

高等职业学校

Speaking

Listening

Reading

Writing

# 英语 2

*First Certificate*

教师用书

高等职业学校英语改编组

高等教育出版社  
HIGHER EDUCATION PRESS



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## 出版说明

为了适应高等职业教育领域英语教学的改革和发展,高等教育出版社引进了英国PLUS系列英语教材。委托熟悉高等职业学校英语教学的专家及教师根据教育部2000年制订的《高职高专教育英语课程教学基本要求》进行了改编。本系列教材共3册,1、2册供高等职业学校两个学期使用,《高等职业学校英语预备级》可供低起点的学生选用。本系列教材可前接由PLUS系列教材改编的《中等职业学校英语》,供初中毕业入学的5年制高职学生使用;后接《实用业务英语》,形成一个完整的教学体系,供2~3年高职高专学生使用。

本教材以全新的视角体现了目前国内外外语教学研究的成果,以与学生生活贴近的“话题”(topic)为主线,以形式多样而又便于操作的“活动”(activity)方式,创设有意义的语言情境,循序渐进地训练学生听、说、读、写四项基本技能,培养学生运用英语进行交际的能力。具体说本书有以下突出特点:

### 1. 综合训练听、说、读、写等技能

听、说、读、写四项语言技能是相互联系的整体,本教材注重对学生进行听、说、读、写等技能的综合训练,使学生的各项语言技能得以协调发展。

### 2. 体现以教师为主导,学生为主体的教学原则

本教材以教学活动的方式,使学生通过独立思考、成对及小组活动协作完成学习任务,改变了教师chalk and talk,学生机械记忆的教学模式,有利于激发学生的学习兴趣,培养学生的团队精神以及自我管理、自我评价意识,从而建立起学习的自信心与成就感。

### 3. 培养科学的学习方法与学习技巧

本教材在编写及改编的过程中,有意识地培养学生科学的学习方法与学习技巧,如听力活动中的泛听与精听,阅读活动中的略读、跳读、抓大意与读特定细节等。

### 4. 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。本教材注意语言材料与文化内容的融合,大量介绍了英美等国的文化风俗、名胜古迹、成语典故、史实轶事等。

本系列教材的每册编有12~14个单元,每单元主要包括Speaking, Listening, Reading与Writing四部分。口语部分一般由7项活动组成,学生根据所设置的交际情景及语言进行成对、小组或全班活动。由此引介本单元的主题、语言功能和部分词汇。活动难度由浅入深,由语言的控制性练习(controlled practice)、半控制性练习(semi-controlled practice)到语言使用自由度较高的练习(free practice)练习形式有:对比图片、讲述故事、表达观点、抒发情感、猜测活动及角色扮演等。听力部分包括听前准备活动、听的过程中的活动及后续活动。阅读文章为写作提供范文,练习形式新颖多样,包括阅读理解、词汇语法练习以及篇章结构练习等。写作题材新颖实用,有叙事描写、信函、日记及应用文等。设计了多种不同形式的语言练习,如填充、配对、重组、扩充、变换等。从句子、段落到篇章,从指导写作(Guide to Writing)逐步过渡到自由发挥。

本书为第二册,由徐小贞、杨文明、司建国、龚兵、谭海涛、杨涌泉改编。由孔庆炎教授审稿。

在我们即将进入新的世纪之际,这套教材的出版,必定对我国的外语教学从应试教育转为素质教育起到积极的促进作用。几年来,我们殚精竭虑,力求为国内提供一套反映时代气息、符合新时期要求、适合高等职业学校学生学习使用的英语教材,改编引进教材是我们所做的新的尝试。由于时间有限,本套教材仍会有许多不尽人意之处,衷心希望广大师生在使用过程中提出宝贵的改进意见。

高等教育出版社

2000年5月

## 使用说明

《高等职业学校英语2》共14个单元,其中前13个单元由SPEAKING、LISTENING、READING和WRITING组成,第14单元为测试。每单元各部分内容联系紧密,互相渗透,以不同的活动方式进行听、说、读、写等交际技能的培养与训练。

