 Education

# 研究生英语 听说教程

引进版

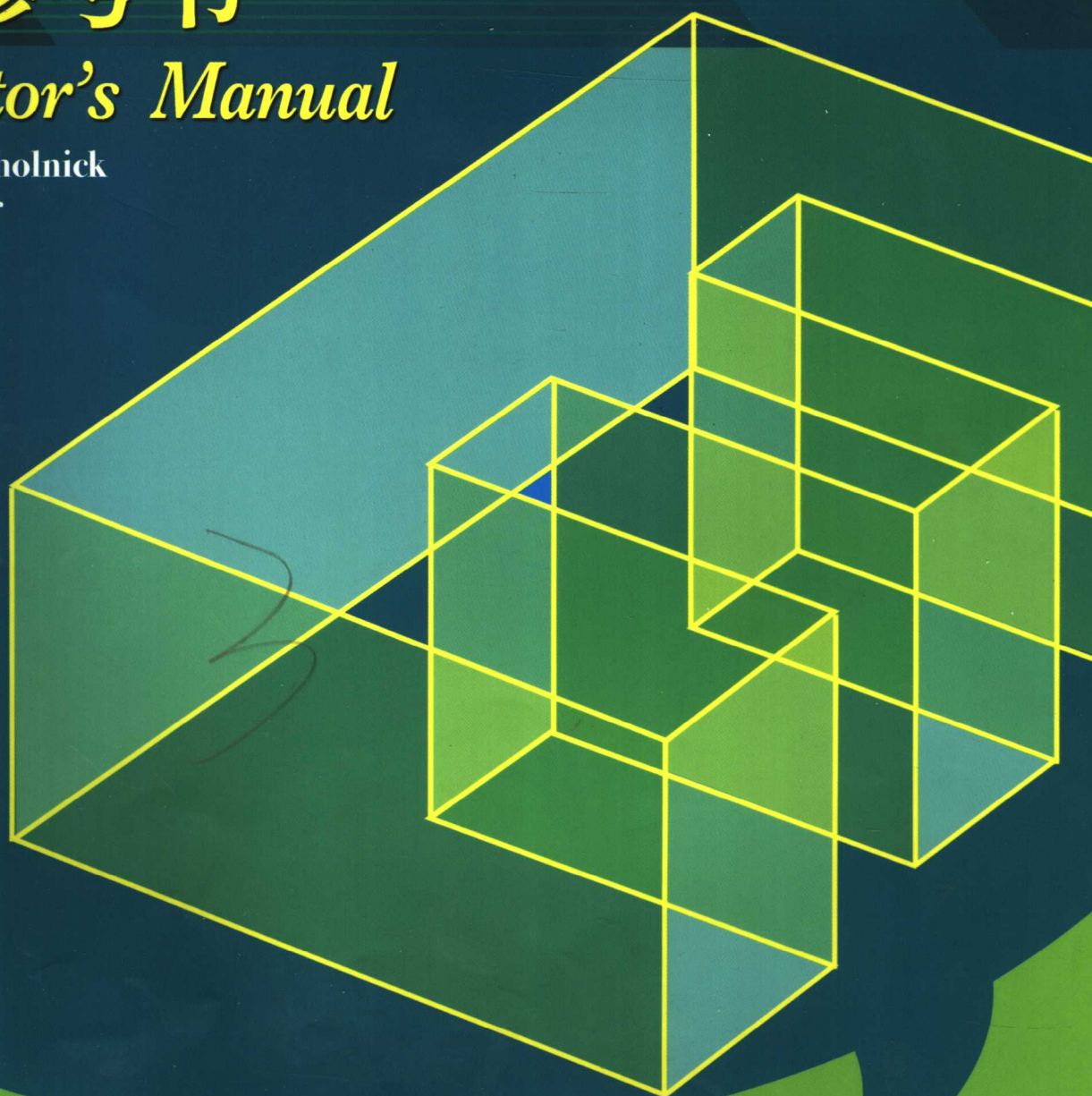
## TAKE ON LISTENING

Listening and Speaking Strategies

### 教师参考书

#### *Instructor's Manual*

- ☐ Nadia F. Scholnick
- ☐ Burt Gabler



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Nadia F. Scholnick. Burt Gabler

