

LISTENING POWER

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



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Introduction to *Listening Power 3*

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. It is primarily designed for students in Intensive English programs, at universities and community colleges, and in advanced classes in secondary schools. For that reason, it has an academic “edge”: Much of the material focuses on academic lectures and university-based discussions. However, the text includes material from inside and outside the academic environment, recognizing that even the most serious academic student will need to be proficient at listening in a variety of environments in order to succeed.

Listening Power 3 has four separate parts, each related to one of four important elements of effective listening. Unlike other listening skills texts, *Listening Power* does not require classes to begin with the first unit and work their way page by page to the end of the text. 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 advanced-level skills such as understanding reduced forms (such as “wouldja” and “doncha”), intonation patterns, and idiomatic expressions. 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 identifying main ideas, supporting ideas and details; making inferences; distinguishing between facts and opinions; and recognizing the organization of lectures. 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 is quite a challenge. When you listen to an English-language TV show, movie, lecture, or just hear a conversation, you may feel overwhelmed and just “tune out.”

The *Listening Power* series is designed to guide you through the process of improving your listening skills. You'll hear a wide variety of listening materials: sentences, short conversations, longer dialogs, lectures, and parts of radio and TV shows. As you listen, you'll complete a wide variety of practice activities:

- Completing comprehension exercises about the information you hear
- Learning to listen for main ideas and details and drawing inferences
- Building your vocabulary
- Understanding idiomatic English
- Understanding the organization of lectures
- Analyzing and discussing the ideas in lectures
- Taking notes while you listen to a lecture
- Evaluating and improving your notes

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. It's also important that you fully participate in group activities and discussions.

Listening Power 3 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 section focus on language skill areas that are often challenging for learners at the high-intermediate level: understanding reduced forms (such as “couldja” and “didja”), intonation patterns, and idioms. 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.

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, supporting ideas, and details; drawing inferences; distinguishing facts and opinions; and recognizing patterns of organization. The **Applying Skills** units offer interesting listening texts and additional practice activities to put your new listening skills into practice.

Part 3: Note-Taking Skills—This part of the text 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. You will also take notes on a long lecture and evaluate and improve your note-taking skills.

Part 4: Listening For Pleasure—This part of the book is just for fun! These lessons present enjoyable topics such as listening to an old-time radio show and to 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.

Tammy LeRoi Gilbert
Bruce Rogers

UNIT 1

Understanding Reduced Forms

Unit Warm Up

 Read along as you listen to the advertisement. Notice how the underlined words and phrases are pronounced.



Genki Cha Green Tea Diet Drink

Do you want to lose a lot of weight fast? Check out our new green tea diet drink, Genki Cha. It's not just another boring diet drink. Not only is Genki Cha delicious, but it really works. So, don't say you "should have" when you "could have." Come on, it's easy. Just email us with your mailing address and we'll send you some free samples. Start drinking up and slimming down the healthy way.

AN ANCIENT WAY TO BETTER HEALTH

SKILL PRESENTATION

When English speakers are talking naturally and quickly, they often use the reduced (shortened) forms of words. This means they don't pronounce every word clearly, and sometimes two or more words are connected to sound like a single word. We use reduced forms when we speak, but we don't usually use them when we write. This is especially true for academic or business communication, in which the reduced form is considered incorrect.

Because reduced forms are so common, it's important to learn them so you can recognize and understand them when you are listening. This section will give you practice listening to and understanding some of the most common reduced forms.

Greetings

We often use reduced forms when we greet people or meet friends in casual situations. We use these forms to ask people about what they have been doing or how they are feeling.

Note

The *g* is frequently dropped on words ending in *-ing* and is pronounced as "in."



 **Listen and repeat the full forms and their reduced forms.**

Saying hello		Saying good-bye	
Good morning	→ <i>G'mornin</i>	See you.	→ <i>Seeya.</i>
How is it going?	→ <i>Howzitgoin'?</i>	Good-bye.	→ <i>G'bye.</i>
What's up?	→ <i>Wassup?</i>	Good night.	→ <i>G'night.</i>

Check Yourself

A. Practice the conversation with a partner. Try to use the reduced forms of the underlined phrases.

A: Hey, John, what's up?

B: Well, I've been looking for a job. How is it going with you?

A: Everything's OK. I just got a new roommate.

B: Well, I better get going. (See note on page 2.)

A: OK, see you later.

B: Good-bye.

B. Now say hello to the people around you. Use reduced forms for the greetings. Have a short conversation. Then say good-bye.

Phrases with *a*, *of*, and *to*

Some of the most common reduced forms include short words like *a* and *of*. In these reduced forms, both *a* and *of* are generally pronounced "uh" (/ə/).

 **Listen and repeat the full forms and their reduced forms.**

Phrases with <i>a</i>	Phrases with <i>of</i>	Phrases with <i>to</i>
get a → <i>gedda</i>	a lot of → <i>alodda</i>	going to → <i>gonna</i>
such a → <i>sucha</i>	kind of → <i>kinda</i>	has to → <i>hasta</i>
what a → <i>whadda</i>	out of → <i>oudda</i>	have to → <i>hafta</i>
	some of → <i>somma</i>	want to → <i>wanna</i>
	sort of → <i>sorda</i>	used to → <i>useta</i>

☑ Check Yourself

👂 **Listen. Do you hear the reduced form or the full form of the words in bold? Check (✓) your answers.**

	Reduced	Full
1. What a great movie!	<input type="checkbox"/>	<input type="checkbox"/>
2. I want to learn how to speak Italian.	<input type="checkbox"/>	<input type="checkbox"/>
3. There are a lot of people on the beach today.	<input type="checkbox"/>	<input type="checkbox"/>
4. What kind of classes are you taking this term?	<input type="checkbox"/>	<input type="checkbox"/>
5. When do you have to start your new job?	<input type="checkbox"/>	<input type="checkbox"/>
6. We need to go shopping because we're out of milk.	<input type="checkbox"/>	<input type="checkbox"/>

Questions

We frequently reduce words and combinations of sounds when we ask questions.

