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# 积极英语听说教程

## Listen In

第二版

BOOK

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## 教师用书

向教师赠送试卷自动生成软件

(澳) David Nunan 著

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# 积极英语听说教程

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**(京)新登字 155 号**

**京权图字: 01 - 2003 - 4172**

**图书在版编目(CIP)数据**

积极英语听说教程 1 教师用书/(澳)纽南(Nunan, D.)著. —北京:外语教学与研究出版社, 2003  
ISBN 7-5600-3515-9

I. 积… II. 纽… III. 英语—听说教学—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2003)第 049970 号

David Nunan

Listen In 2<sup>nd</sup> Ed. Teacher's Edition 1

Original Book ISBN: 0 - 8384 - 0419 - 7

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**积极英语听说教程(第二版) 1**

**教师用书**

(澳) David Nunan 著

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责任编辑: 陈红梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语大学印刷厂

开 本: 889×1194 1/16

印 张: 15.25

版 次: 2003 年 8 月第 1 版 2003 年 8 月第 1 次印刷

书 号: ISBN 7-5600-3515-9/G·1737

定 价: 21.90 元

\* \* \*

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# Foreword 序

《积极英语听说教程》(1~3册)是一套适合高中及以上英语水平的学生和成人使用的听力和口语教材。它具有如下特色:

## 一

它是由为我国学生编写了不少教材,因而为大家所熟悉的David Nunan 先生编写的。Nunan 先生从事英语教学(ELT)多年,具有相当丰富的外语教学经验,同时,他在我国香港工作和生活了十年,还曾在泰国、新加坡工作、生活过,对东方人学习英语的特点有着非常深刻的了解。因而,他编写的这套教材很适合东方人学习英语和东西方人交往的实际需要。

## 二

这套书的内容贴近年轻人的生活:从日常交往到社会生活,从身边事物到周围环境,语言非常实用。把三册书的题材目录和我国新制定的国家英语课程标准中的题材项目表和功能项目表对照一下,会惊人地发现它们是如此相符,好像是参照我们的课程标准而编写似的。

## 三

就教学和编写思路而言,这套教材采用的是目前外语教学中最新的“任务型教学法”(Task-based approach)。而且,书中各种活动(过去称为练习)中的“任务”均属“真实生活任务”(Real-life tasks),符合我国新课程标准中所提出的“以言行事”(Do Things with Words)——在做事中学英语,学英语又是为了会用英语做事这一教学理念。

## 四

这套教材在培养听力和口语能力的同时,还注意使学生通过学习策略(Learning Strategies)来获得自主学习的能力。这一点,也符合我国新课程标准的要求。

## 五

在这套教材内容的学习以及各种活动任务的完成过程中,都要注意结合所学语言国家和人民的文化,有助于培养学生跨文化交际的意识和能力。

## 六

最后,要用浓重的一笔来点出的是这套教材的三册教师用书。它们不仅为书中的每一课书提供详尽的教案、各步骤的教学材料以及教师十分需要的补充活动,而且在各册的前言部分,还为教师提供了有关的教学原则、教学方法,甚至包括“以学生为中心”的“个性化学习”理念。这也是符合素质教育的精神的。

另外,这套书的出版者外语教学与研究出版社在出版过程中,充分考虑到学习者的需要,聘请了在教学一线有经验的教师对超出高中阶段英语课程标准的难词、专业用词、文化要点词汇进行注释,把每一单元中跨文化交流信息比较集中的“文化聚焦”(In Focus)部分翻译成了汉语,并且给学习者提供了在老师们看来能帮助提高听力和口语能力的一些技巧和方法。这些材料作为附录安排在正文后面便于大家学习和训练,考虑得很周到。

总之,《积极英语听说教程》是一套十分适合我国英语学习者使用的优秀听力、口语教材。

北京外国语大学

陈琳

2003年春

# To the Student 致学习者

亲爱的学习者：

欢迎您使用《积极英语听说教程》。这套分三个级别的系列听说教程将为您提供大量培养听力技巧的机会，同时还可以帮助您提高口语表达的能力。这套教程有几个重要的特色，您可能不太熟悉，现在先向您做个介绍。这些特色包括实景交际任务、实景听说操练和学习技巧。

## 实景交际任务 (Real-life tasks)

在《积极英语听说教程》中需要完成的学习任务，都是以您在真实生活中会遇到的各种交际活动为基础设计的，例如，问路，接听电话，收听新闻和天气预报等。

## 实景听说操练 (Real-life language)

这部分的听力材料也都来源于真实生活。您将听到各种各样不同类型的录音材料，包括谈话、电话、商场广播、新闻和天气预报、公告等。

## 学习技巧 (Language strategies)

除了教您学习语言之外，本系列教程也同样关注学习技巧。在完成这些学习任务的时候，您会在课堂内、外用上这些能够帮助您提高听说能力的技巧。

《积极英语听说教程》各个级别还专门设计了一个起始单元，让您有机会先学习本书要用到的学习技巧，同时还配有相应的技巧练习。这三个级别都包括20个学习单元和4个复习单元，书后还附有一页与每个单元相配套的自学题，让您有更多练习的机会。每个学习单元的内容包括：

