



普通高等教育“十五”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

听说教程 教学参考书

Listening and Speaking Reference Book

3

Kenton Harsch Kate Wolfe-Quintero

《大学体验英语》项目组



高等教育出版社
Higher Education Press



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《大学体验英语®听说教程 教学参考书 3》

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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。《大学体验英语》根据新世纪我国大学英语课程教学要求,分为1~6级,供大学英语课程的一般要求和较高要求层次的教学使用。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和学习系统等组成。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、趣味性和可操练性。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、大学英语学习系统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。倡导基于计算机/网络+课堂教学的新型教学模式。

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。

《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。

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、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、西南财经大学、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 11 月

Introduction

Welcome to *Listening and Speaking*

Listening and Speaking 3 is the third in a three-level series of innovative teaching materials designed to help learners develop their listening and speaking ability. It is organized around topics of interest to students with the intent that intermediate level students will gain language they need to listen to and talk about things that are important to them in their daily lives.

There are five main principles on which the *Listening and Speaking series* is based:

- **Rich input**

Learners need input that is contextualized, based on authentic sources, and interesting. It should be slightly above their proficiency level to provide a challenge to motivate learners.

- **Clear tasks**

Learners need clear tasks in order to know what to focus on and what to remember. Task cycles allow them to listen to the same input more than once, in order to practice controlling their attention. Each section in *Listening and Speaking 3* provides a transparent, structured task.

- **Listening strategies**

Learners need to learn how to listen. They need to learn listening strategies such as predicting, focusing on the key ideas, and inferring in order to listen effectively. These strategies are taught consistently throughout the material.

- **Familiar topics**

Learners need to experience language in “real situations.” They need to learn from the listening material and draw on their personal experiences when engaged in speaking practice. Most of the situations in the Real World Speaking section center around students’ real life. In this way, students are likely to be motivated in practicing their speaking.

- **Self-expression**

The central purpose of listening is using the ideas heard. Self-expression and personalization steps with listening activities increase students’ overall language ability by building conversation skills along with listening and speaking skills.

Course Components

- Student Book
- Self-study CD (included in the student book)
- Classroom Audio Cassettes or CDs
- Reference Book
- Test Pack (midterm and final tests)

Student Book Structure

Listening and Speaking 3 contains 20 two-page units. The unit design allows for clear implementation of the principles mentioned above. Each unit has four main sections: **Vocabulary Task**, **Listening Task**, **Real World Listening**, and **Real World Speaking**. Each unit also has an introductory Warm-Up Question, and includes an **Interaction Link** and 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 students.

Warm Up

The purpose of the warm-up 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 students already know, as well as prompts them to consider what language they need to be able to express their own ideas. The Teacher’s Manual also provides ideas for how to get students involved in a more extensive discussion. The Warm Up can progress from teacher-initiated to small group discussion, depending on how much time is available.

Vocabulary Task

Get the Feel of It

This section is to be used as a warm-up activity in which students get the feel of idiomatic spoken English. In each unit, students read each of the incomplete sentences, fill in the blanks with the help of Chinese clues provided. By listening to the recorded sentences in contrast to their own answers, students acquire new colloquial expressions, preview the unit topic and generally improve their proficiency in spoken English. These activities could either be explored as individual tasks or cooperative performance. In both cases, reading, speaking, listening and writing are all integrated for a fruitful cognitive production.

In classroom situation, these activities are to be performed by the following three steps:

1. **Vocabulary Preview.** Students are first advised to go to the Vocabulary Preview section at the ending part of the book. For each unit, they could preview some new colloquial expressions to be used to complete the sentences they read. It is advisable that students make their own sentences with new words and expression at this stage.
2. **Pre-listening Task.** Students fill in the blank for each incomplete sentence, speaking aloud the sentence while writing their answers in the

space. This task serves to activate and reinforce students' existing linguistic sense. In the meantime, students' habitual inappropriateness in English language use may be exposed and foregrounded for improvement when they come to listening to the recorded sentences.

3. **Listening Task.** In this part of the task, students are required to check whether their productions are the same or similar to the recorded sentences. If their answers are too far apart from the idiomatic sentences in the recording, they will effectively acquire the new form of language use in the contrast. Thus, listening activity becomes a task-based discovery and production that facilitate the formation of appropriate speech habit. Students get the feel of appropriate language use in real situation.