**SPEAKING** 包括7项不同方式的交际活动:全班活动、成对活动或小组活动。主题贴近生活,学生可以充分利用自己已有的知识;书中大量的彩图、彩照为说的活动提供了生动的素材。活动前,要明确活动要求及活动方式,对有关生词及表达法做必要的讲解。在进行成对活动或小组活动时,要限定完成的时间。在活动过程中,教师在班上进行巡视,确保学生用英语交谈并给予必要的帮助。但教师不要替代学生表达,也不要急于纠正学生在交际过程中出现的错误。活动结束后,可让一两组(对)学生在班上演示,教师这时可指出活动中发现的一些普遍性错误及问题,让其他学生提出改进的意见或建议。

在班级讨论时,教师起协调员的作用。要鼓励学生避免用Yes或No等简短形式回答问题,教会学生如何扩展思路。在学生作口头表达时不要急于纠错,可记下一些带普遍性的错误,在讨论结束时提交给全班,共同商讨改进这些错误的意见与建议。

**LISTENING** 设两项活动,通过多种形式,训练学生多项听力技能。教师应认识到交际过程中“听懂”的概念,并不等于听清每一个句子甚至每一个单词,重要的是理解语篇(discourse)。语篇的理解是一种在把握关键词语的基础上对听力材料进行的整体判断。本教材的作者与编者注意到了对听力材料的语篇整体训练,因此尽管本教材中听力部分的语言难度较大,有些材料中生词较多,但在学生完成听力任务过程中并不会构成理解障碍。听力的第一个活动往往要求学生听懂大意,第二个活动要求学生抓住重要细节。要作好听前的准备工作,如说明要完成听力任务的类型以及解释听力任务中出现的生词,可根据情况对听力材料中的某些生词事先作必要的处理等。

对于听力活动中过长的内容,可根据学生情况分段(或选择部分)完成。

**READING** 训练学生的阅读技能并为写作提供范文,包括3~4项阅读活动。

在阅读前,教师可通过提问或初步讨论引介阅读主题,鼓励学生预测所要阅读的内容、明确阅读任务,讲解必要词汇。这项活动应结合SPEAKING和LISTENING部分所学语言知识进行。

阅读过程中及阅读后的活动可按以下步骤进行:1. 首先把学生注意力放在第一项活动上;2. 限时默读;3. 引导学生完成活动任务并要求他们对所得答案作出说明;3. 全班核对答案,进行必要的解释;4. 其他阅读活动也按以上步骤进行;5. 朗读或让学生朗读课文并作进一步解释;6. 着重解释将在WRITING中出现的重点词和短语,把这些词写在黑板上。

在上述过程中,可结合不同的活动形式介绍阅读技巧。

**WRITING** WRITING PLAN和GUIDE TO WRITING 为完成写作任务提供框架,指导学生根据不同的体裁类型用不同的组合方式连句成文。该部分提供了句型、表达法以及具体写作技巧与建议,教师可与学生一起学习、讨论这部分内容。教师还应将其与阅读文章加以对照,使学生加深感性认识,

以便融会贯通。

在写作活动中，教师应帮助学生练习、巩固前面所学知识，根据各项活动要求，逐步写出120~180词的短文。

**VOCABULARY** 附单元词汇表，每单元分三部分，每部分按字母顺序排列。**Part A** 为教材中出现的词汇，**Part B** 为听力材料中出现的词汇，**Part C** 为专有词汇。在对本系列教材进行改编时，有意识地保留了一些超纲词，这些词汇多可用于表达学生的爱好与经历，有利于激发学生的学习兴趣。超纲词可不列入考试范围。

本教师用书每单元包括：教学要点、教学步骤、教学参考资料、练习参考答案、听力原文及听力材料参考译文等。**教学要点**一览表列出了重点词汇、句型和写作技能项目；**教学步骤**为教师提供教学活动建议；**教学参考资料**包括英文注释和例句等。



