



普通高等教育“十五”国家级规划教材

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新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

听说教程 2

Listening and Speaking

Jill Robbins Andrew MacNeill

《大学体验英语》项目组



高等教育出版社
Higher Education Press



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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、趣味性和可操练性。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》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,使学生在在学习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、学以致用的教学目的。

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。

《大学体验英语》可以明显提高大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

Introduction

The *Listening and Speaking* series is an innovative series of teaching materials to help learners develop listening and speaking ability. The series has three levels:

Listening and Speaking 1 (for beginners)

Listening and Speaking 2 (for high beginners)

Listening and Speaking 3 (for intermediate and advanced students)

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

1. Rich input

Learners need **rich input** in order to develop their language ability. The best input is **contextualized, based on authentic sources and interesting** for the learners. Input that is **slightly above the learners' proficiency level** provides a challenge to motivate learners. *Listening and Speaking* features extracts drawn from or based on authentic conversations and uses a wide variety of speakers to provide an abundance of interesting input.

2. Clear tasks

In order to develop their attention span, learners need guidance in **what to listen for**. Clear tasks guide the student in what to focus on and what to remember. Task cycles allow students to **listen to the same input more than once**, in order to practice controlling their attention. Each section in *Listening and Speaking* provides a transparent, structured task that is easy to use in the classroom.

3. Listening strategies

In order to become more confident and relaxed, learners need to learn **how to listen**. By using successful listening strategies — **predicting, inferring, clarifying, and responding**, learners will become more “fluent listeners.” By explicitly including strategy instruction in the classroom, teachers encourage their students to learn more efficiently. These strategies are taught consistently throughout the *Listening and Speaking* series.

4. 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 Real World Speaking section center around college students' real life. In this way, students are likely to be motivated in practicing their speaking.

5. Self-expression

The central purpose of listening is application — using the ideas in the conversation and formulating some kind of response. By incorporating **self-expression** steps with listening activities, students increase their overall oral language ability. *Listening and Speaking* features a variety of short speaking activities as well as an extended Interaction Link in each unit to build conversational skills alongside listening skills.

The unit design of *Listening and Speaking* allows for clear implementation of these principles. Each unit has four main sections: **Vocabulary Task, Listening Task, Real World Listening, and Real World Speaking** plus an **Interaction Link** and a **Self-Study Page** in the Appendix. All activities are designed to be easy to use in any classroom setting.

Unit Components

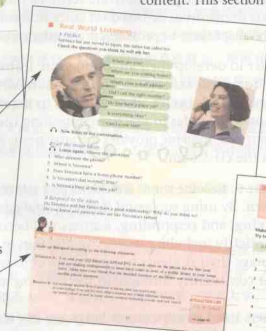


Vocabulary Task

This section introduces new words and phrases, and previews the unit topics. By including a warm-up speaking task, the Vocabulary Task gets all students involved at the outset of the lesson.

Listening Task

The Listening Task is a set of two linked tasks based on four short extracts. The First Listening task focuses on understanding the gist of the input, while the Second Listening task focuses on detail and interpretation. This section employs illustrations or photographs to help students predict the content. This section also includes a short follow-up speaking activity.



Real World Listening

Based on unscripted recordings, this section provides a lively variety of extracts and engaging tasks. The Real World Listening section teaches listening strategies, helping students predict, infer, and respond to the ideas in the extract.

Real World Speaking

Based on students' real life experiences, this section helps students make use of the newly learned language materials in their speaking practice.

Interaction Link

This Interaction Link is a lively speaking activity, role play, or game directly related to the unit topics and functions.

Self-study Page

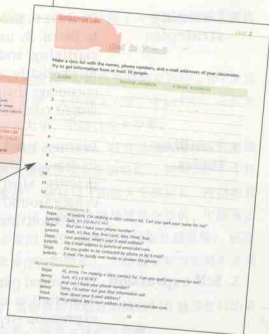


For use with the Self-study CD, the Self-study Page provides new tasks for the Real World Listening extract, to allow students to review at home.

Reference Book



Teachers are encouraged to utilize the *Listening* and *Speaking* Reference Book. This manual contains teaching procedures, insightful language and culture notes, full scripts, answer keys, expansion activities, and review tests.



To the Student

Listening and Speaking will help you use listening strategies. Listening strategies are ways of thinking actively as you listen. Here are the main strategies you will practice in this course:

Predict



Predicting helps you become an active listener. (It doesn't matter if your prediction is right!)

Before you listen, think about the ideas. Look at illustrations and photographs. Look over the vocabulary words. Try to guess what will happen. Try to predict what the speakers will say.