At every stage of this warm-up activity, students are informed of the topic of the unit. They get to know how to express their ideas in certain situation. They are also encouraged to discuss how the topic applies to their lives. Thus, this section not only help students get the feel of appropriate use of idiomatic English, but also prepare them for the learning tasks ahead.

Listening Task

The Listening Task is a set of two linked tasks based on four short extracts. This section employs illustrations or photographs to help students predict the content prior to listening. Predicting the content helps students become active listeners. It helps them think about what they might hear, who the people are, what their relationships are, and what might happen. Students who make predictions are more likely to listen closely to see if their predictions were correct. For this reason, it is important to allow ample time for students to work with the illustrations. It doesn't matter if students guess correctly or not, the point is for them to formulate predictions and then test their predictions while they listen.

The *First Listening* focuses on understanding the gist of the input, while the *Second Listening* focuses on detail and interpretation. For each task, students are required to write down or select ideas while they listen to the extracts. This helps 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 fill in the gaps. The teacher can monitor the small group discussions to determine if any important information was missed.

Real World Listening

Based on natural recordings, this section provides a variety of lively extracts and engaging tasks. The Real World Listening section teaches listening strategies that help students predict, infer, and respond to

the ideas in the extract.

In *Predict*, 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 will be misleading, so that students will be able to notice the gaps between what they thought was going to be discussed and what was actually said. Again, it is important to emphasize to students that it doesn't matter if they guess correctly or not, the point is for them to make predictions and then to test their predictions while they listen for the first time. Students can work individually or in small groups to make predictions, and after listening to check their predictions, they can compare notes with a small group to see how close each of them was.

In *Get the Main Idea*, students are expected to respond to more detailed ideas while they listen to the extract for a second time. They will be expected to listen to the extract and respond in writing in the student book. This step directs students' attention to specific things to listen for. This section includes a variety of tasks, including filling in the chart, true or false, checking the correct information, or filling in the blanks. Because it is demanding for students to take notes while they listen, they will generally need time to reflect on their answers and make adjustments before proceeding to discuss their answers with a small group or the whole class.

Real World Speaking

This section helps students improve their oral communication skills in English. With graded task guidelines, students work in pairs or groups on the topics previously presented in the Real World Listening. The section makes students develop their speaking skills by offering them such tasks as commenting, criticizing and contradicting.

In the first task, *Find the Details*, students are required to get the important details in a brief listening activity that is relevant in content to the speaking tasks that follow. The listening task may reinforce students' ability to get the exact main ideas while listening to others in communication. Before the listening, the teacher may direct students to predict the information to be filled in the blanks in the text. This instructional strategy could be very helpful if students had been substantially informed by the listening activities in the previous sections. If students have difficulties making such prediction, they are at least made alert to the topic of the dialogues and reports of the listening material.

The next task in this section focuses on the speaking skills of students. They are required to listen again to the conversation in the Real World Listening section before expressing their views and comments on the same topic. In such an activity, listening and speaking are connected; the acquired input information is processed, reorganized in the schematic cognition of the learners. This makes it

possible, on the part of students, for the generation of meaningful ideas in appropriate language form. Students are to work in pairs, each express his/her views, commenting, contradicting, criticizing or making suggestions. In the meantime, the teacher can walk across the classroom, providing information or offering language helps wherever needed. It is advisable for the teacher to guide the student conversation so that they express freely what they really think and believe over certain issues.

This content-based speaking activity is followed by a Role Play task that is more situational than notional. As a reinforcement activity, the task requires that students play roles in a more imaginary situation, focusing more on communicative skills than thematic competence. Such an oral exchange enable students to develop ability to communicate and socialize in English in some life-like situations.

Interaction Link

The *Interaction Link* is a lively speaking activity, role play, or game directly related to the unit topic and functions. The Interaction Links are located in the back of the Student Book, and the page number of the link is provided at the end of each unit.

The *Interaction Link* offers 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 students based on the content of each unit. This will help develop students' fluency and confidence in discussing a particular topic. Both shorter and longer options for using the Interaction Link are offered in the Teacher's Manual, as well as additional extension activities.

Self-study Page

There is a Self-study Page for each unit in the back of the student book. The Self-study Page provides an additional task for the Real World Listening extract, to allow students to do close listening and review at home. The task is followed by a Bonus Question, which asks students to continue or develop the extract through interviews and writing exercises. This can be done in the classroom, or assigned as homework. The Real World Listening extract is included on the Self-study CD that is provided with the Student Book.

