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# *Listening* **Advantage**



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# Scope and Sequence

## Daily Life

Unit	Lesson	Language/Strategy	Catch It!
<b>1 Keeping Busy</b> Page 8	<b>A</b> What are you good at? <b>B</b> What club will you join?	<ul style="list-style-type: none"> <li>Talking about skill level</li> <li>Repeating a question</li> </ul>	Weak forms of prepositions
<b>2 School</b> Page 12	<b>A</b> Which classes do you like? <b>B</b> What do you think about school?	<ul style="list-style-type: none"> <li>Superlative phrases</li> <li>Restating</li> </ul>	Question tones
<b>3 Food</b> Page 16	<b>A</b> What's your favorite dish? <b>B</b> What should we eat?	<ul style="list-style-type: none"> <li>Giving reasons</li> <li>Asking for and giving examples</li> </ul>	Linking

## Places and Things

Unit	Lesson	Language/Strategy	Catch It!
<b>4 My Phone</b> Page 20	<b>A</b> I use my phone for everything! <b>B</b> Which one should we get?	<ul style="list-style-type: none"> <li>Comparatives and superlatives</li> <li>Reactions (not) so + (adj.)</li> </ul>	Word stress
<b>5 Music</b> Page 24	<b>A</b> What do you listen to? <b>B</b> Music cheers me up.	<ul style="list-style-type: none"> <li>Giving a reason for doing something</li> <li>Agreeing</li> </ul>	Pronouncing s
<b>6 Video Games</b> Page 28	<b>A</b> What do you play? <b>B</b> That's a great score!	<ul style="list-style-type: none"> <li>Try + ... -ing</li> <li>Showing a strong reaction</li> </ul>	Syllable stress

## People I Know

Unit	Lesson	Language/Strategy	Catch It!
<b>7 Meeting People</b> Page 38	<b>A</b> Have you ever felt shy? <b>B</b> The weather is a safe topic.	<ul style="list-style-type: none"> <li>• Asking about experience</li> <li>• Raising a topic</li> </ul>	Question words
<b>8 Heroes</b> Page 42	<b>A</b> What kind of person do you admire? <b>B</b> What makes a hero?	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Getting time to think</li> </ul>	Syllables
<b>9 Teachers</b> Page 46	<b>A</b> He makes me interested in it. <b>B</b> He's such a supportive teacher.	<ul style="list-style-type: none"> <li>• Saying how something makes you feel</li> <li>• Asking for clarification</li> </ul>	Consonant sounds

## Hopes and Dreams

Unit	Lesson	Language/Strategy	Catch It!
<b>10 Money</b> Page 50	<b>A</b> It's good for me to save money. <b>B</b> If I had a million dollars . . .	<ul style="list-style-type: none"> <li>• Explaining how you feel</li> <li>• Reactions</li> </ul>	Tag questions
<b>11 Advertising</b> Page 54	<b>A</b> I saw your ad on TV. <b>B</b> I guess ads entertain us.	<ul style="list-style-type: none"> <li>• Requesting</li> <li>• Giving opinions</li> </ul>	Using intonation to agree or disagree
<b>12 Happiness</b> Page 58	<b>A</b> You look so happy! <b>B</b> What is happiness?	<ul style="list-style-type: none"> <li>• Describing people</li> <li>• Starting a response</li> </ul>	The word "Well . . ."



# Introduction

Listening in a foreign language is sometimes very difficult. People talk very fast and they use a lot of words and difficult language. **Listening Advantage** will help you!

## Real situations and interesting topics

*Listening Advantage* uses situations from real life:

conversations

announcements

broadcasts

People in *Listening Advantage* talk about interesting things:

hopes and dreams

friends and family

school and everyday life

## Useful language and pronunciation practice

*Language Focus* will teach you useful language from real life.


### Language Focus: Talking about skill level

► Use this expression to talk about your skill level:

I'm good at ... great / good / OK / not so good / terrible  
I'm great at playing soccer. I'm not so good at basketball.

*Catch It!* will help you understand the way that English speakers talk.

### Catch It!: Weak forms of prepositions

 Sometimes prepositions (for example, in, on, at) are not stressed (weak) when spoken. Listen to two questions. Example 1 uses the weak form of at.

1 Are you good at cooking? 2 What are you good at?

## Important strategies

*Conversation Strategy* sections show you how to listen more actively.

### Conversation Strategy: Repeating a question

► Repeating a question you hear can give you time to think of an answer and also show your partner that you heard the question correctly.

A: What do you think about the soccer team?  
B: The soccer team?

Practice your strategies in the *Talk It Over* and *Try It Out!* sections.

### Try It Out!

Write the names of three clubs. Think of a good point for each. Then ask your partner if he or she wants to join. Remember to repeat the question.

A: Do you want to join the drama club?  
B: That sounds like a lot!  
A: Yeah. We can learn how to act.

Club	Good Points
1	We can learn how to

## Test taking skills

The *Self-Study* section and *Practice Tests* give lots of listening test practice.



To become a good listener, listen as much as you can—in class and outside class. We hope you enjoy using **Listening Advantage**! Good luck!