Ask



Thinking of questions — and asking questions — will help you become a more active listener.

Good listeners ask questions. While you listen, think of questions you can ask to help you understand more. Try make specific questions. After you listen, ask your teacher or other students about things you don't understand.

Guess



Guessing (making inferences) can make you a more successful listener.

When we listen, the information is often incomplete or unclear. (There are words and ideas we don't understand fully. And there are ideas that the speaker doesn't express clearly.) In order to listen, we have to guess. Make your best guess at the parts you don't understand.

What are listening strategies?

Respond



Responding makes you more interactive listener.

While you listen, pay attention to the speaker. After you listen, respond to the ideas. Think about the content: What do you think?

Focus



Focusing on the key ideas helps you to concentrate.

Before you listen, look at the listening task or questions. While you listen, focus on the key words. You don't have to understand every word. Use the words you understand. Try to form a main idea. If there are some words you don't understand, that's OK. Keep listening.

Review



Reviewing helps you develop your memory.

After you listen, think about the meaning of what the speakers have said. Try to say the meaning in your own words.

Contents

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
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 park 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: Important 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 training program

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: Board game
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: Setting up an Internet business
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: Arranging a time to meet with a friend
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 B: Weathers of Mount Emei	The Four Seasons Game: A vocabulary game
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: Inviting classmates to a party
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: Designing the living areas on a space station
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: Sharing personal remedies for common health problems
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: Bargaining for the best price
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: Tasting the different meanings of words
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: Discussing a current topic

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

You'll really like him



Vocabulary Task

👂 Listen to the introductions. Match them with the responses.

INTRODUCTION

- ☒ 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.

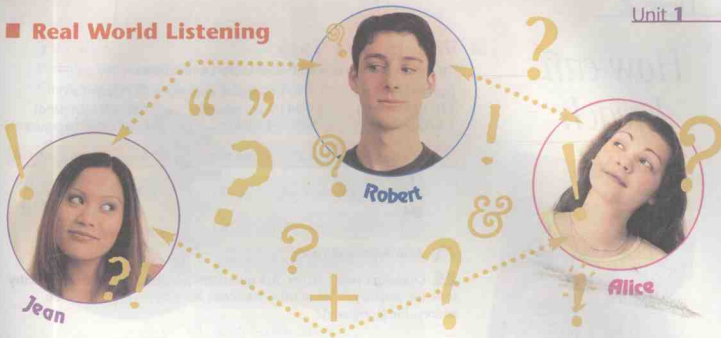
- ☐ It's my pleasure.
- ☐ Oh, yeah, we've met.

4.

- ☐ Good to meet you.
- ☐ Hi, Kathy.

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

Real World Listening



1 Predict

What are the relationships between Jean, Alice and Robert? Check your guesses.

- | | |
|---|---|
| <input type="checkbox"/> Jean is interested in Robert. | <input type="checkbox"/> Alice is Jean's friend. |
| <input type="checkbox"/> Robert is interested in Alice. | <input type="checkbox"/> Jean is Robert's sister. |
| <input type="checkbox"/> Alice wants to go out with Robert. | <input type="checkbox"/> Other? _____ |

Now listen to the conversation.

2 Get the main ideas

Listen again. Write T (True), F (False), or ? (I don't know) for each statement.

- | | |
|---|---|
| <input type="checkbox"/> Alice likes Robert. | <input type="checkbox"/> Jean is going out with Sam. |
| <input type="checkbox"/> Robert is interested in Alice. | <input type="checkbox"/> Robert is interested in Jean. |
| <input type="checkbox"/> Alice introduces Jean to Robert. | <input type="checkbox"/> Jean and Robert have met before. |
| <input type="checkbox"/> Jean thinks Robert is handsome. | |

3 Respond to the ideas

What do you think will happen next?

What do you think of this situation?



Real World Speaking

Make up dialogues according to the following situations:

- Situation A: Two students, A and B, are talking about a coming exam when they meet an American teacher who teaches A oral English. A introduces the teacher and B to each other. B asks if the teacher could come to a party they will have that night.
- Situation B: A Chinese tourist helps a Canadian tourist to find her group. They ask each other a few questions. Later, the Chinese tourist is introduced to the friends of the Canadian tourist when she joins the group. The Canadian tourist expresses appreciation for the Chinese tourist's help.

INTERACTION LINK
Meet the Class

page 49

How can I reach you?



Vocabulary Task

Put these numbers and addresses in the correct boxes.

barb@freemail.com
K7L 3J1 (Canada)
1 (USA)

613 (Kingston, Ontario)
64 (New Zealand)
95973 (USA)

212 (New York)
NN4 0SN (England)
<http://www.happy.com>

1. Country Code	2. Area Code	3. E-mail Address	4. Web Address	5. Zip (Postal) Code
1				
64				

Now listen and check.