Self-study CD

The Self-study CD is provided in the back of the student book. It includes the Real World Listening extracts, as well as the *Language Awareness* extracts. The *Real World Listening* extracts can be used for home review, or for use with the *Self-study* Pages in the back of the book. The *Language Awareness* extracts allow the teacher to assign the Language Awareness section as homework, as an alternative to

listening during class time. This would allow students to listen as many times as necessary to be able to identify all of the missing words.

Timing

Teaching each unit in *Listening and Speaking 3* requires approximately 90 minutes of instruction. If all sections in the Student Book are used fully and if the options in the Teacher's Manual are utilized, each unit will require up to 120 minutes (2 hours) of instruction.

A typical breakdown of class time is:

Warm Up and Vocabulary Task:	10-15 minutes
Listening Task:	10-15 minutes
Real World Listening:	15-20 minutes
Real World Speaking:	15-25 minutes
Interaction Link:	20-30 minutes

Self-study : (checking student work)	10-15 minutes
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Total: **80-120 minutes**

Audio CDs and Cassettes

The number of times you present the recording for each task will depend on the level of your students. In the earlier units, students may need the additional support of listening several times. As students make progress, however, you can challenge them by presenting the recording only once while asking them to mark their answers. Ask students to think about what they DO understand, and 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 as a whole.

All material for classroom use is available in both audio CD and audiocassette formats. Teachers may choose either format.

Using the CD

Most teachers will find the CD format more convenient. CD track numbers are listed in the Teacher's Manual, and also on the CD case. Each unit has 9 tracks:

Unit track 1:	Vocabulary Task
Unit track 2:	Listening Task instructions (includes the Preparation step and the instructions for the First Listening task)
Unit track 3:	Listening Task 1
Unit track 4:	Listening Task 2
Unit track 5:	Listening Task 3
Unit track 6:	Listening Task 4
Unit track 7:	Real World Listening instructions (includes the Predict step only)
Unit track 8:	Real World Listening conversation (the main extract)

(the main extract)

Unit track 9: Real World Speaking

The CD player will automatically proceed to the next track unless the player is stopped, or the “forward track” or “previous track” buttons are pressed. If you wish to replay any conversation, you need to re-cue the individual Listening Tasks or the Real World Listening conversation. Note also that the instructions for the Listening Task’s Second Listening section and the Real World Listening’s Get the Main Idea section are not on the audio recording. (This was done to allow for continuous listening through the unit and to preserve space on the audio CD.) These instructions should be read aloud by the instructor.

Using the Cassettes

The cassette format is preferred by some teachers. If you use the cassettes, it is recommended that you note the starting point of the counter on your cassette player (individual cassette players differ). This will allow you to re-cue an extract easily when you need to replay it.

Additional Features of the Reference Book

The *Listening and Speaking* Reference Book provides step-by-step procedures for presenting each unit. Answers to the activities along with the listening tapescripts are provided for each unit. In addition, teaching tips, extension activities, and language and culture notes can be found throughout the Manual.

• Unit Overview

The Unit Overview allows you to see what the goals of the unit are at a glance. This section identifies the focus of the Vocabulary Task, the Listening Task, the Real-World Listening, and Real World Speaking sections.

• Teaching Tips

The Teaching Tips provide 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. Both novice and experienced teachers receive guidance on fully utilizing the material and on modifying the presentation to meet the needs of different classes.

• Try This

This section offers help in explaining difficult vocabulary or grammar to students, and provides ways to check that students understand the concepts being presented.

• Culture Notes

The Culture Notes provide useful information when culturally sensitive topics are presented, or when specific points of pragmatic usage emerge.

• Grammar Point and Explanation

The Reference Book explains the Grammar Point for each Real World Speaking section. This allows the teacher to give a brief explanation for students who need help with this section. The Explanation gives additional information about the Grammar Point that the teacher may want to present after students have tried to figure it out for themselves. The Explanation also provides ideas for having students extend their use of the grammar by writing about themselves.

• Interaction Link

Information about teaching the Interaction Link can be found in the back of the Reference Book. The notes provide both short and long options for each activity, as well as specific steps for optimizing the activity.

