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“十五”国家级规划教材

大学体验英语®

Experiencing English

听说教程 教学参考书

2

*Listening and Speaking
Reference Book*

Jill Robbins Andrew MacNeill

《大学体验英语》项目组



高等教育出版社
Higher Education Press



培生教育出版集团
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Contents

Unit Number	Theme	Student Book Pages	Reference Book Pages
1	Introductions <i>You'll really like him</i>	8 - 9	U1-1 - U1-4
2	Personal Information <i>How can I reach you?</i>	10 - 11	U2-1 - U2-4
3	Lifestyle <i>Don't you wish we could live here?</i>	12 - 13	U3-1 - U3-4
4	Descriptions <i>It means a lot to me</i>	14 - 15	U4-1 - U4-4
5	Nationalities <i>It changed my life</i>	16 - 17	U5-1 - U5-4
6	Personality <i>What do you like about him?</i>	18 - 19	U6-1 - U6-4
7	Family <i>I really take after my Dad</i>	20 - 21	U7-1 - U7-4
8	City Life <i>What the heck am I?</i>	22 - 23	U8-1 - U8-4
9	Jobs <i>You can meet lots of important people</i>	24 - 25	U9-1 - U9-4
10	Daily Routine <i>We have a few rules</i>	26 - 27	U10-1 - U10-4
11	Travel <i>They lost my luggage!</i>	28 - 29	U11-1 - U11-4
12	Business <i>Check this out!</i>	30 - 31	U12-1 - U12-4
13	Schedules <i>I can squeeze you in...</i>	32 - 33	U13-1 - U13-4
14	Weather <i>It was a real scorcher!</i>	34 - 35	U14-1 - U14-4
15	Entertainment <i>I couldn't say no!</i>	36 - 37	U15-1 - U15-4
16	Home <i>It's just like living on Earth</i>	38 - 39	U16-1 - U16-4
17	Health <i>I'll try anything!</i>	40 - 41	U17-1 - U17-4
18	Shopping <i>Shopping here is so exciting!</i>	42 - 43	U18-1 - U18-4
19	Food <i>What'd you get?</i>	44 - 45	U19-1 - U19-4
20	News <i>This just in...</i>	46 - 47	U20-1 - U20-4
	Appendix: Interaction Links	48 - 73	
	Self-study	74 - 93	
	Test Pack	95 - 98	T1 - T6
	Glossary	99 - 103	

前言

《大学体验英语》系列教材依据《大学英语教学大纲》[修订本]编写,供大学英语教学基础阶段使用。《大学体验英语》参照《大学英语教学大纲》对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》以及配套的教学参考书、多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操作性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程教学参考书》第2册。《听说教程》是根据朗文出版社最新出版的《Impact Listening》英语听说教材,同时结合教育部1999年颁布的《大学英语教学大纲》[修订本]的要求改编而成的。原书以听力教学为主,辅之以一定的口语练习,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中,我们一方面力求保持原书在听说教学方面的优点,对不适合中国学生的练习活动和语言材料进行了适当的修改;另一方面进一步改进和强化了口语练习,弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷,强化了本系列教程所强调的“体验”性。经过改编,本教材主要体现以下一些特点:

1. 内容丰富,语言真实。本教材每册共包含20个单元,每单元一个主题。这20个主题覆盖了与当代青年

学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景,使听者如同身临其境。经过编写者的选择与加工,这些真实的语言材料可以为不同语言能力的学生所接受,使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。

2. 题材贴近大学生生活。本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则,使学生在学语言的同时吸收大量与语言相关的社会、文化等知识,同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开,力求使学生听得有兴趣,说得有内容,提高学习效率,最终达到学以致用教学目的。

3. 教学内容安排合理。本教材每一个单元由词汇和背景知识学习入手,为下一步听力练习扫清语言和背景知识的障碍,然后是较为简单的短篇听力训练及简短的口语练习,进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论,最后,学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出,从而激励学生主动投入并保持良好的学习热情。另外,本教材每一个单元围绕同一个主题展开,内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识,这进一步加强了单元内各部分,以及听和说的有机联系,使所有教学环节浑然一体。

