

DAVID P. ANDERSON

STEVEN BROWN SERIES EDITOR

JOURNEYS

LISTENING AND SPEAKING

3

通达英语

听说教程

第三册

教师用书

Teacher's Edition

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藏书章

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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

I find it amusing that I've become the author of a book called *Journeys*. Let me tell you why. When I was in school, I always wanted to win a spelling contest. I finally had the chance to win one in high school. After spelling almost all of the words in the dictionary, there were only two people left in the contest. It was my turn to spell a word. The teacher opened the dictionary and put her finger on the word "journey". It should have been easy for me to spell, especially since I had recently read a book called *The Incredible Journey*. Somehow I spelled the word "j-o-u-r-n-y." Clearly, I have many people to thank for making this book what it is today.

Education begins in the home. I thank my parents, Wayne and Barbara Anderson, for the home where I grew up. I would also like to thank some of my most memorable teachers from high school for the joy and energy that they brought to their classes: Mr. Crosby, my creative writing teacher; Mrs. Walker, my Shakespeare teacher; Mrs. Howell, my French teacher; and Mr. Fader, the advisor of the literary magazine. In addition, thanks to the professors at the University of Pittsburg, especially Robert DeKeyser and Lionel Menasche, who introduced me to a variety of teaching techniques and ideas for teaching materials.

Many others helped me prepare this book:

- Mare Tolo, Paul Rybinski, Emilie Pooler, and Carrie DeNito recorded the first manuscript with me;
- Rita Silver, Gail LaFrance, and Leonore Rodrigues tried out early versions of the book in their classes and gave me valuable comments;
- Steven Brown always had time to help me refine ideas and resolve issues;
- Guy de Villiers brought a fresh perspective to the manuscript and added some humorous touches.

Thank you very much!

I could not have finished this book without the home I am in now. I am glad that my wife Olebile enjoys a good conversation as much as I do. Thanks to my son Tebogo, the best soccer player I know, for getting me outside to clear my mind watching exciting matches. Thanks to my daughter Lorato for reminding me of the joy of reading for fun. And thanks to little Mothusi for rearranging my papers and for helping me to keep in mind what a wonder it is to learn a language.

David P. Anderson

INTRODUCTION

Welcome to *Journeys: Listening and Speaking 3*. The word “journeys” conjures up something more unusual, more thought-provoking, more affecting than the standard trip. We hope that your experience using this book leads you and your students on a journey of sorts: a journey towards new ideas, new skills, and new learning experiences.

About *Journeys: Listening and Speaking 3*

Journeys: Listening and Speaking 3 is an upper-elementary level textbook for students learning English as a Foreign Language (EFL) or English as a Second Language (ESL). It can be used as a single textbook for a course focusing on speaking and listening skills or to complement other single-skill textbooks in the *Journeys* series (*Reading, Grammar, and Writing*). The 20 units in *Journeys: Listening and Speaking 3* provide material for 40–60 hours of instruction.

Journeys: Listening and Speaking 3 aims to motivate students with listening and speaking activities which are relevant, interesting, natural sounding, and varied. It provides practice for students in listening for both the gist of a conversation and listening for specific information. Speaking activities give the student practice in performing functions in a variety of daily life situations. *Journeys: Listening and Speaking 3* also provides opportunities for students to communicate with each other both meaningfully and actively through various pair and group work activities.

A Typical Thematic Unit

Journeys: Listening and Speaking 3 contains 20 units: 18 main units and two review units. Units can be taught out of order, however, the two review units are cumulative, reviewing the first half of the book and the second half of the book respectively. A typical six-page unit revolves around a general theme, allowing students to practice a particular function in context. Each of the main units contains the following sections:

WARM-UP: introduction to the theme and function

LISTENING: task-based listening exercises, from gist to specific information

PAIRWORK: Students A and B communicate to complete information gaps.

PRONUNCIATION: targets linked words

CHALLENGE: review target language through pair or group work activities

Warm-up

The warm-up exercises at the beginning of each unit introduce the theme, function, structures and/or vocabulary practiced in the unit. This activity is pre-listening and orients the student to the activities that follow.

The warm-up activities may ask the student to order the sentences of a dialog, complete a conversation, or work with vocabulary items. Students may be working individually, in pairs, in a group or as a class.

The warm-up is designed first to orient the student to the content of the unit and then to arouse the students' interest through a variety of different activities.

Listening

The Listening section helps the students develop their listening skill by focusing their attention on specific aspects of the conversation each time they listen. Generally, students listen to two to four conversations, and listen to them three times, each time performing a different task.

In the first listening, the students are asked to match the conversation with a picture, requiring them to understand the topic or location of the conversation only. In the second and third listening, they are to listen for specific details.

Generally you will:

- Look at the pictures and discuss vocabulary.
- Play the tape and match the pictures to the conversations.
- Play the conversations again and listen for specific information.
- Play the tape a third time to answer a specific question.