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## 序

中国加入 WTO 之后, 对外交流日增, 对外交流中英语听与说的能力尤显重要。社会对高层次应用型英语人才的需求日益强烈。在非英语专业研究生英语教学中, 听说能力的培养也越来越受到重视。要加强学生听说能力的培养, 使之全面掌握各项英语交际技能, 应该采用什么样的教材和教学方法呢? 这是值得我们认真思考的问题。

相对而言, 在口头交际中“听不懂”往往远甚于“说不出”。这因为“说什么”是说话人可以控制的。说话的时候, 人们是使用已经掌握了的语言材料来表达思想。至于无法表达的内容, 常常可以用替代、解释、手语等策略来达到交流的目的。但是, 在听的时候, 听话人是被动的, 经常会因为对方的口音、用语、语流、语速等方面的原因而无法准确理解对方的话语, 从而产生口头交际的困难。此外, 听话是言语和意念输入的过程, 说话是输出的过程。在学习过程中, 应先有输入, 然后才有输出; 输入的语言材料越多, 输出的言语才能更丰富。因此, 着重培养听力, 并且通过听力训练来提高学生的口语能力是一个行之有效的教学方法。

众所周知, 学生如果只掌握语音语调、一定量的词汇和足够的语法知识, 并不一定能轻松地“听懂”话语; 只有掌握了各种听力技能才有可能达到“理解口头语言”的目的。因此听力是一种语言技能, 听力训练的过程实际上是一个培养听力策略(listening strategies)和听力微技能(listening micro-skills)的过程。

《研究生英语听说教程(引进版)》就是一套以培养学生听力策略和微技能为核心, 在突出听力策略和微技能培训的同时, 通过大量的练习培养学生说、写能力的教材。本教程共两册。两册教材在第一章都首先通过各种练习介绍了微技能, 使学生真正了解它们在提高听的能力方面的意义和作用。第一册围绕 7 项微技能进行训练。第二册除螺旋式地进一步进行 7 项微技能训练外, 还增加了两项难度较高的微技能训练, 即 Scanning for Background Information 与 Revising Assumptions。

值得提出的是, 这套教材还注意结合最常见和最实用的情景, 每章围绕一个主题进行听力训练。这些主题覆盖面广而且很现实, 例如既有日常生活的话题(超市、业余爱好、旅游等), 也有学生十分关心的主题(就业选择、个人困惑、面试、未来事业等)。由于这套教材是为以英语为外语的学生编写的, 因此它不仅介绍国外的情景, 使学生对英语国家的文化习俗有所了解, 而且引导学生结合本国的实际进行比较和讨论。这就不仅使学生有话可说, 而且有亲切感。

这套教材的另一个特点就是它有十分丰富的练习, 而且是以练习为主体。教材在培养微技能时不是进行理论讲解, 而是通过大量练习让学生熟练掌握这些微技能, 以取得“从用中学, 熟练掌握”的效果。因此, 可以说这是一套以听力技能训练为主线, 全面培养学生综合运用英语能力的教材, 这和我们现在使用的许多单纯培养听力能力的教材有着根本的区别。练习形式多种多样, 有个人作业, 也有双人、小组等互动型练习。多数练习都是开放式的, 要求学生主动提供答案, 使学生学得主动, 练得主动, 做到了以学生为中心。

本套教材内容丰富实用, 有一定的难度, 适用于具有中、高级英语水平的研究生使用。它既可以与培养阅读等其它技能的教材配合使用, 也可以作为单独的教材使用。全套教材由学生用书、教师用书、听力磁带和 MP3 光盘组成, 使用十分方便。

刘鸿章

2004 年 12 月 1 日

# Overview

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*Take On Listening 2* is the second in a two-text series that was developed for adult English as a Second or Foreign Language (ESL/EFL) students. In addition to providing intensive listening skill training, *Take On Listening 2* offers extensive conversation and speaking practice through the use of a variety of learning techniques.