4. 配套材料完善。本教程的学生用书除附有供学生自测使用的材料外,还将每单元中较难的“Real World Listening”听力内容以光盘形式附于书后,供学生课后进一步研听。为方便教学,本教程还配有内容丰富、指导详尽、方便使用的教学参考书,大大减轻了教师的备课难度,同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与CD两种载体形式供使用者选择,方便在不同教学环境中师生的使用。

在本教程的改编过程中,由于改编者的水平有限,加上编写时间紧,书中一定还存在许多不妥之处,恳请各位专家、同仁和广大师生提出批评意见和建议。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、吉林大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚彬(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编者
2002年5月

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Student Book Contents

Unit Number	Theme	Title	Vocabulary TaskTask	Listening Listening	Real World Speaking	Real World Link	Interaction
1	Introductions pages 8 - 9	<i>You'll really like him</i>	Formal and informal introductions and responses	Distinguishing between styles of introductions	A woman introduces two friends	A: Two students meeting an American teacher B: A Chinese talking with Canadian tourists	Meet the Class: Sharing information with classmates, finding out common interests
2	Personal Information pages 10 - 11	<i>How can I reach you?</i>	Addresses and other contact information	Getting contact information	A father calls his daughter in Japan to get her contact information	A: A meeting between QQ friends B: An exchange student from England is leaving	Get in Touch: Making a class directory
3	Lifestyle pages 12 - 13	<i>Don't you wish we could live here?</i>	Words to describe places to live and living conditions	Understanding preferences in choosing a place to live	A couple compares a luxurious home to their apartment	A: On campus and off campus living B: A new dorm building	A City Park: Drawing a city from classmate's description
4	Descriptions pages 14 - 15	<i>It means a lot to me</i>	Names of accessories and reasons for wearing them	Understanding individual meaning of accessories	Two women talk about a special necklace	A: Wedding ceremonies B: Accessories for a football fan, a pop star lover and a QQ goer	Special Things: Asking classmates about their accessories and their sentimental value
5	Nationalities pages 16 - 17	<i>It changed my life</i>	Countries and languages	Identifying reasons for studying languages	A man talks about his experience learning Thai	A: Why do they learn English B: A second foreign language	English Survey: Talking about ways of learning English
6	Personality pages 18 - 19	<i>What do you like about him?</i>	Adjectives to describe personalities	Identifying qualities people look for in friends	A woman describes a man she went out with	A: Ideal boyfriends/girlfriends B: Definition of a "good college student"	A Perfect Match: Finding the match to a personality description
7	Family pages 20 - 21	<i>I really take after my Dad</i>	Words describing familial relationships	Determining relationship of family members	A woman talks about her parents	A: Christmas gifts B: Importance social and biological influences on people	Something in Common: Comparing families
8	City Life pages 22 - 23	<i>What the heck am I?</i>	Commands used in giving directions	Getting directions	A woman describes a travel experience in Istanbul	A: A volunteer for an international conference B: Finding a book in the library	Hide and Seek: Following verbal directions
9	Jobs pages 24 - 25	<i>You can meet lots of important people</i>	Occupations and responsibilities	Understanding working conditions	A woman interviews for a job as a journalist	A: High pay vs. high pressure B: Going abroad or staying in China	Job Search: A guessing game about jobs
10	Daily Routine pages 26 - 27	<i>We have a few rules</i>	Rules for different living situations	Identifying preferences of living conditions	A couple discusses a vacation plan	A: Rules for library use B: The track and field team	A Great Place to Visit: Creating a brochure for a place to visit

