



# LEARNING TO LISTEN

Making sense of spoken English

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Student Book 1

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## LEARNING TO LISTEN

Making sense of spoken English

Learning to Listen acknowledges the difficulty that many students have understanding real spoken English and helps them to

- listen appropriately
- understand correctly
- make sense of what they hear.

But above all, Learning to Listen helps students to enjoy the richness and variety of spoken English.

Learning to Listen, for adult and young adult learners of American English, is packed with engaging topics, striking personalities and dynamic listening sources. It is a fresh, lively course offering students opportunities to

- listen for different purposes
- observe people engaged in real, everyday activities
- build confidence in listening to spoken English.

Learning to Listen makes the classroom experience as interesting and varied as the real world by presenting and celebrating the many different ways that people communicate with each other in English.

Learning to Listen also offers practical TOEIC- and TOEFL-style test practice at the end of every unit.

**LEARNING TO LISTEN** the listening course with attitude

### Components of Learning to Listen 1, 2, 3

- Student Book
- Teacher's Guide containing a course introduction, unit-by-unit teaching notes with answers, extra activities and audio scripts
- Class CDs or Cassettes containing all the listening material in the course

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# Scope and Sequence

Unit	Topic	Skills
1 First Day	Registering for class Introducing yourself Nicknames	Identifying first and family names Distinguishing between formal and informal tones
2 All About You	Data forms E-mail	Identifying personal information Distinguishing e-mail and Internet symbols
3 At the Internet Café	Break activities Internet Café Computers	Identifying actions and prices Distinguishing between amounts
4 Let's Go	Transportation	Identifying travel and transportation information Distinguishing between different pronunciations
Review 1		
5 What Time Is It?	Talking about time Changing schedules Dates	Identifying time and appointments Distinguishing between dates and times
6 Describing Yourself	Describing yourself Giving physical descriptions	Identifying characteristics and habits Distinguishing between difficult pronunciations
7 How Will I Know You?	Identifying people Talking about clothes	Identifying physical descriptions and locations Distinguishing between /l/ and /r/
8 What's on TV?	Watching TV	Identifying different types of TV program Distinguishing question and statement intonation

Review 2

Unit	Topic	Skills
9 Planning Your Day	Daily activities Planning your day	Identifying pastimes and schedules Distinguishing between different word stress
10 Free Time	Hobbies and other leisure activities	Identifying likes and dislikes Distinguishing the number of syllables in a word
11 Let's Eat	Discussing food and meals	Identifying preferences for food Identifying between negative and affirmative statements
12 At Home	Describing your home Furniture	Identifying location in the home Distinguishing between the prepositions <i>on</i> and <i>in</i>
Review 3		
13 Sunny or Cloudy?	Weather Clothing	Identifying weather and statistics Distinguishing between different ways of expressing the weather
14 On the Block	Discussing activities and amenities on your block Talking about urban settings Talking about services in town	Identifying everyday activities and location in town Distinguishing unstressed words in a sentence
15 Downtown	Downtown businesses Locations of landmarks Directions	Identifying directions and location Distinguishing between tenses
16 Let's Celebrate	Celebrating holidays Family traditions	Identifying holiday events Distinguishing between bored and enthusiastic attitudes
Review 4		

# Introduction to the Student

This series will help you become more confident about the listening you do both inside and outside the classroom.

With these books you will:

- learn to listen appropriately
- learn to understand correctly
- learn to make more sense of what you hear.

You will hear a variety of sources such as conversations, messages, radio broadcasts, and other forms of real English, and you will learn to listen both for detail and for the general meaning.

As students you want to feel confident in real-life situations when you are speaking English. Through this series you will hear what real English speakers say in everyday situations, such as meeting strangers or planning a celebration, and learn to understand the words they use.

This series prepares you to react appropriately to the people you meet by helping you to make sense of the meaning behind the words they use. You will learn about the influences of a speaker's mood, location, and background on the language she or he uses.

You will gain confidence in listening and responding to everyday situations in English. You'll be able to react to the personalities of the people you meet, understand the words they use, and make sense of what you hear.

# Introduction to the Teacher

This three-book listening series helps make every minute of the classroom experience as rich as the real world. The topics, the activities, the personalities, the beliefs, and the accents reflect the variety in the world around us. In the series, students meet different people, discuss different things, have different attitudes, and have different reactions.

To make the listening experience as authentic as possible, the series presents listening challenges from a variety of sources: dialogs, recorded messages, monologues, radio broadcasts, reviews, public service announcements, and weather announcements.

