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LISTENING POWER

Language Focus • Comprehension Focus • Note Taking Skills • Listening for Pleasure



David Bohlke
Bruce Rogers



PEARSON
Longman

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Introduction to *Listening Power 2*

To the Teacher

Helping students develop strong listening skills is an important part of any language program. Good listening skills are a necessity in the classroom and the workplace, as well as in social interactions. In addition, standard English-language tests, such as TOEFL[®], TOEIC[®], and IELTS[®], also require solid skills in listening. Listening was once considered a passive skill, but research has shown that successful listening requires the listener's active engagement. Listening is also considered by many learners to be the most challenging language skill.

The *Listening Power* series is designed to help learners meet the challenges of listening in English and provide students with the effective listening strategies that they need. It also provides a wealth of practice materials designed to facilitate listening fluency.

Listening Power 2 has four separate parts, each related to one of four important elements of effective listening. Unlike other listening skills programs, *Listening Power* does not require classes to begin with the first unit and work their way page by page to the end. Teachers and students are encouraged to skip from part to part and unit to unit.

Part 1: Language Focus—The units in this section target specific language skill areas that are often challenging for learners when they listen. These include understanding various types of questions, common reduced forms (such as “wanna” and “gonna”), homophones (such as “sweet” and “suite”), and sentence stress patterns. After each **Skill Presentation**, there is a set of practice activities, followed by the **Put It Together** section, which provides consolidated practice with longer, more challenging listenings centered on an interesting topic or theme. Teachers may choose to have students complete Put It Together exercises immediately after completing the skill sections or use them for later review.

Part 2: Comprehension Focus—This part of the text includes two sub-sections. The units in the **Building Skills** section present skills required to comprehend longer conversations and lectures, such as finding the main idea, understanding details, making inferences, and understanding the sequence of events in a talk. Each Building Skills unit includes integrated practice activities. The **Applying Skills** units offer high-interest, theme-based listening texts and additional practice activities designed to help students put their new skills to practical use.

Part 3: Note-Taking Skills—The ability to take clear and complete notes is one of the most important aspects of academic listening. This part of the text guides students through the basics of effective note taking: writing down only key words using abbreviations and symbols, and separating important ideas from inessential or irrelevant details.

Part 4: Listening For Pleasure—This part of the book is just for fun! Lessons are designed to build students' confidence in listening by presenting enjoyable, motivating topics and contexts, such as TV shows and stories. These lessons can be used at any time during the course to provide a change of pace and to show students that listening can be interesting and pleasurable.

Although the unit structure varies somewhat from part to part, most of the longer listenings follow this pattern:

Unit Warm Up: These activities activate students' prior knowledge of the topic.

Before You Listen: This section includes a **Vocabulary Preview** which targets high-frequency, useful words from the listening text. In addition, students have an opportunity to predict the listening content.

While You Listen: Students listen and complete one or more tasks which practice what they learned in the Skill Presentation.

After You Listen: These activities integrate speaking to reinforce the target listening skills. Tasks are designed to stimulate discussion and critical thinking about issues raised in the listening.

A wide variety of topics are discussed in *Listening Power*. All were chosen to be engaging and of high interest to as many learners as possible.

The authors of the *Listening Power* series hope that both you and your students find this series useful and enjoyable.

To the Student

Welcome to Listening Power!

Listening is a very important language skill. Most people spend more time listening than they do speaking, reading, or writing. Listening is important in the classroom, at work, and in social situations. However, learning to listen in another language can be difficult. When you listen to a TV show, movie, lecture, or conversation in English, you may feel overwhelmed and “tune out” (stop listening).

Listening Power will help you improve your listening skills. You'll practice listening to conversations, mini-lectures, stories, and parts of TV shows. As you listen, you'll complete different types of practice activities to help you build useful vocabulary and understand and respond to what you hear in English.

You will have opportunities to work individually, in pairs or small groups, and as a whole class. To get the most out of this course, when you listen, you need to relax and focus on just listening; try not to think of other things. You also need to participate fully in the group activities and discussions. Don't worry if you don't understand everything that you hear or if you cannot complete a task. If you have problems, ask your teacher to repeat a listening or help you with an activity.

Listening Power 2 is divided into four parts. Each part focuses on one important element of listening, so it is like four books in one. However, you do not have to complete the parts in order. You and your teacher are encouraged to move from part to part and from unit to unit and work on the skills that you and your classmates need the most.

