

DAVID P. ANDERSON

STEVEN BROWN SERIES EDITOR

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LISTENING AND SPEAKING

3

通达英语

听说教程

第三册

学生用书

Student's Edition



上海外语教育出版社
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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

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WARM-UP

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



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



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

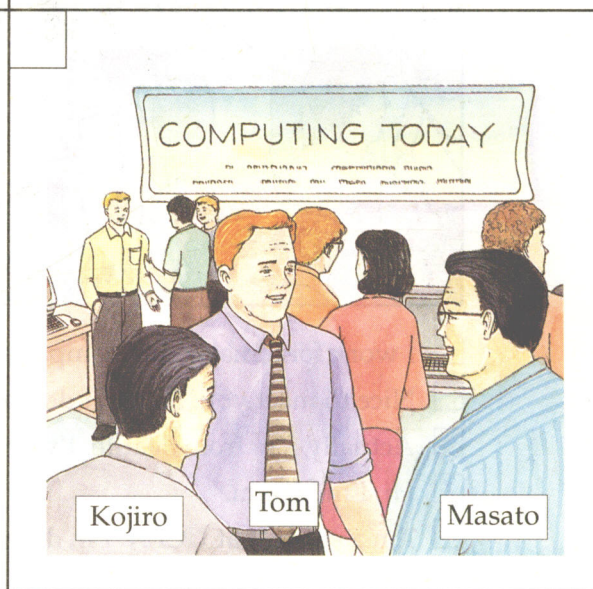
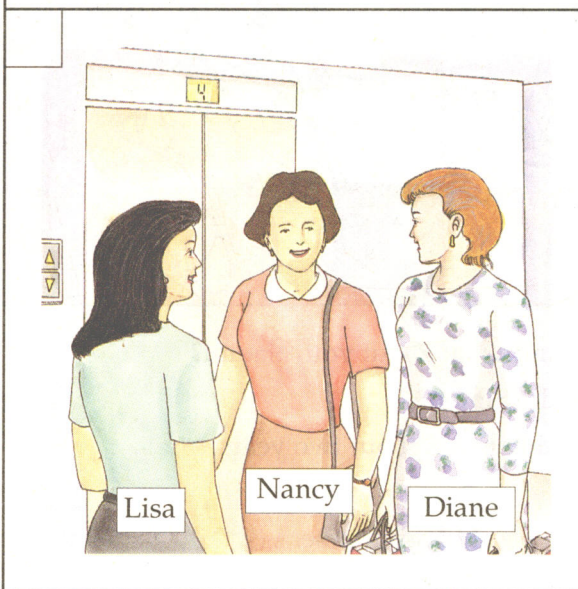
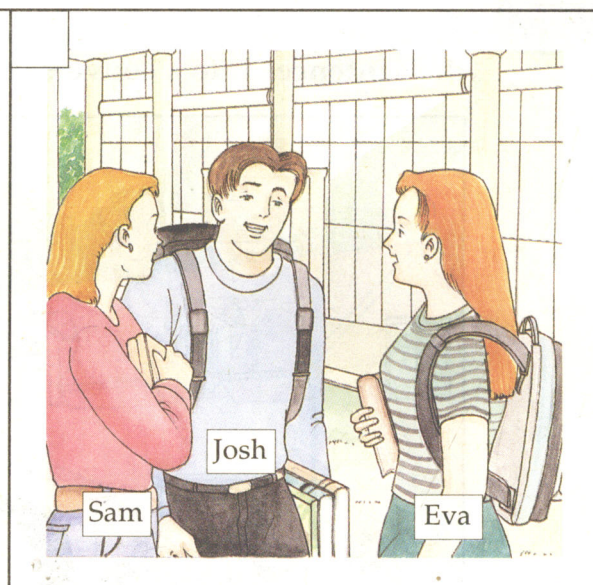
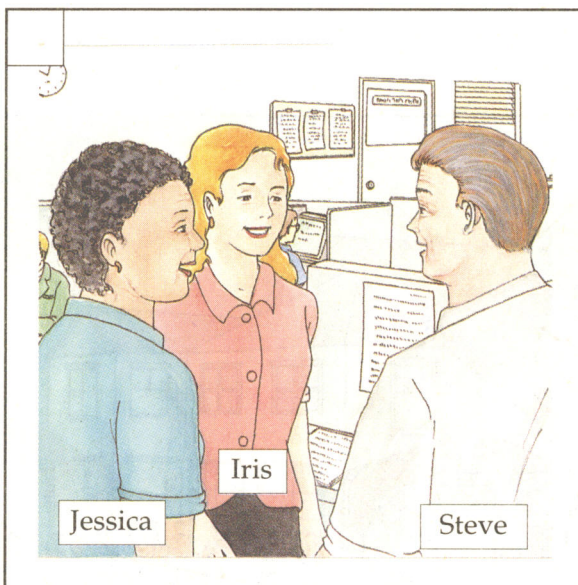
What questions should you NOT ask when you meet someone for the first time? Make a list.