• Extension

For teachers who wish to create additional discussion activities, four situations are provided at the end of the notes for each Interaction Link. The teacher may wish to use one of these situations as the basis for an extended discussion or role play.

Four task types can be used to develop conversation activities. Teachers can adapt these task types as appropriate to the situation.

Task Type 1: Debate

Have students work in pairs or small groups to discuss the situation presented. Students can define a position and develop arguments for and against the position.

Task Type 2: Personal View

Working in pairs or small groups, students can express their own views and find similarities and differences with their partners’ views.

Task Type 3: Story

Working in pairs or small groups, students can write a story or develop a role play based on the situation.

Task Type 4: Real-Life Scenario

Students find a real-life scenario that is similar to the situation described, and explain it to the class.

Test Pack

The test pack contains two review tests, one for units 1-10, and one for units 11-20.

Extracts from the Listening Task sections are used as the basis of the test items. The Students listen to the extracts and then answer two multiple-choice questions about the content and intentions of the communication. In order to check “close listening”, dictation items, based on the Real World Listening sections, are also included.

Background ideas for Teachers

Classroom Management

There are many opportunities for students to listen, think, and interact in *Listening and Speaking*. For each task, the teacher has to make choices whether learning will be maximized by having students work individually, in pairs, in small groups, or as a whole class. In addition, the teacher also has to consider which of these ways of grouping students makes the most sense in terms of effectively monitoring students' progress and correcting misunderstandings. This can depend on factors such as class size, mix of proficiency level, and pedagogical goals.

Although this Reference Book suggests specific student groupings for each activity, teachers are encouraged to adapt these recommendations based on the instructional goals of their own class.

• Working as Individuals

Individual work is appropriate for task preparation, predicting, responding while listening, thinking through answers, or responding by writing. This allows students to maximally develop their own knowledge in preparation for a discussion to follow.

• Working in Pairs

Grouping students into pairs allows each student the maximum amount of speaking and listening time. Pairs work well when the partners are matched in abilities and are interested in each other. However, putting only two students together can sometimes lead to problems if one is far more proficient or hard-working than the other, because the more proficient student may become resentful or feel that he or she isn't learning anything from the partner. If pairs are used, it is useful to ask students to change partners frequently to minimize this problem.

• Working in Small Groups

Small groups are an ideal way for students to communicate with each other. Groups of three to five students have many advantages. Many students are more comfortable communicating with a small group of their peers than in front of a whole class. A group can accommodate students of mixed abilities very well, because the weaker students can learn from the better ones, but with sufficient students in a group, there will also be enough good ones to satisfy the strong students' needs. It is also easier for a teacher to monitor a small number of larger groups, than to monitor a large number of pairs.

Exactly how many students should be in a group depends on the goals of the task. If the goal is to maximize self-expression, a group of three may be ideal. If the goal is to compare and find the correct answers, a group of four or five may be ideal, to ensure that there are at least one or two strong students in each group. The teacher can monitor the

groups to see that at least one of students will have the correct information for each question.

With larger groups, sometimes it is better not to change their configuration often. If the same group is given multiple opportunities to work together over several class meetings, they will develop trust and rapport and knowledge of each other's strengths and weaknesses. They will also feel accountability to each other, which encourages them to prepare any homework required for the next meeting. Depending on the class, one group could work together for a single unit, or for a series of three units.

Once the teacher sees how individuals in the class work together, in the next configuration of groups, the teacher can work to balance strong and weak students, or different types of students, to make the new groups work well. There may also be times when the teacher wants to deliberately place the strong students together and the weak students together (at times when the teacher feels she wants the strong students to be rewarded and challenged by each other, and the weak students to learn to pull their own weight).

The teacher needs to monitor students while they are working in groups, in order to provide feedback either during the group interaction, or later with the whole class. If a group is struggling with something, the teacher can help them solve the problem right then. Sometimes a short explanation just for one group helps the teacher uncover what the real problem is, because it's easier to have a dialogue with students. If the teacher finds that all the groups are struggling with the same thing, she can make notes and either stop the group interaction to raise the point with the whole class, or bring it up later once the groups have finished.

Another important part of monitoring students during small group interaction is to ask questions at the right moment. A teacher can listen to a group for a few minutes, and then ask a question that will get them moving forward in a deeper or more productive fashion. The teacher can then move on to listen to the next group.

