

LEARNING TO LISTEN



*Making sense of
spoken English*

巩固篇

乐聆英语听力

Teacher's Guide

Lin Lougheed (美) 编著

教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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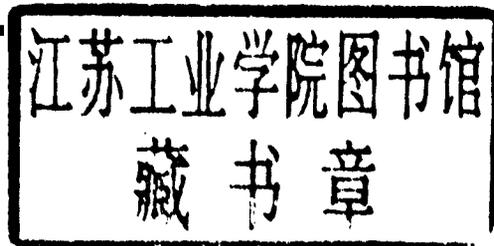
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教材简介

总体介绍和难度分布

《乐聆英语听力》专门为低起点的英语学习者设计，旨在帮助初学者提高听力水平，熟悉日常社交场景中的对话，具备日常英语交流能力。

全套书分基础篇、巩固篇和提高篇。各册的难度分布如下：

- 基础篇：针对英语初学者，词汇量在1000词左右。适合初中学生和同等英语水平的成人使用；
- 巩固篇：针对英语中级偏下水平的学习者，词汇量在1800词左右。适合高中学生和同等英语水平成人使用；
- 提高篇：针对英语中级水平的学习者，词汇量在2500词左右。适合高中以上英语水平的成人使用。

编写理念

影响听力的主要障碍包括词汇、语感和文化背景知识。因此，熟悉各个社交场景中的对话，掌握所涉及的词汇和文化背景知识，了解英语口语的语音语调，是排除听力障碍，快速提高听力水平的必经之路。《乐聆英语听力》就是依据这一理念编写而成的。

编写特点

- 语言材料丰富：涉及各类日常社交场景，每个场景设计多个对话；
- 语言风格诙谐：对话中的人物语言富于个性，使听力训练变得趣味横生；
- 兼顾课堂自学：听力训练过程中穿插文化点滴和语言点滴，为学生即时答疑解惑；
- 突出重点难点：对于英语听力中常见的语音障碍进行重点讲解和练习；
- 及时评估回顾：针对各课内容，设计每课一测；书后词汇表方便复习和查询。

教材组成

本套书包括学生用书和教师用书，配有CD和录音带，以满足学习者的不同需求。

课时安排

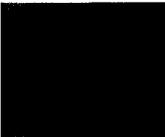
每个级别包括16个单元，每个单元安排2学时，每册书的课时安排为32到40学时。教师可以根据实

际课时安排进行调整。教师用书提供了一些可供选择的活 动，教师可以适当增加内容，延长课时。另外，每册书中的各个单元可以根据需要灵活调整顺序和删减内容。

我们希望《乐聆英语听力》能帮助您在提高英语听力方面跨出重要的一步，更重要的是，能让您感受到融入英语世界的乐趣。

外语教学与研究出版社

2006年3月



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Introduction

This course will teach students how to listen to spoken English, how to understand it, and how to make sense of what they hear. They will learn to listen to conversations, messages, radio broadcasts, and other forms of real English. They will learn to listen for details and to listen for the general idea.

With this course your students will learn what real English speakers say in everyday situations. They will learn about the influences of a speaker's age, income, and education on the words she / he uses.

Components in the Series

Each of the three levels in the series comprises a **Student's Book**, a **Teacher's Guide**, and a set of CDs / cassettes. Adults and young adults at different levels may find the following books most appropriate.

Book 1	High beginner – Low intermediate
	TOEIC 250 – 450
	TOEFL 350 – 430
Book 2	Low intermediate – Intermediate
	TOEIC 350 – 600
	TOEFL 390 – 490
Book 3	Intermediate – High intermediate
	TOEIC 400 – 700
	TOEFL 410 – 530

Approach and Methodology

This course is based on the following pedagogical concepts:

1. The dialogs reflect the everyday language that people speak.

The language used in the activities reflects language that would actually be used by various speakers – young or mature – and also reflects the different moods people have.

This course has more than short conversations between two people. There are extended talks, recorded messages, radio ads, and public announcements. The goal of the series is to expose the student to the many varieties and many delivery methods of

language used by native speakers.

2. The context must be relevant.
The language is American English, but the themes are universal. By listening to subjects of interest, the students will be able to bring their own personal experiences to the listening task. This will help them understand better.
3. Function is as important as form.
It is important to understand the purpose of the communication. Students tend to focus on the words and grammar. They need to learn that to understand spoken English they have to know more than just words and grammar. They have to listen for stress, intonation patterns, and make assumptions about the context.