## 热身练习 (Warm-up Task)



这一部分的目的在于先向您介绍本单元的主题，并提供在这个单元的学习过程中将要听到和用到的重要词汇和习语。

## 听力练习 (Listening Tasks)



您将在本部分中听到很多不同类型的听力材料，所有这些材料都围绕着该单元的主题展开。每一单元中都安排有一项语音听力练习，同时还有一项练习让您有机会展示您的个性和风采。“点睛之语” (Listen for it) 这一部分重点训练日常生活中大家经常用到的精彩词语。在学习过程中，老师将不止一次地播放书中的大部分听力材料，这样您就可以更好地理解所听到的材料，运用更多的听力技巧并核对练习的答案。

## 该你了! (Your Turn!)



每单元的最后一页给您提供了练习本单元您刚听到的目标语言的机会。“试着说” (Try this...) 是一项您必须与同伴或在小组中完成的交际任务。“示范对话” (Sample Dialog) 和“常用句型” (Useful Expressions) 将可以帮助您完成这项任务。“文化聚焦” (In Focus) 提供给您的是在课堂讨论中可能用到的文化信息。

## 自学练习 (Self-study Practice)



课后，您可以翻到书本的后面 (110~129 页) 做一些课外练习，进行自学。

在学习和使用这些材料的时候重要的一点是要放松，并让自己尽量享受其中的乐趣。有些单元的谈话内容你可能不是每个单词都能听懂，这不要紧。即便母语是英语的人也不会要求每一个单词都必须理解或听懂。本系列教程会帮助您学到理解最重要的信息的技巧。

编写创作这一系列听说教程是我度过的一段快乐时光，希望您在学习的过程中也能和我一样享受到其中的乐趣。

祝您好运!



### Warm-up

1. Books closed. T: *Where do you have the chance to hear English? Make a list of places.* Have students make a list of the places and ways in which they hear English in their lives.

**S Support:** Give the students a few examples as prompts, e.g., school, music, movies, hotels, airports, airplanes, office.

2. T: *Check with other students.* Do you have the same answers? Elicit answers (i.e., call on students to give you their answers, in English).
3. Explain that in this unit students will be listening to students discussing ways of learning and practicing English.

### Task 1A

1. T: *Look at the pictures. What do you see?* Elicit answers as a class (six students talking about difficulties with listening in English).
2. T: *Look at the words in the bubbles as I read them. Which problems do you have? Check them.* Read the sentences in the bubbles, and have students check the difficulties they share.
3. T: *Did your partner check the same boxes? Compare your answers.* Elicit answers as a class. Answers will vary.

**S Support:** You may need to point out that in this book, 'check' has two meanings: one is to confirm your answers, for example, *Check your answer with a partner*; the other is to place a check (✓) mark on the page, for example, *Check (✓) the boxes next to the problems you share.*

#### Language Note

The second usage of 'check' in the Support note above is true for American English; in British English, people would normally say 'tick,' for example, *Tick the boxes.*

### Task 1B

1. T: *Look at the words in the box. Do you know what they mean?* Read the words to the class.

2. T: *Work with a partner. Use your dictionary to find the meaning of the words you don't know.*
3. Check understanding. T: *Listen to the short definition. Then write the word.* Be sure that students understand that they write only the word.
4. T: *Listen.* 1. *This means the way we say something.* 2. *This means to say something again.* 3. *This means to look carefully at two or more things and to notice the differences and similarities.* 4. *This means a word or group of words.* 5. *This means to think of as many ideas as possible as quickly as possible.* 6. *This means to pretend you are someone else, not yourself.* 7. *This means the rise and fall of the voice when you're speaking.* 8. *This means to point out something that you recognize.* 9. *This means to see something clearly.* 10. *This means a part of a word that has a vowel sound.*
5. T: *Check with other students. Do you have the same answers?* Elicit answers as a class. Answers: 1. pronunciation, 2. repeat, 3. compare, 4. expression, 5. brainstorm, 6. role play, 7. intonation, 8. identify, 9. recognize, 10. syllable.

**S Support:** As a rule, try to devote a corner on the board to new vocabulary for each unit.

### Task 1C

1. T: *Work with a partner. What are other problems you have with listening in English?* Try to elicit the following problems, which are also in this unit: understanding details and key points, understanding the way people say things.
2. T: *Check with other partners. Did you list the same problems?*
3. Elicit ideas, or have students write their lists on the board.
4. Check as a class. Answer any questions students may have.

#### Extension Activity

1. Have students quiz each other on the meaning of each of the words in Task 1B in their native language.
2. Have them go from their native language to English and from English to their native language.