Part 1: Language Focus—The units in this part focus on language skill areas that are often challenging for learners at the intermediate level: understanding various types of questions, reduced forms (such as “I gotta” in place of “I've got to”), homophones (such as “sail” and “sale”), and sentence stress patterns. After each Skill Presentation, you will complete several practice activities. The **Put It Together** section at the end of the unit provides more practice with longer, more challenging listening materials.

Part 2: Comprehension Focus—This part has two sections. In **Building Skills**, you will listen to longer conversations and talks, and practice comprehension skills such as understanding main ideas and details, understanding the sequence of events in a talk, and drawing inferences. The **Applying Skills** units offer interesting listening texts and additional practice activities to help you use your new listening skills.

Part 3: Note-Taking—This part will help you learn the basics of effective note taking: writing down key words, using abbreviations and symbols, and separating important ideas from unimportant details.

Part 4: Listening For Pleasure—This part is just for fun! These lessons allow you to enjoy listening to things like an old-time radio show and stand-up comedy so that you can practice your listening skills while having fun at the same time.

To increase your skills, the authors recommend that you practice listening as much as possible and use your English whenever you can. Listen to radio shows and watch TV shows in English. Go to English-language movies. Take part in conversations in English. Visit websites that provide practice listening, such as those provided by the BBC[®] World Service, Voice of America: Learning English, radio shows on NPR[®], and TED Talks.

We hope that you find this series useful and enjoyable.

David Bohlke
Bruce Rogers

Unit Warm Up



A. Match the questions to the answers.

- | | |
|---|---------------------------------|
| <u> e </u> 1. Is our teacher Canadian? | a. He's Canadian. |
| ___ 2. Where is our teacher from? | b. Yes, I do. He's from Canada. |
| ___ 3. Is our teacher American or Canadian? | c. Canada. |
| ___ 4. Do you know where our teacher is from? | d. No, he's not. He's Canadian. |
| ___ 5. Our teacher isn't American, is he? | e. Yes, he is. |

B. Work with a partner. Think of three questions you'd like to ask your teacher. Then ask them.

SKILL PRESENTATION

There are several different kinds of questions in English. Being aware of the different types of questions can help you know what kinds of information people are asking for and how to respond. Look at the questions in the Unit Warm Up. How are they different? How are the answers different? In this unit, you will practice listening and responding to different types of questions.



Yes/No Questions

We ask this type of question when the expected answer is either *yes* or *no*. *Yes/No* questions begin with auxiliary verbs and the verb *be*, for example *are, is, does, did, was, were, have, will, would, can, and should*.

A. Listen to the questions and responses.

Questions	Responses
1. Are you from around here?	Yes, I am.
2. Did she grow up in Mexico City?	No, she didn't.
3. Can they sing and dance?	Yes, they can.
4. Is this bus going downtown?	Yes, it is.
5. Should we buy our tickets online?	No, you shouldn't.

B. Listen again and repeat the questions.

Wh- Questions

We use *Wh-* questions to ask for specific information, such as a person's name, a price, where to meet someone, or the time an event starts or ends. *Wh-* questions begin with words such as *what, when, who, where, why, which, how, how many, how much, how long, and how often*.

A. Listen to the questions and responses.

Questions	Responses
1. What's your name?	It's Carlos Sosa.
2. When was she born?	March 16, 1994.
3. How long have they lived here?	For about five years.
4. Why didn't you call me?	Sorry. I lost your number.
5. Who is your English professor?	Dr. Martin.

B. Listen again and repeat the questions.

☑ Check Yourself

👂 Listen. Do you hear a Yes/No or a Wh- question? Write Y/N or Wh-.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Alternative Questions

An alternative question includes two or more answer choices within the question itself. You can usually recognize an alternative question by listening for the word *or*.

Example

Do you prefer coffee or tea?

A. 👂 Listen to the questions and responses.

Questions	Responses
1. Are you a junior or a senior?	I'm a junior.
2. Does he live on or off campus?	He lives on campus.
3. Did they sign up for the 10:00 or 2:00 class?	The 10:00 class.
4. Do you usually drive or take the bus to work?	I usually drive.
5. Is Charles English or Australian?	I think he's Australian.