Central to *Take On Listening 2* is the understanding that teaching listening involves much more than simply supplying students with a listening encounter. Students must take a proactive stance vis-à-vis listening comprehension. To become good listeners, students need to utilize specific listening attack strategies and develop appropriate attitudes toward the listening process. In other words, students must learn how to listen. Like *Take On Listening 1*, *Take On Listening 2* facilitates the acquisition of effective listening skills by creating a language laboratory in the classroom where trial and error and risk taking are encouraged through self-directed techniques that train students to develop an ongoing pattern of prediction, negotiation, and renegotiation. In addition, *Take On Listening 2* introduces two new strategies appropriate for intermediate- to high-intermediate-level students and requires that they take even greater responsibility for negotiating and processing spoken language in somewhat more complex contexts.

## LISTENING ATTACK STRATEGIES

*Take On Listening 2* focuses on the use of nine specific listening attack strategies. They are:

Using What You Already Know

Scanning for Background Information (New to *Take On Listening 2*)

Scanning for the Main Idea

Scanning for the Important Points

Inferencing (Making Intelligent Guesses)  
Scanning for Specific Pieces of Information  
Using Context Clues  
Using Structure and Intonation Clues  
Revising Assumptions (Checking What You Understood) (New to *Take On Listening 2*)

These strategies are presented within a context of realistic and familiar topics. Whereas *Take On Listening 1* concentrated on content relevant to students' day-to-day personal experiences, *Take On Listening 2* focuses on somewhat more academically oriented subject matter. This does not mean, however, that *Take On Listening 2* deals with content that would be better handled in subject-specific courses. The emphasis is still on language skill and academic development, and the topics are simply a means to assist students in negotiating and articulating language and ideas. Chapter topics such as geography, interviews, and consumer awareness provide a rich context for practicing listening and speaking strategies and for developing cultural awareness. Extensive lecture and note-taking exercises, training in speech organization and delivery, and field assignments that require students to evaluate and analyze information and statistics are also included. All of the lessons in the text reinforce the need for critical thinking and analysis. Because the emphasis is on language and cultural development rather than on highly complex disciplines, *Take On Listening 2* is well suited to both academic and non-academic settings.

*Take On Listening 2* also provides a framework through which increasingly complex information and culturally enriching knowledge are spiraled. Exercises and activities overlap, ensuring that past language encounters are reinforced while at the same time foreshadowing language students will later encounter.

## **Chapter Format: Chapter One**

Chapter One is a tutorial overview of the listening attack strategies integral to *Take On Listening 2*. The nine strategies are introduced, with plenty of opportunity given for discussion and practice. Students are told specifically what they can do to improve their oral/aural skills and are challenged in Chapter One to begin developing a more proactive approach toward listening comprehension. Armed with the tools provided in Chapter One, students are then ready to practice using the nine listening attack strategies in Chapters Two through Eight.

## **Chapter Format: Chapters Two through Eight**

### **Part One Pre-Listening**

Pre-listening activities anticipate the language that will be heard in the main dialogue as well as the general topic of the chapter. Rather than have information spoon-fed by the instructor, students are divided into small groups and asked to pool information, generate ideas, and clarify any misunderstandings within the framework of a support unit. By the time the

listening activity begins, students have already retrieved a great amount of the information they already possess about the topic and will be ready to match their concepts of the issues and attitudes discussed with those of the speaker(s).

## Part Two Main Dialogue

The goals of the five exercise types in Part Two are geared alternately toward extracting small pieces of specific information or toward gleaning general information; they are *never* geared toward total comprehension or recall. To help teach students both how to use the listening attack strategies and to develop a tolerance for unknown language, the main dialogue must be long enough so that students *cannot* possibly understand everything on the first listening. Inform students that they are going to hear a very long dialogue or selection specifically designed so that they won't be able to get it on the first listening! Also, inform them, however, that, by the time they have completed the exercises in Part Two they will have acquired a sufficient understanding of the material to make sense of the listening passage.

**Exercise 1** begins with the first sampling of the main dialogue. Here, students are asked to form a generalized picture of the theme of the conversation (Scanning for the Main Idea) and to consider basic information related to the wants, needs, and backgrounds of the speakers (Scanning For Background Information). Where are the speakers? What are they talking about? How are they related? How do they sound? This exercise encourages students to create a mental picture of what they are hearing to help them predict how nonlinguistic elements of communication contribute to comprehension.

