LEARNING TO LISTEN

Making sense of spoken English

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Student Book 2

MACMILLAN
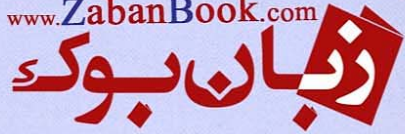
LEARNING TO LISTEN
Making sense of spoken English

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

MACMILLAN

Contents

Scope and Sequence

Unit	Topic	Skills
1 Born Lucky	Describing personalities and personality traits Talking about your friends	Identifying characteristics and habits Identifying an opinion Distinguishing between different sentence intonations
2 Around the World	Learning about countries, languages and nationalities	Identifying names of countries, languages and nationalities Distinguishing the stressed syllable in a word
3 Happy Birthday	Celebrating birthdays Dates, invitations, gifts	Identifying invitations Identifying an opinion Distinguishing ordinal and cardinal numbers
4 How are you feeling?	Talking about health problems and remedies	Identifying health problems Distinguishing the number of syllables in a word
Review 1		
5 At the Mall	Spending time at the mall	Identifying types of stores Identifying direction and location Distinguishing the pronunciation of regular past tense verbs
6 At the Movies	Talking about movies	Identifying different features of movies Identifying likes and dislikes Distinguishing stressed words in sentences
7 Dining Out	Eating at restaurants Describing different food	Identifying preferences Identifying location Identifying time Distinguishing between different ways of expressing amounts of money
8 What Are You Wearing?	Describing clothes	Identifying clothes Identifying opinion and advice Distinguishing between /s/, /z/ and /ɪz/ in plural nouns

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Unit	Topic	Skills
Review 2		
9 Traffic Jam	Transportation	Identifying comparisons Identifying cause and effect Distinguishing between the sounds /ɪ/ and /iː/
10 On the Weekend	Talking about weekend local activities	Identifying activities around town Identifying sequence and places Distinguishing between the sounds of *she's* and *he's*
11 Room Service	Staying at hotels, checking-in, hotel services	Identifying places and services in a hotel Distinguishing between singular and plural nouns
12 Getting Away	Activities that can be done away from home: sightseeing, water sports, group tours Web site addresses	Identifying holiday activities Identifying Web addresses Distinguishing between contracted *'s* and plural *-s*
Review 3		
13 The Ceiling is Leaking!	Discussing apartment problems, rental costs	Identifying problems Distinguishing between ordinal and cardinal numbers
14 Stay in Touch	Communication electronics: fax, cells, pagers, laptops, e-mail	Identifying ways of communicating Identifying preferences Distinguishing between *can* and *can't*
15 Call Me on My Cell	Cell phone technology, text messaging	Identifying numbers and messages Identifying location Distinguishing between sounds for affirming and negating
16 Job Fair	Occupations, earnings, length of service	Identifying likes and dislikes Identifying periods of time Distinguishing confirmation and uncertainty through intonation
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 Born Lucky

1 What's going on?

Look at the picture and complete the chart.

Person	Born	Sign	Character
Charles			creative, romantic
Sandra			intelligent, practical
Tom			wants to be successful, generous
Mark	1982		a true friend, not selfish
Dale		Monkey	friendly, loves to talk
Lee Ann			positive, fun

2 What's your character?

Listen and number the Chinese signs.

a. ☐ Pig   c. ☐ Sheep   e. ☐ Monkey
b. ☐ Rooster   d. ☐ Rat   f. ☐ Dog

3 **What's your sign?**

Listen and circle the correct Chinese sign. Then listen again
and write the year of birth.

1. Rat / Pig   Year of birth:_____
2. Sheep / Pig   Year of birth:_____
3. Rat / Sheep   Year of birth:_____
4. Dog / Monkey   Year of birth:_____
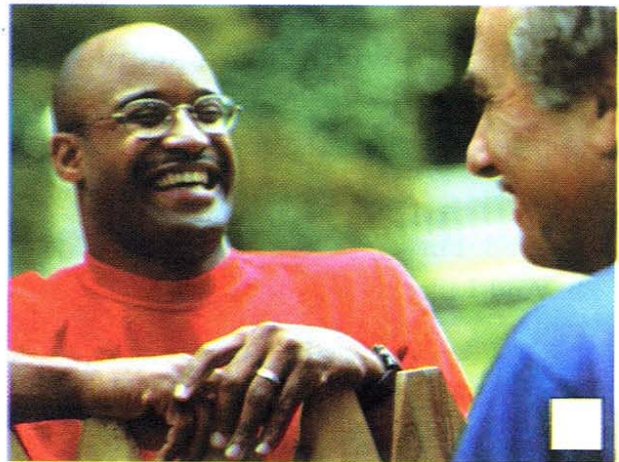
4 **Do you think I'm smart?**

Listen and number the pictures. Then listen again and match
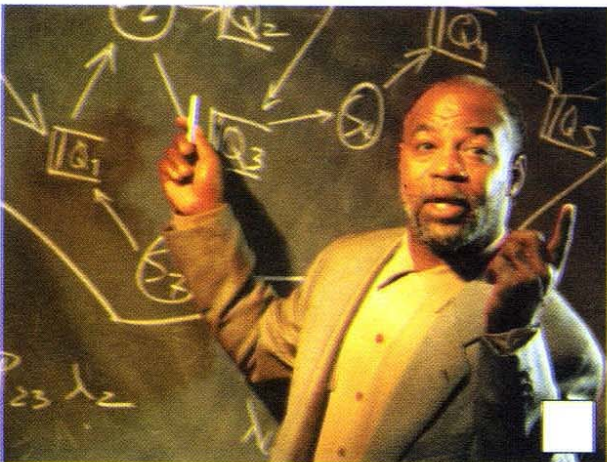the speaker's trait with the picture.

a.

c.

b.

d.