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.



- 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: _____

GROUP WORK



- A. Work with two classmates. Ask them about 1–6 below. Complete the chart with their information.

Questions	Student 1	Student 2
1. Name		
2. Hometown		
3. Job		
4. Free-time activities		
5. Reasons for studying English		
6. Ask your own question		

- B. Work with the same two classmates. Practice and continue the conversations below.

Conversation 1	Conversation 2	Conversation 3
<p>A: Have you two met before?</p> <p>B: No, we haven't.</p> <p>A: (Student B), I'd like you to meet (Student C). (Student C), this is (Student B).</p> <p>C: Nice to meet you.</p> <p>B: Hi, nice to meet you.</p> <p>A: (Student C) is a ...</p>	<p>B: Have you two met before?</p> <p>A: Yes, we have. We met a few days ago, but I can't remember your name.</p> <p>C: I'm _____. And what's your name again?</p> <p>A: I'm _____. </p> <p>C: Hi, (Student A). So you work in ...</p>	<p>C: Have you two met before?</p> <p>B: No, I don't think we have.</p> <p>C: (Student B), this is my friend (Student A). (Student A), this is (Student B).</p> <p>A: Pleased to meet you.</p> <p>B: Hi, (Student A). Are you ...?</p>



THE RHYTHM OF ENGLISH

- A. Imagine you are in a band. You are counting from one to four to help the band members get the beat. Work with a classmate. Help the band get the beat for the four songs below.

Song 1:	ONE,	TWO,	THREE,	FOUR.
Song 2:	a ONE,	a TWO,	a THREE,	a FOUR.
Song 3:	a ONE,	then a TWO,	then a THREE,	then a FOUR.
Song 4:	a ONE,	and then a TWO,	and then a THREE,	and then a FOUR.

Now listen to the band leader. Does the band leader count the same way as you?

Most native speakers of English use a beat when they speak. In English, only the most important words are given a beat. As a result, many of the less important words become linked, like *andthena* in Song 4 above.



B. Stressed Words

When a word is given a beat, we say that it is *stressed*. Stressed words are pronounced higher in pitch and more loudly.

Listen to the questions and answers. Circle the stressed words.

How was your dinner?	It was great.
Can I get you anything else?	I'd like some cake.
What kind of cake?	Some chocolate cake.
What's Sue doing?	She's packing.
Why is she packing?	She's going to university.
Which university?	City University.
Where's that?	On the north side of the city.

What kinds of words were stressed? Circle the answers below.

prepositions	adjectives	am/is/are
main verbs	a/an/the	question words
pronouns	nouns	contractions

The other types of words are usually less important. The less important words are often linked in conversational English.

PRONUNCIATION



A. Listen to the sentences.

Written English	Conversational English
How do you get to school? How do you like this class so far? How did you hear about this school? How did you feel at the start of class?	Howd'ya get to school? Howd'ya like this class so far? Howja hear about this school? Howja feel at the start of class?

Listen again and repeat.

B. Listen to the conversations and then practice them with a classmate. Use conversational English.

A: **Howd'ya** get to class?

B: I take the bus.

A: **Howd'ya** like this class so far?

B: It's interesting, but I need more pronunciation practice.

A: **Howja** hear about this class?

B: My brother studied here a few months ago.

A: **Howja** feel at the start of class?

B: I was a bit nervous.



C. Work with a classmate. Practice and complete the conversations below. Take turns as A and B.

A: **Howd'ya** get to school?

B: I take the ...
I come by ...

A: **Howd'ya** like this class so far?

B: I like it a lot because ...
It's interesting, but ...
I don't like it because ...

A: **Howja** hear about this school?

B: I read about it in ...
I heard about it from ...