In **Exercise 2**, students are asked to begin negotiating, through the assistance of structured questions, the major issues (Scanning for the Important Points) of the dialogue. Discussion of the questions and answers allows students to share information gleaned from the main dialogue as well as to share the strategies they used to reach their conclusions. You should act as facilitator in this process by reinforcing the notion that there are not necessarily right or wrong answers. Rather, encourage *all* answers because they provide the means, via renegotiation, by which listening comprehension is ultimately reached. In other words, you want to get students talking about how they used the strategies, correctly or incorrectly, so they can refine the process and improve their listening.

After arriving at a general understanding of the main dialogue, students are asked, in **Exercise 3**, to listen to the dialogue one more time, but this time only for discrete pieces of information (Scanning for Specific Pieces of Information). Here students are taught to focus their attention on specific aspects of the dialogue and to learn how to filter out extraneous information.

**Exercise 4** helps students refine their understanding of some of the more difficult utterances of the main dialogue (Using Context Clues). Specific words and phrases are highlighted and students are asked to negotiate meaning by using context clues.

**Exercise 5** provides closure and ensures that all students are satisfied with their understanding of the materials. The questions in this exercise encourage students to discuss some of the more ambiguous notions that arise in the main dialogue and provide them the opportunity to express their personal feelings and experiences about the topic. After students have worked in groups, you should reconvene the class and compare answers.

## Oral Journal Homework Assignment

As in *Take On Listening 1*, *Take On Listening 2* provides a journal assignment dealing with the general topic of each chapter as a way of encouraging students to practice their aural fluency in a nonthreatening, self-directed manner. At this level, however, the focus switches to journals that serve as outlines for speech presentations, which they later share in class. In addition to providing speaking practice, oral journals will help train students to organize information and will encourage them to look at the topics presented in each chapter in a more analytical fashion. With each new chapter, increasingly more sophisticated aspects associated with public speaking are highlighted. Some of the areas covered include the use of spontaneity, the proper use of notes, effective introductions and conclusions, proper transitions, and a number of other techniques that will help students with their speeches.

The journal assignment should first be assigned as homework, so that the students have adequate time to organize and develop their presentations. The oral journals can be assigned at the beginning of the lesson to reinforce the pre-listening practice, or at any other point in the lesson according to the sequencing needs of the instructor.

## Part Three Expansion

This section of the chapter focuses on topics introduced in the main dialogue. Expansion exercises make use of short readings, maps, diagrams, and so forth to give students an opportunity to develop a deeper understanding of the topics through group discovery. Expansion activities also provide students further practice using listening attack strategies in a less controlled manner. In addition to pair and group discussion activities, each section of the expansion contains at least one listening exercise.

## Part Four Focus

Focus begins with an examination of how various discrete points of grammar, syntax, or aspects of the suprasegmentals of English can be exploited to further aid listening comprehension. This portion of the chapter is not meant to introduce new structures. Rather, students are taught to utilize their pre-existing knowledge of grammar, syntax, stress, pitch, and intonation as an additional tool to decipher unknown language. Students are shown that despite difficulties with vocabulary, speed of speech, or other perceived impediments to comprehension, a great deal of meaning can be gleaned through exploiting the clues provided by specific points of grammar, syntax, and suprasegmentals.

## Part Five Practice

The practice section of each chapter has five exercises designed to reinforce all of the strategies, techniques, and topics previously encountered.

In Exercise 1, students are asked to choose appropriate responses to questions they hear. In Exercise 2, students are asked to select sentences that are correct based on the meaning of what they hear. In Exercise 3, students hear short dialogues in which information changes during the course of the conversation. Students practice the strategy *Revising Assumptions* by answering questions as they listen. Exercise 4 features several dialogues, each preceded by a question. Students make inferences based on information contained in the dialogues. In Exercise 5, students hear sentences that reflect various vocabulary



words and idioms covered in the chapter and are asked to choose either the correct new vocabulary term or a definition of the word they hear. The Practice section of each chapter should be presented in a listening lab format. The exercises are not intended to serve as chapter tests. Like other exercises in the text, the Listening Practice exercises do not all have strict right or wrong answers. Again, it is important that you help students identify the specific strategies they utilized to arrive at their responses.