We do not ignore the form of the language. Many activities focus the student's attention on word-level activities. As in real life conversations, many of the conversations contain utterances that are not complete sentences. We help the student to fill in the gaps so she / he knows the intent of the speaker. The activities are designed to show the student how real English is spoken.

4. Students learn and hear differently.
When a non-native speaker of English hears English, she / he hears it through the filter of her / his native language. This means more than just the rhythm of the language. How information is relayed varies from culture to culture. Communication is largely rituals and if the rituals are not followed there may be communication breakdown. For example, if I start a conversation with *Where were you last night?* you may not be ready to give an answer, especially if you were expecting to hear *Hello, how are you?* You are all ready for the ritual, but the other speaker is not playing the same game.

The conversations and activities in this course will train students to be ready to anticipate the differences in communication rituals.

5. Students must be actively involved in the learning process. It is always easier to understand when there is a context. To this end we provide a variety of activities for the students. Students will discuss pictures, identify vocabulary, complete charts, sequence information, and perform similar tasks. They will take charge of the vocabulary in the chapter so that when they hear the conversations they are prepared to understand, evaluate, and respond.

Student's Book Organization

There are sixteen units in the **Student's Book**. There is a review section after every four units. You do not need to follow the units in a

chronological order. The book is designed to allow teachers to create their own syllabus and meet their own needs by jumping around the book. Even the review units could stand alone; but if you do a review unit without having done the previous four units, you may have to help the students with the specific contexts and vocabulary that they might have missed from the previous four units.

Teacher's Guide Organization

The **Teacher's Guide** contains procedural notes and answers for all the units of the **Student's Book**. The chart below explains how each unit of the guide is organized.

Unit format

Topic Skills Sources Cultural context	Each unit in the Teacher's Guide opens with the topics that will be discussed, the skills that are being taught, and the sources of audio used. There is also an explanation of the cultural context of the chapter.
Vocabulary and common expressions Warm-up questions Language notes	New vocabulary and common expressions that are used in the units are listed at the beginning of each activity. Words and phrases that need explanation will be discussed in Language notes. Warm-up questions focus on the students' personal experiences and on the artwork or chart used.
Procedures Answers	A method will be suggested to teach the lesson, and answers will be provided for all activities.
Additional comprehension questions Extra activities	Additional comprehension questions and Extra activities are available for more practice. Use them if you have time to fill or you require activities aimed at a higher or lower level.
Making it personal	This section at the end of each unit in the Teacher's Guide section contains suggestions for personalizing the lesson. Activities such as role play, debates, discussions, and ways to adapt these activities to meet the needs of students with different learning styles are included.

Teaching Suggestions

As the listening teacher you are the information manager. You will set up the situations so that learning is more efficient and effective. Students are not expected to understand everything the first time they hear it. Repeated listening gives the students the opportunity to hear the words and focus on the meaning implied by the form, style, stress, and intonation of the conversations. Below are general suggestions for teaching each activity. Specific suggestions follow in the discussions of each unit.

What's going on?

The opening of every unit is the warm-up. It contains artwork that establishes the context for the unit. The vocabulary that is used in the unit is introduced here. This is not a listening activity. The purpose of this activity is to get the students ready to listen, understand, and interpret.

Suggested presentation

1. Analyze the picture.

Before the students complete the activity, have them analyze the picture. Ask them a few questions to get them started.

Beginner level:

Are there women / men in the picture?

Are they sitting down / eating / etc?

Intermediate level:

How many women / men do you see in the picture?

What are they doing?

High intermediate level:

Describe what you see in the picture.

How many items in the picture can you name?

Put these words in a sentence.

2. After the students have thought about the picture, have them complete the activity. When they have finished the activity, have them compare their answers with their neighbors. Finally, go over the activity with the class as a whole.

Listening activities

Activities 2 through 6 are listening activities. These activities require the students to check

boxes, fill in the blanks, sequence pictures and text, and do other listening tasks.

Some of the activities require students to listen again. Usually the first listening is for a general idea, the second listening for a specific detail. The important thing is for the students to try to get the information the first time around. Listening two, three, and even more times will just help them internalize the patterns, intonations, and meaning of the conversations.

