

STACY A. HAGEN

STEVEN BROWN SERIES EDITOR

# JOURNEYS

LISTENING AND SPEAKING

2

通达英语

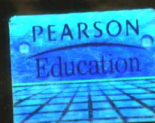
听说教程

第二册

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**

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 Longman Asia ELT, whose talent and expertise is reflected throughout.

*Stacy Hagen*



# INTRODUCTION

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Welcome to *Journeys: Listening and Speaking 2*. 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 2*

*Journeys: Listening and Speaking 2* is an elementary level textbook suitable 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 2* provide material for 40–60 hours of instruction. There is considerable flexibility in each unit to adjust instruction to suit different levels of students.

*Journeys: Listening and Speaking 2* aims to motivate students with listening and speaking activities which are relevant, interesting, natural sounding, and varied. It is assumed that students using this book will have completed a basic beginners’ course in English (*Journeys: Listening and Speaking 1*). This course will give students extended language practice in both talking about things of interest to them and performing the necessary functions of daily life. Using *Journeys: Listening and Speaking 2*, students learn not only to listen to conversations and exercises in the textbook, but also to communicate actively with each other through the various pair and group tasks.

## A Typical Thematic Unit

*Journeys: Listening and Speaking 2* contains 20 units: 18 main units and two review units. Units can be taught out of order; however, the two reviews 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 theme such as family, shopping, entertainment, travel, etc. This thematic approach helps students relate new vocabulary, functions, and structures to their existing knowledge. Each of the main units contains the following sections:

WARM-UP: (top of first page) introduction of key sentences

CONVERSATION(S) — target structure or function presented in the context of one or two theme-related conversations

LISTENING — task-based listening exercises

PAIRWORK — Students A and B communicate information to complete tasks

PRONUNCIATION — target sound and rhythm practice

CHALLENGE — review target language through group activities and/or games

## Warm-up

This pre-listening exercise at the beginning of each unit introduces the theme, structures, and vocabulary presented in each unit. Key sentences presented in the conversations are listed for students to practice and to prepare or “warm up” students for the following listening and conversation sections.

- Play the tape while students listen. Initially check students’ understanding.
- Play the tape again. Have students repeat after the tape or after the teacher.
- Check students’ understanding of vocabulary/structure items. Review the unit for any unfamiliar words or phrases that may need clarification.



## Conversation(s)

This section provides model dialogs for students to practice their listening and speaking skills. The main objective is to encourage students to go from controlled speech to a freer, more natural and individual practice (encouraging expression of personal choices, options or opinions, etc.) as in real-life conversations. Students hear the key language in context in the natural conversations that follow.

- Have students listen to the conversations with books closed. (The teacher's guide suggests one or two questions that students listen for answers to in the conversation.)
- Elicit answers to questions after the first listening. (Have students who did not hear the answers listen for them again in the second listening.)
- Play the conversations again and have the class repeat after the tape.
- Read the conversations and encourage students to ask questions.
- Check students' understanding of the dialog by asking further comprehension questions specific to the needs of the students.
- Have students practice the dialogs with partners.

A practice session following the model dialogs has students substitute new information into the dialogs for further practice with the key language. Teachers may return to the conversations after completing the unit so students can feel a sense of accomplishment when they see how much more of the conversations they are able to easily comprehend.

## Listening

This section helps students develop their listening skills by focusing their attention on only a few listening aspects at a time. Each unit has two listening tasks. *Listen*, the first task, is generally easier. *Listen and Understand*, the second task, is generally longer and more challenging.

- Read the instructions for the task. Check for students' understanding.
- Play the tape. (The first listening item is usually given as an example.) Stop the tape after the first item to check that students know how to do the task.
- Continue playing the tape and complete the task.
- Rewind and play the tape again. Have students check their work.
- Check answers with a partner.
- Write answers on the board or have students volunteer to do so. Answer any questions. If necessary, play the tape a third time to clarify any problems and give students a chance to confirm answers they may have missed.

Encourage students to listen to stressed words or phrases and to understand the gist (overall meaning) of the phrases. They do not need to understand every word.

## Pairwork

This section is key to *Journeys: Listening and Speaking 2* as it activates skills learned from the previous listening section and requires students to truly communicate in English with their partners. In pairs, students look at different pages and share information in order to complete the tasks.

- Read the instructions for the task. Check for students' understanding.
- Practice the language patterns before beginning the pairwork. Demonstrate with a student in front of the class.
- Put students in pairs. Have them sit so they cannot see each other's pages.
- Move around the classroom. Assist students who require help.
- Take notes of common errors to discuss with the class after the pairwork is completed.

In some classes, it may be helpful to have the same students work together, but generally it is best to give students a chance to work with a number of classmates by rotating pairwork and group work.

## **Pronunciation**

This section helps students improve their pronunciation and also further develop their listening comprehension. There are many sounds in English that do not occur in other languages which sometimes are crucial cues in understanding. Exercises targeting specific sounds and focusing on blends, reductions, stress, and intonation are included.