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
11	Travel pages 28 - 29	<i>They lost my luggage!</i>	Problems when traveling	Identifying problems that arise while traveling	A man describes an unusual trip to Costa Rica	A: A trip to the Yellow Mountains B: Flying for the first time	The Terrible Trip Game: <i>Board game</i>
12	Business pages 30 - 31	<i>Check this out!</i>	Machines needed for work	Understanding the functions of new technologies	Two men talk about pros and cons of working from home	A: Making a webpage B: Buying a notebook computer and a printer	Internet Business: <i>Setting up an Internet business</i>
13	Schedules pages 32 - 33	<i>I can squeeze you in...</i>	Schedules and commitments	Arranging a schedule	A band's manager explains the band's upcoming schedule	A: An English speech contest B: Making an appointment for a meeting with the teacher	Making Plans: <i>Arranging a time to meet with a friend</i>
14	Weather pages 34 - 35	<i>It was a real scorcher!</i>	Descriptions of weather	Understanding weather forecasts	A grandmother and grandson talk about the weather in Alaska	A: An Australian Christmas atmosphere here B: Weathers of Mount Emei	The Four Seasons Game: <i>A vocabulary game</i>
15	Entertainment pages 36 - 37	<i>I couldn't say no!</i>	Expressions for offering and responding to invitations	Understanding invitations and reasons declining invitations	An employee talks about unusual invitations at work	A: Addresses at the English Speech Contest B: An invitation and a polite refusal	Let's Party: <i>Inviting classmates to a party</i>
16	Home pages 38 - 39	<i>It's just like living on Earth</i>	Areas to live and qualities of those areas	Defining qualities of areas to live	A reporter interviews a woman who lives on a space station	A: City living vs. country living B: A good view or modern facilities	Space Station: <i>Designing the living areas on a space station</i>
17	Health pages 40 - 41	<i>I'll try anything!</i>	Alternative remedies for illnesses	Understanding symptoms and treatments for physical problems	A relaxation exercise involving music and visualization	A: Traditional Chinese medicine and modern Western medicine B: Meeting a sick friend	Home Remedies: <i>Sharing personal remedies for common health problems</i>
18	Shopping pages 42 - 43	<i>Shopping here is so exciting!</i>	Shopping and services	Distinguishing cultural differences about shopping	Two women are shopping in an African market	A: Fun of window shopping B: Shopping in different places	Let's Make a Deal: <i>Bargaining for the best price</i>
19	Food pages 44 - 45	<i>What'd you get?</i>	Tastes and qualities of food	Identifying ingredients in dishes	Two people describe the "strange" foods they are eating	A: Mother's dishes B: KFC, Chinese food or barbecue	Food and Taste: <i>Finding new meaning in food related words</i>
20	News pages 46 - 47	<i>This just in...</i>	Common news stories	Understanding different opinions on an issue	Students discuss an issue in the news	A: Should college students be allowed to get married B: A "wrong" policy	News Debate: <i>Discussing a current topic</i>

Appendix: Interaction Links	48 - 73
Self-study	74 - 93
Test Pack	95 - 98
Glossary	99 - 103

Introduction

Welcome to *Listening and Speaking*

Listening and Speaking 2 is the second in a three-level innovative series of teaching materials designed to help learners develop their listening and speaking ability. It is organized around topics of interest to students with the intent that beginning level students will gain language they need to listen to and talk about things that are important to them in their daily lives.

There are five main principles on which the *Listening and Speaking* series is based:

- Rich input

Learners need input that is contextualized, based on authentic sources, and interesting. It should be slightly above their proficiency level to provide a challenge to motivate learners.

- Clear tasks

Learners need clear tasks in order to know what to focus on and what to remember. Task cycles allow them to listen to the same input more than once, in order to practice controlling their attention. Each section in *Listening and Speaking 1* provides a transparent, structured task.

- Listening strategies

Learners need to learn how to listen. They need to learn listening strategies such as predicting, focusing on the key ideas, and inferring in order to listen effectively. These strategies are taught consistently throughout the material.

- Familiar topics

Learners need to experience language in “real situations”. They need to draw on their personal experiences when engaged in speaking practice. Most of the situations in the Reading World Speaking section center around college students’ real life. In this way, students are likely to be motivated in practicing their speaking.

- Self-expression

The central purpose of listening is using the ideas heard. Self-expression and personalization steps with listening activities increase students overall language ability by building conversation skills along with listening skills.