There is a standard presentation format that is appropriate for these activities. If there are variations, the options will be presented in the procedural notes of each unit.

Suggested presentation

1. Ask questions about the artwork or other stimulus on the page. Start with *yes / no* questions and expand to *wh-* questions.
2. Look at the tapescript to see if any words or grammar might be unfamiliar to the students. Discuss these potential problems.
3. Play the relevant portion of the CD / cassette.
4. Have students perform the task.
5. Continue playing the CD / cassette, stopping to allow the students to perform the task.
6. Play the activity through a second time to allow students to check their answers.
7. Have the students compare answers with their neighbors and then discuss the activity with the class. If you play the CD / cassette again after the discussion, less proficient students will understand better.

Train your ear

This activity is designed to help students develop listening skills that will help them analyze sound patterns and discriminate between grammatical elements. These are the micro activities where focus is put on one discrete element in the spoken statement. These *Train your ear* activities complement the macro elements where focus is on meaning and interpretation.

Test yourself

Test yourself is the unit review. Here the vocabulary and grammar structures taught in the unit are recycled. In *Test yourself* they are presented in a new format. Although the context is the same, the individual items are

written like those items found on the TOEFL, TOEIC, or Bridge TOEIC exams. *Test yourself* gives the students extra practice with the listening tasks learned in the unit as well as practice with the types of items they will encounter on these standardized exams.

Standard Presentation Option A

1. Do not discuss the photos, vocabulary, or provide any listening support. Let the students listen to the entire activity and complete the tasks as they are presented. This will simulate a testing situation.
2. When they complete the tasks the students can compare their answers with their neighbors.
3. Play the CD / cassette one more time so the students can correct their own work.

Standard Presentation Option B

You can follow the presentation format for the general listening Activities 2 – 6. You can discuss the pictures, the vocabulary, etc. You can make Activity 7 another opportunity to learn rather than to test.

Your turn

This is the student's opportunity to apply the context of the unit to her / his own life. This activity can be omitted if there is not enough time. There are Extra activities noted in the **Teacher's Guide** for each unit.

Teaching Techniques

You want your students to use English, but you also need order and discipline. The class must be quiet and ready to listen.

Hearing issues

The students must also be able to hear the source of the audio. Some students have hearing difficulties. Many hearing problems are compounded when words and cultural contexts are unfamiliar. Many students may not even be aware that they can't hear correctly, they just think they don't understand. It is important to place the audio speakers to give all students an equal chance to hear the CD / cassette.

If you have several cassette recorders or CD players, give them to small groups. Assign one student as the group leader and put him or her in

charge of starting and stopping the CD / cassette.

Learning styles

Some students are not aural learners. They are visual learners. They need to write the words or see them written before they can learn them. You will find Extra activities to help you meet these needs.

Listening practice

Listening is an individual activity, but the context for listening is not. There is always a source. For example, the television, a movie, etc. So while the actual listening takes place in one's own head, the preparation to listen and the confirmation of what the listener actually heard is a group affair.

Pair / Small group practice

Have your students work with students seated close to them. These pairs and small groups will be involved in pre-listening activities and in verifying the tasks. You will not be able to check every student's answers for every exercise. Give them the responsibility to measure their own listening performance.

Large groups

When you have a large group of students, walk constantly amongst the students (if the layout of the room permits). The students' concentration on a task will increase whenever you come near them.

It would be ideal if the students would use English when they speak in pairs and small groups, but don't be discouraged if this doesn't happen. As this is a listening class (not a speaking class), give the students the freedom to verify their answers in their native language. You can remind them that speaking English will help them build their listening skills as well.

In large classes there are often some students who are less proficient than the others are. Dictation activities can help you deal with mixed levels. You can use the conversations and announcements found in the tapescripts in the **Student's Book**. The dictations can be made more interesting by letting the more proficient students dictate the lesson. Two students can perform a dialog and the students at their desks can write it out. They, in turn, can then perform it in pairs or in small groups.

1 Born Lucky

Topic

Describing personalities and personality traits
Talking about your friends

Skills

Identifying characteristics and habits
Identifying an opinion
Distinguishing between different sentence intonations

Sources

Conversations with friends

Cultural context

The Chinese Zodiac is based on a twelve-year cycle. Each year in the cycle is represented by an animal, which is called a sign. To identify in which year in the cycle you were born, you can say, *I was born under the sign of the Rat.*, or whichever is the appropriate sign. Some people believe one's characteristics is related to the year in which they were born. Although the Zodiac has twelve signs, for reasons of space only six are dealt with in this unit. Other signs are given in the Review section.