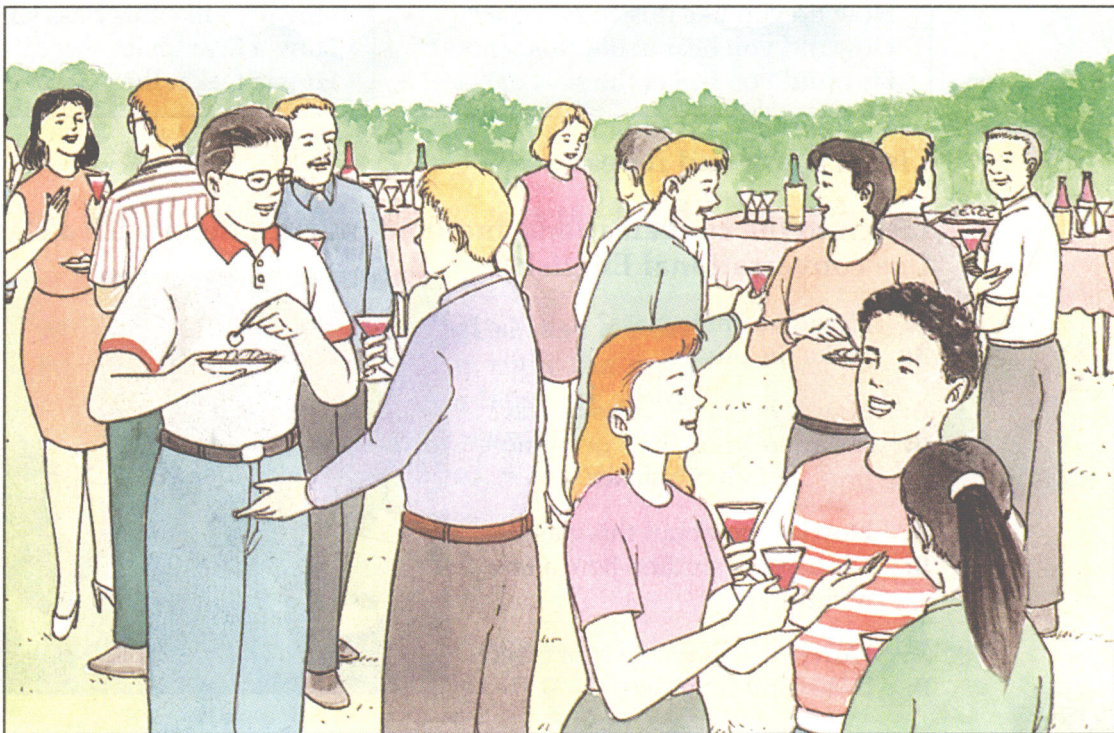
A: **Howja** feel at the start of class?

B: I felt ...
I was ...



CHALLENGE

- A. Work with a classmate. Imagine you're at a party but you don't know the other guests. Introduce yourself to one of the guests and then introduce the guest to your partner. Meet as many people as you can.



- B. What are you doing to improve your listening and speaking skills? Use the words in the box to complete the sentences.

never occasionally sometimes often usually always

1. I _____ listen to songs with English words.
2. I _____ watch English-language movies.
3. I _____ listen to the news in English.
4. I _____ sing karaoke songs in English.
5. I _____ listen for the main idea, even when a person speaks fast.
6. I _____ ask questions about words and phrases that I don't understand.
7. I _____ speak to my friends in English.
8. I _____ try to express my ideas, even when I'm not sure that my sentence is correct.

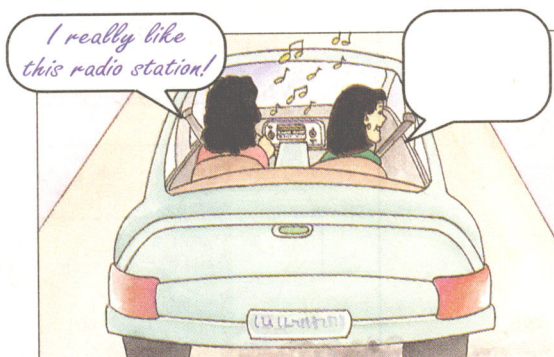
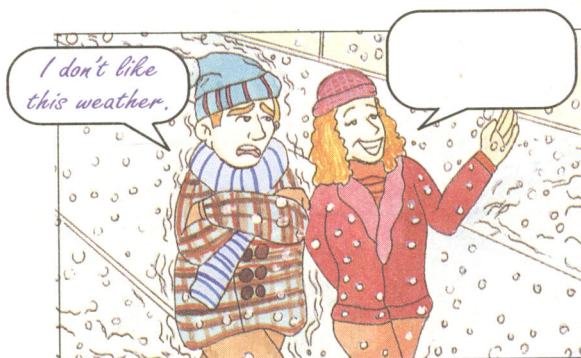
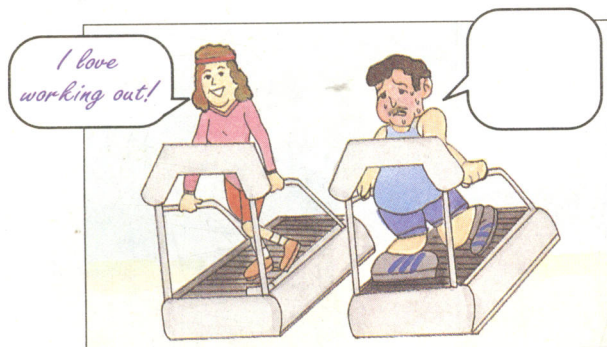
Work in small groups and discuss what you think are the best ways to improve your English.

