15 minutes (checking student work)

Total: 70–100 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 means of translating from Chinese into English.

Classroom CD or Tape

- 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 or Tape

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 (second 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**, 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. The 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.

"I didn't recognize you."

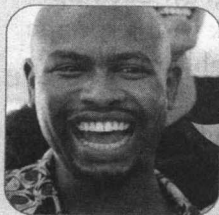
Warm Up



Read about some important life choices. Write the missing words and phrases.

my thing	into sports	a free spirit	true calling	my own unique style
junior	graduate school	a flower shop	cooking show	an exchange student
get married	drifted apart	as an apprentice	different colleges	

Joe



1. When I was in high school, I was really _____. In college I found out that my _____ is to be a science fiction writer! After high school, my girl friend, Melissa, and I went to _____. After a while, we just _____.

2. _____ year of college I lived in Europe as _____. I ended up going back to New York for _____.



Lindsay

3. My dad owns _____. He always wanted me to take over for him when he retired, but flowers really aren't _____. Right now I'm working _____ to a famous chef. Someday I hope to have my own television _____.



Chris

4. As a teenager, I had _____ and way of thinking. I was _____, while my boyfriend, Brad, was very conservative. Everyone was really surprised when Brad and I decided to _____. I guess they thought we'd eventually break up.



Allison



Now listen and check.



Pretend you haven't seen your partner for five years. Talk about what you've been doing.

UNIT 1: Relationships

Main Activities: pages 8–10

Interaction Link: page 11

Self-Study: page 80

Unit Overview

In this unit students listen to extracts about meeting old friends and making life choices. Students have an opportunity to talk about their futures and about past choices.

Warm Up Focus

Students will review and expand their vocabulary related to meeting old friends and choices they have made in their lives. This vocabulary is useful for talking about: lifestyles, education, careers, dreams and realities, family, friends, being pleased with or having regrets about choices.

Listening Task Focus

What has each person been doing with their life? How does the other person react?

Concept Check

Friends and friendships: How do they change over time?

Real World Listening Focus

Students will listen to a conversation in which two old friends meet.

Interaction Link

Ten Years from Now

WARM UP

Preview

1. Put students into groups and ask them to describe one of their dreams or plans for the future. *T: Talk about one of your dreams or plans for the future.*
2. Introduce the unit and read the introduction aloud. *T: Today's unit is called "I didn't recognize you." Think about the things we have just talked about, and this title. What do you think this unit is about?*

Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write the correct words or phrases on the blank lines. Do the first one together as a model.*
2. Allow students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio.
4. Elicit answers from students. *T: (name). Please read Joe's paragraph, including your answers.*

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

to take over for = to replace someone, usually in a job after that person retires
to drift apart = to separate and have different lives
to be into (something) = to be very interested in something
free spirit = someone who doesn't follow the fashions or rules of others
to end up doing = to do, usually after thinking about doing something else
apprentice = someone who works for a master, in order to learn an art or job
true calling = the perfect job for you

Pairwork

Have students work in pairs. *T: Pretend you haven't seen your partner for five years. Talk about what you've been doing.*

SCRIPT/ANSWERS

(Answers in bold.)

1. This is Joe: When I was in high school, I was really **into sports**. In college I found out that my **true calling** is to be a science fiction writer! After high school, my girlfriend, Melissa, and I went to **different colleges**. After a while, we just **drifted apart**.
2. This is Lindsay: My **junior** year of college I lived in Europe as an **exchange student**. I ended up going back to New York for **graduate school**.
3. This is Chris: My dad owns a **flower shop**. He always

wanted me to take over for him when he retired, but flowers really aren't **my thing**. Right now I'm working as an **apprentice** to a famous chef. Someday I hope to have my own television **cooking show**.

4. This is Allison: As a teenager, I had **my own unique style** and way of thinking. I was a **free spirit**, while my boyfriend, Brad, was very conservative. Everyone was really surprised when Brad and I decided to **get married**. I guess they thought we'd eventually break up.

Preparation Question

Introduce the activity. *T: Look at the pictures of old friends who are meeting after a long time. What will they talk about?*

First Listening

1. Explain the activity. *T: Listen and make a check in the boxes that you think are correct.*
2. Play the audio.
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

Answers

1. traveling in Europe, living in Boston.
2. apprenticing as a chef, learning how to run a restaurant
3. working as an accountant
4. working as a lawyer

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

East = the eastern part of the country

I went to State. = I went to the main university in our state.

cook up a storm = cook really well

Second Listening

1. Explain the activity. *T: Listen again. "How does the other person react?" Check the boxes with the correct answers.*
2. Play the audio.

3. Put the students into pairs to compare their answers.

Answers

1. He isn't surprised that Jake lived abroad.
2. She wants to eat at Terry's restaurant.
3. He doesn't remember much about high school.
4. She is surprised by Cindy's physical appearance.

Third Listening

Answer the following questions.

Answers

(For the first dialog)

1. — Studying at Boston University.
2. — He went to Spain as an exchange student and traveled a lot in Europe.