It is important that students build on what they can understand from the conversations rather than being defeated by words they don't understand. Encourage them to predict, listen and confirm, rather than listen and hope to understand.

Pairwork

This section is a key element in *Journeys: Listening and Speaking 3* as it activates skills learned in the previous sections and requires students to use the structures, functions and vocabulary to communicate information to their partner to complete tasks. Part A asks students to complete two conversations with words provided. These conversations serve as a specific model for the task they complete in Part B.

- Have students complete the conversations individually.
- Play the tape of the conversations and have students check their answers.
- Have them read the conversations in pairs.
- Read the directions for the second part and ensure students understand the task.
- Move around the classroom and assist students who need help.
- Make a note of common errors and discuss them with the class after pairwork is completed.

In some classes, there may be reasons to have the same students work together for several weeks, but generally it is better to have students rotate and work with different classmates in both pairwork and group work.

Pronunciation

This section helps students improve their pronunciation and further develop their listening comprehension. Each unit focuses on linked words commonly occurring in conversational English. The linked words are blended together and pronounced as if they were one word. The words are usually reduced sounds as well, and very difficult to hear for a non-native speaker. By practicing the pronunciation of these linked words, the students will gain an awareness of the blends common to English. It is more important that the students recognize these blends when they hear them in conversation rather than producing them when they speak.

- Have students read and compare the sentences in written English and conversational English.
- Play the tape and have them focus on the linked words.
- Have them listen again and repeat after the tape.

- In Part B, have students listen to the conversation and then practice it in pairs, focusing on the linked words.
- In Part C, have the students follow the model to use the linked words in an open-ended conversation.

Challenge

This section involves students in two interactive activities, providing an opportunity to use the language of the unit to complete a task, play a game, or have a discussion.

- Read the instructions with the class. Check the students' understanding.
- Have students work in pairs or small groups.
- Have students report the results of their work to other groups or the class.

Review Units

Units 10 and 20 review the themes, structures and functions of the 9 units preceding them. They contain situational activities, listenings, pairwork, and games to review the previous units. While these units are intended as a review, they can be used to evaluate the students' progress at the middle and end of the course.

Using the Teacher's Edition

The teacher's edition aims to satisfy the majority of teachers using *Journeys: Listening and Speaking 3*. In no way is the intention to be prescriptive. Teachers teach best when using their own style and methods. Teachers' styles and experience vary greatly, and the teacher's edition seeks to help new teachers implement the material most effectively and provide a variety of supplemental activities for all teachers to exploit.

The variety of exercises offered in each unit moves students from whole-class introduction of the material, on to individualised listening, and then to pairwork and group activities to keep students active. All language instruction needs to recognize individual differences students bring to the classroom: differences in learning styles, language skills, needs, interests, and goals. Teachers should be flexible and also aware of group dynamics so that they can change the pace or revise their approach to match the students' needs. For this reason, a variety of activities are available for use in *Journeys*.

Journeys: Listening and Speaking 3 stresses basic principles regarding the importance of meaningful and communicative uses of language. In a communicative classroom, students use language to share meaning and information that comes from the text as well as that which comes from the other students. In class, students are encouraged to communicate about themselves and related themes, rather than limit themselves to the language of the text. Strategies for teaching *Journeys: Listening and Speaking 3* can be divided into *pre-listening*, *listening*, and *listening/speaking* activities.

Pre-listening activities allow teachers the opportunity to develop students' interest in the subject as well as expand knowledge and vocabulary related to the theme. Students are encouraged to make predictions about what they are going to hear, which gives them focus and purpose to complete the task.

During the *listening* stage, students need to focus their attention on only a few listening aspects at a time. The purpose of each listening activity must be specific so learners can easily focus their attention on the task. Here are some listening hints for students:

1. Think of the situation and try to understand the gist or general meaning.
2. Don't panic by trying to understand every word.
3. Pay attention to stressed words or phrases.
4. Listen for key words or facts.
5. Infer or understand the speaker's attitude or purpose.
6. When you don't understand, ask.

While vocabulary is important to develop, it is also important for students to develop the confidence to perform tasks when they do not understand all the words in a listening. Exercises are included in the teacher's edition to help students develop the ability to derive specific meaning from the context of a conversation, and they are encouraged not to depend on their dictionaries for every word they don't understand.

From listening comprehension tasks, students can involve themselves in larger group interactions. One way of building listening/speaking skills is to encourage students to talk about what they understood from the tapes, or have students actively engaged in many pair and group work activities. Once students become confident in their listening and speaking, a variety of activities are possible, including group surveys, interviews, games, etc. Of course, these listening/speaking skills are not exclusive, but also include all the other language skills, such as reading, writing, vocabulary building and grammar.

Through listening and speaking, we can journey to different places, experience different ways of thinking, and gain new information. We hope you enjoy your journeys!

