

LEARNING TO LISTEN

Making sense of spoken English

基础篇

乐聆英语听力

Lin Lougheed (美) 编著

Teacher's Guide

教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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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的成人使用；
- 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 and 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 sources of audio used and the skills that are being taught. 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 <i>Language notes</i> . 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 activity	<i>Additional comprehension questions</i> and <i>Extra activity</i> 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.

Beginning 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 complements 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 activity* 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, such as 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. 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 First Day

Topic

Registering for class
Introducing yourself
Nicknames

Skills

Identifying first and family names
Distinguishing between formal and informal tones

Sources

Conversations between students and registrars
Conversations between students and teachers
Conversations at school

Cultural context

When you register for a class or a conference, you often stand in line. These lines are formed according to the first letter of your last name. In the United States and other countries, the first name is given first and the last name last. For example, in the name John Brown, John is the first name and Brown is the last name.

On official records, such as class lists, names are usually written like this: last name, first name. A comma separates the last and first name, for example: Brown, John.

Class lists and other lists of names are written in alphabetical order according to the first letter of the last name.

1 What's going on?

Vocabulary and common expressions

register last name

Warm-up questions

About the class

Is your name / last name _____?

What is your first / last name?

What is the first letter of your last name?

Procedures

Have the students circle the first letter of each last name on the list ((T)ang, (H)illwood, (W)hite, etc.). Have them check the box where this person would stand in line (A-H, I-R, S-Z). Have the students compare answers with their neighbors. Discuss the answers with the class.

Answers

- | | | |
|--------|--------|--------|
| 1. S-Z | 3. S-Z | 5. S-Z |
| 2. A-H | 4. I-R | 6. A-H |

Extra activity

Make three columns on the board and head them: A-H, I-R, S-Z.

Ask the students which line they would stand in. You can have them line up under the proper columns according to the first letter of their last names. For extra work, they can arrange themselves in alphabetical order.

2 Who's who?

Source

Conversations between students and registrars

Vocabulary and common expressions

registration first name

Language notes

Carl is a man's name. *Carol*, which sounds similar, is usually a woman's name. Some names like *Morgan* or *Lane* could be either a man's or a woman's name or a first or a last name.

The statement *I don't have anything here*, in this context means *I don't have anything on my list*.

Warm-up questions

About the class

Is it easy or difficult to spell your name?

Can you spell your first / last name, please?

Procedures

Tell the students they will hear conversations between the people standing in line and the person in charge of the register. Some names are misspelled and some first and last names are confused.

Play the CD / cassette. Stop after the first dialog and elicit the correct answer from the class. Play the dialogs through stopping after each one to check the answers if preferred.

Answers

- | | |
|----------------|----------------|
| 1. Jessica Noh | 3. Morgan Lane |
| 2. Kevin Dang | 4. Carl Dexter |

Language notes

That's what I have, means *That's what is written on the list*.

Warm-up questions

About the chart

Have you ever seen a list in a chart like this before?

Do I have a list like this?

About the class

What do you say when I call your name?

What do you say when I call a name and the student is not here?

Procedures

Tell the students that they will hear conversations in a classroom between a teacher and his students. Explain the teacher is taking roll on the first day of class and his class list may not be accurate. Explain that they will listen first to see who is present. They will listen again to correct any names that are spelled incorrectly.

Stop the CD / cassette after the first dialog. Ask the class if Hiroko Aoki is present. The answer is "yes". That is why her name is checked in the book. Play the rest of the CD / cassette, asking the students to check only the names of the people who are present. Stop to check the answer after each dialog if preferred.

Play the CD / cassette again to check the spelling of the names. Stop after the first name and point out how Hiroko was misspelled. Continue with the rest of the CD / cassette. The students can compare answers in small groups. Discuss the answers with the class.

Answers

- | | |
|------------------------|--------------------|
| 1. (✓) Hiroko Aoki | 4. (✓) |
| 2. (✓) Dallas Hillwood | 5. (✓) Cora Picott |
| 3. (✓) | 6. no check |

3 Checking names

Source

Conversations between students and teacher

Vocabulary and common expressions

register	absent
mispronounce	May I call you ...
list	You may call me ...
present	

4 Who are you?

Source

Conversations between students

Vocabulary

pronounce forget
remember

Warm-up questions

About the class

Do you know everyone here?

How do you introduce yourself to a classmate?

Procedures

Read the directions with the students. Play the first conversation. Have the students write the names they hear and then have them check their answers with their neighbors.

Play the dialogs through stopping after each one to check the answers if preferred.

Answers

1. Jessica Noh, Mai Linh
2. Betty, Lee
3. Sandor Silvas, Cindy White
4. Morgan, Dallas

Extra activity

Have students make up name cards to put on their desks. They can make one for themselves or one for their neighbor.

5 What's your nickname?

Source

Conversations between students

Vocabulary and common expressions

nickname Everyone calls me ...
Brazil If you don't mind ...
real name Fun in the sun.