Please turn to p.TE-102 for tapescripts

## Task 2A

**S Support:** Give students practice of listening for gist.

T: *Am I talking about a teacher or a student? You can find this person in the classroom next door. She's a hard worker. Sometimes she even works at home. She often checks students' homework in the evening.* Elicit answer as a class. Answer: teacher.

1. T: *Look at the pictures. What are the people doing?* Suggested answers: A woman is talking on the phone. A man is on TV. A young man and woman are talking. Two men are talking in an office setting.
2. T: *You are going to hear four short conversations. Listen and number the pictures. The first one is done for you.*

**S Support:** Tell students to just focus on listening for the number of speakers and the gender (male or female), in order to match to the correct picture.

3. Play the tape and have students write the number of the conversation next to each picture.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

## Task 2B

1. T: *What are the people talking about? Do you remember?* Elicit answers as a class.
2. Play the tape again. T: *Listen again and circle your answers.*
3. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

**C Challenge:** Have students identify key words that helped them.

## Task 3A

1. Give an example of the difference between listening for the main idea and listening for key details. T: *Listen for the main idea. I have a friend who's been teaching now for twelve years. He really loves teaching. He thinks the classroom is an exciting place to be.*
2. T: *What is the main idea?* Elicit answers as a class. Answer: This friend enjoys teaching.
3. T: *How long has he been teaching? Do you remember that detail?* Elicit answers as a class. Answer: For twelve years.
4. T: *Listen to the following five conversations. Check the main ideas. The first one has been done as an example.*

**S Support:** Play the first conversation and go over the answer as a class. Then have students listen to the other conversations.

5. Play the tape. Have students listen and check the main idea of each conversation.

6. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

## Task 3B

1. T: *Do you remember any of the details?* Elicit answers as a class.
2. T: *Listen again and fill in the details.*
3. Play the tape again and have students complete the sentences.
4. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.

**C Challenge:** Ask for additional details from the conversations. T: *What is Carol doing in conversation one?* (She's looking at the newspaper.) *How long has Adam lived alone in conversation two?* (He's lived alone since he was seventeen.)

### Extension Activity

1. Have students introduce themselves to their partners and to their groups. Have them include details in their introductions.
2. Call on students to talk about the information they have found out about their classmates.



Please turn to p.TE-102-103 for tapescripts

## Task 4A

1. T: *How can you improve your listening skills?* Elicit answers as a class. Write them on the board. Answer any questions students may have about vocabulary.
2. T: *You are going to hear three people. They are talking about the methods they use to improve their listening skills. Read the sentences in the bubbles. Can you predict their answers?* Elicit answers as a class.
3. T: *Listen and fill in the information.*
4. Play the tape and have students complete the sentences.

**S Support:** Write the missing parts of the sentences at random on the board, and have students use those for reference when they fill in their answers.

## Task 4B

1. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
2. T: *What methods will you use? Write them and then share them with your partner.*

**C Challenge:** Ask for details about the listening: T: *What's the teacher's name?* (Gillian) *What does Gloria say about Hollywood movies?* (They have a lot of slang expressions.)

## Task 5A

1. On the board write: *It's in English.* T: *Sentences in English can have different intonations. Listen. It's in English. It's in English?! The first should be read with a natural falling intonation at the end. The second should be read in a more surprised manner.*
2. T: *Can you hear the difference?* Practice until students can hear the difference. Answer any questions students may have.
3. T: *Which is a fact? Which is a surprise?* Elicit answers as a class. Answers: *It's in English* is a fact. *It's in English?!* is a surprise.
4. T: *Listen to the example. Which is the surprise? Circle your answer.*
5. Play the tape.
6. Elicit answers as a class. Answer: Example 2.
7. T: *Listen and decide if the sentence expresses a fact or a surprise. Circle F for fact. Circle S for surprise.*
8. Play the tape and have students circle F or S for each one.

### Language Note

Statements in English usually end with a falling intonation; expressions of surprise normally end with a sharp rise at the end of the sentence.

## Task 5B

1. T: *Check with other students. Do you have the same answers?* Elicit answers as a class.
2. T: *Listen again to the sentences and practice.* Have students practice the sentences.

## Task 6

1. T: *Look at the responses in Task 6. Work with a partner. Can you predict the types of questions for these answers? Check with other partners. Do you have the same questions?* Elicit questions as a class.
  2. T: *Listen to the questions. Were your predictions correct? Circle the answers that are right for you.*
  3. Play the tape and have students circle their answers.
  4. T: *Check with a partner. Do you have the same answers?* Check as a class.
- C Challenge:** Ask follow-up questions. T: *Why do you like studying English? Why do you think (listening) is the most important skill?*



### Extension Activity

1. After students have talked with their partners in Task 4B, have them talk in groups about how to improve their listening skills.
2. Have other students listen and take notes.
3. Have groups report the results of their discussions.