☐ Generous   ☐ Romantic   ☐ Intelligent   ☐ Funny

5 Train your ear

When we ask questions, we don't always use words such as *when, what, who, do, did*. Sometimes we use intonation to change a statement to a question.

A statement has falling intonation: *Mary was born in 1982.*

A question has rising intonation: *Mary was born in 1982?*

Listen and put a question mark (?) or a period (.) at the end of each sentence.

1. Mark's a Sheep ___
2. Dale's a Monkey ___
3. Hiro is honest and generous ___

4. She's generous ___
5. Sandra was born in 1984 ___
6. He's friendly and romantic ___

6 Opposites attract

Listen and write if the people are the same (S) or different (D). Then listen again and write the missing word.

1. ☐   2. ☐   3. ☐   4. ☐   5. ☐   6. ☐

a. Well, I'm _____ .
b. And I like to be with _____ .

c. You're too _____ .
d. Give me my _____ back.

e. You make me _____ .
f. We're just _____ .

g. I think things will turn out _____ .
h. I'm _____ , but not stupid.

i. Try to be more _____ .
j. They don't _____ you.

k. I'm not interested in _____ at all.
l. I'm not _____ .

lazy
generous
badly
people
outgoing
laugh
quiet
know
money
alike
positive
success

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 answer.

5. (A) Dog.   6. (A) They're both positive.
   (B) Sheep.   (B) They're both opposites.
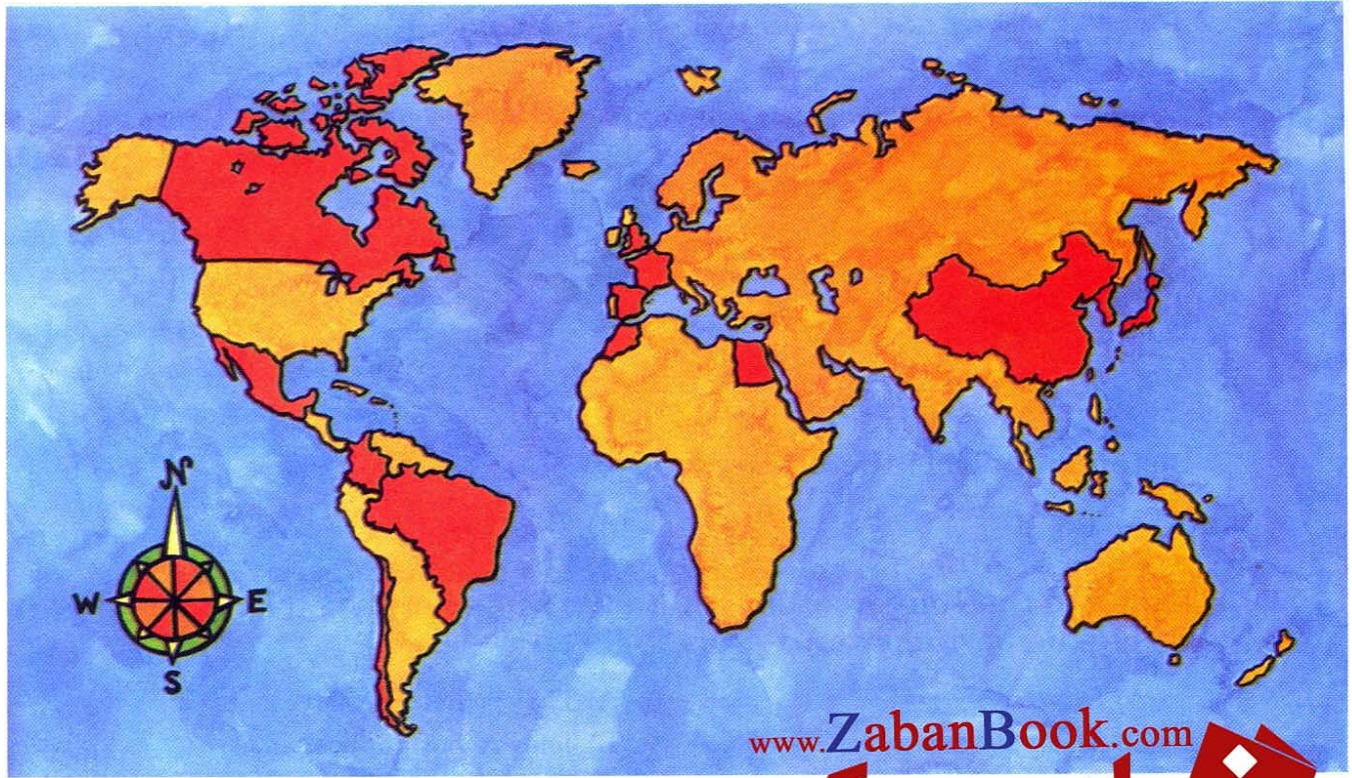   (C) Pig.   (C) They're both alike.