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Patterns & Expressions	Writing Skills
The atmosphere in ... is ... whereas in ... it is ... If I was in a similar situation, I would feel ...	How to write an informal letter — to describe a situation/event, a building, an object or people
... is different from ... in that ... ... requires ... while/whereas ...	How to write a story — narration
I think it would be better ... because ... Another (dis)advantage would be ...	How to write a formal letter (I) — to ask for information and make a request
You can ... whereas you can't ... I would choose ... because ...	How to write an article — to describe places
As regards to the service ... I don't like ... so ...	How to write a formal letter (II) — to make a complaint
Being robbed of your ... is (not) as bad as ... The advantages of ... compared to ... are more ...	How to write an essay (type I)
What I like most about ... is ... I would enjoy ... more than ...	How to write a report (I) — to assess the good and bad points of a place and make suggestions/recommendations
Picture A shows ... while picture B shows ... People need to ... so as to ...	How to write an informal letter (II) — to give news, invite, accept-refuse an invitation, give directions, apologise, ask for advice, give advice/suggestions, explain a situation
I think that both forms of exercise ... People who participate in ... enjoy ...	How to write an article (II) — to give information, make suggestions, list problems or solutions to problems
I find that the work of art in ... is ... because ... What I don't like about ... is that/the fact that...	How to write an informal letter (III) — to give information and make arrangements
The advantage of learning ... is ... because ... Students don't always benefit from ... since ...	How to write a report (II) — to report events and experiences
I believe being a ... is more rewarding because ... To work ... requires ...	How to write a formal letter (III) — to apply for a job
As regards the woman in ... I feel ... On the one hand ... whereas on the other ...	How to write an essay (type II)

## Teaching Focus

<b>Key Words &amp; Phrases</b>	atmosphere tension spoil take up	confide in peers compromise strike	carefree affection dispute exotic	humiliation bond come to grips with extravagant
<b>Patterns &amp; Expressions</b>	The atmosphere in ... is ... whereas in ... it is ... If I was in a similar situation, I would feel ... The advantages of ... compared to ... are ... ... is more/less ... than ... ... allows ... whereas ... I think ... should ... because ... I think it's important/not important ... because ... We solve our disputes by ...			
<b>Writing Skills</b>	How to write an informal letter to describe a situation/event, a building, an object or people			

## Speaking

## Teaching procedures

**Step 1. DISCUSS THE TOPIC**

Direct each question to different students and then have the rest of the class add ideas/extra information

**Possible answers**

1. You can choose people that you get along with to be your friends but sometimes you might not get along with your relatives.
2. Because you can share interests and secrets with your friends and help each other.

1

- sometimes you might not get along with some family members but you can choose people that you get along with to have as

2

- to share secrets with/confide in each other
- for companionship/to support each other

friends

- you have to live with family/necessity
- friends come and go but relatives are forever
- you can choose friends whose interests are similar to yours
- sometimes relatives can be your best friends

## Step II. FOCUS ON PICTURES A AND B

- 1 Divide the class into pairs or small groups and ask students to find and note down the similarities and differences using the ideas and the vocabulary given as well as their own ideas. If students have trouble completing the task, use the questions suggested below to help them.

### Suggested questions to be used as prompts (optional)

- How old do you think the girls in the pictures are?
  - What is the atmosphere like in each picture?
  - What kind of relationship do the girls in each picture have?
  - How do you think the girls in each picture feel?
- 2 Ask each pair or group to have a discussion and then report to the whole class what they have written down in their books, and try to draw a conclusion according to their reports.
  - 3 The teacher can put the similarities and differences on the blackboard while the students are reporting. If possible, use an overhead projector to show the similarities and differences you have prepared beforehand.

S i m i l a r i t i e s	A	D i f f e r e n c e s	B
<ul style="list-style-type: none"> <li>• teenage girls</li> <li>• friends</li> </ul>	<ul style="list-style-type: none"> <li>• carefree/fun atmosphere</li> <li>• friendly, secure, good relationship</li> <li>• happy, satisfied</li> <li>• a feeling of togetherness</li> </ul>	<ul style="list-style-type: none"> <li>• tense atmosphere</li> <li>• unfriendly, insecure, bad relationship (talking behind someone's back)</li> <li>• girl unhappy</li> <li>• feel humiliated, worried, upset, lonely</li> </ul>	

## Step III. NOW SPEAK

- 1 Ask one student to complete the first part of the task. The rest of the class should listen carefully and when the student has finished, ask the other students to add more ideas.

- ② Repeat the above procedure for the second part of the task.

**Note:** Avoid correcting any mistakes while students speak. Point out that students are not asked to give a detailed description of the pictures but to compare and contrast them in relation to the questions asked.