• Working as a Whole Class

Working together as a whole class is most appropriate when the teacher has something to communicate, but less appropriate when the goal is to get students to communicate. This means that whole class activities are useful when the teacher wants to introduce a topic to students, explain a difficult concept, or provide feedback based on things she has observed. They are less useful for discussions. One disadvantage of having only whole-class discussions is that usually only a few students will dominate.

The transition from small group discussions to whole-class discussions is an important aspect of classroom management. There is nothing more discouraging for many students than the teacher stopping a very stimulating small group discussion to ask for a

report, and watch the same few students dominate and everyone else stay silent. It is often better for the teacher to listen and then share with everyone some of the most interesting ideas that emerged. At this point, a stimulating whole class discussion may emerge spontaneously. If it does not develop, the teacher can then move on without asking each group for a detailed report of their discussion.

Correction of errors is another area in which whole-class discussion may not be useful. Although this is contrary to conventional practice, correction of errors in front of the whole class may not be very productive, particularly if small groups have already worked together on finding the answers. Most students report that it is boring for them if the teacher goes around the room and asks students to restate each answer for the record.

A teacher has other effective options. One is to monitor students in their small groups, and answer questions as they arise there. The teacher can also note any areas of difficulty. Only those items that were particularly difficult can then be raised with the whole class, and students will be grateful for the discussion because those are the very things they were struggling with. This procedure is much more efficient than going through each item regardless of whether it was easy or difficult for students.

Another option is to allow students to ask questions about the items they weren't sure of. This lets students identify for themselves areas of need. This type of teaching requires the teacher and students to let go of the feeling that every answer needs to be "checked." The teacher may have to talk to students explicitly about this option if it is used. In most cases, however, as students start to learn that the teacher is not going to spend time going through each answer, they become more responsible about trying to find the answers in their groups, and asking the teacher when there's something they don't understand. The teacher can allow more time for group interaction, or if the groups finish quickly, it allows the teacher more class time to spend on other interesting activities.

Sometimes when a whole class discussion has been really exciting and productive, and students are stimulated and brimming with ideas, it's a good idea NOT to end with the whole class discussion recapping what the small groups talked about. Instead, the teacher may wish to expand the discussion to allow for further exploration of the topic. The teacher may have students break into smaller groups so that students can express what they are thinking, or even have students write down their ideas. If the teacher collects and reads the writing, he will get to know what his students are thinking more clearly. It isn't necessary to grade this type of response, just to give the student credit for doing it. When a teacher provides this kind of opportunity, it allows students to maximize what they are learning.

Assessment

Evaluating students' progress is an essential part of instruction. Assessment also helps motivate most students to do their best in a class. Periodic assessment also helps you know what your students can do, and the areas that you need to work on more. It informs your teaching decisions so that you can meet the needs of your students. There are several ways you can evaluate your students' progress.

• Classroom Tasks

Give credit for all classroom tasks completed. If students listen and complete a chart in their books, they can get credit for doing that. If students interact with each other to add information to their chart, they can get credit for that interaction. This is equivalent to a participation grade, but we have found it is better to give credit for tasks accomplished rather than a more subjective teacher judgment of whether someone 'participated' or not, which can be dependent on a student's personality more than ability.

• Homework

Assign homework with the Self-study CD. Students can do the Real World Listening Cloze or the Real World Speaking tasks at home, in preparation for the next class. You can give them credit for completing the homework, and then allow them to compare and correct their answers with their classmates in a small group. You could give credit for completion of the task, or for the number of correct answers.

Students can also do expansion activities as written tasks at home. It is not necessary to correct students' writing, which can be very time-consuming and impossible with large classes. But you can give students credit for doing the writing, and the writing will help them be more prepared for a speaking activity that will follow in the class.

• Tests

The two tests provided with *Listening and Speaking 3* can aid you in assessing your students' mastery of the listening material. Scores on these tests will provide you with an objective means of checking students' progress and ability in the course.

In addition, practice dictation tests can be done periodically using the *Listening and Speaking* extracts, to check students' progress and to give them practice in close listening. This will help you identify your students' listening problems and give you a means of evaluating them.