# Your Turn!


## Dialog / Expressions

1. T: *Who are the people in the conversation? What are they talking about?*
2. Play the tape and have students read the sample dialog. Answer: It's probably a conversation between English students. They are talking about ways to practice English.
-  **Challenge:** Play the tape with student books closed.
3. Play the tape again. Have students repeat each of the useful expressions.
4. Elicit words and phrases that could be substituted in the highlighted parts of the useful expressions.
5. Have students role-play the sample dialog in pairs. Have them practice again, substituting their own information.
-  **Support:** As a class, categorize the sentences in the dialog and expressions under two columns on the board: Asking questions about practicing English, Answering questions about practicing English. Elicit other expressions for each category and list on the board.

## Try this . . .

1. Provide a model for the students. T: *Do you ever listen to English-language books or tapes?* Elicit answers from various students. Ask more questions of students who answer yes. Write answers on the board.
2. Have students work in pairs. T: *Interview your partner about practicing English. Use the words in the box. Write the names of students who say yes. Don't forget to ask for more information. Use the language in the sample dialog and useful expressions. Also use the language we brainstormed.*
-  **Challenge:** Have the pairs perform their role plays.

## In Focus

1. T: *The reading is about why students study English.* Play the tape while the students read the passage and the three sample responses.
-  **Challenge:** Play the tape with student books closed, and ask students to describe what they have heard.
2. In pairs or groups, have students discuss the question from the passage. Have them use the bubbles as a model for their answers. Elicit responses from the class and note on the board.

### Culture Note

It is estimated that there are over 300 million native speakers of English worldwide. In addition, another 300 million people speak English as a second language and a further 100 million use it as a foreign language. Over forty-five countries have English listed as their official or co-official national language. Due largely to its role as the world's main language for international business and communication, English is now a required subject in schools around the world, and is taught from junior high school level or in some cases from elementary level. Debate exists in many countries as to when to introduce English language programs in schools.

### Extension Activity

1. In groups, ask students to describe their English language learning background.
2. Have students tell the class about the English language experience of members of their group.

# 1

## Pleased to meet you.

### Goals

- Understanding greetings and introductions
- Confirming people's names

### Warm-up

1. Books closed. T: *Listen. Would you hear these expressions when people meet for the first time? Yes or no?* Read the following expressions. *My name is (teacher's name).* (Yes) *How do you do?* (Yes) *Good to see you again.* (No) *How's it going?* (Yes) *Shake my hand.* (No)
2. Answer any questions students may have about the expressions.
- S Support:** Write the expressions on the board and then ask the question.
- C Challenge:** Have students brainstorm a list of expressions people use when meeting for the first time.
3. Tell students the goal of this unit.
4. T: *What other expressions do people use when they meet for the first time?* Write these on the board. Steer students in the direction of the following expressions, which are also found in this unit: *I'm John. Nice to meet you. Pleased to meet you. This is Alan Walker.*

### Task 1A

1. Read the eight expressions and have students listen. T: *Listen while I read the expressions.* Read the expressions again and have students repeat. T: *Listen again and repeat.*
2. T: *Check the expressions people say when they meet for the first time.*
3. Have students check their answers with a partner. T: *Check with a partner. Do you have the same answers?* Check as a class.
4. Answer any questions students may have about the expressions.

#### Language Note

*How do you do?* and *How's it going?* are variations of *How are you?* *How do you do?* is the most formal and is seldom used outside of introductions. *How's it going?* is more casual and is regularly used between friends. First-time greetings tend to be somewhat more formal than greetings between friends and between people who have already met.

5. Elicit the actions in each picture. T: *What is happening in each picture?* Answer: the people are introducing themselves.
6. T: *Which pictures show a formal situation? An informal situation?* Answers: Formal: Top-left, bottom-left, bottom-right; Informal: Top-right, bottom-middle.
7. T: *With a partner, decide what the people in each picture are saying.* Answers will vary.

**S Support:** Do the first picture with the class.

### Task 1B

1. Look at the example of 'icebreakers' (expressions used to get a person's attention before an introduction) on the page. Read the expressions and have students listen. T: *Listen while I read the expressions.* Read the expressions again and have students repeat. T: *Listen again and repeat.*
2. Ask partners (or small groups) to brainstorm icebreakers. T: *With a partner (in small groups), think of icebreakers you can use at an informal party.* Suggested answers: 1. Hi, I'm Dan Miller. 2. Can I ask your name? 3. Are you from around here? 4. So, what do you do? 5. Are you a friend of Sarah? 6. Are you enjoying the party? 7. May I get you a drink?
3. After students have finished brainstorming, have them select three good icebreakers from their list. T: *Now choose three good icebreakers from your list.* Write them on the board.

#### Extension Activity

1. Have students use their icebreakers to make short introductions.
2. On the board write:  
A: Are you a friend of John?  
B: Yes, I am. (No, I'm not.)  
A: Well, I'm Mary. It's nice to meet you.
3. Point out that the first line is an icebreaker.
4. T: *Introduce yourself to three people. Use your own icebreakers.*




Please turn to p.TE-103 for tapescripts

## Task 2A

1. T: *You are going to hear people talking at a party. How many voices do you hear?*
2. Play the tape. Have students listen and circle the number of voices they hear.
3. Have students check answers with a partner. T: *Check with a partner. Do you have the same answers?* Check as a class.