(For the second dialog)

3. — No, he didn't. Instead he took over his mother's business, a restaurant.

4. — Cooking. He wants to be a famous chef.

(For the third dialog)

5. — Because he works as an accountant in the city now.

6. — Barry's wife and his brother, Tom.

(For the fourth dialog)

7. — Because she has changed so much.
8. — Cindy's hair styles. She often dyed her hair in different colors.

SCRIPT

1. **A:** Jake Sutton! Is that you, man? How are you?

B: Hey, Andrew! I didn't recognize you for a moment. Long time no see!

A: Yeah, wow, I haven't seen you since high school graduation! What've you been up to?

B: I've been back East, at college.

A: College? Where?

B: Boston. B.U.

A: Oh, cool.

B: And this past year, I got to go to Spain as an exchange student.

A: Spain? No kidding? I remember you always hoped for an international lifestyle.

B: Exactly.

A: So how was it, amigo?

B: Oh, man, it was so great. I got to see a lot of Europe.

A: Yeah? Like where?

B: All over. Italy, France, Greece, and my homestay family was really nice. They've invited me back again if I want to go to graduate school there.

A: Sounds like we won't be seeing you for another few more years then, eh?

B: I dunno. Half of me wants to go. Half of me wants to stay here. You know, when I was there, I missed home a lot more than I thought I would.

A: I can imagine.

2. **A:** So, Terry, How have you been?

B: Good, good.

A: How are things going? Did you graduate this year?

B: Me? Nah! I went to State, but after my second year, I realized that what I really want to do is take over for my mom in the restaurant.

A: Oh, that's right. Your family owns a little restaurant. Well, I mean, it's not so little, but ...

B: So I came back home and started apprenticing as a chef.

A: Really? That is so cool! You know, now that I think about it, it makes perfect sense for you. Even back in high school, you could cook up a storm. So, how is it being in the business?

B: Well, I love to cook, but, man, I have a lot to learn about running a business. I'm really glad my mom's around to teach me.

A: Well, I'll have to come by to try your cooking. What nights do you work?

B: Take your pick. I'm there seven nights a week.

3. **A:** Ken? Ken Mackney, is that you?

B: Uh, yeah, I'm Ken Mackney.

A: It's me. Barry Simmons. You know, Mr. Jones's calculus class, senior year?

B: Um, so, how's it going? What are you up to these days?

A: I'm pretty busy. I'm working as an accountant in the city.

B: Oh, that's great! It sounds like you really put your math skills to good use.

A: Yeah. And I got married last fall. Hey,

you might actually know my wife, Tina Chan, Jason Chan's little sister?

B: Tina. Is she the one who went to Harvard Medical School?

A: No, that was Lisa Fong. Tina went to art school.

B: Oh! Well, I guess you and Tina are a good match, then. You were always into art, too, weren't you?

A: No, not really. That's my brother Tom you're thinking of. You don't remember very much from high school, do you?

B: No, I guess not! It's been a long time!

4. **A:** Hi, Kate. It's me, Cindy Lohan. You remember me, don't you?

B: Cindy, Cindy. I can't seem to place the name. Oh, my gosh, yes! I do remember you! But ...

A: But what?

B: Well, it's just that you don't look like the free-spirited Cindy I remember. You look so, so normal.


A: Normal? I guess you're referring to my hair?


B: Yeah. I mean, you're just a regular brunette now. When I knew you, you always had your hair dyed some interesting color. Blue one day, pink the next.

A: Well, I'm a lawyer now. Most judges have a thing against pink hair, so ...

B: I can see your sense of humor hasn't changed much!

Listening Task

 Look at the pictures. These people haven't seen each other for a long time. What are they talking about?

 **First Listening:** What has each person been doing? Check (✓) the true activities.



- ☐ traveling in Europe
- ☐ living in Boston
- ☐ studying European history




- ☐ apprenticing as a chef
- ☐ getting a business degree
- ☐ learning how to run a restaurant



- ☐ working as an accountant
- ☐ going to business school
- ☐ studying medicine



- ☐ becoming a judge
- ☐ working as a lawyer
- ☐ styling hair

 **Second Listening:** How does the other person react?



1. ☐ He isn't surprised that Jake lived abroad.
- ☐ He thinks Jake should stay in the U.S.




2. ☐ She didn't know Terry's family owned a restaurant.
- ☐ She wants to eat at Terry's restaurant.



3. ☐ He doesn't remember much about high school.
- ☐ He thinks Ken should have studied art.



4. ☐ She is surprised by Cindy's physical appearance.
- ☐ She doesn't think Cindy is a good lawyer.

 **Third Listening:** Answer the following questions.

1. What is Jake Sutton doing now?
2. What did Jake do last year?
3. Did Terry finish his school?
4. What does Terry really like to do?
5. Why is Barry so busy these days?
6. Who is interested in arts?
7. Why did Kate not recognize Cindy at first?
8. What impressed Kate most when they knew each other years ago?