

LEARNING TO LISTEN

*Making sense of
spoken English*



提高篇

乐聆英语听力

Teacher's Guide

Lin Lougheed (美) 编著

3 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

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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 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. In addition, in the **Student's Book** you will find the tapescripts. These can be used to highlight particular expressions, or for extra listening practice (for example, by making a cloze listening).

Unit format

Topic Skills Sources Cultural Context	Each unit in the Teacher's Guide opens with the topics that will be discussed, the skills that are being taught, and the sources of audio used. 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 Language notes . 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	Additional comprehension questions and Extra activity 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.

Beginner 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 or the cassette.
4. Have students perform the task.
5. Continue playing the CD or the 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 or the 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 complement 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 or the 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 activity** 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 or the cassette.

If you have several CD or the cassette 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 or the 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 activities 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. For example, 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. You can use the conversations and announcements found in the tapescripts in the **Student's Book**. 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 Party Talk

Topic

Meeting people at a party

Skills

Identifying names and occupations
Distinguishing between *did you* and *do you*

Sources

Conversations at a party

Cultural context

Many people enjoy parties because they provide an opportunity to see old friends and meet new ones. At casual parties in friends' homes, informal forms of introduction are used: *Bob, this is my friend (neighbor, coworker) Mary.* Or you can introduce yourself simply by saying *Hi. I'm Bob.* "Small talk" topics of conversation are used as ways of getting to know people, for example, the details of one's job or free time activities, opinions about recent books and movies, etc.

1 What's going on?

Vocabulary and common expressions

wonderful have a lot in common
horrible

Warm-up questions

About the class

Do you like parties?
Do you eat / dance at parties?
Do you talk to your friends at parties?
Do you meet new people at parties?
Do you introduce your friends at parties?
What do you like to do at parties?

About the picture

Is he introducing his friends?
Are they talking about their friends?
Are they talking or eating?
Is she arriving or leaving?
Is she stepping on her foot or asking her to dance?
What is she / he doing?
What are they doing?

Procedures

Explain to the students that the sentences they see in their books (*I'm sorry I have to leave so early. This is my friend Jack.* etc.) are spoken by the people in the picture. Read the sentences out loud and have the students repeat after you. Have the students work in pairs to match the sentences with the people who say them. Go over the answers with the class.

Answers

1. d	3. f	5. e
2. b	4. a	6. c

Extra activity

Have the students work in pairs. Ask each pair to choose one of the lines from Activity 1 and continue the dialog. They should add at least three more lines. For example:

Student 1: *I'm sorry I have to leave so early. It was a wonderful party.*

Student 2: *Why don't you stay just a little while longer?*

Student 1: *I'd like to stay, but I have to go to work early tomorrow.*

Student 2: *It was nice to see you. Don't work too hard.*

2 Do I know you?

Source

Conversations at a party

Vocabulary and common expressions

team insurance business
elementary school

Warm-up questions

About the class

Is your name (any student's name)?

Do you play golf?

Do you teach in elementary school?

Do you work in the insurance business?

Are you married?

Do you like salad?

What did you say your name was?

What's your wife's name?

How are things at work?

Procedures

Tell the class to imagine they are meeting a new person at a party. What are some things they might ask this person? Write their ideas on the board. Some possible ideas: *What's your name? Where do you work? Are you married?* etc.

Now tell the class to imagine they are meeting an old friend at a party. What are some things they might say to this person? Write their ideas on the board. Some possible ideas: *How's your work? How's your family? What have you been doing lately? How have you been?* etc.

Tell the class they will hear some people talking at a party. The students will have to decide if they are old or new friends. Play the first dialog twice, then ask for a show of hands: *Who thinks these are old friends? New friends?* Play the dialog again if necessary. Continue with the rest of the exercise.

Answers

- | | | |
|--------|--------|--------|
| 1. New | 3. Old | 5. Old |
| 2. Old | 4. New | 6. New |

3 What's your name?

Source

Conversations at a party

Vocabulary and common expressions

I'd like you to meet my friend _____.

plain

Nice to meet you.

Great to meet you.