### Possible answers

- The girls in both pictures are/seem to be teenagers.
- The atmosphere in picture A is carefree and full of fun whereas in picture B it is tense.
- The girls in picture A have a friendly, secure and good relationship, since the girls look very happy and satisfied. However, the girl in picture B looks very unhappy because her friends talk behind her back; thus, they seem to have an unfriendly, insecure and bad relationship.
- I believe the girls in picture A are happy and have a feeling of togetherness. However, the other picture shows that the girl is feeling humiliated, worried, upset and lonely.
- If I were the person in picture A, I would be very happy and I would enjoy and cherish our friendship very much. But if I were the girl in picture B, I would feel very upset, and very angry as well.
- If I were in a similar situation as the girl in picture B, I would talk with my friends and ask them to share their opinions with me and not to talk behind my back any more.

### Step IV. FOCUS ON PICTURES C AND D

- ① Divide the class into pairs or small groups and ask students to find and note down the similarities and differences using the ideas and the vocabulary given as well as their own ideas. If students have trouble completing the task, use the questions suggested below to help them.

#### Suggested questions to be used as prompts (optional)

- What's the difference in size between the two families?
  - What responsibilities do you think the people have in these families?
  - How much attention should parents give their children in each family?
  - What kind of relationships exist between the members of each family?
  - What expenses does each family have?
  - Do you think privacy would be a problem in either of these families?
- ② Ask each pair or group to have a discussion and then report what they have written down in their books to the whole class, and try to draw a conclusion according to their reports.
- ③ The teacher can put the similarities and differences on the blackboard while the students are reporting. If possible, use an overhead projector to show the similarities and differences you have prepared beforehand.

Similarities C	Differences	D
<ul style="list-style-type: none"> <li>• nuclear families</li> <li>• families look united</li> <li>• families look happy</li> <li>• show a sense of security</li> </ul>	<ul style="list-style-type: none"> <li>• four member family</li> <li>• less responsibility for parents/ more free time</li> <li>• more individual attention, support, guidance given to the children</li> <li>• possibility of spoiling children</li> <li>• children might feel lonely with only one brother /sister</li> <li>• children have closer relationship with parents</li> <li>• fewer expenses</li> <li>• more privacy/room</li> </ul>	<ul style="list-style-type: none"> <li>• seven member family</li> <li>• more responsibility for parents /less free time</li> <li>• in large families older children are often responsible for their younger brothers/sisters</li> <li>• children may compete for attention from their parents</li> <li>• children learn to share</li> <li>• children feel good having lots of brothers/sisters— more fun, more people to depend on</li> <li>• compete for affection</li> <li>• more expenses</li> <li>• less privacy/room</li> </ul>

### Step V. NOW SPEAK

- 1 Ask one student to complete the first part of the task. The rest of the class should listen carefully and when the student has finished, ask the other students to add more ideas.
- 2 Repeat the above procedure for the second part of the task.

**Note:** Avoid correcting any mistakes while students speak. Point out that students are not asked to give a detailed description of the pictures but to compare and contrast them in relation to the question asked.

### Possible answers

- Both families are nuclear families that look united and happy. They both show a sense of security.
- The advantages of a four member family compared to a seven member one are that the parents will enjoy more free time and give more individual attention, support, guidance to the children, that there would be fewer expenses for the family and that the children would have closer relationship with parents.
- A seven member family would have to spend much more money for expenses.
- Children in a four member family are more likely to be spoilt than those in a seven member family.
- A small family like that in picture A allows much more privacy whereas members in a bigger family like that in picture B would enjoy less privacy.
- The people in a seven-member family may feel less lonely than those in a four member family.
- Being a member of a seven member family would mean that sometimes you may have to compete

with your sisters/brothers for the affection of your parents and grandparents.

- I'd rather live in a four member family because I would get more attention, support and guidance from my parents and I'd have more privacy.
- I'd like to have many brothers and sisters to share things with me and therefore I'd prefer to live in a seven member family.