Course Components

- Student Book (with Self-study CD that provides new tasks for the Real World Listening extract, plus the Language Awareness section for at-home review.)
- Classroom Audio cassettes or CDs
- Teacher’s Manual
- Test Pack (midterm and final tests)

Student Book Structure

Listening and Speaking 2 contains 20 2-page units. The unit design allows for clear implementation of the principles. Each unit has four sections: **Vocabulary Task**, **Listening Task**, **Real World Listening**, and **Real World Speaking**, plus an **Interaction Link** and a **Self-study Page** in the Appendix. The **Self-study Page**, for use with the Self-study CD, allows students to review at home.

Using the Student Book and Teacher’s Manual

Listening and Speaking 2 Teacher’s Manual provides step-by-step procedures for presenting the material. Answers to the activities along with the listening scripts are provided within each unit. In addition, teaching tips and language and culture notes are found throughout the manual. The teaching tips provide practical suggestions on classroom management and pedagogy. Each tip provides guidance on how to work with a specific activity, but the tip is often applicable to other units, as well. Both novice and experienced teachers receive guidance on fully utilizing the material and on modifying the presentation to meet the needs of different classes.

All activities in *Listening and Speaking 2* are designed to be used in any classroom setting, including large classes and mixed-ability classes. Each of the listening activities is followed by a speaking activity. This gives students many opportunities to work collaboratively and help one another as they develop their language proficiency.

Vocabulary Task

This section helps learners activate vocabulary they will use in the unit. It contains a vocabulary exercise with a pre-listening step, a listen-and-check step, and a personalized pairwork activity.

The *Vocabulary Task* is designed to familiarize students with the vocabulary that they will use throughout the unit. The Vocabulary items for each unit are taken from the authentic listening extracts used to create the *Listening Task* and *Real World Listening* exercises. There are typically three steps in completing this section. First, the students will look at the items and complete them to the best of their abilities. Second, they will listen to check their answers. Finally they will have an opportunity to use the new vocabulary in the personalized pair work activity.

The vocabulary task can be done by students working independently, in pairs, or as a whole class. Modify the presentation from unit to unit to best meet the needs of a specific group of students.

Listening Task

This section exposes learners to four different extracts and helps them listen selectively for specific ideas and information.

The *Listening Task* exercise is divided into four parts: the Preparation Question, First Listening, Second Listening and a pair work activity.

The Preparation Question will help activate the students' background knowledge. By answering the Preparation Question, they will take the time to think about what they know and prepare for what they will listen for. This knowledge and expectation will help them make informed guesses about what they will hear. The Preparation Question often asks the students to look at the pictures to familiarize themselves with the situations and characters. At this point, students can ask questions about words or ideas that are not clear to them.

In the main part of the task, students listen to four short conversations or monologues and complete two listening tasks:

The *First Listening* requires students to listen selectively. They will listen for specific information needed to answer the questions in each of the four extracts. The teacher is encouraged to go over the first item together with the students to check understanding.

The *Second Listening* asks students to listen for additional information from each conversation. Once again, the first item in the task should be done together as a class to ensure the students' understanding of the task.

The pair work activity allows students to personalize the topics introduced by asking them to draw from their own experiences. By doing this they are better able to understand and use the concepts and vocabulary presented in each unit.

Real World Listening

This section exposes students to longer extracts of spoken English and provides instruction in more global listening. The section consists of a Predict step (usually accompanied by photos or illustrations), a Get the Main Ideas step (usually in the form of a set of questions or a table), and a Respond to the Ideas step (usually in the form of two discussion questions.)

In addition, included in the Teacher's Manual, there is a *Concept Check* set of questions that the teacher can ask to check the students' understanding of the topic.

The *Predict* step asks the students a question about what they will hear, and to make a guess by looking at the pictures and/or choosing from a list of possibilities. The students then listen to see if their predictions are correct. (As noted in the Introduction to the Student Book, it is *not* important if a student's prediction is correct. What *is* important is the preparation of a mind-set for listening.)