Language notes

There are several fixed expressions we use when introducing people, for example, *I'd like you to meet my friend _____*, which is a little bit more formal than *This is my friend _____*. *Nice to meet you.* or *It's nice to meet you.* is the usual way to reply. Often there is more than one way to spell a name. The names the students hear in this exercise could be spelled *Tom* or *Thom* and *Lee* or *Leigh*. *Katie* and *Kathie* are two similar-sounding but different names. People named *Robert* are often called either *Rob* or *Bob*.

Warm-up questions

About the class

Is your name _____?

Do you spell your name _____?

How do you spell your name?

Do you have a nickname?

What is your nickname?

Procedures

Ask the students to look at the list of names in their books (*Tom/Thom, Leigh/Lee*, etc.). Have them take turns reading and spelling the names out loud. Tell them they will hear people introducing their friends at a party and talking about the spelling of their names. They will have to listen to hear the correct spelling of each name. Play the CD or the cassette, stopping after each dialog to let the students mark their answers. Go over the answers with the class.

Answers

- | | |
|---------|----------|
| 1. Thom | 3. Katie |
| 2. Lee | 4. Bob |

Extra activity

Divide the class into groups of five or six. Have the students take turns spelling their names out loud for the rest of the group to write. They can use first names only or both first and last names.

4 What do you do?

Source

Conversations at a party

Vocabulary and common expressions

doctorate degree
medical doctor
practical

Warm-up questions

About the class

Are you a student / teacher / medical doctor /
actor / writer / pilot / computer programmer?
Would you like to become a student / teacher /
medical doctor / actor / writer / pilot /
computer programmer?
What's your profession?

About the pictures

Is she a medical doctor or a doctor of
mathematics?
Does he teach children or adults?
Is he a computer programmer or an actor?
Is she a pilot or a writer?
What does she / he do?

Procedures

Tell the students they will hear people meeting each other at a party and talking about their jobs. They will have to listen to choose the correct job for each person. Play the CD or the cassette, stopping after each dialog to let the students choose their answers. Play the dialogs through one more time to let the students check their work, then go over the answers with the class.

Answers

1. b 2. a 3. b 4. b

Additional comprehension questions

Play the CD or the cassette again. Have the students write the names of the two speakers in each conversation. You can write the following list on the board for them to choose from:

Tim, Jim, Lisa, Tom, Jack, Patty, Lee, Patsy, Mark, Louise, Osamu, Mike, Lucy.

(1. Man: Tom Woman: Patty
2. Man 1: Mark Man 2: Osamu
3. Man: Tim Woman: Lee
4. Man: Jack Woman: Lucy)

5 New friends

Source

Conversations at a party

Vocabulary and common expressions

never mind
guy

Language notes

I gotta. is an informal way of pronouncing *I've got to.* meaning *I have to.*
There are two examples in this activity of abbreviated questions that eliminate the auxiliary *do*: *You want to go for a walk? You know him?* In these cases, the intonation and the context, rather than grammar, let the listener know that these are questions and not statements.

Warm-up questions

About the class

At a party, do you prefer dancing or talking?
Do you prefer talking to old friends or meeting
new friends?
What do you like to do at a party?
Who do you like to talk to at a party?

About the pictures

Are they dancing or talking?
Is she introducing herself or saying goodbye?
Is he eating alone or with a friend?
Is he leaving or arriving?
What is she / he doing?
What is she / he saying?

Procedures

Tell the students they will hear people talking at a party. For each conversation, they will have to choose the picture that shows what will happen next. Have the students work in pairs. Play the CD or the cassette, stopping after each conversation to let the students discuss and mark their answers. Play the conversations again so they can check their work, then go over the answers with the class.

Answers

- a. 3 b. 4 c. 2 d. 1

6 Train your ear

Source

Questions

Vocabulary and common expressions

do and *did* as auxiliary verbs

Warm-up questions

About the class

Where did you go last night?

What time do you usually get home?

What time did you get home yesterday?

How did you get to school today?

Where do you live now?

Where did you live last year?