UNIT 2 I Love Strawberry Ice Cream!

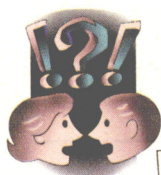


WARM-UP

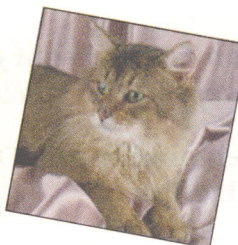
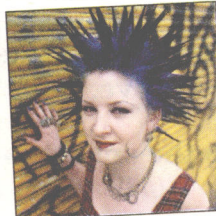
A. Do you think the people below are agreeing or disagreeing with each other? Choose sentences from the chart to fill in the speech bubbles.



	Agreeing	Disagreeing
I love/like ... I hate ...	Yes, me too./Yes, so do I./ I do, too.	Really? I don't./ You do? I don't.
I don't like ... I don't mind ...	Neither do I./Me neither./ I don't, either.	Really? I do./ You don't? I do.
I can't stand it when ... I can't stand ...	Neither can I./ Me neither./I can't, either.	Really? I don't mind it.



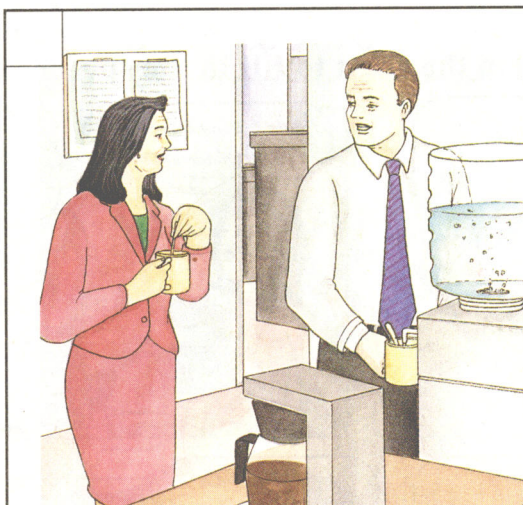
B. Work with a classmate. Take turns saying if you like or dislike the things below. Agree or disagree with your partner.



LISTENING



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



What do they have in common?



What do they have in common?



What do they have in common?



What do they have in common?

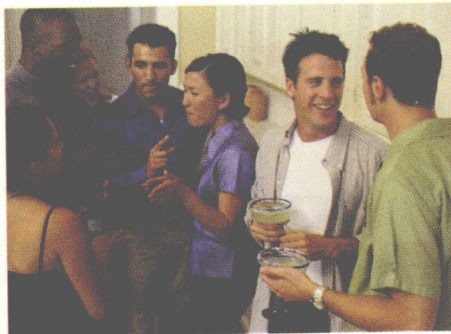
- B. Listen again. What do the speakers have in common? Write your answers in the spaces above.
- C. Listen once more. Do the speakers know each other? Why do you think so?

PAIRWORK STUDENT A



- A. Work with Student B. The people in the conversations below don't know each other. Write sentences to continue their conversations.

At a party	On vacation	On the subway
<p>A: Hi there. Are you one of Yoshi's friends?</p> <p>B: That's right. We were at college together.</p> <p>A: _____</p> <p>B: _____</p> <p>A: Really? So did I.</p>	<p>A: Nice weather we're having.</p> <p>B: Yeah. Much better than the weather at home.</p> <p>A: _____</p> <p>B: _____</p> <p>A: So am I!</p>	<p>A: Excuse me. Is that today's paper?</p> <p>B: Yes, it is.</p> <p>A: Does it say anything about _____?</p> <p>B: _____</p> <p>A: _____</p> <p>B: No, neither do I.</p>



- B. Imagine that you and Student B don't know each other. Practice the conversations below. Find something in common before you end the conversations.

	At a conference	In a coffee shop
Start	You start. Tell your partner you like his or her jacket.	You are reading <i>Sports</i> magazine. Answer your partner's question.
Continue	Ask if it's expensive to buy clothes there.	Find the answer for Student B in your magazine.
Find something in common	A clothes store you both like or don't like.	A team or sport you both like or don't like.
Introduce yourself	Introduce yourself to Student B.	Introduce yourself to Student B.