In *Get the Main Ideas* the students' understanding of the main content is checked through comprehension questions. Some answers to the will appear explicitly in the extract. Other questions will require students to infer an answer from the information presented.

The *Respond to the Ideas* section asks students to work in pairs, or small groups, to discuss a theme or issue raised in the extract. In this section students should be encouraged to provide examples and explanations to support their opinions.

Note that the Self-study section in the back of the book allows students to review the main Real World Listening extract, with their Self-Study CD. While the classroom exercises (Predict, Get the Main Ideas, Respond to the Ideas) focus on global meaning, the Self-study exercise allows students to listen to the extract

intensively. It is recommended that students use the Self-study section after they have completed the classroom exercises.

The procedure in the Teacher's Manual for the **Real World Listening** section includes two segments: **Concept Check**, at the beginning, and **Concept Follow-up**, at the end. The **Concept Check** directs students' attention to an idea presented in the unit by asking them to consider several questions. After completing the Real World Listening activities, students revisit the idea with a **Concept Follow-up** question directly related to the extract.

Real World Speaking

This section asks students to apply what they have learned in the listening materials covered so far in the unit to the speaking practice within a specified context. Each unit introduces two situations that most college student are familiar with. To help students practice more smoothly, additional information about the topic or the people involved in the situations is given in the Teachers' Manual under the headings of "Introduce the Activity" and "Introduce the Characters".

To save class time, teachers may ask students to complete the activity after class and have representatives to present their conversations or discussions at the beginning of the next class meeting.

Interaction Link

The *Interaction Link* is an activity in the back of the book that corresponds to the unit theme. It is a game or other speaking activity that requires the students to work in groups.

The *Interaction Link* provides the students with an opportunity to use the language they have learned in the unit. Each activity is unique and allows the students to get to know each other better and use English in an enjoyable way. Students work in pairs, rotating pairs, or small groups in this activity, with enough support from the text and teacher to provide for authentic language exchanges. The projects and activities often have students creating something that may be taken from the classroom at the end of the day, to extend their language experience beyond the classroom door.

• Extension

For teachers who wish to create additional discus-

sion activities, four situations are provided at the end of the notes for each Interaction Link. The teacher may wish to use one of these situations as the basis for an extended discussion or role play.

Four task types can be used to develop conversation activities. Teachers can adapt these task types as appropriate to the situation.

Task Type 1: Debate

Have students work in pairs or small groups to discuss the situation presented. Students can define a position and develop arguments for and against the position.

Task Type 2: Personal View

Working in pairs or small groups, students can express their own views and find similarities and differences with their partners' views.

Task Type 3: Story

Working in pairs or small groups, students can write a story or develop a role play based on the situation.

Task Type 4: Real-Life Scenario

Students find a real-life scenario that is similar to the situation described, and explain it to the class.

Self-study

The *Self-study* section is a section in the back that the students may do on their own, in conjunction with use of the Self-study CD. The Self-study CD contains the *Real World Listening* extracts and the *Language Awareness* sections only.

This section provides for extended study outside of the classroom. Students must listen to the Real World conversations on the CD to complete the exercises. Four different formats are used: fill in the blanks, choose the correct items, put the lines of the conversation in order, and find the mistakes.

Teachers may choose to assign these exercises as homework. All answers may be checked by referring to the tape script in the Teacher's Manual. Teachers who assign the Self-study section for homework may wish to use class time to go over the answers with the students.

Timing

Teaching each unit in *Listening and Speaking-2* requires approximately 90 minutes of instruction. If all sections in the Student Book are used fully and if the options in the Teacher's Manual are

utilized, each unit will require about 120 minutes (2 hours) of instruction.

Warm Up and Vocabulary Task: 10-15 minutes

Listening Task: 10-15 minutes

Real World Listening: 20-30 minutes

Real World Speaking: 10-15 minutes

Interaction Link: 20-30 minutes

Self-study : 10-15 minutes
(checking student work)

Total: **80-120 minutes**

Using Audio CDs and Cassettes

All material for classroom use is available in both audio CD and audio cassette formats. Teachers may choose either format.

