

STACY A. HAGEN

STEVEN BROWN SERIES EDITOR

# JOURNEYS

LISTENING AND SPEAKING

2

通达英语

听说教程

第二册

学生用书

Student's Edition

 上海外语教育出版社  
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## **From the Series Editor**

*Journeys* is a twelve-book, three-level, skills-based series for EFL/ESL learners. The books can be used from beginning level through intermediate level. They parallel the first three levels of basal series, and can be used as supplements to series or as stand-alone skills texts. A unique feature of *Journeys* is that the books can be used to construct a curriculum in those cases where student skills are at different levels. That is, in those classes where reading ability is at a higher level than speaking ability, the teacher is free to choose texts at appropriate levels. Each book can be used separately.

*Journeys* can be used with high-school-aged students and up.

*Journeys* takes three notions very seriously:

1. Beginning level students have brains and hearts. They live in an interesting world that they are interested in.
2. Learning needs to be recycled. Rather than work on the same skill or topic across all four books during the same week, topics and language are recycled across the books to keep what students have learned active. Teachers who want to can teach the books out of order because the syllabus of each book progresses slowly.
3. It is possible for beginning level students to work with sophisticated content, yet complete simple tasks. In general, students can understand a much higher level of language than they can produce. By grading tasks, that is, keeping them simple at a beginning level, the linguistic demands made of the students are kept relatively low, but the content of the exercises remains interesting to adult learners.

**Steven Brown**

Youngstown State University

## **Acknowledgements**

This book is dedicated, with love, to Andy Paterson for the journeys we've had and those yet to come.

The making of this book was indeed a collaborative effort. I would like to express my gratitude to the following people:

- Nancy Baxer, whose vision for this series kept me inspired through the many twists and turns of this rewarding journey;
- Steve Brown, whose extraordinary patience and calm served as a guide from start to finish;
- Guy de Villiers, whose creative energies mark every page;
- Irene Yeow and all the staff at Prentice Hall Asia, whose talent and expertise is reflected throughout.

*Stacy Hagen*

## **Photo Credits**

Tangs: p. 24 department store

*Holy Cow! 250,000 Graphics* by Macmillan Digital Publishing USA: p. 27 New York cityscape;  
p. 91 tent

IMSI's Master Photos Collection, 1895 Francisco Blvd. East, San Rafael, CA 94901-5506, USA:  
P. 65 hamburger

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**Listen and repeat.**

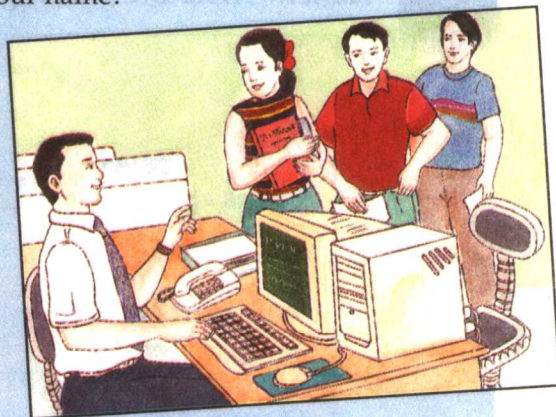
What's your name?	Gina Taylor.
How do you spell that?	G-I-N-A T-A-Y-L-O-R.
What's your ID number?	212-4804.
Middle initial?	J.
Birthday?	8/23/1972.
Could you repeat that, please?	Sure. It's 8/23/1972.

## CONVERSATIONS



**Listen and practice.**

- A. Secretary:** Hi, there. Have a seat. What's your name?  
**Gladys:** Gladys. Gladys Soto.  
**Secretary:** How do you spell that?  
**Gladys:** G-L-A-D-Y-S S-O-T-O.  
**Secretary:** And what's your ID number?  
**Gladys:** It's 76-432-55.  
**Secretary:** I'm sorry. Could you please repeat that?  
**Gladys:** Sure, it's 76-432-55.  
**Secretary:** And which class are you registering for?  
**Gladys:** S/L 2. Is it full?  
**Secretary:** Not yet. You're in luck.