Procedures

Explain to the class that it isn't always easy to hear the difference between *do* and *did* in conversation. Write the examples from the book on the board: *When did you talk to Bill? When do you talk to Bill?* Play the examples on the CD or the cassette several times and ask the students to repeat them. If they need further practice, write the warm-up questions on the board. Put all the *did* questions in column one and all the *do* questions in column two. Have the students repeat the questions after you, then read them in random order. For each question you read, the students will tell you if it was from column one or column two. Play each sentence on the CD or the cassette twice and have the students work alone to mark their answers in their books. Go over the answers with the class.

Answers

- | | | |
|------------|------------|------------|
| 1. Did you | 3. Do you | 5. Do you |
| 2. Do you | 4. Did you | 6. Did you |

Extra activity

Write the warm-up questions on the board, as in the above **Procedures**. Have the students work in small groups to practice pronouncing *do* and *did* as they heard them on the CD or the cassette. They can also add some of their own questions. Then the students can take turns choosing some sentences from their list to dictate to the rest of the group.

7 Test yourself

Procedures

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

Answers

- | | | |
|------|------|------|
| 1. C | 3. A | 5. C |
| 2. A | 4. B | 6. B |

8 Your turn

Ask the students to each invent a new name and profession for themselves. If they want, they can choose names with interesting or unusual spellings. Then have them work in small groups to introduce each other with their new identities. They should use some of the phrases they heard in this unit: *I'd like you to meet _____. This is my friend _____. Nice to meet you.* They can also ask each other about the spellings of their invented names.

Making it personal

Meeting new friends at a party.

Have the students work in small groups to write a list of some of the questions they might ask when meeting a new friend at a party. For example: *Where do you work? What are your hobbies?* etc. Have them walk around the room as if they were at a party and ask these questions to some of their classmates.

2 Weekend at Home

Topic

Family dinners

Skills

Identifying reasons
Identifying times and days
Distinguishing syllable stress

Sources

Telephone conversations
Conversations with friends and family

Cultural context

In some families, a weekly Sunday family dinner is the tradition. On such occasions, the extended family, including uncles and aunts, cousins and grandparents, all gather at the home of one of the relatives to spend the afternoon and enjoy a special meal together. In other families, such dinners are reserved for special occasions such as holidays, birthdays, or graduations.

1 What's going on?

Vocabulary and common expressions

twin ex-husband
across from husband
cousin

Warm-up questions

About the class
Do you have family dinners?
Do your cousins come to your family dinners?
Do you have a twin?
Are there twins in your family?
Do you cook the family dinners?
Who cooks your family dinners?

About the picture
Is she / he cooking / eating / drinking?
What's she / he doing?
Who is sitting next to person c?
Who is sitting on person d's right / left?
Who is in the kitchen?

Procedures

Read the directions with the class. Have the students work in small groups to write the letter of each person in the picture next to the correct description. Tell the students that as they figure out who each person is, they can also write that person's name on the picture. For example, next to person a, they can write *Jane*. This will help them both with this activity and with the next one.

Answers

1. a	3. b	5. d	7. c
2. h	4. e	6. g	8. f

2 Who's related to whom?

Source

Sentences about the picture

Vocabulary and common expressions

wife
son
daughter

Warm-up questions

About the class
Do you have a sister / brother / wife / husband / cousin / son / daughter?

About the picture
Is Mark Jane's brother?
Is Jane Mark's sister?
Is Max Jane's father?
Is Jane Max's daughter?
Is Matt Gwen's husband?
Is Gwen Matt's wife?
Is Bill Mark's cousin?
Is Gwen Bill's mother?
Who is Jane's father?
Who is Gwen's husband?

Procedures

Tell the students they will hear some sentences about the people in the picture in Activity 1. The sentences describe the relationships between the people. The students will have to decide if each sentence is true (yes) or false (no). Have the students work in small groups. Play the CD or the cassette, stopping after each sentence to let the students discuss and choose their answers. Play the sentences again so they can check their work, then go over the answers with the class.

Answers

- | | | | |
|--------|--------|--------|--------|
| 1. yes | 3. no | 5. no | 7. no |
| 2. yes | 4. yes | 6. yes | 8. yes |

Extra activity

Have the students work in pairs. Ask each pair to choose one person from the picture on page 12 of the **Student's Book** and to write down that person's relationship to as many other people in the picture as they can. For example:

(Jane)

Max's daughter

Mark's twin sister

Bill's cousin

Gwen's niece

Then have them choose another person from the picture and repeat the activity.