1 What's going on?

Vocabulary and common expressions

sign	selfish	Pig
character	friendly	Rat
creative	positive	
romantic	Sheep	
intelligent	Monkey	
practical	Rooster	
successful	Dog	
generous		

Warm-up questions

About the class

Are you creative?

Are you romantic?

Do you want to be successful?

Are you a true friend?

Are you practical?

When were you born?

About the picture

What animal is this?

When was she / he born?

Is he creative?

Does he like to talk?

Is she intelligent?

Which person is generous?

Which person wants to be successful?

Procedures

Make sure the students can identify all the zodiac signs (*Sheep, Monkey, Rooster, etc.*) and understand the words listed under *character* (*creative, romantic, intelligent, practical, etc.*). You can use the warm-up questions to do this. Have the students work in pairs to complete the chart with the correct year and sign for each person. Have the students take turns reading their answers out loud to the class.

Answers

Charles – 1979 – Sheep

Sandra – 1984 – Rat

Tom – 1981 – Rooster

Mark – 1982 – Dog

Dale – 1980 – Monkey

Lee Ann – 1983 – Pig

2 What's your character?

Source

Sentences about zodiac signs

Vocabulary and common expressions

born under this sign

Warm-up questions

About the class

What sign were you born under?

About the picture

Are people born under the sign of the Dog intelligent?

Are people born under the sign of the Sheep romantic?

What sign was Lee Ann born under?

What sign was Tom born under?

What sign was Charles born under?

Procedures

Tell the students that they will have to look at the chart in Activity 1 while they listen to the CD / cassette. Tell them to listen to hear words that describe characteristics, to find those words on the chart, and to see which sign the characteristics belong with. Have the students work individually. Play each sentence on the CD / cassette twice, stopping each time to let the students choose their answers. Go over the answers with the class.

Answers

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

3 What's your sign?

Source

Conversations with friends

Vocabulary and common expressions

honest

to have something in common

I beg your pardon?

You wish.

Language notes

People can be identified by the sign they were born under. If we say, *Lee Ann's a Pig.* or *Pigs are positive.*, we aren't talking about animals but about people born under the sign of the Pig.

You wish. is a sarcastic response to someone who expresses a desire for something we believe to be impossible.

Warm-up questions

About the class

What are the characteristics of someone born in the year of the _____?

Who was born in the year of the _____?

Procedures

Tell the students they will hear some friends talking about when they were born and their zodiac signs and characteristics. They will listen first to hear the zodiac sign mentioned in each conversation. Have the students work alone.

Play the CD / cassette, stopping after each sentence to let the students circle their answers. Play the CD / cassette again, stopping after each sentence to let the students write the year they hear. Finally, play the CD / cassette through one more time to let the students make corrections. Go over the answers with the class.

Answers

- | | |
|-------------|---------------|
| 1. Rat 1972 | 3. Sheep 1979 |
| 2. Pig 1971 | 4. Dog 1970 |

Extra activity

Year dictation. Dictate the following years for the students to write in their notebooks.

1979	1985	1989	1987
1997	1972	1998	1978
1995	2002	1977	

You can add to or change the list if you wish. Say each year only one time. Then write the years on the board and have the students exchange papers to correct.

4 Do you think I'm smart?

Source

Conversations with friends

Vocabulary and common expressions

affectionate

funny

trait

Don't be silly.

Warm-up questions

About the class

Are you romantic / funny / generous / intelligent?
What do romantic / generous / intelligent / funny people like to do?

About the picture

What are they doing?
Where are they?

Procedures

Have the students work in pairs. Tell them they will listen to match each conversation with the correct picture. Play the CD / cassette, stopping after each conversation to let the students choose their answers. Play the conversations twice if necessary. Go over the answers with the class. Show the students the list of character traits under the pictures (*Generous, Romantic, Intelligent, Funny*). Tell them they will listen again to match each word with the correct picture. Proceed as in the first part of the activity.