"Road Map" for Journeys: Listening and Speaking 3

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
1	Introductions	Nice to Meet You	Meeting New People	Groupwork: Student Survey	How Do You How Did You	Introductions Role Play
2	Common Interests	I Love Strawberry Ice Cream!	Starting a Conversation	Guided Conversations	That's a, it's a What a, This Is a	Find Something in Common/Likes and Dislikes
3	Past Experiences	Have You Ever Been to Spain?	Describing Experiences	Eliciting Information	Have You Ever, Has He/She Ever,	Student Survey Group Discussion
4	Places to Eat	The Service Is Terrible!	Asking for and Giving Recommendations	Recommending Restaurants	Thinking of, Do You Know of Any, Where Is a, There Is a, You Should/ Could Try	Group Work: Making Recommendations Asking for Advice
5	Shopping	Where Can I Find That?	Asking for and Giving Directions	Giving Directions in a Department Store	Excuse Me, Can You, Let Me, When You	Matching, Group Discussion
6	When and How Long	I Graduated Ten Years Ago	Using <i>for/since/ago</i>	Job Interviews	How Long Has She/He, Since I, for a, for about	Group Discussion: What Has Happened Since
7	Leisure Activities	Would You Like To Join Me?	Inviting Making Suggestions	Guided Conversation/Inviting	Do You Want to, How about, Why Don't We	Making Plans, Planning a Dinner Party

"Road Map" for Journeys: Listening and Speaking 3

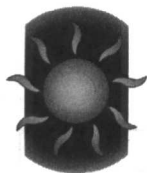
Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
8	Clothes, Food, and Music	That Sounds Good!	Asking for and Giving an Opinion	Exchanging Opinions	What Do You Think of It? How Do You Like It? How Is It? Different, Interesting	Giving Opinions on Items and Music
9	Favors	Can You Give Me a Hand?	Making Requests	Asking for Help	Would You? Could You?	Making Requests, Planning a Camping Trip
10	Review					Board Game, Sentence Game
11	Personal Experiences	You're Kidding!	Telling Stories	Finding the Difference	How Did, While I Was, How Did You, When I Was	Survey, Alibi Game
12	Public Events	Do You Know Where It Is?	Asking for Information	Get the Missing Information from Ads	Could You, Can You, When It, Where It, Kind of, Much It	Interview a Famous Person, Ask for Information
13	Messages	I'll Tell Her You Called	Reoprtng Speech	Taking and Giving Messages	Tell Her, Ask Her, Call Her, Said He, Tell Him, Ask Him, Call Him	Retelling Stories

"Road Map" for Journeys: Listening and Speaking 3

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
14	Problems	You Should Get Some Rest	Giving Advice	Describing Problems and Giving Advice	Got a, You Ought to, You'd Better, Have You Thought of	Home Remedies, Getting the Best Advice
15	Flight and Hotel Reservations	Do You Want a Window Seat?	Making Reservations	Booking a Flight and a Room	When Do You Want to Go? I Want to, Would You Like to	Telling Travel Stories
16	Mysteries	They Could Be in the Car	Making Deductions	Deciding Where Someone is	Have You, It May Be, It Could Be, It Must Be, Probably	Guessing What It Is and Who It Is
17	Responsibilities	I Have to Give a Presentation	Expressing Obligation	Making an Appointment	Have to, Supposed to, Got to	Comparing Job Responsibilities
18	Recent Events	I've Been Studying Chinese	Talking about What You've Been Doing	Finding Out What People Have Been Doing	What Have You Been, I've Been, How Long Have You Been, Have You Been	Survey Classmates, Discuss World Events
19	Past and Present	Things Are Different Now	Comparing Past and Present Habits	Asking about Past and Present Jobs	Used to, How We Used to, Do You, How about You	How Have You Changed? How Have Things Changed?
20	Review					

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WARM-UP

Read the sentences below. Write numbers in the boxes to order the sentences into a conversation.



- 4 I work for a marketing company. And what about you, Naomi?
- 3 Nice to meet you. So what do you do, Simon?
- 8 Actually, I'm from Seattle. I've lived here for about two years.
- 7 Hi. I'm Naomi.
- 5 I'm a student at UCLA. I'm doing a psychology course.
- 2 Hi, Naomi. My name's Simon ... Simon Cooper.
- 6 That sounds interesting. Have you always lived in LA?
- 7 Yeah, I've lived here all my life. How about you?



Practice the conversation with a classmate. Use information about yourself.

What questions should you NOT ask when you meet someone for the first time? Make a list.

How much money do you make?

LISTENING



- A. Look at the pictures and listen to the four conversations.
Write the number of the conversation next to its picture.

<p>3</p> <p>Jessica Iris Steve</p>	<p>2</p> <p>Sam Josh Eva</p>
<p>1</p> <p>Lisa Nancy Diane</p>	<p>4</p> <p>Kojiro Tom Masato</p>

- B. Listen again. In each conversation, which people are meeting for the first time?

- C. Listen to Conversation 4 again. Think of a way for Kojiro to continue the conversation.

Kojiro: _____