Tom and Tamami



# Useful Expressions



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*Could you repeat that, please?*



*Sorry, I don't understand.*



*What does this mean?*



*What's your answer for question 1?*



*Could you turn up the volume, please?*



*How do you spell that?*



*More slowly, please.*

# Keeping Busy

## Lesson A

## What are you good at?

### Warm-up



**A** Here is a list of activities.  
Listen and fill in the blanks.

- 1 \_\_\_\_\_ing sports
- 2 \_\_\_\_\_ing sports
- 3 \_\_\_\_\_ing songs
- 4 playing \_\_\_\_\_
- 5 playing \_\_\_\_\_
- 6 \_\_\_\_\_ing e-mails
- 7 \_\_\_\_\_ing pictures
- 8 \_\_\_\_\_ing \_\_\_\_\_ music



**B** Listen again and check your answers. Practice saying each to a partner.

### Listening



**A** Four speakers are talking about what they like to do. Listen and number the pictures 1–4.



- 1** a playing sports  
b watching sports



- 2** a looking at pictures  
b drawing pictures



- 3** a singing slow songs  
b singing fast songs



- 4** a listening to music  
b playing music



**B** Listen again. Which activity does each speaker like more? Circle **a** or **b**.



## Further Listening



**A** Listen to four speakers talking about activities. Circle the correct activity.



1 a



b



2 a



b



3 a



b



4 a



b



**B** Listen again. What else do they say about their activity? Circle a or b.

- |                         |                         |
|-------------------------|-------------------------|
| 1 a plays on Sunday     | b plays on sunny days   |
| 2 a plays at home       | b plays on stage        |
| 3 a makes cookies       | b makes cakes           |
| 4 a played for six days | b played for three days |

### Language Focus: Talking about skill level

► Use this expression to talk about your skill level:

*I'm **good** at ... great / good / OK / not so good / terrible*  
*I'm great at playing soccer. I'm not so good at basketball.*



**C** Listen again. How good at the activity is each person? Check (✓) the phrases you hear.

	1	2	3	4
good at				
OK at				
not so good at				
terrible at				

### Talk It Over

Work in a group. Introduce yourself and say something you're good at and something you're not so good at.

My name is Min.  
I'm from Seoul.

I'm good at  
playing video  
games.

I'm not so good  
at cooking.



## Lesson B

## What club will you join

### Before You Listen

- A** Look at the club names. Circle the ones you think are interesting. Write the names of any other clubs you can think of.

art club	tennis club
singing club	baseball club
drama club	broadcasting club
swimming club	gymnastics club
music club	book club
_____ club	_____ club
_____ club	_____ club



- B** Put a check (✓) next to the clubs that you think are the most popular for high school students. Compare your answers with a partner.

### Extended Listening



- A** Some friends are talking about clubs. What clubs are they thinking about joining? Listen and circle a or b.

1

a



b



2



b



3

a



b

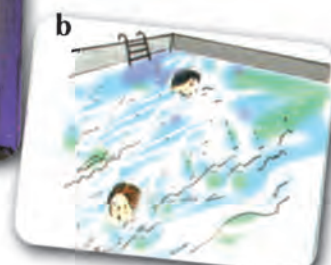


4

a



b







**B** Listen again. Do *both* friends decide to join? Circle **yes**, **no**, or **undecided**.

- |         |      |             |         |      |             |
|---------|------|-------------|---------|------|-------------|
| 1 a yes | b no | c undecided | 3 a yes | b no | c undecided |
| 2 a yes | b no | c undecided | 4 a yes | b no | c undecided |

### Conversation Strategy: Repeating a question

- Repeating a question you hear can give you time to think of an answer and also show your partner that you heard the question correctly.

**A:** What do you think about the soccer team?

**B:** The soccer team?



**C** Listen again. Number the repeated questions 1–4 in the order you hear them.

What am I interested in? \_\_\_\_ Get some information? \_\_\_\_

Stay with basketball? \_\_\_\_ A lot of meetings? \_\_\_\_

## Catch It!: Weak forms of prepositions



**A** Sometimes prepositions (for example, *in*, *on*, *at*) are not stressed (weak) when spoken quickly. Listen to two questions. Example 1 uses the weak form of *at*.

- 1 Are you good at cooking?      2 What are you good at?



**B** Listen to the sentences. What preposition does the speaker use? Complete the sentences.

- |   |                                     |
|---|-------------------------------------|
| 1 We can learn how ____ act.                | 5 I'll meet you ____ the park.      |
| 2 What do you think ____ the baseball club? | 6 Can you think ____ anything else? |
| 3 We can have a lot ____ fun.               | 7 Do you have ____ study tonight?   |
| 4 Do you want ____ join the art club?       |                                     |

## Try It Out!

Write the names of three clubs. Think of a good point for each. Then ask your partner if he or she wants to join. Remember to repeat the question.

**A:** Do you want to join the drama club?

**B:** The drama club?

**A:** Yeah. We can learn how to act.

**A:** What do you think of the baseball club?

**B:** The baseball club?

**A:** Yeah. We can get a lot of exercise.

**A:** Do you want to join the art club?

**B:** The art club?

**A:** Yeah. We can have a lot of fun.

Club	Good Points
1	We can learn how to ____.
2	We have only ____ meetings a week.
3	We can ____.



# Listening Advantage

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**advantage** *n.* **1.** having greater ability or strength than others: *The listening exercises gave the students an advantage in the exam.* **2.** a good feature, benefit: *An advantage of teaching listening strategies is that it helps students understand natural spoken English.*

**Listening Advantage** is a four-level, strategies-based course designed to improve listening skills through the use of activities and topics that are meaningful to students' lives.

- **Realistic listening passages** include social conversations, transactional dialogues, broadcasts, and announcements.
- **12 easy-to-teach four-page units** make *Listening Advantage* ideal for short courses.
- **Language Focus** sections raise students' awareness of key grammatical and functional patterns.
- **Conversation Strategy** sections build active listening strategies such as responding appropriately, showing interest/surprise, and clarifying when you don't understand.
- **Catch It!** sections show learners how to break speech down into chunks and listen for stress, intonation, and pronunciation cues.
- **Mid-Book and Final Practice Tests** familiarize students with common standardized test formats.
- **Self-study Audio CD with accompanying exercises** provides additional homework or language lab practice.
- **Practical Teacher's Guide** makes lesson preparation quick and simple.

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