Contents

Unit Number	Theme	Student Book Pages	Teacher's Manual Pages
1	Introductions <i>Old friends, different choices</i>	8 - 9	U1-1 - U1-4
2	Personal Information <i>Just who are you?</i>	10 - 11	U2-1 - U2-4
3	Lifestyle <i>Living with people</i>	12 - 13	U3-1 - U3-4
4	Descriptions <i>High fashion, low budget</i>	14 - 15	U4-1 - U4-4
5	Nationalities <i>So many kinds of English</i>	16 - 17	U5-1 - U5-4
6	Personality <i>Choosing a mate</i>	18 - 19	U6-1 - U6-4
7	Family <i>One big happy family</i>	20 - 21	U7-1 - U7-4
8	City Life <i>In a new culture</i>	22 - 23	U8-1 - U8-4
9	Jobs <i>High-tech gadgets</i>	24 - 25	U9-1 - U9-4
10	Daily Routine <i>Bad habits</i>	26 - 27	U10-1 - U10-4
11	Travel <i>Getting there is half the fun</i>	28 - 29	U11-1 - U11-4
12	Business <i>Real money</i>	30 - 31	U12-1 - U12-4
13	Schedules <i>Never enough free time!</i>	32 - 33	U13-1 - U13-4
14	Weather <i>Disaster!</i>	34 - 35	U14-1 - U14-4
15	Entertainment <i>Who needs advice?</i>	36 - 37	U15-1 - U15-4
16	Home <i>Fixing up the place</i>	38 - 39	U16-1 - U16-4
17	Health <i>Losing someone</i>	40 - 41	U17-1 - U17-4
18	Shopping <i>How can I help you?</i>	42 - 43	U18-1 - U18-4
19	Food <i>Putting food on the table</i>	44 - 45	U19-1 - U19-4
20	News <i>Breaking news</i>	46 - 47	U20-1 - U20-4
	Appendix: Interaction Links	48 - 72	IL1- IL12
	Self-study	73 - 93	
	Test Pack	95 - 98	T1 - T16
	Vocabulary Preview	99 - 107	

Student Book Contents

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
1	Introductions pages 8 - 9	<i>Old friends, different choices</i>	Choices about careers, family, education, travel and future dreams	Describing dreams, explaining choices, and expressing regrets	Two friends meet again after 18 years	Different Life Choices	Life Choices: Discussing and explaining about major life choices
2	Personal Information pages 10 - 11	<i>Just who are you?</i>	Talking about different aspects of oneself	Telling things about oneself that most others don't know	Two teenage boys talk about the success one of them is having	Change in Personality	Who Are You Really? Talking about unknown aspects about yourself
3	Lifestyle pages 12 - 13	<i>Living with people</i>	Describing housemates' good and bad habits and personality traits, expressing frustration	Complaining about roommates or family, expressing frustration	A young woman talks about something that happened with her landlord	Cultural and Personal Differences	Complain About... Complaining about people and situations
4	Descriptions pages 14 - 15	<i>High fashion, low budget</i>	Clothes, fashion, people's choices in fashion, and costs	Describing clothes and fashion, encouraging someone to buy something, or discouraging them	Two young women talk about shopping	Fashion and Life-View	Design a Wardrobe: Discussing and deciding on a wardrobe for a classmate or someone famous
5	Nationalities pages 16 - 17	<i>So many kinds of English</i>	Learning English, using English, different accents and dialects	Talking about pros and cons of communication involving different Englishes	A woman tells her husband about a job interview	Racial Discrimination in Employment	Which English? Debating about which English should be taught
6	Personality pages 18 - 19	<i>Choosing a mate</i>	Personal qualities, likes and dislikes related to potential partners	Describing oneself and the type of people one is looking for	A woman tells her friend about her new fiancé	Romantic Love and Practical Marriage	Matchmakers: Helping two people to get together for a blind date
7	Family pages 20 - 21	<i>One big happy family</i>	Situations and experiences related to living with family	Describing relationships and feelings about family situations	A boy and his stepbrother talk about their family situation	Problems With Big Families	Family Lies: Talking about real and fictional family members
8	City Life pages 22 - 23	<i>In a new culture</i>	Customs, traditions, and people in different cultures, adapting to a new culture	Telling about likes and dislikes of living in a new culture	Two expatriates talk about living in Japan	Cross-Cultural Problems	What's Bugging You? Interviewing someone about cultural differences
9	Jobs pages 24 - 25	<i>High-tech gadgets</i>	Describing high-tech equipment and the things it does	Persuading others to buy new equipment	Two men talk about the latest in computers	Computer Technology and Human	Future Robots: Designing ads for your own inventions
10	Daily Routine pages 26 - 27	<i>Bad habits</i>	Describing habits and talking about people who have these habits	Talking about bad habits other people have, giving advice	A doctor talks to a patient about changing her habits	Bad Habits and Their Causes	Kick the Habit: Describing bad habits and giving advice on how to quit them