Most teachers will find the CD format more convenient. CD track numbers are listed in the Teacher's Manual, and also on the CD case. Each unit has 9 tracks:

Unit track 1: Vocabulary Task

Unit track 2: Listening Task instructions

(the Preparation step and the instructions for the First Listening Task)

Unit track 3: Listening Task 1

Unit track 4: Listening Task 2

Unit track 5: Listening Task 3

Unit track 6: Listening Task 4

Unit track 7: Real World Listening instructions

(the Predict step only)

Unit track 8: Real World Listening conversation

(the main extract)

The CD player will automatically proceed to the next track unless the player is stopped, or the "forward track" or "previous track" buttons are pressed.

The tracks were marked in this way so that if you listen continuously you will proceed through the unit without backtracking.

Note that if you wish to replay any conversation, you need to re-cue the individual Listening Tasks or the Real World conversation tracks.

Note also that the instructions for the Listening Task's Second Listening section and the Real World Listening *Get the Main Ideas* sections are not on the audio recording. These should be read aloud by the instructor.

The **cassette format** is preferred by many teachers. If you use the cassettes, it is recommended that you note the starting point of the counter on your cassette player (individual cassette players differ). This will allow you to re-cue an extract easily when you need to replay it.

The Self-study audio CD contains all of the Real World Listening conversations. The Self-study section is available on audio CD only.

Background Ideas for Teachers

Balance of listening and speaking

The *Listening and Speaking* series promotes the development of listening skills in conjunction with speaking skills. Students who use this course will have many opportunities in each unit to reflect on the topics presented and voice their own opinions as well as talk about their own experiences in relation to the topics. This connection allows students to achieve a deeper level of comprehension of the material they are learning. It also recreates the real-world environment in which listening and speaking roles alternate continuously.

Authentic-style recordings

The recordings used in *Listening and Speaking 2* are based on authentic conversations recorded with both native and non-native speakers of English, and as such reflect a variety of speaker styles and perspectives. Authentic materials are an important resource for learning to listen in a second language. At first, authentic listening may seem too challenging because of the irregularity of level, the unpredictability of the content, and the accents of the speakers. Vocabulary choices are often idiosyncratic because vocabulary choice depends on the experiences, interests, and style of the speaker. Colloquial vocabulary choice may be different from the “textbook English” that most students have studied in school.

Speaking style also presents an initial challenge for learners. In spontaneous conversations speakers may repeat themselves or begin speaking and then change what they were about to say. They may not complete sentences or use correct written grammar. To provide learners with realistic listening experiences, the recordings in this course attempt to capture some of these qualities of authentic conversation. The material has been modified to provide just enough challenge to develop the students’ listening skills without creating the anxiety and frustration students may experience with some authentic language encounters.

Although all extracts for the course were re-recorded or reenacted in studio conditions to improve clarity, the main features of authentic speech have been preserved. Through the use of the listening tasks provided, students who use *Listening and Speaking* will gain confidence in

understanding authentic styles of speaking.

Listening strategies

When learners are first faced with the task of understanding natural English speech at a normal speed, they often appear shocked. (“I couldn’t understand anything” is a frequent complaint.) However, if learners are presented with clear strategies to help manage the faster pace of authentic input, they can begin to respond more positively and naturally. They begin to pick out words and build up an understanding, using their own knowledge. A key concept underlying this approach is that even native speakers often are forced to listen in this manner, picking out the words they can hear and understand, and creating the meaning from their knowledge of the context and the topic.

Listening strategies are a key part of the *Listening and Speaking* series. In the Introduction to the course, students are given an explicit explanation of six key strategies: Predict, Guess, Focus, Ask, Respond, and Review. During the course, they are given numerous chances to practice these strategies with explicit instruction from the teacher. Eventually, this scaffolding is reduced as students begin to apply the strategies automatically.

Classroom management

Effective language teaching involves clear instruction to help students understand and use language. At the same time such teaching also requires expert classroom management in order to help students feel relaxed and motivated to try their best. *Listening and Speaking* is designed to help teachers with both aspects of instruction.