## Task 2B


1. T: *Listen again. You will hear the same people. Check the names you hear.*
2. Play the tape. Have students check the correct names.
-  **Support:** Stop the tape again and pause after each item.
3. T: *Check with a partner. Do you have the same answers?* Check as a class.

## Task 3A

1. Write the answers from Task 2B on the board (Li-wen, John, Joan, Tina, Enrique, Mia). Underline the two syllables in the name Li-wen and the one syllable in the name John.
2. Say the name Li-wen and clap your hands with each syllable. Do the same for John.
3. T: *How many syllables are there in the name Li-wen? How many in John?* Go through the other names, Joan (1), Tina (2), Enrique (3), and Mia (2), and identify the number of syllables in those names.
4. T: *How many syllables are in your name?*

### Language Note


Syllables in words are separated by vowel sounds. Peach and plum have only one syllable. Apple and orange have two. Tangerine and banana have three.

5. T: *You will hear people saying different names. Check the names with two syllables.*
6. Play the tape. Have students listen and check the names.
7. Have students check their answers with a partner. T: *Check with a partner. Do you have the same answers?* Check as a class.
-  **Challenge:** Play the tape again. T: *Listen again. Circle the names with three syllables.*

## Task 3B

1. Listen again and practice saying the names with two syllables.

## Task 4A

1. Look at the picture (and the guest list) with the class. T: *Work with a partner. What is happening in the picture? Who are they? What are they doing?*
2. Elicit answers as a class. Answer: Two friends are talking on the telephone planning a party.
-  **Support:** Write the questions on the board.
3. Have students check their answers with a partner. T: *Check with a partner. Do you have the same answers?* Check as a class.
4. Play the tape. Have students listen and write the names of the people invited to the party. T: *You are going to hear two people talking about a guest list for a party. Write the names of the people they invite.*

## Task 4B

1. Play the tape again.
2. Have students check their answers with a partner and then check as a class. Answers: John and Tina Lowe, Alan Walker, Cathy Chan, Mike Perez, Yumiko Sato.

### Listen for it

1. T: *A speaker says 'no problem' when he or she is willing to do something.*
2. Play the tape. Have students listen for *no problem* in John's third line of the dialog.
3. T: *What is John willing to do?* Answer: He is willing to help with the guest list.
4. Practice. T: *Ask your partner, 'Can you help me with this?' Say 'no problem.'*

### Extension Activity

1. Ask students to make a list of five people they would like to invite to a party.
2. T: *Make a list of five people you would like to invite to a party.* Dictate your list to your partner. Monitor spellings.
3. Encourage students to include historic or famous names. The names dictated in Task 3B are the names of famous American presidents.





## Task 5A

1. Look at the picture with the class. T: *Work with a partner. What is happening in the picture? What are they doing?* Steer the class in the direction of the following: They are having a party. People are talking to each other. People are introducing themselves. People are introducing each other.
2. T: *Listen as I read the names.* Read the names.
3. T: *Listen again and repeat.* Read the names again and have students repeat.
4. T: *You are going to listen to people talking at a party. Number the people in the picture. Number one is done as an example.* Play the tape and have students listen.

## Task 5B

1. Play the tape again and have students listen again.
2. Have students check answers with a partner and then as a class.

### Listen for it

1. Play the tape (third dialog) and have students listen for *by the way*.
2. Be sure that students hear *by the way*. T: *Can you hear the phrase 'by the way'? Who says it?* Answer: Cathy Chan.
3. T: *Does she change the topic of the conversation? (Yes) What is the old topic? (Tennis) What is the new topic? (Alan Walker)*
4. Model the use of *by the way* as a method of joining an icebreaker to an introduction.
5. On the board write:  
A: Are you from around here?  
B: Yes, I'm from Boston. (No, I'm from Chicago.)  
A: Oh, me too. By the way, I'm Ryan.
6. T: *People sometimes use 'by the way' after an icebreaker. Introduce yourself to another person. Use your own icebreaker and 'by the way.'*


## Task 6A

1. Introduce yourself to the class. T: *Hello, I'm (name).*
2. Ask students to respond. T: *Students, what do you say next?*
3. T: *These expressions are from the dialog. Match each expression with its response.*
4. T: *Check with a partner. Do you have the same answers?*

## Task 6B

1. Have students listen again.
2. Check as a class.

## Task 7

1. On the board write these sample questions: 1. Are you Paul King? 2. Is your name Leanne? 3. Are you having a party?
  2. Elicit short answers from the class. T: *What is your answer to number 1? Number 2? Number 3?*
  3. Provide students with the affirmative and negative short answers for the questions.
  4. T: *You will hear some questions. Listen and circle the answers that are right for you.*
  5. Play the tape. Have students listen to the questions and circle the correct response.
  6. Have students check answers with a partner and then as a class.
-  **Support:** Play the tape again. Pause after each question.