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
11	Travel pages 28 - 29	<i>Getting there is half the fun</i>	Things that happen while traveling, feelings about travel experiences	Narrating events from travels	A traveler tells about an experience in Thailand	Misunderstanding and its Causes	Swapping Travel Stories: Telling and re-telling stories
12	Business pages 30 - 31	<i>Real money</i>	Investments, what happens when you invest, attitudes toward investing	Talking about the pros and cons of different investments	An infomercial for a money-making video	Money and Your Life	You May Already Have Won! Discussing what to do with a huge amount of money
13	Schedules pages 32 - 33	<i>Never enough free time!</i>	Things you like to do in your free time, obligations, feelings about free time	Talking about things one has to do and things one likes to do in one's free time	Two co-workers talk about commuting and free time	Busy Work and Country Life	Not Enough Money or Not Enough Time: Discussing how to spend limited free time
14	Weather pages 34 - 35	<i>Disaster!</i>	Disasters, the effects of disasters, and how people respond to them	Describing disasters and narrating the events around disasters	A woman describes her experience in an earthquake	Earthquake and its Forecast	Emergency Aid: Discussing what aid items to send to a disaster area
15	Entertainment pages 36 - 37	<i>Who needs advice?</i>	Types of personal problems, how to give advice	Describing personal problems, giving advice	A woman calls in to a radio talk show	Marriage Decision	Advice Column: Discussing what advice to give someone with a problem
16	Home pages 38 - 39	<i>Fixing up the place</i>	Talking about your living space and things you could buy or do to fix it up	Suggesting ways to fix up the place, agreeing or disagreeing	Two married college students talk about decorating their apartment	Fixing and Furnishing Your Place	Fixing Up the Place: Discussing how to decorate or remodel an apartment
17	Health pages 40 - 41	<i>Losing someone</i>	Talking about a loved one who has passed away, expressing grief and condolences	Giving condolences, when someone loses a loved one	An elderly man remembers his wife who passed away	Problems with Death	Who Would You Bring Back? Discussing who from history you would like to bring back to life
18	Shopping pages 42 - 43	<i>How can I help you?</i>	Things service people and salespeople say to customers	Sales and service people offering to help customers, making suggestions	A man has trouble returning a shirt	Customer and Clerk	And the Service is Great! Discussing the qualities of great service for different businesses
19	Food pages 44 - 45	<i>Putting food on the table</i>	Preparing to cook, types of food and cooking, feelings about cooking	Talking about different options for preparing or having a meal	Two college roommates talk about preparing meals	To Cook or to Eat Out?	Cook or Eat Out? Talking about what food or restaurant would be best in different situations
20	News pages 46 - 47	<i>Breaking news</i>	Descriptions of news, how news is presented, talking about the news informally	Newscasters narrating events in the news	Two college students talk about international affairs	Regional Wars and Superwars	Repercussions: Discussing the probability and the after-effects of different events

Appendix: Interaction Links 48 - 72
Self-study pages 73 - 93
Test Pack 95 - 98
Vocabulary Preview 99 - 107

Old friends, different choices

Different people make different choices in their lives. What will you choose in the future?

Vocabulary Task

Get the Feel of It

Complete each sentence with the help of the Chinese clue in the brackets. When you finish, listen and compare your answers with the recording.

- A It's been 10 years since I saw you last. (我上次见到你)
I was able to travel and _____. (长见识, 见世面)
And I never got stuck _____. (当个家庭妇女)
- B Things are going _____. (近来我过得很开心)
I finally settled down and _____. (找到一份实在的工作)
Now I work 9 to 5 _____. (在邻里的一家商店里)
- C Life has sure treated _____. (对我很好)
I put myself _____. (自己付学费上大学)
I was able to work _____. (在一家公司里步步升迁)
And then I started _____. (我自己的公司; 自己干)

Now listen and compare your answers.

Which of these life choices appeal to you? Have you ever run into someone after not seeing them for a long time? What did you talk about?