- Discuss the pronunciation point emphasized in the exercise.
- Play the tape. Listen to the examples in the first task.
- Play the tape again and have the students repeat after the tape.
- Listen for specific sounds in the following task.
- Check answers. Answer any questions.
- Play the tape again. Have students listen for answers they missed.
- Practice using the focused sound in speech in a follow-up activity.

Students do not have to always aim at “native-like” pronunciation (such as in the case of reduced sounds where “going to” is reduced to “gonna”) but have to hear and recognize typical English sounds and chunks of words as meaningful utterances. In the use of intonation and stress, it is important that students improve their own pronunciation and recognize the amount of information conveyed through these areas alone. This awareness helps students improve their pronunciation and become more discriminating as listeners.

## **Challenge**

This section involves students in a final interactive activity that allows them to use the language in the unit to solve some problems, play a game, or perform a task.

- Read the instructions for the task. Check for students’ understanding.
- Have students work in pairs or small groups (usually four per group).
- Have students report the results of their work back to the class. Discuss the findings.

Teachers may also give the assignments for students to develop at home and complete in the subsequent lesson.

## **Review Units**

Units 10 and 20 are organized differently than the other units in the book. In each of these units, there are *Conversations, Listening, Pairwork, and/or Group Work* that recycle vocabulary structures and themes from the nine previous units. Though intended primarily as review, this section can be used to evaluate students’ overall progress at the middle and the end of the course.

## **Using the Teacher’s Edition**

This teacher’s edition aims to satisfy the majority of teachers using *Journeys: Listening and Speaking 2*. For those who “cook by the book,” there is enough support in the “recipes” offered here to make your classes successful and enjoyable. For those who like to cook by inspiration, adding a pinch here and a dab of flavor there, besides tapescripts and answer keys, you’ll find open-ended activity suggestions to spice up lessons.

*Journeys: Listening and Speaking* was piloted in less than ideal classroom situations (with 25–80 students per class) and it passed the test. Normally such large-sized, 90-minute classes for listening/speaking can be

very passive and lull students to sleep. However, the variety of exercises offered in each unit moves students from whole-class introduction of the material, onto individualized 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 and to their learning path: 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 to use in *Journeys*.

*Journeys: Listening and Speaking 2* 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 2* 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 courage and expectations 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 beginning 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.

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 to have students actively engaged in many pair and group 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 2***

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
1	Personal Details	Could You Please Repeat That?	Getting personal information	Registering for class, asking for information	Intonation/ pauses	Meeting your classmates — student survey
<b>Grammar:</b> <i>Wh-</i> questions; simple present with <i>to be</i> <b>Vocabulary:</b> Phone numbers, addresses, dates						
2	Dating	Tell Me about Yourself.	Describing people	Identifying a picture, asking about appearance	/l/ /r/	Writing descriptions of people — group work
<b>Grammar:</b> <i>Wh-</i> questions; 3rd person; adjectives <b>Vocabulary:</b> Describing appearance/personality; parts of the body						
3	Dining Out	I'll Have the Fried Shrimp.	Ordering food	In a restaurant, ordering food	/ʃ/ /tʃ/	International food — planning an outing
<b>Grammar:</b> Modals with requests ( <i>will</i> and <i>would</i> ) <b>Vocabulary:</b> Food, drinks, countries						
4	Clothes	That Dress Looks Great on You.	Describing clothes	In a department store, finding differences	Plural endings: /iz/ /s/ /z/	Student survey — checking results
<b>Grammar:</b> Present progressive; adjectives <b>Vocabulary:</b> Clothing items and adjectives						
5	Freetime Activities	How Was Your Weekend?	Talking about activities in the past	Completing a postcard, filling in gaps	Past tense endings: /ɪd/ /t/ /d/	Retelling a dream — recording details
<b>Grammar:</b> Simple past; adjectives using <i>-ed</i> and <i>-ing</i> <b>Vocabulary:</b> Activities						

## ***“Road Map” for Journeys: Listening and Speaking 2***

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
6	Problems	What Are You Going to Do?	Discussing future plans	Identifying the correct person, completing charts	Reductions	Who is it? — group work
<b>Grammar:</b> Simple future ( <i>will</i> vs. <i>be going to</i> ) <b>Vocabulary:</b> Occupations						
7	Dates	I'll Be Back the Day after Tomorrow.	Making plans, giving dates	Sharing monthly schedules, asking about dates	/θ/ in ordinal numbers	Solving puzzles — creating your own
<b>Grammar:</b> Words for past and future time <b>Vocabulary:</b> Days of the week/month; activities						
8	Reservations	I Need to Book a Flight.	Making reservations	Making an appointment, checking schedules	Stressed syllables	Planning a trip — locating the travelers
<b>Grammar:</b> Modals with requests <b>Vocabulary:</b> Describing travel; schedules						
9	Housework	Who Does the Housework?	Asking about household activities	In a hotel, finding people in a picture	Question intonation	Choosing a roommate — expressing opinions
<b>Grammar:</b> Present progressive ( <i>make</i> vs. <i>do</i> ) <b>Vocabulary:</b> Daily activities						
10	Review Units 1–9	Review	Midpoint review	Asking and answering personal questions		Vocabulary game — defining and guessing
<b>Activity:</b> Around Town 1 Game <b>Vocabulary:</b> Review						