Challenge your partner. Ask questions like these: What is the country code for (country)? What's the area code for (city)? What's the web address for (company)?

Listening Task

Look at the pictures. What kind of information does each person need?

1 First Listening

Listen. What kind of information is the speaker asking for?



1. kind of information
postal code
2. kind of information
3. kind of information
4. kind of information

2 Second Listening

Listen again. Write the information.

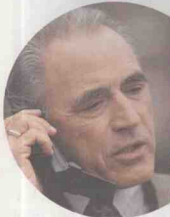
1. information
655-5670
2. information
3. information
4. information

How many ways can someone contact you? Compare with your partner.

■ Real World Listening

1 Predict

Veronica has just moved to Japan. Her father has called her. Check the questions you think he will ask her.



- ☐ Where are you?
- ☐ When are you coming home?
- ☐ What's your e-mail address?
- ☐ Did I call the right number?
- ☐ Do you have a place yet?
- ☐ Is everything okay?
- ☐ Can I come visit?



Now listen and check your prediction.

2 Get the main ideas

Listen again. Answer the questions.

1. Who answers the phone?
2. Where is Veronica?
3. Does Veronica have a home phone number?
4. Is Veronica's dad worried? Why?
5. Is Veronica busy at her new job?

3 Respond to the ideas

Do Veronica and her father have a good relationship? Why do you think so?
Do you know any parents who are like Veronica's father?



Real World Speaking

Make up dialogues according to the following situations:

- Situation A: You and your QQ friend are **SPEAKING** to each other on the phone for the first time and are making arrangements to meet each other in front of a public library in your home town. Make sure your friend has the detailed location of the library and you have each other's mobile phone numbers.
- Situation B: An exchange student from England is leaving after one week's stay in your college. You ask for each other's mailing and e-mail addresses (including zip/postal codes) as well as home phone numbers (including country and area codes).

INTERACTION LINK
Get in Touch

Don't you
wish we
could live
here?



Vocabulary Task

Read these statements. Write + for something they like (positive).
Write — for something they don't like (negative).

1. — I don't like the place I live now. It's too isolated.
2. — I have a big balcony with a great view. I love it!
3. — I don't like my parents' house. It's so old-fashioned.
4. — Her new place is really wonderful — it's so roomy.
5. — He thinks it's important to feel comfortable in a home.
6. — I think it's great to live in a modern building, don't you?
7. — This apartment is too cramped. It's too small for our family.
8. — Amy has a beautiful spacious loft for her art studio. She's really happy there.
9. — Bill and Sherry have a nice, cozy little apartment in the city. They call it their love nest.



Now listen and check.



Describe your home to your partner.
Ask your partner to describe his or her home.

Listening Task



Look at the pictures. Describe each place.

1 First Listening

Listen. What kind of place would each speaker like to have?



1.

- ☐ a modern house
☒ a small house



2.

- ☐ a cozy apartment
☐ a small house



3.

- ☐ an old house
☐ a modern house



4.

- ☐ something old
☐ new and roomy

2 Second Listening

Listen again. Why do they want this kind of place?

1.

warm

2.

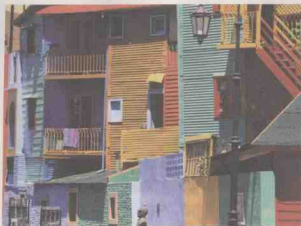
3.

4.



Imagine your ideal home or room. Tell your partner about it.

Real World Listening



1 Predict

John and Diane live in a small apartment. Tonight they're at a party at a large house. What do you think they will like about the place?

- ☐ it's spacious ☐ it has a view ☐ it's comfortable
☐ it has modern furniture ☐ it has a balcony ☐ other? _____

Now listen to the conversation.

2 Get the main ideas

Listen again. Answer the questions.

1. What is the house like inside?
2. What is the house like outside?
3. What does Diane like about the house?
4. What does John dislike about the house?

3 Respond to the ideas

What do Diane and John disagree about?

What is more important to you: the way your place looks or the way it feels?



Real World Speaking

Make up dialogues according to the following situations:

Situation A: You are living in the college dorm on campus but your classmate shares an apartment outside the campus with 2 students from other colleges. Discuss the relative advantages and disadvantages of the two ways of living.

Situation B: Your college has received funding for a new dorm building and is asking all students to put in ideas as to how the building is to be designed and what facilities are to be provided in the building.

INTERACTION LINK
A City Park

page 51