Learner-centered classroom: mutual respect

This course is aimed at the creation of a learner-centered classroom environment, which many feel is most suitable for learning of conversational English. A learner-centered classroom aims to develop autonomy and learning efficiency by having the students maximize their opportunities for using English in class.

A successful learner-centered class is built on mutual respect. In order for a learner-centered classroom to operate successfully, the students must respect each other and the teacher in several ways.

First, students show respect for the teacher by listening carefully to **instructions** and *making sure* that they know what to do. This is essential

because students usually need to work independently for an extended period after the instructions are given and cannot rely continuously on the teacher for directions or feedback.

Second, students show respect to their fellow learners through **cooperation**. Cooperation in a learner-centered class is important because the students need each other to complete their learning tasks. They need each other in order to learn conversational English. When students who have the same native language make an effort to speak in English as much as possible, they are helping each other learn efficiently. Similarly, when students share their knowledge of the topics covered in the text, they are contributing to the class and helping their classmates to comprehend and appreciate the material more fully.

Teachers must convey to students that learner-centered classes require **trust** — the teacher must trust the students to do their best and complete the tasks they are assigned, and the students must trust the teacher to provide them with the experiences and skills they need to develop their language ability.

Sometimes a learner-centered classroom will seem disorganized and noisy as the students work with each other to form groups, figure out tasks, work collaboratively, and share their answers. Some students may become impatient that the teacher is not more “in control.” While it is important to maintain a structure and clear standards, it is also important to let students know how the class is organized and what the students’ responsibilities are. The teacher needs to let the students know that he or she expects the students to take a part in “running the class” and to be active during class time.

Be sure to allow time at the beginning and the end of class to set and review goals and to gather feedback from the students. At these points, you can also provide feedback on how the students are working to reach these goals. Incorporating planning and feedback into the class will help establish trust. That trust alone can go a long way toward settling issues of classroom management.

Cooperative learning: time management

One of the most challenging aspects of teaching is time management. Particularly with large classes, it is often difficult to gauge the amount of time needed for a classroom activity and how much participation to ask of each stu-

dent. Task-based learning helps to solve many time management issues. Task-based learning sets up learning activities with clear procedures and outcomes that are not dependent on teacher direction and control.

Most activities in *Listening and Speaking* are set up as tasks, with tangible outcomes and clear procedures to follow. The general recommended procedure for tasks in this course is to set up the activity, play the audio (CD or tape) as necessary, and allow the students to work out the answers to exercises and tasks.

Frequent reminders of the time remaining for pairs or groups to work will help them to budget their time effectively. Sharing the work will be more successful if the teacher impresses on students from the beginning that everyone in a group shares responsibility for completing the task. An explanation of cooperative learning groups in the beginning of the course helps the students to understand this responsibility. Pair groupings may be the most effective way to ensure that all students participate actively. When working in pairs, students tend to participate more equally. For some activities, groups of 3 or more will be desirable.

In order to keep groups of three or more practicing efficiently, it is important for each person to participate actively. If necessary, the teacher can assign roles to group members. Typical roles are facilitator, recorder, and reporter. For groups of four, an additional role can be encourager, someone who coaches the other students in the group to talk more. The teacher can help students choose roles when they begin any group task. (These roles can rotate at random or be assigned according to an arbitrary system devised by the teacher or the class. For example, roles might be assigned by alphabetical order of the names of the members, or by birthday order.)

At the end of any pair or group activity, it is useful to check on at least some of the groups. Ask for a brief report from one person in the group.

You'll really like him



Vocabulary Task

Listen to the introductions. Match them with the responses.

INTRODUCTION

- c 1. Hello, my name is ...
 ___ 2. This is my friend ...
 ___ 3. I'd like to introduce...
 ___ 4. Have you met ...?
 ___ 5. I'd like you to meet ...
 ___ 6. Dad, this is ...