- B. Clerk:** I just need a little information. Name?  
**Jack:** Martin.  
**Clerk:** Is that your first or last name?  
**Jack:** Sorry, it's my last. My first name is Jack.  
**Clerk:** Middle initial?  
**Jack:** R.  
**Clerk:** Birthday?  
**Jack:** 4/12/1962.  
**Clerk:** That's the same birthday as my sister!

## PRACTICE



**Practice Conversations A and B with a classmate. Use information about yourself.**

## LISTEN



A. Listen. Circle the letters you hear.

- |      |   |       |   |
|------|---|-------|---|
| 1. b | v | 6. f  | v |
| 2. i | e | 7. u  | w |
| 3. g | j | 8. l  | r |
| 4. z | c | 9. a  | h |
| 5. e | i | 10. t | d |

B. Listen. Circle the numbers you hear.

- |             |          |
|-------------|----------|
| 1. 923-1492 | 923-4092 |
| 2. 6401     | 7401     |
| 3. 767-0011 | 676-0101 |
| 4. 855-8549 | 855-9549 |
| 5. 1126     | 1036     |

## LISTEN AND UNDERSTAND



Listen. Write the missing words or numbers.

1.

Jun,  
 Sarah \_\_\_\_\_  
 called.  
 Her number is  
 \_\_\_\_\_  
 Please call her.

2.

To: Mr./Mrs./Miss Janus  
 Date: October 3

**WHILE YOU WERE OUT**

From: Mr./Mrs./Miss \_\_\_\_\_

Phone: \_\_\_\_\_

Message: Call as soon as  
possible.

3.

**Burlington School**

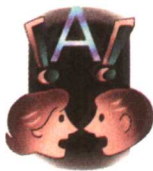
Last name \_\_\_\_\_

First name \_\_\_\_\_

Middle name \_\_\_\_\_

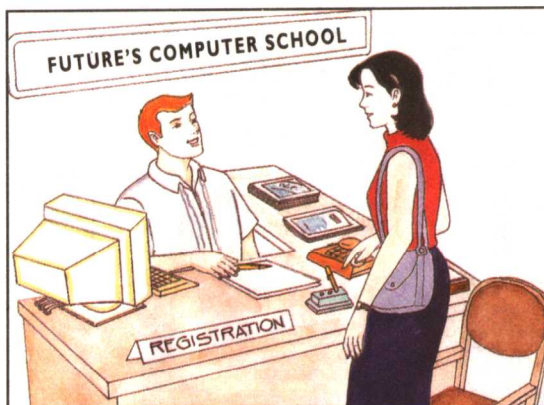
Student ID no. \_\_\_\_\_



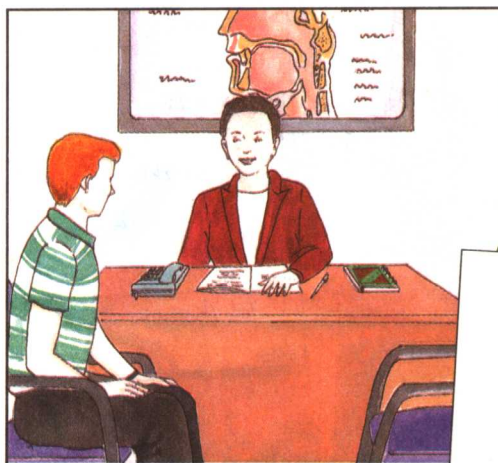


## PAIRWORK STUDENT A

You are registering for a computer course at Future's Computer School. Student B works at the front desk. Answer Student B's questions.



Now ask Student B questions. You work at the front desk of a health clinic. Student B has come for a checkup. Ask Student B for information and fill out the form.



### Example questions:

What company do you work for?  
What's your work number?  
What's your address?  
Could you repeat that, please?  
How do you spell that?  
I'm sorry. Can you say it again?