3 Why can't you come?

Source

Telephone conversations

Vocabulary and common expressions

car trouble	from out of town
make it	get stuck

Language notes

We say *car trouble* to mean the car isn't working. *To make it* can have several meanings. In this activity it means to get to or to arrive.

Warm-up questions

About the class

Do you ever have car trouble?

Do you get stuck in the snow?

Do you sometimes have guests from out of town?

When you don't want to go somewhere, what excuse do you make?

About the pictures

Is she working or playing?

Does she have car trouble?

Are the guests arriving or leaving?

Are they eating or resting?

Is she sick or healthy?

What's she doing?

What are they doing?

Procedures

Tell the students they will hear people giving reasons or excuses why they can't go to a family dinner. They will have to choose the correct excuse for each person. Have them work in pairs. Play each conversation twice, stopping each time to let the students discuss and choose their answers. Go over the answers with the class.

Answers

- | | | |
|------|------|------|
| 1. a | 2. a | 3. b |
|------|------|------|

Extra activity

Have the students work in pairs to write a four-line phone conversation in which one person explains to another why she / he cannot attend a family dinner or other occasion. For example:

Student 1: *Hi, Mom. I'm sorry I can't come to the dinner tomorrow.*

Student 2: *Why not? What's more important than a family dinner?*

Student 1: *I have a lot of homework to do.*

Student 2: *I understand. Nothing is more important than homework.*

4 Train your ear

Source

Sentences about family dinners

Vocabulary and common expressions

fantastic tradition
radish

Warm-up questions

About the class

Is family dinner a tradition in your family?

Do you eat dinner in the afternoon?

When do you have a family dinner?

Who shops for the family dinner?

Procedures

Read the directions with the class. Write the example words on the board and show the students how they can be divided into syllables (*fan-tas-tic, ra-dish-es*). Play the examples on the CD or the cassette several times. Ask the students to repeat the words, paying attention to the stressed syllables.

Play the first sentence on the CD or the cassette twice and tell the students to listen for the word they see in their book (*tradition*). Ask the students *Who thinks the first syllable is stressed? The second? The third?* Play the word again if necessary. Continue with the rest of the sentences.

Answers

- | | |
|-------------------------|--------------------------|
| 1. tra- <u>di</u> -tion | 6. <u>vi</u> -si-tors |
| 2. af-ter- <u>noon</u> | 7. ex- <u>cus</u> -es |
| 3. <u>Sa</u> -tur-day | 8. <u>grand</u> -mo-ther |
| 4. re- <u>la</u> -tions | 9. to- <u>mor</u> -row |
| 5. <u>won</u> -der-ful | |

Extra activity

Have the students work in pairs. Write the following words from Unit 2 on the board: *syllable, example, description, relationships, conversations*. Ask the students to divide each word into syllables and decide which syllable is stressed in each word. Select some students to show where the stress is by drawing a line under the syllable on the board. Finally, write all the words on the board and have the class repeat them after you. (sy-lla-ble, ex-am-ple, des-crip-tion, re-la-tion-ships, con-ver-sa-tions.)

5 Can you pick something up for me?

Source

Phone conversations

Vocabulary and common expressions

cabbage	Pop
onion	bowl
flour	cooking pot
left over	fork

Language notes

Some people call their father *Pop* instead of *Dad*.

Warm-up questions

About the class

Do you like radishes / cabbage in your salad?

Do you like to bake?

Do you need flour for baking?

Do you need a cooking pot for baking?

What do you need to make a salad / bread?

About the picture

Is this a cabbage or radishes?

Is this a rose or a bag of flour?

Are these forks or plates?

What's this?

What are these?

Procedures

Tell the students they will hear some people talking about what they will bring to the family dinner. They will have to choose the picture that shows what each person will bring. Have the students work alone. Play the CD or the cassette, stopping after each conversation to let the students choose their answers. Play the conversations again so they can check their work, then go over the answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. a | 4. b |
|------|------|------|------|