B. 👂 Listen again and repeat the questions.

Be careful! Some questions may look like alternative questions, but they are actually *Yes/No* questions.

Example

Do you have any brothers or sisters?

This question is asking about both brothers and sisters, not giving a choice.

Listening for the intonation of the question can tell you how to answer. The intonation in an alternative question rises and then falls. The intonation in *Yes/No* questions rises at the end.

C. 👂 Listen and repeat the questions.

Alternative questions

Do you prefer coffee or tea?

Is your sister older or younger than you?



Yes/No questions

Does she have any dogs or cats?

Are there any letters or packages for me?

Would you like some coffee or dessert?

✓ Check Yourself

 **Listen.** Do you hear an alternative question? Write Y (yes) or N (no).

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Embedded Questions

An embedded question is included within another question.

Example

Do you know where the bank is?

A.  **Listen to the questions and responses.**

Questions	Responses
1. Do you know what time it is?	Sure. It's 5:30.
2. Can you tell me who those people are?	Sorry. I don't know.
3. Do you have any idea if this class is full?	Yes, it's completely full.
4. Could you tell me when the next train is?	It's at 2:10.

B.  **Listen again and repeat the questions.**

Note

Using an embedded question can have a "softening" effect and often sounds more polite than a direct question.

Example

Where is the post office? vs. Can you tell me where the post office is?


Embedded questions look like Yes/No questions, but the expected answer is usually more than just yes or no. We generally answer yes or no and then add more information.

Example

A: Do you know when Tom's birthday is?

B: Yes, I think it's September 3.

Check Yourself

 **Listen. You will hear six embedded questions. Think about the answer for each. Write the number of the question next to the correct answer.**

- ___ a. Sorry. I'm not from around here.
- ___ b. Yes. There was some bad weather.
- ___ c. No. You will have to wait until class tomorrow.
- ___ d. Yes. It's about two hours.
- ___ e. Sure. It opens at 9:00 A.M. and closes at 5:00 P.M.
- ___ f. I think it's around \$300.

Tag Questions

Tag questions ask for confirmation or agreement. They consist of a statement and a tag.

Example

It's hot today, isn't it?

statement tag

In an affirmative sentence, the tag is negative. In a negative sentence, the tag is affirmative. Tags always use same verb tense as the statement.

 **Listen and repeat the questions.**

Affirmative statement + negative tag	Negative statement + affirmative tag
1. It's a beautiful day, isn't it?	1. You didn't do your homework, did you?
2. Ann lives near here, doesn't she?	2. They haven't traveled overseas, have they?
3. You can read Arabic, can't you?	3. He shouldn't drive, should he?

Note

You can answer a tag question with *yes* or *no* and then give more information.

Example

A: You can speak Spanish, can't you?

B: Yes, I can. I spent a year in Spain.

B: Actually, no, but I can speak French and Italian.

A: You're not from around here, are you?

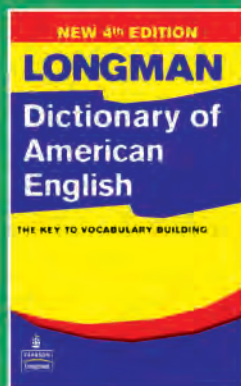
B: Yes, actually, I am. I was born here.

B: No. I moved here a few weeks ago.

LISTENING POWER

David Bohlke

Bruce Rogers



The perfect partner
for *Listening Power 2*

Listening Power is a new three-book series with a targeted approach to teaching the listening skills that students need inside and outside the classroom and on standardized tests such as the TOEFL and TOEIC.

Listening Power 2 features four distinct parts designed to be used concurrently.

- **Language Focus** teaches essential and sometimes difficult to understand language structures such as questions, numbers, reduced forms, homonyms, and sentence stress.
- **Comprehension Focus** presents skills for understanding main ideas and details, making inferences, and understanding sequence. Activities to help students apply the skills follow the presentation.
- **Note-Taking Skills** teaches students how to identify important words and information. This section also presents helpful techniques such as use of abbreviations, symbols, and formatting.
- **Listening for Pleasure** uses interesting audio material from movies, TV, radio, and recorded storytelling to help students understand the more subtle meaning communicated through tone of voice, sentence stress, and reduced forms.

The *Listening Power* Series:

	ISBN-10	ISBN-13
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