## **Part Six Using It**

In the final section of each chapter, a highly decontrolled exercise is presented. Students are asked to work cooperatively on a variety of projects that are product oriented. That is, through the use of persuasion, negotiation, and compromise, students learn to synthesize their skills both linguistically and creatively. Typically, in this section students will develop role plays for class presentation, complete contact assignments in which they must interact in real settings with native speakers, and/or complete problem solving and conceptual tasks. In all cases, students are responsible for both gathering information and presenting it to their classmates.

## **Group Work**

*Take On Listening 2* is structured so that many activities are group oriented. Working in pairs or small groups gives students a more active approach to learning. Cooperative learning also encourages students to take responsibility for their learning experience. The tasks in *Take On Listening 2* require that students compare, contrast, and pool their knowledge and relevant experiences to gain necessary information while you, as the instructor, function as facilitator.

## **Icons**

Audio icons are placed throughout the text to indicate those portions of each chapter that are presented on tape or MP3. Similarly, vocal tabs are placed on the audiotapes and MP3s so that you can progress through each lesson easily and efficiently. Note that you will need to rewind the tape for those exercises requiring a second or third playing (for example, exercises in Part Two's Main Dialogue).

## **General Teaching Hints**

Students may request to hear a listening selection more than once. This is perfectly acceptable. Research has shown that repeated contact with a listening sample is conducive to the development of listening comprehension skills. In some cases, students might first read the choices in exercises involving multiple-choice answers before hearing the tape. It is important to remember that the exercises in *Take On Listening 2* are not designed to test. Every item should be viewed as an opportunity for further practice and development.

You as the instructor should control the length of pauses between exercise items in the chapters. Pauses have not been scientifically measured on the tapes, but rather present a general guideline. Feel free to stop the tape at your discretion.

While the following pages in this guide provide suggested answers for the exercises in *Take On Listening 2*, students need to be alerted to the fact that language does not always provide concrete information and that they need to learn to tolerate ambiguities. When you come across exercise items for which there is no clear answer, help students become comfortable with the notion that situations in life often result in no clear resolution.

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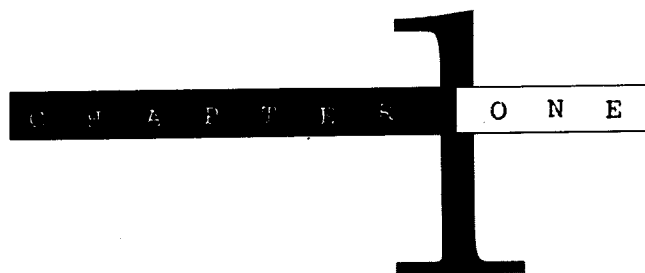
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# Listen In

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## TEACHING TIPS/ANSWER KEY

### PART ONE

### LEARNING NEW STRATEGIES

While most of the terminology regarding reading and writing should be familiar to your students, they might not know them all. Don't let your students get bogged down by the vocabulary. This exercise is simply meant as a way to dramatize how listening and speaking entail the acquisition of specific skills similar to those that your students have consciously practiced in their reading and writing classes.

#### EXERCISE 1

1. *g*
2. *i*
3. *e*
4. *j*
5. *b*
6. *h*
7. *f*
8. *c*
9. *d*
10. *a*

## LISTENING ATTACK STRATEGIES

**1. Using What You Already Know**

After discussing this strategy, remind students that what they did in Part One of this chapter was in essence *Using What You Already Know*.

**EXERCISE 1**

Answers will vary.

**EXERCISE 2**

Answers will vary.

**EXERCISE 3**

Reasons:

She hasn't had a raise in four years.

With inflation, life is hard.

She has had three excellent performance reviews.

The boss has told her that she is doing a great job.