Language notes

Nicknames are friendly, informal names used by a person's friends and family. A nickname might be a shortened form of a person's real name. For example, *Cindy* comes from *Cynthia* and *Tom* comes from *Thomas*. A nickname might describe something about the person. For example, *Red* is for a person with red hair and *Sunny* is for a happy person.

Warm-up questions

About the class

Do you have a nickname?

Do you prefer your nickname or your real name?

Procedures

Have the students read the names on the list aloud (*Sandor, Dallas, Betty, Cindy*, etc.). See if they can guess which nickname belongs to which person. Play the CD / cassette all the way through, asking the students to draw a line from each name to its matching nickname. Play the CD / cassette again and have the students check their answers with their neighbors.

Answers

Sandor – Sunny
Dallas – Big D

Cynthia – Cindy
Elizabeth – Betty

6 Train your ear

Source

Conversations at school

Vocabulary and common expressions

break

Informal greetings:

Hey!

What's up?

Hi!

How's it going?

Language notes

Informal greetings among friends include expressions such as *Hey! Hi! What's up?* and *How's it going?* These are all informal ways of saying *Hello!* or *How are you?* In more formal situations, for example between a teacher and students or between people of different ages, people usually greet each other by saying *Good morning. Good afternoon. or Good evening.*

You in our class? is an informal way of saying, *Are you in our class?* In spoken language we can sometimes drop the verb and use intonation to produce a question.

Classes to take means *classes to sign up for or classes to register for.*

A short rest while working or studying is called a *break*. The phrasal verb is *to take a break*. For example:

Let's take a break for ten minutes.

Warm-up questions

About the class

Do you say, *Hey, what's happening?*

Or do you say, *Good morning, Bob?*

How do you greet your classmates?

How do you greet your teacher?

About the pictures

How many people do you see in each picture?

Procedures

Write these three situations on the board:

- 1) teacher → student, 2) student → teacher,
- 3) student → classmate.

Say the following lines to the class. Ask the class to match each line to the appropriate situation.

- A) Hey, Pete, how's it going? (3)
- B) Good morning, Mrs. White. (2)
- C) Good afternoon, Peter, how are you? (1)
- D) Hello, Dr. Brown. (2)
- E) Hi, what's up? (3)
- F) Good morning, Mary. (1)

Explain that they will hear four dialogs and that they will have to recognize and remember the pictures as they hear the descriptions. Play the first dialog. Have the students mark one picture. Check their answers. Play the dialog

again and compare answers. Play the dialogs through stopping after each one to check the answers if preferred.

When all the pictures have been correctly marked, play the dialogs again. Ask them to check whether the language used is formal or informal. Play the first dialog and check the answers. Then play the rest of the dialogs through without stopping. Check the answers and then play the dialogs one last time.

Answers

a-1 (informal)

c-4 (informal)

b-2 (formal)

d-3 (formal)

Additional comprehension questions

Dialog 1: *Whose class is Mary in?*

(Mr. Robinson's.)

Dialog 2: *What is Debbie's last name?*

(Smith.)

Dialog 3: *Who is Dr. Johnson?*

(The English teacher.)

When is class over?

(In 45 minutes.)

7 Test yourself

Procedures

Standard *Test yourself* presentation (see Introduction, p.6).

Answers

1. C

3. B

5. A

2. B

4. C

6. C

8 Your turn

Put the students in groups of four. Have them complete the chart by asking their group for information on their names.

Making it personal

Role play: Introducing ourselves.

Divide the class into groups of four. In each group, one person takes the role of the teacher and the other three are students. Have them introduce themselves to each other using formal and informal language.

2 All About You

Topic

Data forms
E-mail

Skills

Identifying personal information
Distinguishing e-mail and Internet symbols

Sources

Conversations between teacher and students
Conversations between students
E-mail and website addresses

Cultural context

In formal situations, people use titles before their names. *Mr.* is a title used by men, *Mrs.* is used by married women, and *Miss* is used by unmarried women. *Ms.* is a title for women which doesn't show whether or not the woman is married. The title can be followed by a period or not: *Ms.* or *Ms*

Women in the United States currently use all three titles; it is up to each individual which title she chooses to use.

People often use their middle initial (the first letter of their middle name) instead of writing out their entire middle name. For example, a woman named Mary Katherine Wilson might write her name Mary K. Wilson.

1 What's going on?

Skill

Identifying personal information

Vocabulary and common expressions

initial	state
province	e-mail address
title	address
occupation	zip code

Language notes

When we say the word *address* only, we usually mean the address of our house. If we need to make it clear that we are speaking about where we live and not about e-mail or some other address, we can say *street address* or *home address*.

Warm-up questions

About the class

Is your occupation ____?
Is your title Mr.? (Mrs., Miss, Ms.)
Is your middle initial ____?
Is your address ____?
Is your e-mail address ____?
What is your occupation?
What is your title / middle initial?
What is your address / e-mail address?