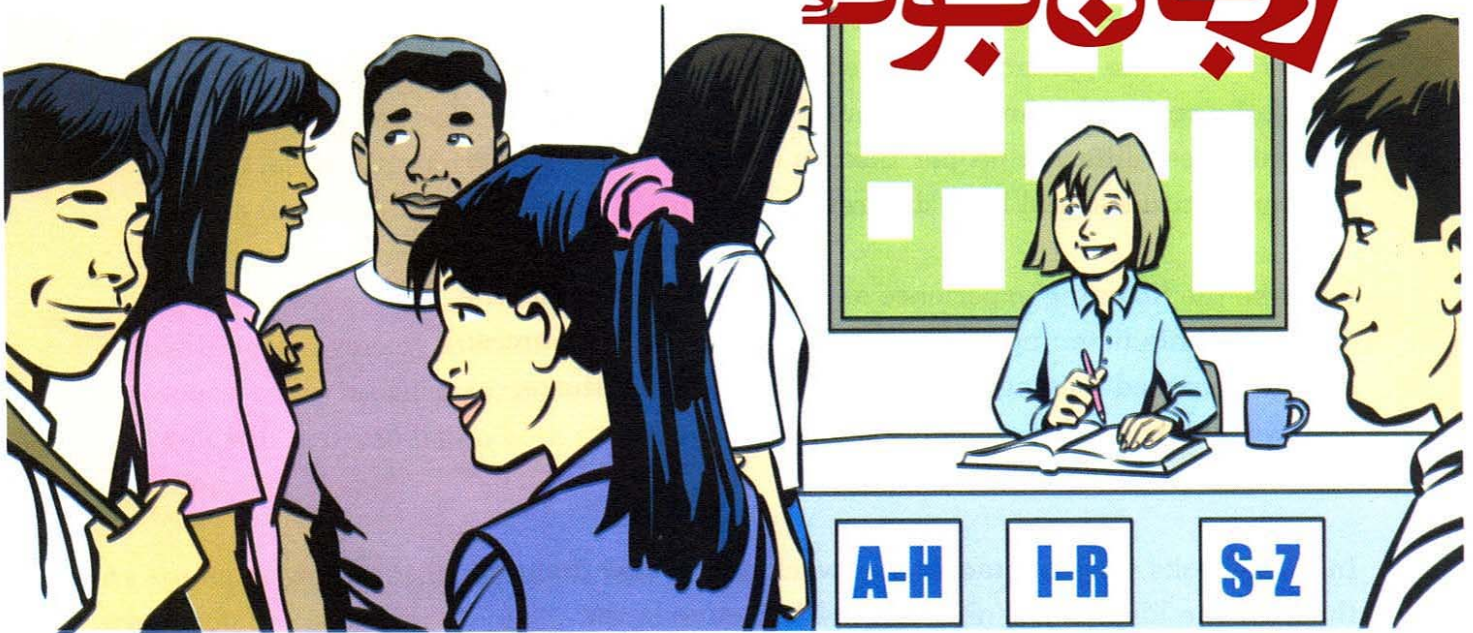
In these books students tackle real-world tasks that prepare them for the kind of listening they will do outside the classroom: listening for different purposes, making inferences, personalizing the experience, and making assumptions and predictions.

Students need to be actively involved in the process of learning to listen and listening to learn, because this makes learning much more effective. This is achieved by asking them to listen for a purpose, read the clues about speakers' mood, intention and background, and making students aware of the process they use in their own native language to make linguistic input comprehensible.

Students wish to react and express themselves appropriately in real-life situations. For that reason, all three books show how people react and cope in everyday situations – and they do so in a way that shows their personality, character, and attitude. By listening to, observing, and judging people in these contexts, students will learn that they too are able to express their personality when they speak English – a major step in becoming proficient in English.



# 1 First Day



## 1 What's going on?

These students are registering by last name for a class.  
Check (✓) the column they should be in.

	A-H	I-R	S-Z
1. Kevin Tang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Dallas Hillwood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cindy White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mai Linh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Betty Sánchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. David Crandall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2 Who's who?

Listen and check (✓) the correct name.

- |   |   |
|---|---|
| 1. <input type="checkbox"/> Jessica Noh | 3. <input type="checkbox"/> Lane Morgan   |
| <input type="checkbox"/> Jessica Knowe  | <input type="checkbox"/> Morgan Lane      |
| 2. <input type="checkbox"/> Kevin Dang  | 4. <input type="checkbox"/> Carol Drexter |
| <input type="checkbox"/> Kevin Tang     | <input type="checkbox"/> Carl Dexter      |



### 3 Checking names

Listen and check (✓) who is in the class today. Then listen again and correct the spelling of their names.

In class	Name	Correction
<input checked="" type="checkbox"/>	Hiroki Aoki	Hiroko Aoki
<input type="checkbox"/>	Hillwood Dallas	
<input type="checkbox"/>	Lee Toon	
<input type="checkbox"/>	Linh Mai	
<input type="checkbox"/>	Picot Cora	
<input type="checkbox"/>	Sandor Silvas	

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### 4 Who are you?