## ***“Road Map” for Journeys: Listening and Speaking 2***

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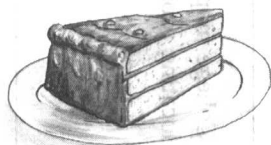
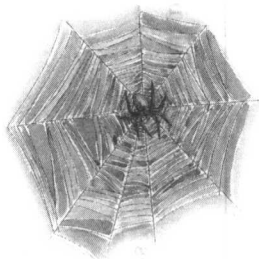
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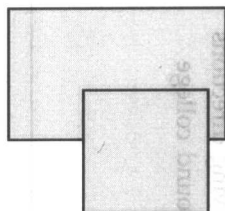


## CLASSROOM ENGLISH

Could you speak slower?  
Could you speak louder?  
Please say that again.  
Once more, please.  
Excuse me, would you say that again?  
Could you repeat that?

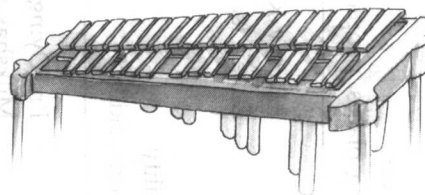


What did you say? I didn't hear you.  
Do you understand me?  
Sorry, I don't understand.  
I'm sorry. I don't know.  
Can you give me a hint?



May I ask a question?  
What's the meaning of a *piece of cake*?  
What is a *cobweb*?  
What does *that* mean?  
Is a *square* the same as a *rectangle*?

Which is correct, *Dave lives on LA* or *Dave lives in LA*?  
What's the difference between *look* and *see*?  
How do you say that in English?  
How do you spell it? It's x-y-l-o-p-h-o-n-e.  
How do you pronounce *this* word?



## CLASSROOM ENGLISH

- INTRODUCTION 1: (Option for true low level beginners) Teacher: "Open your books to the first page, *Classroom English*. Read the sentences and repeat along with the tape. Do you have any questions? Can you think of other questions you want to know?"
- INTRODUCTION 2: (Option for false-beginners) Teacher: "Open your books to the first page, *Classroom English*. Read the sentences. Do you have any questions? Can you think of other useful questions? Let's write them on the board." Students call out as teacher writes on the board.
- INTRODUCTION 3: (Option for high false-beginners) (Books closed) Teacher: "Let's listen to the tape. Tell me how many sentences or questions do you know?" (Play *Classroom English* on tape once.) Because of the tape's speed, students may panic and need you to pause the tape after each item. Stop the tape. "How many questions and sentences do you know? How many can you write down? Listen again and write what you hear. Good. Now open your books to the first page, *Classroom English* and check your sentences. Do you have any questions? Can you think of other useful questions you'd like to say?"
- OPTION 1: Class Dictation. (Books closed) Pause the tape after each item and have students say the sentences aloud as you write them on the board.
- OPTION 2: Have students review these expressions so they can ask and answer questions in simple English. Ask for additional expressions they wish to know. Use class dictation and have students add their new, corrected sentences to the *Classroom English* page, i.e.  
Student: What do I say to hear the tape again?  
Teacher: Could you repeat the tape?/Would you play the tape one more time? etc.
- OPTION 3: To present these expressions in context you could ask students to do actions or hand out short written dialogues for them to practice.  
Teacher: Akira, would you close the door?  
Akira: Could you repeat that?  
Teacher: Sure. Would you please close the door?  
Akira: Okay.  
Teacher: Does everyone understand this part?  
Kim: Sorry, I couldn't hear the tape.  
Teacher: Okay. I'll play the tape again. Listen carefully. (Plays the tape)  
Kim: Hmmm, could you repeat that one more time, please?  
Teacher: Sure.
- NOTE: Italicized words are for substitute practice. Give students extra practice with them.  
What's the meaning of "a piece of cake," "it's raining cats and dogs"? etc.  
What does "hang in there" mean? (Answer: Don't give up. Stay with it.)  
Students will recognize the picture of a piece of cake as something to eat but only a few realize that "a piece of cake" means "it's a snap or something really easy to do."  
What is a "cobweb"? Like most new vocabulary, cobwebs aren't commonly known by students yet easy to understand—just point to the illustration and say "a spider's net."  
How do you say/pronounce "months" or "xylophone"? Again students may recognize illustrations but not unusual spellings or pronunciations.
- HELPFUL HINT: It is useful to begin each lesson with a review of *Classroom English*.
- *Classroom English* phrases will help students develop more confidence in using English in class. Gather and provide additional *Classroom English* questions and sentences.
- Practice. Ask students to refer to the *Classroom English* page when they forget to use a phrase in English, especially while doing *Pairwork* or *Challenge* activities.