 **Patterson  
Medical  
Group**

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel. (home) \_\_\_\_\_

Company \_\_\_\_\_

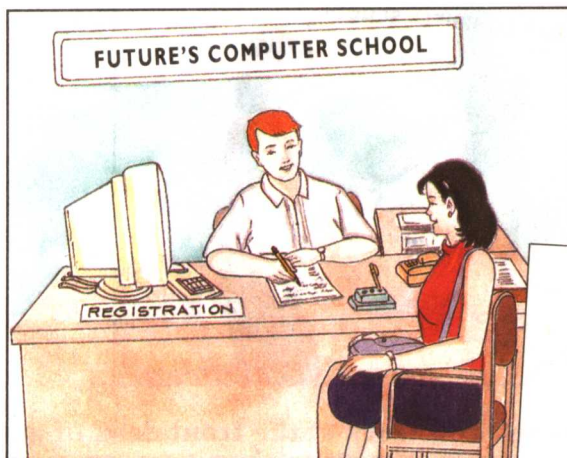
Job title \_\_\_\_\_

Tel. (work) \_\_\_\_\_



## PAIRWORK STUDENT B

You work at the front desk of Future's Computer School. Student A wants to register for a course. Ask Student A for information and fill out the form.



### Example questions:

What company do you work for?  
 What's your work number?  
 What's your address?  
 Could you repeat that, please?  
 How do you spell that?  
 I'm sorry. Can you say it again?

**FUTURE'S  
COMPUTER  
SCHOOL**

Name \_\_\_\_\_

Company \_\_\_\_\_

Job title \_\_\_\_\_

Tel. (work) \_\_\_\_\_

Address \_\_\_\_\_

Tel. (home) \_\_\_\_\_

Now you are at a health clinic for a checkup. Student A works at the front desk. Answer Student A's questions.



## PRONUNCIATION



- A. When you spell your name to someone, you need to put the letters in groups of two, three, or four. That way, people have time to understand the letters or to write them.

Example: Richardson RICH-ARD-SON

You should also pause after each syllable (each part of the word that contains a vowel sound). For example, the name Soto is SO-TO. It is helpful if you repeat your name once or twice slowly. Listen to these examples:

Juarez JUA-REZ  
Saeed SA-EED

Yukari YU-KA-RI  
Hodgkinson HODG-KIN-SON



- B. Where do the pauses go in the spelling of these names?

Example: PE/TER CUS/TER

1. KIMIO TANAKA
2. MICHAEL CIMINO
3. HILDA FERRER
4. JAMAL THOMPSON

Now practice spelling these names. Remember to pause after each syllable. Practice saying the names with a classmate.



- C. When saying your telephone number, your voice goes up on the third number. You also need to pause. If there is a country or an area or city code, your voice goes up on the code numbers and then you pause. Your voice goes down on the last number in the end group. Listen to these examples:

735-4024

44 (212) 988-6100



- D. How do you say these numbers? Draw lines to show where your voice goes up.

Example: 626-4320

1. 938-8557
2. 001 44 352-4611
3. (941) 722-4703
4. 572 88-9740

Now practice saying these numbers with a classmate.

- E. Work with a classmate. Spell your first and last names to him or her. Remember to break your name into syllables. Tell your classmate your phone number. Remember to make your voice go up and down.



## CHALLENGE

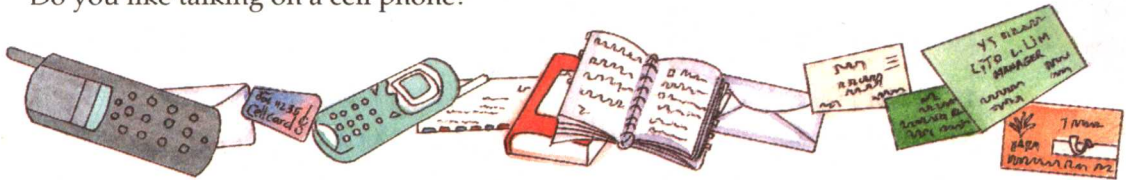
Interview your classmates and collect as many answers as you can. Write each person's first name and a detail.