**2. Scanning for Background Information**

This strategy involves the use of *genre* when interpreting spoken language. Students need to learn how to reflect on the specific situation as well as the background of the speakers in order to better interpret discourse that is being scrutinized.

**EXERCISE**

Reiterate that for this exercise, there are no absolute answers. However, students should be ready, willing and able to discuss how they arrived at their choices.

1. upset; informal; student; school; young
2. restaurant; polite; middle-aged or old; foreigner; shy
3. bookstore; middle-aged; worried

4. **Place:** library

**Woman:** young; mid-or low-level of education; excited

**Man:** middle-aged or old; impatient; high level of education; annoyed

5. **Place:** student health center

**Man:** young; student; worried; not rich

**Woman:** middle-aged; professional; receptionist

**3. Scanning for the Main Idea****EXERCISE**

**Main Idea:** A basketball game

**Key Words:** \$50 in the pool; ticket; front row center; Kobe; three-pointer; third quarter; best game; Shaq stole the ball; strong as football players; as graceful as ballet dancers; seven feet tall

#### 4. Scanning for the Important Points

Students need to understand that in addition to the main idea of an entire piece of discourse, language is usually framed around important topics or points. Although a listening passage may seem long, they need to exploit the fact that a lot of information is reiterated and refined within the context of each important point. Knowing how to identify these important points is a crucial skill to develop.

#### EXERCISE

1. *a*
2. *b*
3. *b*

#### 5. Inferencing (Making Intelligent Guesses)

1. False
2. True
3. True
4. False
5. True
6. False

#### 6. Scanning for Specific Pieces of Information

	Service	Location	Days	Times	Cost
1.	Prenatal Screening	Church Street Clinic	Mondays and Wednesdays	10 AM–11 AM	\$5 recommended
2.	AIDS Testing	Johnson Square Medical Center	7/5; 7/10; 7/21; 7/30	12–3 PM	Free
3.	Weight Reduction Support Group	Whitehall Community Center	Second and fourth Tuesday of the month	7:30 PM	\$2
4.	Cholesterol Screening	Johnson Square Medical Center	Fridays	7:00 AM–9:00 AM	Free
5.	Blood Drive	Hill Top Shopping Center	First week in July	9 AM–2 PM	
		South Side of Civic Center Plaza	July 12–July 14th	10 AM–4 PM	
		Metropolitan Cineplex	July 17th–July 22nd	7 PM–9 PM	
		In front of Main Branch Library on State Street	Last week of month	8:00 AM–5:00 PM	
6.	Blood Pressure Screening	Church Street Clinic	Mon., Wed., Sat.	9 AM–12 Noon	Free
			Tuesdays and Fridays	1 PM–4 PM	
			Thursday evenings	By appointment	

## 7. Using Context Clues

1. *b*
2. *a*
3. *b*
4. *b*
5. *a*

## 8. Using Structure and Intonation Clues

### Section 1 Structure

Make sure to emphasize that this is not a grammar lesson; students are simply utilizing their prior knowledge of grammar to assist them with their listening. In all exercises highlighting structure and intonation, difficult vocabulary has been intentionally chosen so that students can discover that, despite difficult language, structure and intonation will assist them in understanding a lot of information.

#### EXERCISE 1

1. *c*
2. *d*
3. *b*
4. *a*
5. *c*

#### EXERCISE 2

1. *b*
2. *a*
3. *a*
4. *a*
5. *a*

### Section 2 Intonation

These pauses are much like commas in writing and provide the listener with invaluable information. Note that when pauses precede and follow information (as in Numbers 4 and 5) they indicate parenthetical information.

#### EXERCISE 1

1. I gave the math homework to my classmate Tina.
2. I gave the math homework to my classmate, Tina.
3. Debbie, my next door neighbor is driving me crazy.
4. Debbie, my next door neighbor, is driving me crazy.
5. Linda, my biology lab partner, is really smart. (*my biology lab partner provides parenthetical information for the subject Linda.*)
6. Linda, my biology lab partner is really smart. (*my biology lab partner is the subject of the sentence.*)
7. Will you please answer Bob?
8. Will you please answer, Bob?
9. Are you going to visit, Lisa?
10. Are you going to visit Lisa?