A n s w e r s

- a. 3, generous
 - b. 4, intelligent
 - c. 1, funny
 - d. 2, romantic
-

Extra activity

Writing about a picture. Start with picture *a*, the generous person lending money to a friend. With the class, write some sentences about things this person likes to do. For example:
She likes to lend money.
She likes to share things.
She likes to help her friends.
Then, have the students work in pairs. Each pair chooses one of the remaining three pictures and writes four sentences about the person in the picture and the things she / he likes to do. They should be things that illustrate the character trait (romantic, intelligent, or funny). Have them read their sentences out loud to the class.

5 Train your ear

Source

Conversations with friends

Vocabulary and common expressions

Review the following vocabulary:

creative	intelligent
funny	honest
fun	friendly
generous	romantic

Language notes

We often use rising or question intonation to express doubt or disbelief.

Warm-up questions

About the class

Are you a Rat / Monkey?

Are you a Dog / Sheep?

Is (name of classmate) a (Sheep, Dog, Monkey, etc.)?

Procedures

Read the explanation with the students. Play the examples on the CD / cassette several times. Have the students repeat the examples to practice using falling and rising intonation. Play the first conversation and let the students write their answers (a period or a question mark). Ask the students for a show of hands: *How many wrote a period? How many wrote a question mark?* If more than a few students answered incorrectly, play the conversation again, telling the students they can change their answer if they want. Explain the correct answer. Continue with the rest of the conversations.

A n s w e r s

- 1. Mark's a Sheep?
 - 2. Dale's a Monkey.
 - 3. Hiro is honest and generous.
 - 4. She's generous?
 - 5. Sandra was born in 1984.
 - 6. He's friendly and romantic.
-

Extra activity

Have the students work in small groups to practice using falling and rising intonation. Each student says a statement about the year she / he was born or the sign she / he was born under, using falling intonation. It can be a true or a false statement. The other students in the group respond by repeating the statement with rising intonation to express doubt. For example:

Student 1: *I was born in 1984.*

Group: *You were born in 1984?*

Student 1: *Yes, I was.*

Student 2: *I was born under the sign of the Pig.*

Group: *You were born under the sign of the Pig?*

Student 2: *No, I wasn't. I was born under the sign of the Dog.*

6 Opposites attract

Source

Conversations with friends

Vocabulary and common expressions

noisy outgoing

shy jealous

alike lazy

negative

Two peas in a pod.

Push yourself.

Language notes

The expression *just like two peas in a pod* means two people are very similar or identical.

Push yourself means to make an extra effort.

Warm-up questions

About the class

Are you outgoing or shy?

Are you generous or selfish?

Are you quiet or noisy?

Are you positive or negative?

Procedures

Tell the students they will hear some friends talking about their characteristics. The students will have to decide if the people talking have the same characteristics or if they are different. Have them work in small groups. Play the first conversation. Stop to let the students discuss their answer, then play the CD / cassette again so they can change their answer if they wish. Discuss the answer with the class. Why did each group choose that particular answer? Continue with the rest of the conversations. Point out to the students the word list in their books (*lazy, generous, badly, etc.*). Make sure they understand all the words. Tell them they will listen to the conversations again to hear these words and use them to complete the sentences in their books. Have them continue working in small groups. Play the first conversation and stop to let the students write their answers. Play it again if necessary. Continue with the rest of the exercises, then go over the answers with the class.

Answers

1. D 3. S 5. D

2. D 4. D 6. D

a. quiet e. laugh i. outgoing

b. people f. alike j. know

c. generous g. badly k. success

d. money h. positive l. lazy

Extra activity

Have the students work in groups. Give each group the names of two or three famous people (e.g. movie star, politician, singer) and have the students describe the famous people using the character traits from Activity 6. Ask one student from each group to report the results to the class.

7 Test yourself

Procedures

Standard *Test yourself* presentation
(See Introduction page 6).

A n s w e r s

- | | | |
|------|------|------|
| 1. A | 3. C | 5. B |
| 2. B | 4. A | 6. B |
-

8 Your turn

With the class, write on the board a list of the character trait words used in this unit (*generous, positive, shy, outgoing, etc.*). Ask the students to complete the chart by writing the year they were born and three character traits chosen from the list on the board. Have them get together in small groups to share the information on their charts.