RESPONSE

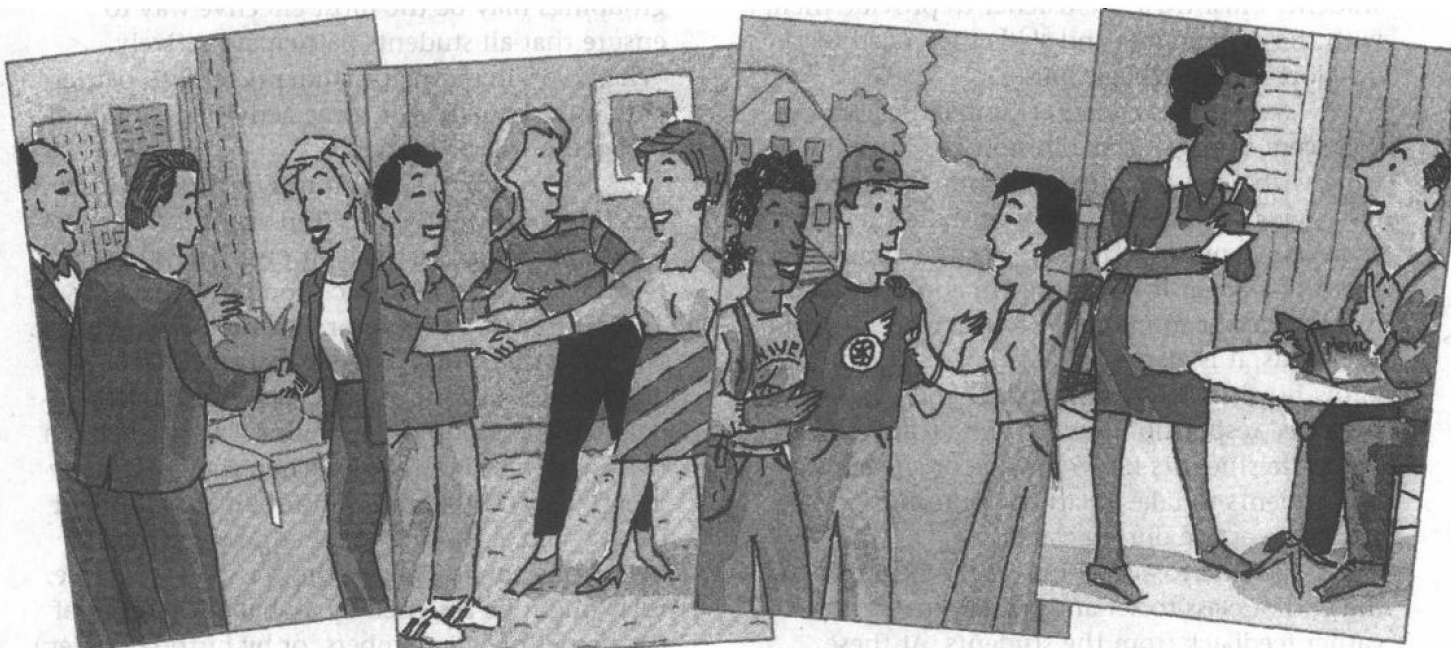
- a. It's a pleasure to meet you, Ms. Williams.
 b. Hey, Taka. How's it going?
 c. Hi, Elizabeth. I'm Jason.
 d. It's nice to meet you.
 e. Oh, yeah, we have met. How are you?
 f. Good to meet you.

Now introduce your partner to another pair of students. Then your partner should introduce you. Keep going!

Listening Task Look at the pictures. Where are the people?

1 First Listening

Listen. What introductions do they use?



1. This is...

2.

3.

4.

2 Second Listening

Listen again. Check the responses.

1.

- ☒ It's a pleasure to meet you.
☐ Hi, how are you doing?

2.

- ☐ Pleased to meet you.
☐ Hey, Norma!

3.

- ☐ It's my pleasure.
☐ Oh, yeah, we've met.

4.

- ☐ Good to meet you.
☐ Hi, Kathy.

Look at each pair of expressions above. Which is formal? Which is informal? How are they different?