### Step VI. SPECULATE AND MAKE A DECISION

- 1 Divide the class into pairs or small groups. Read through the instructions and make sure that everything is clearly understood. Ask students to begin doing the task and encourage them to start their conversation quickly without a long pause at the beginning. During the activity, go around and listen to the discussions taking place, making suggestions and guiding them according to their needs. Remind them to use the English language only. The aim of this task is for students to practise expressing their opinion, agreeing with someone or disagreeing politely, etc.
- 2 Ask each pair or group to report what decision they have made to the whole class and give their reasons.

	walk the dog	tidy up living room	wash the dishes	prepare dinner
MR JONES	<ul style="list-style-type: none"> <li>• has time before dinner</li> <li>• It's a way to relax</li> </ul>	<ul style="list-style-type: none"> <li>• there's no use doing this in the middle of the evening</li> </ul>	<ul style="list-style-type: none"> <li>• not possible</li> </ul>	<ul style="list-style-type: none"> <li>• has 1-2 hours to do this and it could be ready in time for the children</li> </ul>
MRS JONES	<ul style="list-style-type: none"> <li>• can do this before going to work — a form of exercise</li> </ul>	<ul style="list-style-type: none"> <li>• can do this in the morning to return to a tidy home</li> <li>• can do this last thing in the evening</li> </ul>	<ul style="list-style-type: none"> <li>• can do so once everyone has finished dinner by 9 pm</li> </ul>	<ul style="list-style-type: none"> <li>• not possible</li> </ul>
ROBERT	<ul style="list-style-type: none"> <li>• has time before and after school</li> </ul>	<ul style="list-style-type: none"> <li>• can do this last thing in the evening</li> </ul>	<ul style="list-style-type: none"> <li>• can do so once everyone has finished dinner by 9 pm</li> </ul>	<ul style="list-style-type: none"> <li>• doesn't have enough time</li> </ul>
MARGARET	<ul style="list-style-type: none"> <li>• has time in the morning and in the afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• can do this before everyone comes home</li> </ul>	<ul style="list-style-type: none"> <li>• not possible</li> </ul>	<ul style="list-style-type: none"> <li>• has plenty of time to do this</li> </ul>

**Possible answer** Mr Jones - walk the dog  
 Mrs Jones - wash the dishes  
 Robert - tidy up living room  
 Margaret - prepare dinner

### Examples for suggested expressions

I think Mr Jones should walk the dog because he has time before dinner and it's a good way for him to relax.

I believe Mrs Jones is able to wash the dishes.

Looking at the timetable, I think Robert can tidy up the living room because he can do this last thing in the evening.

I suppose Margaret has some free time in the afternoon so she can prepare dinner.

## Step VII. FURTHER DISCUSSION

Ask students to discuss the questions in pairs or small groups and then report to the whole class. All students should be encouraged to use the expressions and vocabulary given in the book.

### Possible answers

1. Do you think it is important for children to help with household chores? Why/Why not?

#### Model:

- I think it's important for children to help with household chores because if everyone contributes equally, the family will have more free time to spend together.

#### Yes

- do fair share
- if everyone contributes equally then the family will have more free time to spend together
- children should learn to take up responsibilities

#### No

- children should be concerned with school only
- mother shouldn't work but stay at home and do all the housework

2. Do you feel that being an only child means being a spoilt child? Why/Why not?

#### Model:

- I believe that being an only child wouldn't mean that he/she is a spoilt child because it depends on the family's attitude towards the child and the

child's personality.

#### Yes

- everyone's attention is focused on the child
- parents can provide the child with anything he/she needs
- the child takes everything for granted

#### No

- can't get away with anything like blaming brother/sister for breaking sth
- it depends on the family's behaviour towards the child and the child's personality

3. What are the main causes of arguments in families?

#### Model:

- The main causes of arguments are money, school grades, household chores, friends, hobbies and so on.
- money

- going out
- school grades
- household chores



- friends
- hobbies

4. How do you solve disputes in your family?

**Model:**

- We solve our disputes by discussing the problem.
- by fighting
- by discussing the problem
- by arguing
- by compromising

5. Would you prefer to live in a nuclear or extended family? Why?

**Model:**

- I would prefer to live in a nuclear family because I would get more attention from parents and I would be more likely to get what I want.

**Nuclear family**

- more attention from parents
- better off financially
- don't have grandparents telling you what to do

**Extended family**

- attention from parents and grandparents
- benefit from grandparents' wisdom
- always someone at home

# Listening

## Teaching procedures

### Step I. PRE-LISTENING

Before listening to the recording, familiarise students with the following notes so that they can easily understand the speakers.

**Note**

**be wrapped around their fingers:** *be controlled by them*

### Step II. LISTENING

Play the recording for the first time and check their understanding. Then let the students listen to it for the second time to make sure that they all understand the listening material.

**Tapescript**

**ACTIVITY 1**

*You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C.*