Listen and complete the cards with people's names.

Conversation 1

Conversation 3

Conversation 2

Conversation 4

**5 What's your nickname?**

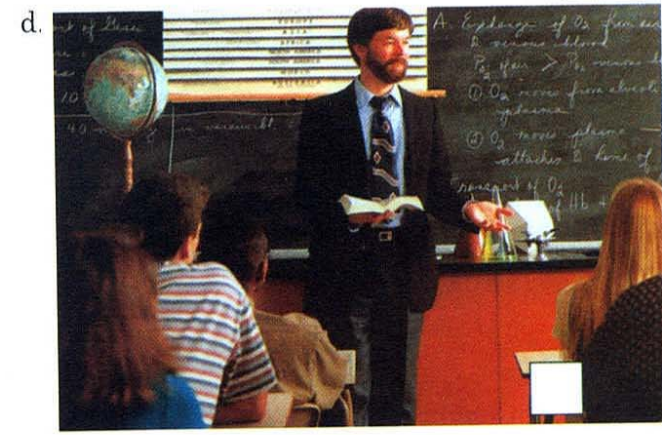
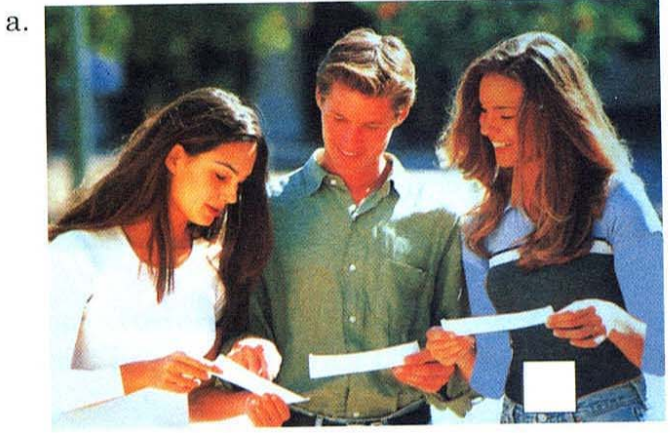
Listen and match the names with the correct nicknames.

Sandor	Betty
Dallas	Cindy
Cynthia	Sunny
Elizabeth	Big D



**6 Train your ear**

Listen to the four conversations and number the pictures.



Listen to the conversations again. Is the language formal or informal? Check (✓) the right column.

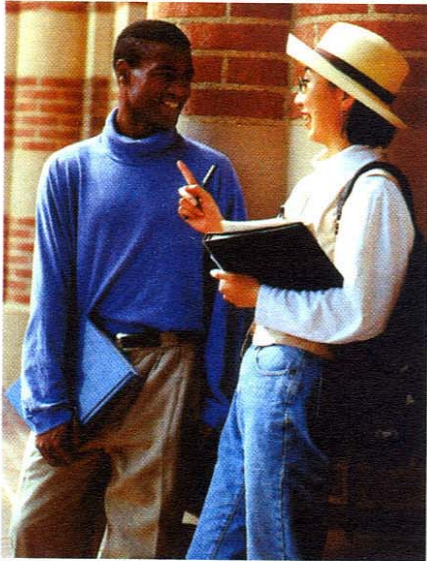
	formal	informal		formal	informal
1.	<input type="checkbox"/>	<input type="checkbox"/>	3.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>



## 7 Test yourself

Listen and circle the answer that matches the picture.

1. (A) (B) (C)



2. (A) (B) (C)



Listen and circle the best response.

3. (A) (B) (C)

4. (A) (B) (C)

Listen to the conversation and to the question that follows.  
Circle the best answers.

5. (A) Mark and Lee.

(B) Lee and Wong.

(C) Mark and Wong.

6. (A) Bob.

(B) Sleepy.

(C) Red.