Note

When you ask questions that begin with an auxiliary verb + a pronoun (*did you, do you, etc.*) or when you ask *wh*-questions with auxiliary verbs (*what/when/where did you, etc.*), *you* is generally pronounced as *ja* or *ya*.

👂 **Listen and repeat the full forms and their reduced forms.**

Did/Do + you	Wh- words + you	Could/Would + you
Do you want to ...? → <i>yawanna/ jawanna</i>	What do you ...? → <i>whaddaya</i>	Could you ...? → <i>couldja</i>
Did you eat ...? → <i>j'eat</i>	Where did you ...? → <i>wheredja</i>	Would you ...? → <i>wouldja</i>
Did you ever ...? → <i>j'ever</i>	When did you ...? → <i>whendja</i>	

☑ Check Yourself

👂 **Listen. Complete the questions with the full forms from the list above.**

- A: _____ think we should do today?
 B: Well, I think it would be fun to take a long hike.
- A: _____ water the plants tomorrow?
 B: Sure, no problem.
- A: _____ find your glasses?
 B: Yeah, I left them in the car.



4. A: _____ buy that beautiful coat?
B: I got it at a small shop downtown.
5. A: _____ travel in South America?
B: I was there last year.
6. A: _____ have chicken or fish for dinner?
B: Actually, I'd like to call and have a pizza delivered.

Other Common Reductions

Some other types of reductions include words that are shortened by leaving out sounds and words that are combined to sound like one word.

 **Listen and repeat the full forms and their reduced forms.**

Shortened Words		Combined Words	
about → 'bout	him → 'im	bet you → becha	
around → 'round	suppose → s'pose	come on → c'mon	
because → cuz	your → yer	don't know → dunno	
her → 'er		used to → usta	

Check Yourself

 **Listen. Does the speaker use the reduced form of the words in bold? Check (✓) Yes or No.**

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. I asked her to join us for dinner tonight. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I don't know where we're meeting today. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I suppose we could take a different road if Highway 1 is closed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Where did you leave your coat? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The flight will be delayed because of bad weather. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Oh, come on! That can't be true. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I'm not sure, but I think his house is around here somewhere. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Please tell him that the prices have increased by 10 percent. | <input type="checkbox"/> | <input type="checkbox"/> |

Modal + have

The word *have* is often reduced when it follows modals, such as *should*, *could*, or *might*.

 **Listen and repeat the full forms and their reduced forms.**

Modal + have					
must have	→	<i>musta</i>	could have	→	<i>coulda</i>
might have	→	<i>mighta</i>	should have	→	<i>shoulda</i>
			would have	→	<i>woulda</i>

Check Yourself

 **Listen. Complete the sentences with the full forms of the modal + have.**

- I would have called you, but my cell phone wasn't working.
- Traffic is stopped, so there _____ been a car accident.
- I _____ taken the bus instead of driving in this rainstorm.
- Sam _____ left his coat in the restaurant.
- You _____ borrowed the book from me.
- It _____ been better to talk to your boss before you left.

PRACTICE

EXERCISE 1

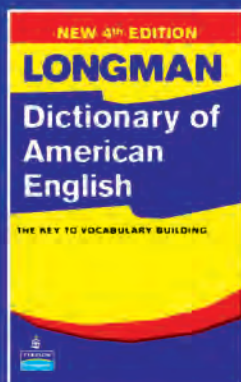
 **Listen. Underline all of the reduced forms you hear.**

- Well, good night. I'll see you at work tomorrow.
- I bet you that John will win the race.
- She might have gotten on the wrong bus.
- I need to get a new cell phone because I lost mine.
- Do you want to have soup or salad with dinner?
- I suppose I could have cleaned the house, but I was feeling sort of lazy yesterday.
- Where did you find such a nice hat?
- Come on! Would you just ask her to come to the party?
- Did you ever talk to Mary? She knows a lot of people who could help you.
- You should have told me you were going to pick me up at the airport.
- What are you going to do about that hole in your floor?
- I don't know where James used to live. Could you ask him?

LISTENING POWER

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The perfect partner
for *Listening Power 3*

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 3 features four distinct parts designed to be used concurrently.

- **Language Focus** teaches essential and sometimes difficult advanced-level skills such as reduced forms, patterns of intonation, and idiomatic expressions.
- **Comprehension Focus** presents skills for understanding main ideas, supporting ideas, and details; making inferences; distinguishing facts and opinions; and recognizing organizational patterns. 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
<i>Listening Power 1</i> Student Book	0-13-611421-0	978-0-13-611421-5
<i>Listening Power 1</i> Classroom Audio Program	0-13-231541-6	978-0-13-231541-8
<i>Listening Power 1</i> Teacher's Pack	0-13-611422-9	978-0-13-611422-2
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<i>Listening Power 2</i> Classroom Audio Program	0-13-231543-2	978-0-13-231543-2
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