### Extension Activity

1. Have students think of yes / no questions to ask their partner.
2. Make it more challenging by assigning a point for each affirmative answer (Yes, I am.). The first student with five points is the winner.
3. T: *Ask your partner a yes / no question. If your partner says 'Yes, I am.' you receive one point. The first student with five points is the winner.*


# Your Turn!

## Dialog / Expressions



1. Have students look over the sample dialog. T: *Where does this conversation take place and who are the people in the conversation?* Answer: The conversation could take place at a party, in a classroom, or anywhere where party guests, students, or people are introducing themselves.
  2. Have students read the sample dialog and useful expressions. T: *Work with a partner. Read the sample dialog and useful expressions.* Answer any questions students may have.
  3. Play the tape.
  4. Have pairs practice the dialog and the useful expressions.
  5. Have them substitute their own information for the dialog and the expressions.
-  **Support:** Brainstorm what kinds of questions / responses are needed for Try this . . . and give examples.
-  **Challenge:** Play the tape with student books closed.

## Try this . . .

1. Choose a student. Introduce yourself to that student. Find out two pieces of information about that student.
  2. Write the two pieces of information on the board.
  3. Have students introduce themselves to three classmates and find out information about them. T: *Introduce yourself to three people in the class. Find out two pieces of information about each person and write this information in your book.*
  4. Have students introduce themselves to other students. This can be a group activity or (depending on the classroom layout) a whole class activity.
-  **Support:** Have students refer to the Language Summary for Unit 1 on page 102, before they do the pair work exercise.

## In Focus



1. T: *The reading is about questions people ask when meeting someone for the first time.* Read along with the recording. Play the tape.
2. Answer any questions students may have about the reading passage.
3. Look at the pictures and read the bubbles, which describe cultural attitudes towards certain personal questions in three countries.
4. In pairs have students answer the questions from the passage. Have them use the bubbles as a model for their answers.

### Culture Note

Any number of factors can determine which questions are asked at a first meeting, e.g., the social situation, the participants, their gender, their age, etc. However, culture plays a large role in determining which questions are deemed appropriate and which are not. Asking someone's salary may be an appropriate conversation topic for first meetings in some cultures, but not in others. Achieving a certain level of cultural understanding is an important part of language learning.

### Extension Activity

1. Have students make two columns on a piece of paper. At the top of the first column, have them write My Culture. For the second column, have them write U.S. / U.K. Have them number the rows in their columns 1-7.
2. T: *You will hear seven questions. Write yes if the question is okay for a first meeting in your culture. Write no if it isn't. Write a question mark (?) if you are not sure. Do the same for the U.S. / U.K. column.* Be sure that students know that they should only write yes, no, or (?), not the sentence.
3. Dictate the following questions: T: *Listen.* 1. *How much money do you make?* (No) 2. *Are you married?* (No) 3. *How old are you?* (No) 4. *What is your religion?* (No) 5. *What do you do?* (Yes) 6. *What's your nationality?* (No) 7. *Where do you go to school?* (Yes)
4. Have students check answers in small groups and then as a class.

# 2

## This is my family.



### Goals

• Identifying family members

### Warm-up

1. On the board label three columns: Male, Female, and Both.
  2. T: *With your partner, brainstorm the names of family members. Look at the example.* Provide an example for the students: *Father, Mother, Parent.*
  3. Have students check results with another pair. T: *Check your answers with another pair. How many do you have?* Check as a class. (Possible answers: Male: father, husband, grandfather, son, grandson, brother, uncle, nephew, father-in-law, brother-in-law; Female: mother, wife, grandmother, daughter, granddaughter, sister, aunt, niece, mother-in-law, sister-in-law; Both: parent, spouse, grandparent, child, grandchild, sibling, cousin, parent-in-law.)
- S Support:** Provide the information in the 'Both' column for students and then have them brainstorm.

#### Language Note

Unlike some languages, English family terms do not distinguish between the mother's and the father's side of the family. A grandmother is both a mother's mother and a father's mother. This also extends to in-laws who are family members because of marriage.

### Task 1A

1. Have students look at the family tree. T: *What is this?* Answer: It's a family tree with three generations of one family. T: *Which family members are male?* Answer: the names shown in blue: Malcolm, Sam, Andrew, Kevin, and Gil.
2. T: *Look at the sentences and underline the family terms in each sentence.* Check students' understanding of the relationship words they have underlined.
3. Say the first sentence as an example. T: *Malcolm is Claire's husband, Sam's father, and Esther's grandfather.* Explain that for some of the blanks, more than one name is possible. In the first sentence, for example, Carrie and Kevin are possible alternatives to Esther.
4. T: *Complete the sentences.* Have students check results with those of another student, and then check as a class. T: *Check with another pair. Are your answers the same?*