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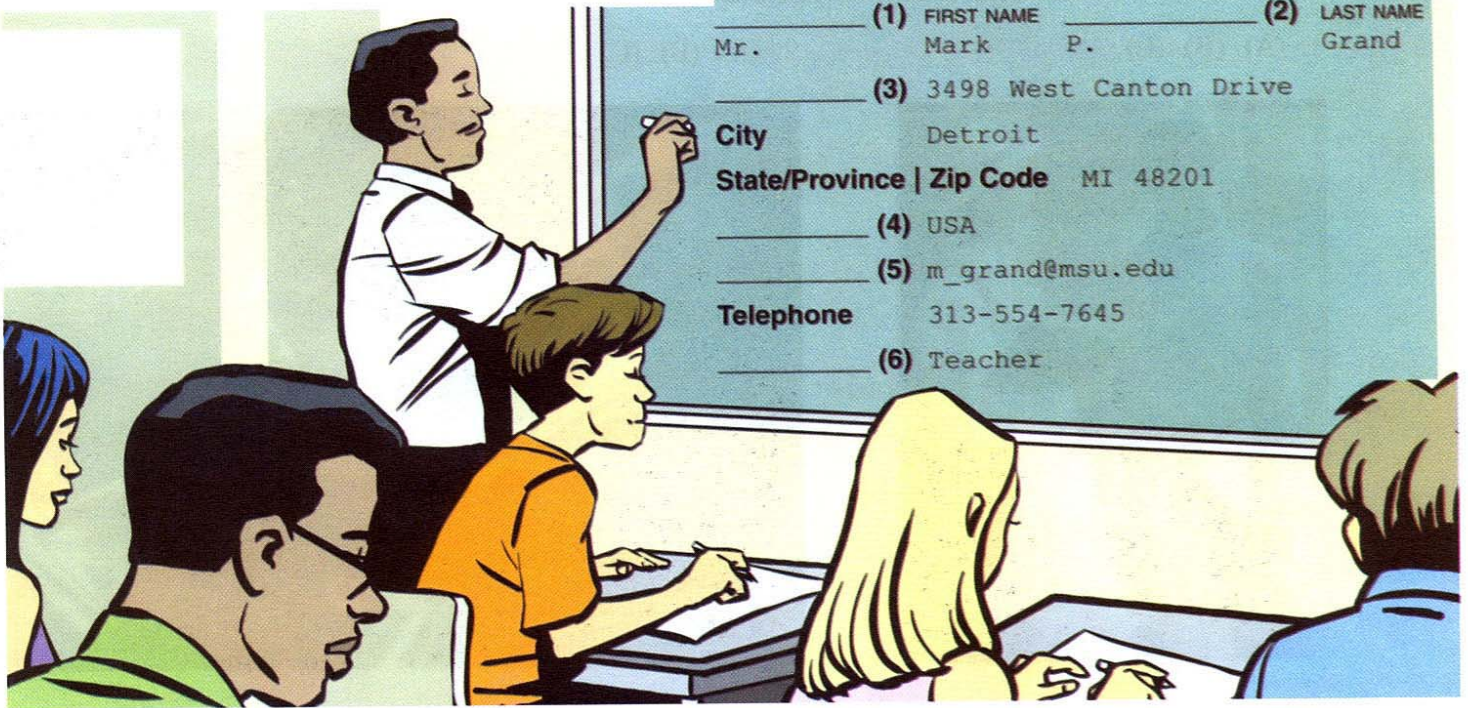
## 8 Your turn

Speak to three people and complete the chart below with their information. Use: *What's your first/last name? How do you spell it? What's your nickname?*

	Person 1	Person 2	Person 3
First name			
Last name			
Nickname			



# 2 All About You



## 1 What's going on?

The teacher is writing personal information on the board. Complete the form with the words in the box.

E-mail Address	Country	Middle Initial
Title	Address	Occupation

## 2 Who's the teacher talking to?

Listen and circle the correct title. Then listen again and check (✓) what is discussed.

Title	Last Name	First Name	Occupation	E-mail Address	Address	Zip Code
1. Mr./Mrs.	Brown					
2. Ms./Mr.	Dart					
3. Mr./Ms.	Lima					
4. Mrs./Mr.	Fernandes					
5. Ms./Mr.	King					



### 3 Where do you live?

Listen and correct the written information. See the example.

1. Name: John Spencer  
Address: 7405 Mason Lane

9406 Mason Lane

4. Name: Joseph Fernandes  
Address: 46 Green St.

2. Name: Peter Tran  
Address: 1731 Riverside Drive

5. Name: Kim Phan  
Address: 17 First Street

3. Name: Harry Rippon  
Address: 500W Alton Road

### 4 Where are you from?

Listen and put **B** next to the country where people were born and **V** next to the country they are visiting.

Then listen again and write how long they have visited for. See the example.

1. Van Lee  
Turkey \_\_\_\_\_  
England V 1 week  
Vietnam B

4. Joseph Peres  
Argentina \_\_\_\_\_  
Brazil \_\_\_\_\_  
Japan \_\_\_\_\_

2. Fen Wu  
United States \_\_\_\_\_  
China \_\_\_\_\_  
Japan \_\_\_\_\_

5. Roberto Carrera  
Mexico \_\_\_\_\_  
Hong Kong \_\_\_\_\_  
Spain \_\_\_\_\_

3. Marc Tirard  
Italy \_\_\_\_\_  
Korea \_\_\_\_\_  
France \_\_\_\_\_