8 Your turn

Write your personal information. Then ask two people for their information. Are you the same or different? Use: *When were you born? What are three of your characteristics? What are three of your friend's characteristics?*

	You	Person 1	Person 2
Date of birth			
Characteristics	1	1	1
	2	2	2
	3	3	3
Friends' characteristics	1	1	1
	2	2	2
	3	3	3

2 Around the World

www.ZabanBook.com

1 What's going on?

Put the number of the country on the map. Then write the correct nationality next to each country.

1. Mexico   Mexican
2. Chile   _____
3. England   _____
4. France   _____
5. Spain   _____
6. Colombia   _____
7. Brazil   _____

8. China   _____
9. Japan   _____
10. Korea   _____
11. Morocco   _____
12. Egypt   _____
13. Canada   _____

2 Which country?

Listen and circle the correct country.

1. Morocco / Portugal
2. Brazil / Mexico
3. China / Korea
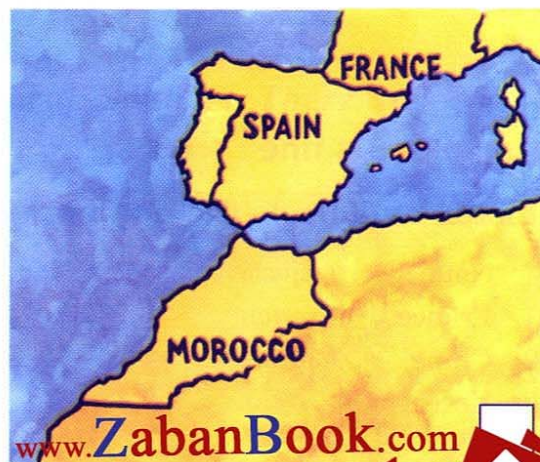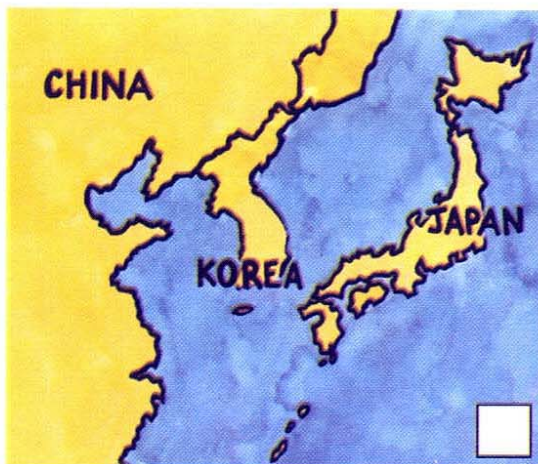
4. Brazil / Portugal
5. Egypt / Morocco

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3 **Where are you from?**

Listen and circle the correct country in columns 1 and 2. Then listen again and in column 3 circle the language they speak.

	From ...	Now lives in ...	Speaks ...
1.	Spain / Colombia	Spain / Colombia	Spanish / Portuguese / Arabic
2.	Portugal / France	Portugal / France	Spanish / French / Portuguese
3.	Morocco / Japan	Morocco / Japan	Arabic / French / Japanese
4.	China / England	China / England	Korean / Japanese / Chinese

4 **Where did you go?**

Listen and number the maps. Then listen again and check (✓) the country or countries that each person visited.

5 Train your ear

When words have more than one syllable, one of the syllables is stressed. Listen to the examples:

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 •  •  •      •  •  •      •  •  •
Mex-i-co    Mo-roc-co    E-gyp-tian
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Now listen and draw a dot (•) over the syllable that is stressed in each word.

1. Ja-pan
2. Ja-pa-nese
3. Chi-na
4. Chi-nese
5. Co-lom-bia
6. Co-lom-bian
7. Ko-re-a
8. Ko-re-an
9. na-tion
10. na-tion-a-li-ty

6 Any place is fine

Listen and circle the noun or adjective.

	Noun		Adjective		Noun		Adjective
1.	France	/	French	4.	Egypt	/	Egyptian
2.	China	/	Chinese	5.	Mexico	/	Mexican
3.	Korea	/	Korean				

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 answer.

5. (A) Egyptian.   6. (A) He's Mexican.
   (B) Japanese.   (B) He's Spanish.
   (C) Chinese.   (C) He's Canadian.

8 **Your turn**

Use the map in exercise 1. Choose a country. Give your partner clues, one at a time, and ask your partner to guess the name of the country. Use: *It's north of Mexico. The people there speak English and some people speak Spanish. There are about 300 million people.*

Country X
_____
_____
_____
_____