### Task 1B

1. T: *Look at the family tree and brainstorm other ways that the people are related.*
  2. Have students identify relationships that haven't already been mentioned, for example: 1. Malcolm is Claire's husband, Sam's father, and Carrie's grandfather. 2. Carrie is Karla's daughter and Esther's sister. 3. Claire is Andrew's mother and Kevin's grandmother. 4. Kevin is Claire's grandson and Gil's cousin. 5. Carrie is Claire's granddaughter and Lin's niece.
- C Challenge:** Ask students for in-law relationships. T: *Who are the in-laws in the family? What are the relationships?* Answers: Malcolm is father-in-law to Karla and Lin. Claire is their mother-in-law. Karla and Lin are daughters-in-law to Malcolm and Claire. Karla is sister-in-law to Andrew and Lin. Lin is sister-in-law to Sam and Karla. Sam is brother-in-law to Lin. Andrew is brother-in-law to Karla.

#### Extension Activity


1. Draw a family tree on the board. The first generation will have two boxes (grandfather and grandmother); the second generation will have four boxes (two sons and their wives), the third generation four boxes (two children per couple). Label John in the second generation of the family tree and leave the other names blank.
  2. Ask students to draw the same tree. Dictate John's family information. T: *I will describe John's family. Write the nine names in the correct places in the family tree. Listen.* 1. *John's wife is Mary.* 2. *Tom is John's father.* 3. *John's daughter is Sally.* 4. *Mel is John's brother.* 5. *John's sister-in-law is Betty.* 6. *Grace is John's niece.* 7. *John's mother is Liz.* 8. *Adam is John's son.* 9. *John's nephew is Bill.*
- S Support:** Write the nine names (in a different order) on the board.
3. Elicit answers and label the names on the tree.
  4. Divide the class into halves. Have each side make up true / false statements about the family relationships. Pair up students from both sides and have them quiz each other.






## Task 2A

- As a warm-up to the listening, dictate relationships for students and have them write the family term. T: *You will hear me describe eight family members. Write down who that person is. Just write the relationship word, for example, father, sister. Listen.*  
1. *She is my mother's mother. Who is she?* (grandmother) 2. *She is my son's sister. Who is she?* (daughter) 3. *He is my sister's son. Who is he?* (nephew) 4. *She is the mother of my children. Who is she?* (wife) 5. *He is my aunt's husband. Who is he?* (uncle) 6. *They are my aunt's children. Who are they?* (cousins) 7. *They are my brother's mother and father. Who are they?* (parents) 8. *He is my daughter's brother. Who is he?* (son)

 **Challenge:** Include in-law relationships in your dictation. T: 9. *He is my wife's brother. Who is he?* (brother-in-law) 10. *She is my husband's mother. Who is she?* (mother-in-law)

- T: *Check with a partner. Do you have the same answers?* Check as a class.
- Have students read the five sentences in Task 2A. T: *Listen. You will hear people describing their family. Circle the correct answer.*
- Play the tape. Have students circle the correct answer.




## Task 2B

- T: *Listen again.* Play the tape.
  - T: *Check with a partner. Do you have the same answers?* Check answers as a class.
-  **Support:** Stop the tape and pause after each item. Do the first sentence with the class as an example.

## Task 3A

- T: *What are the people doing in these photos?* (Family members are posing for photos.) T: *What are the people wearing?* Elicit some of the clothing items, including the ones mentioned in the conversations, i.e., the girl's blue and white hat (top right), the man's brown jacket (bottom left), and the woman's green jacket (bottom right).
- T: *How do you think the people in each photo are related?* Elicit students' ideas and note on the board.
- T: *Listen. People are talking about their family photos. Number the pictures with the conversations.*
- Play the tape.
- T: *Check with a partner. Do you have the same answers?* Check as a class.

## Task 3B

- T: *Can you remember the names of any of the people in the conversations?* Elicit answers as a class.
  - Read the list of names for the class.
  - T: *Listen again and identify the names of the people in the pictures.*
  - Play the tape.
-  **Support:** Stop the tape and pause after each conversation. Go over the answers for the first conversation before students listen to the rest.
- T: *Check with a partner. Do you have the same answers? How are the people in each photo related? Were your predictions correct?* Answers: top right: grandmother, granddaughter, grandfather; top right: daughter, mother, daughter, father; bottom left: cousins; bottom right: sister, friend, sister. Check answers as a class.
-  **Support:** On the board, write some sentences students can use when checking their answers in pairs, e.g., *Which names did you hear? What's his / her name? Do you agree? How are they related?*
-  **Challenge:** Ask further questions to check your students' understanding of the conversations, e.g., T: *How does the woman in the fourth conversation know Michael and Jodie James?* Answer: they were once on a TV show together.

### Extension Activity

- Have students write survey questions about families. Elicit some question starters and note on the board, e.g., *Do you have any . . . ? How many . . . do you have? Who's the oldest / youngest member of your family? How old is he / she?*
- Have them conduct the survey as a class activity.
- Elicit responses and write the results on the board.