About the picture

Is this Mark Grand's form?
Is his middle initial P?
Is his address 3498 West Canton Drive?
Is his country the U.S.?
Is his occupation teacher?
Is his title Mrs.?
Whose name is on this form?
What is his first / last name?
What is his title?
What is his e-mail address?
What is his occupation?

Procedures

Read the directions to the students. Have them repeat the words in the box after you (*e-mail address, title, country, etc.*). Ask them to find the e-mail address on the form and write the word in the blank next to it. Continue with all the words.

Answers

- | | |
|-------------------|-------------------|
| 1. Title | 4. Country |
| 2. Middle initial | 5. E-mail address |
| 3. Address | 6. Occupation |

2 Who's the teacher talking to?

Source

Conversations between teacher and students

Language notes

The pronunciation of titles for women is: *Mrs.* /'mɪsɪz/; *Miss* /mɪs/; *Ms.* /mɪz/.
Zip code has the same meaning as *postal code*.
It is a common part of an address.

Warm-up questions

About the chart
Is Mrs. a title?
Is Brown a last name?
Does job mean occupation?
What titles do you see in the picture?
What last names do you see in the picture?
What information do you see across the top of the chart?

Procedures

Tell the students that a teacher is asking some students about their information. Tell them to listen to find out which title each student uses. Play the first sentence on the CD / cassette. Stop and ask the students for the correct answer. Continue with the rest of the sentences.

Tell the students they will listen again to find out which information the teacher is asking about. Play the first sentence again. Stop to ask the students for the correct answer. Play the rest of the sentences and ask the students to mark the correct answers on the chart. Discuss the answers with the class.

Answers

1. Mrs. zip code
2. Ms. first name, e-mail address
3. Mr. occupation, address
4. Mrs. first name
5. Ms. occupation

3 Where do you live?

Source

Conversations between teacher and students

Vocabulary

drive street
road

Language notes

There are several synonyms for the word *street*. In this exercise, the words *road* and *drive* are used. Some other words for street are *lane, avenue* and *boulevard*.
Addresses with the numbers 1 – 99 are read as normal numbers. The number in *87 Main Street* is read as *eighty-seven*. With numbers 100 and higher, the words *hundred* and *thousand* aren't said. The number in *523 Main Street* is read as *five twenty-three*. The number in *1465 Main Street* is read as *fourteen sixty-five*. The exception to this rule is numbers that are exact hundreds: *800* is *eight hundred*, *1600* is *sixteen hundred*.

Warm-up questions

About the class

Is the address of this school _____?

What is your address?

What is the address of this school?

What is the address where you work?

About the addresses

Is John Spencer's address 9406 Mason Lane?

Is 17 First Street Kim Phan's address?

What is John Spencer's address?

What is Kim Phan's address?

Who lives at 46 Green Street?

Who lives at 1731 Riverside Drive?

Who lives at 500 Alton Road?

Procedures

Look at the **Student's Book** and copy the addresses in the exercise on the board (*1731 Riverside Drive, 46 Green Street, etc.*). Pronounce them for the students. Have them repeat after you.

Tell the students that a teacher is asking the students about their addresses. The addresses in the book are incorrect, and they will listen to hear the correct addresses. Play the first dialog, which is the example. Point out to the students the incorrect answer in the book (*7405 Mason Lane*) and the corrected answer (*9406 Mason Lane*). Have them repeat both answers after you so they can hear the difference. Play the rest of the dialogs and have the students complete the exercise in pairs. Discuss the answers with the class.

Answers

- | | |
|------------------------|--------------------|
| 2. 131 Riverside Drive | 4. 48 Green Street |
| 3. 600 West Alton Road | 5. 78 First Street |

Extra activity

Dictate some addresses for the students to write. You can use the street names in Activity 3, or street names in your city. Make up numbers to go with them, for example, *545 Green Street* and *1236 Newton Street*. Then put students in pairs or in groups of four and ask them to dictate their addresses to each other.

4 Where are you from?

Source

Conversations between students

Vocabulary

Turkey	Italy
Vietnam	France
England	Argentina
China	Mexico
Japan	Spain

Warm-up questions

Read the names of the countries in Activity 4 (*Turkey, England, Vietnam, etc.*) and have the students raise their hands for the countries they want to visit. If you have a wall map, point to the different countries on the map and ask:

Is this Turkey?

Is this Mexico?

Can you point to Japan?

Where is Vietnam?

etc.

Procedures

Make sure the students understand the country names. Show the countries to the students on a map. Have them repeat the names after you. If necessary, say the country names in your language. Tell the class that they will hear some students talking about their countries. These students are from different countries. They are visiting other countries.

Play the first dialog (the example). Stop the CD / cassette and ask the students: *Is Van from Vietnam?* Show them that the answer *B* means that Van was born in Vietnam.

Ask the students: *Is Van in England now?* Show them that the answer *V* means Van is visiting England now. Play the rest of the dialogs and have the students complete the answers in pairs. Tell the students that they will listen to the CD / cassette again to find out how long each student has been in the country they are visiting. Play the CD / cassette and have the students continue working in pairs to write the answers in their books. Discuss the answers with the class.