Listening Task

1 Pre-listening Activity

Look at the pictures. Where are these people meeting?



2 Listening Activity

Now listen to the dialogues carefully.

1) First Listening

What did each person do with their life?

1. _____ 2. _____ 3. _____ 4. _____

2) Second Listening

Listen again. How do they feel about their decisions?

1.

- ☐ He disliked living abroad.
☐ He missed his home.

2.

- ☐ She feels she's still young enough to be a model.
☐ She hopes her daughter will become a model.

3.

- ☐ He loves his family.
☐ He wants a better job.

4.

- ☐ She's proud of her new job.
☐ She wishes she had gone to college.

Unit 1 *Old friends, different choices*

Student Book:

Main Activities pages 8-9 Interaction Link: page 49

Audio: CD 1 tracks

Vocabulary Task	CD track # 01
Listening Task	
Instruction	CD track # 02
Listening Task 1	CD track # 03
Listening Task 2	CD track # 04
Listening Task 3	CD track # 05
Listening Task 4	CD track # 06

Real World Listening	
Instruction	CD track # 07
Real World Listening	
Conversation	CD track # 08
Real World Speaking	CD track # 09

UNIT OVERVIEW

In this unit students listen to extracts about making life choices. Students have an opportunity to talk about their futures, choices they made in the past, and how they feel about those choices.

Vocabulary Focus:

Students will be exposed to vocabulary related to meeting old friends and choices they have made in their lives. This vocabulary is useful for talking about:

careers
family
travel
education
dreams and realities
choices people make
being pleased with or having regrets about choices

Listening Task Focus:

Where are they meeting?
What did each person do with their life?
How do they feel about their decisions?

Real World Listening Focus:

Students will

- listen to a conversation in which two friends meet for the first time in many years.
- infer from the passage whether the speakers have any regrets about the choices they have made.

Real World Speaking Focus:

Comment and Debate:
different life choices

Concept Check:

Life choices – is it ever too late?

Warm Up

★ Teaching Tip

The beginning of a new semester or new class is a good time to start building rapport, both between the teacher and students and among students themselves. One way to do this is with a memory game. Students introduce themselves, say what name they would like to be called, and tell a dream they have for the future. Example, "My name is Miguel Santos. Please call me Miguel. My dream is to be a writer someday." After the first student finishes, the next student summarizes what the first student said, "Miguel wants to be a writer," then adds his/her own information. The third student summarizes for the first and second and then adds his/her own information. Each time, students summarize the information for all previous students and then add their own. Lastly, the teacher summarizes the information for all students. In this way, it's easy to remember everyone's names, and to associate their dreams with their names.


1. Ask students to name some careers. T: *What are some popular jobs or careers?* List careers on the board as students say them. T: *Do you want a career? Which one? Can you pick just one? Do you think you will have one or more than one job in your life?*
2. Take a quick survey of the class to find out how students feel about the subject. T: *Who thinks they will have just one job in their life? Who thinks they will have more than one job?*
3. Introduce the unit and read the introduction aloud. T: *Today's unit is called "Old friends, different choices."*

Let's read the introduction together. "Different people make different choices in their lives. What will you choose in the future?"

4. Put students into groups and ask them to describe one of their dreams or plans for the future. If you did the memory game in the Teacher Tip above, students can expand on the dreams they mentioned there. T: *In your groups, talk about one of your dreams or plans for the future.*

■ Vocabulary Task

Get the Feel of It

1. Have students go to the "Vocabulary Preview" on page 99 to study the new expressions under this subtitle. The descriptions will help you get the exact meaning.
2. Instruct students to complete the sentences with the Chinese clues provided. T: *Look at each group of unfinished sentences marked A, B and C. Read each of them aloud while trying to complete the sentences with the help of the Chinese clues given in the brackets. Let's look at the first one together. The incomplete sentence "It's been 10 years since" is followed by the Chinese clue that reads: "我上次见到你". You are supposed, then, to write and say "I saw you last." Now do the rest of them on your own. When you finish, we will listen to the recording together and compare your answers with the recorded sentences.*
3. Allow students a few minutes to finish. T: *Now we're going to listen to the sentences. Check your answers as you hear each sentence.*
4.  Play the audio. (CD #1, track 01)
5. Elicit answers from students. T: (name) *Please read the*