## Task 4A

- On the board write: boys, girls, dogs, cats. Underline the final -s in each word.
- T: *Look at the words. Which word is different? Why?* Elicit the answer of cats, because the final sound is /s/ not /z/.
- Say the words. T: *Can you hear the final sound? Can you hear the /s/ sound and the /z/ sound?*
- S Support:** Give other examples, e.g., cakes, cookies, candies. Again, underline the final -s in each word. T: *Say the words. Which word is different? Why?* (The final sound in cakes is /s/. The final sound in the others is /z/.)
- Look at the words in Task 4A. T: *You are going to hear ten sentences containing these words. Listen for the /s/ or /z/ sound. Write the words next to the correct sound.*
- Play the tape. Have students write their answers.

### Language Note

The /s/ sound follows an unvoiced sound. The /z/ sound follows a voiced sound, which includes all vowel sounds.

## Task 4B

- Play the tape again.
- Have students check answers with a partner and then check as a class.

## Task 5A

- T: *You are going to hear Naomi talking about a big family.*
- S Support:** Before students listen, read the statements aloud. Answer any questions students may have.
- T: *Listen. Are the statements true or false? Circle your answers.*
- Play the tape. Have students listen and circle their answers.
- Have students check answers with a partner and then check as a class.
- C Challenge:** Have students listen again and write the correct information for numbers 2, 4, and 6: 2. She is talking about ~~her own family~~ her homestay family / the Ono family. 4. The son's name is ~~Kazuo~~ Ichiro. 6. Naomi is going to ~~Tokyo~~ Osaka. (It is not mentioned where Naomi is from, although from the context of the conversation it is clear that she is not from Japan.)

## Task 5B

- T: *Listen again and complete the Ono family tree.*
- Play the tape again and have students listen.
- Have students check answers with a partner and then check as a class.

### Listen for it

- T: *A speaker uses 'Wow' when he or she is surprised or impressed.*
- Play the tape. Have students listen for Wow in the man's second line of the dialog.
- T: *What is the man surprised or impressed about?* Answer: He is impressed by the size of Naomi's homestay family.

## Task 6

- T: *Now you will hear questions about your own family. Listen and circle the answers that are right for you.*
- Play the tape. Have students listen to the questions and circle the correct responses.
- Have students compare their responses with a partner and then discuss as a class.


### Extension Activity

- Have students talk about their own family pictures or about people in magazine pictures. The pictures don't need to be of family groups; they can be of individuals, and students can 'choose' their family.
- Provide a model for the students similar to the ones found in the tapescript in Task 3 or Task 5. You may want to give students a copy of the tapescript for those tasks (see page TE-103).


# Your Turn!

## Dialog / Expressions





1. Have students look over the sample dialog. T: *What are the people in the dialog doing?* Answer: The man is showing the woman a photo of his family, and the woman is asking questions.
2. Play the tape. Have students repeat each of the useful expressions after the tape.
-  **Challenge:** Play the tape with student books closed.
3. Elicit words and phrases that could be substituted in the highlighted parts of the useful expressions.
4. Have students role-play the dialog in pairs. Then have them substitute their own information.

## Try this . . .

1. Make a rough sketch of your own family tree on the board.
2. Have the class ask you questions. Write some of the questions, and your answers, on the board.
3. Have students make their own family tree and answer questions about their family. T: *Work in pairs. Make your family tree and answer questions about your family.*
-  **Support:** Have students refer to the Language Summary for Unit 2 on page 102, before they do the pair work exercise.

## In Focus



1. T: *Do you know any famous families?* Elicit answers as a class. Suggestions: the Kennedy family, the British royal family, the (Michael) Jackson family, the (Serena and Venus) Williams family (tennis players). Write them on the board.
2. T: *The reading is about famous families.* Play the tape while the students read the passage and the two sample responses.
-  **Challenge:** Play the tape with student books closed.
3. In pairs have students choose a famous family and note the names and relationships. Have them use the sample responses as a model for their descriptions.
4. Call on pairs to tell the class about the family they selected.
-  **Support:** First, elicit the names of some famous families and note on the board. The families could be real or fictional, from history, literature, the tabloids, Hollywood, TV, or the sports pages. Choose one of the families and elicit ways you could describe the relationships between all the members. Draw the family tree on the board.

### Culture Note

Stepfathers, stepmothers, half brothers, and half sisters are becoming increasingly common in the new American family. Social changes in the United States may cause the nuclear family (a father, a mother, and two children) to go the way of the three-generation household: once common, but now rather rare.

### Extension Activity

1. In pairs or groups, have students brainstorm as many famous parent-child relationships as they can think of, e.g., George Bush Snr.—George W. Bush (U.S. Presidents), Bruce Lee—Brandon Lee (actors), Mick Tyler—Liv Tyler (rock singer—actress).
2. Elicit the names / relationships and note on the board. See which pair / group can come up with the longest list.