Example:

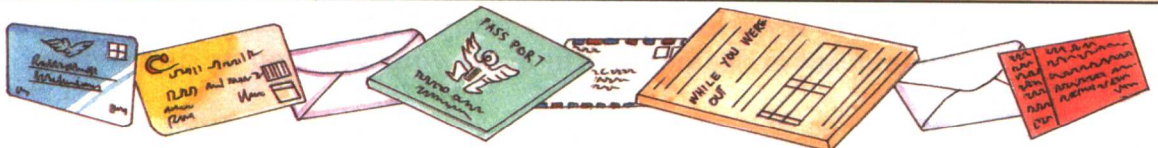
Find someone who ...	NAME	DETAIL
has an <i>m</i> in his or her last name.	<i>Hwa-Jeong</i>	<i>Lim</i>
doesn't like to talk on the phone.	<i>Mei Ling</i>	<i>hates it</i>

Example questions:

Excuse me. How do you spell your last name?  
Do you like talking on a cell phone?



Find someone who ...	NAME	DETAIL
1. has an <i>i</i> in his or her last name.		
2. has a 0 in his or her phone number.		
3. has two of the same letters in his or her last name.		
4. has a phone number with three numbers that are the same.		
5. has fewer than four letters in his or her last name.		
6. has made a phone call to another country this month.		
7. has an <i>s</i> in his or her first name.		
8. has a first name that is the same length as his or her phone number.		
9. has a telephone in his or her bedroom.		
10. talks on a cellular phone often.		





**Listen and repeat.**

What does he look like?

He has brown hair and blue eyes.

How tall is he?

He's quite tall.

What's he like?

He's really funny.

## CONVERSATION



**Listen and practice.**

**Jody:** Hi, Tina. How was your date with Paul?

**Tina:** Oh, it was good, thanks.

**Jody:** What's he like?

**Tina:** Well, at first I thought he was a little serious, but he's actually really funny.

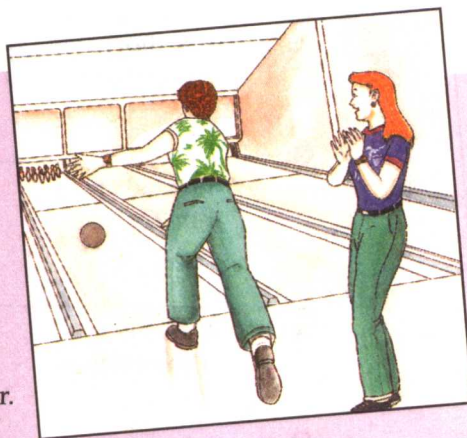
**Jody:** Yeah? Where did you guys go?

**Tina:** First we had dinner and then we went bowling. We had a great time.

**Jody:** Sounds good! So what does he look like?

**Tina:** He's quite tall, and he has curly brown hair. And he's got beautiful blue eyes!

**Jody:** Wow! When can I meet this guy?



## PRACTICE



**Circle all the words that describe you. Tell your classmate about yourself.**

Hair	Eyes	Height and weight	Personality	Other
straight	brown	short	shy	(have a) beard
black	blue	thin/slender	friendly	(have a) mustache
wavy	green	average weight and height	serious	(be) bald
brown	gray		sweet	(wear) glasses
curly			quiet	
blond			outgoing	
long			funny	
red			talkative	
short				
gray				

## LISTEN



Listen. Underline the correct answers to the questions you hear.

1. Q: \_\_\_\_\_?  
A: a. She's tall and thin.  
b. She's quiet and serious.
2. Q: \_\_\_\_\_?  
A: a. It's brown.  
b. They're green.
3. Q: \_\_\_\_\_?  
A: a. I'm short and a little heavy, and I wear glasses.  
b. I'm outgoing and pretty friendly.
4. Q: \_\_\_\_\_?  
A: a. I'm 180 cm.  
b. I'm 27.
5. Q: \_\_\_\_\_?  
A: a. I'm bald.  
b. They're blue.
6. Q: \_\_\_\_\_?  
A: a. I look like my mother.  
b. I'm like my father.
7. Q: \_\_\_\_\_?  
A: a. I don't know.  
b. That's a very personal question!
8. Q: \_\_\_\_\_?  
A: a. I'm like my father. He's shy and quiet, too.  
b. I look like my father. He has curly hair, too.

## LISTEN AND UNDERSTAND



Listen again and write the questions. Then listen and check your answers.