Making it personal

Where do character traits come from?
People who believe in the zodiac believe that each person is born with certain characteristics depending on the year she / he was born. Do people in the class believe this can be true?
Where do we get our character traits? Are we born with them? Do we learn them from our parents? From our friends? Can we develop bad character traits from watching violent movies or spending time with bad people? Divide the class into small groups to discuss.

2 Around the World

Topic

Learning about countries, languages, and nationalities

Skills

Identifying names of countries, languages, and nationalities
Distinguishing the stressed syllable in a word

Sources

Conversations with friends

Cultural context

Sometimes names of languages and nationalities are the same, but not always. For example, people from France are French and speak French, while people from Morocco are Moroccan but they speak Arabic and French. In many countries, many different languages are spoken. Such countries might, however, have only one or two official or dominant languages.

1 What's going on?

Vocabulary and common expressions

countries:

Mexico
Chile
England
France
Spain
Colombia
Brazil
China
Japan
Republic of Korea
Morocco
Egypt
Canada

nationalities:

Mexican
Chilean
English
French
Spanish
Colombian
Brazilian
Chinese
Japanese
Korean
Moroccan
Egyptian
Canadian

Language notes

Nationality words are often formed by adding *-an*, *-ish*, or *-ese* to the name of the country. For example: Mexico – Mexican, Spain – Spanish, Japan – Japanese.

Warm-up questions

About the class

Are you from (your country)?
Are you (your nationality)?
Are you from France / Japan / Brazil?

Are you French / Japanese / Mexican / Egyptian?

About the picture

Is this (your country)?

Is this the United States / Mexico / Egypt?

Where is Canada / Britain / China / Republic of Korea?

Procedures

Read the list of countries (*Mexico, Chile, England, etc.*) to the class and have them repeat after you. Have the students work in small groups to put the number of each country in the correct place on the map. If they have difficulty you can give them help by telling them that countries 1, 2, 6, 7, and 13 are in America; countries 3, 4, and 5 are in Europe; countries 8, 9, and 10 are in Asia; countries 11 and 12 are in Africa. Go over the answers with the class. Then, ask the group to write the names of the nationalities next to each country listed in the activity. They may not know all of them. Have them write the ones they know or think they know. Then ask the class to help you write the correct answers on the board. If there are some nationalities that no one in the class knows, you will have to supply the correct answer. Finally, read the list of nationalities that you have written on the board and have the class repeat after you.

Answers



- | | |
|--------------|--------------|
| 1. Mexican | 8. Chinese |
| 2. Chilean | 9. Japanese |
| 3. English | 10. Korean |
| 4. French | 11. Moroccan |
| 5. Spanish | 12. Egyptian |
| 6. Colombian | 13. Canadian |
| 7. Brazilian | |

Extra activity

Which countries do you know?

Have the students work in small groups. Have the groups write on the map the names of all the countries they know in English.

You can limit it to only countries in a certain continent, or only one country per continent. Have the groups write the nationalities of the countries they have labeled.

2 Which country?

Source

Sentences about countries

Vocabulary and common expressions

continent east
north west
south

languages:

Arabic Japanese
Spanish French
Chinese

Warm-up questions

About the class

- Do you speak (your language)?
Do you speak English?
Do you speak French / Chinese?

About the picture

- Is Morocco south of Spain?
Is Mexico south of the United States?
Is Republic of Korea west of Japan?
Is Brazil east of Chile?
Which country is south of the United States?
Which country is east of China?
Which country is east of Morocco?

Procedures

Write this list of countries on the board: *Mexico, Brazil, Morocco, Republic of Korea, Egypt*. Write this list of languages on the board: *French, Korean, Arabic, Portuguese, Spanish*. Have the class help you match each country with the language or languages spoken there.

Answers

- | | |
|-------------------|---------------------|
| Mexico | — Spanish |
| Brazil | — Portuguese |
| Morocco | — French and Arabic |
| Republic of Korea | — Korean |
| Egypt | — Arabic |

Tell the class they will hear some information about countries and they will have to decide which countries are being talked about. They will hear information about the language spoken in each country and the location of the country. They should look at the map in Activity 1 as they listen. Have them work in pairs. Play the CD / cassette once, letting the students circle their answer after each section. Play the CD / cassette again so the students can check their answers. Go over the answers with the class.

Answers

- | | |
|----------------------|-----------|
| 1. Morocco | 4. Brazil |
| 2. Mexico | 5. Egypt |
| 3. Republic of Korea | |