

Expresskey 捷进

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Interactions 美语路路通

最新美国英语专业教材 与新托福考试配套接轨
提供强大网上学习支持 丰富自主生成测试题库

听说

LISTENING/SPEAKING TWO



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前言

《捷进美语路路通》最早是 1998 年在中国引进出版,在英语教育界有着广泛的影响,许多大学外语系和英语培训学校采用为主流教材。此版是美国权威英语教学专家、资深英语编辑和英语教育顾问根据最新的英语教育理论和世界 ELT 发展趋势,结合网络教学的特点和优势,在 2007 年全面编写升级完成的最流行最全面最权威的网络交互版。

《捷进美语路路通》是一套由由《听说》(五册)、《精读》(五册)、《写作》(四册)和《语法》(四册)18 本书组成的极具整体性的英语学习教材。各个系列既相互联系、又相对独立,每个系列中的各个分册循序渐进。四个系列的每一单元的主题一致,融入四项语言技能,系统性地将内容、词汇和语法反复应用。因此,整个系列可以配合使用,学习英语技能的全部内容;每个系列也可以分别使用,适用于从入门阶段到中高级阶段各个层次的学生。

《捷进美语路路通》提供了全面促进英语教学的最佳训练模式与原则方法:

取材学术新颖,引人入胜

资料与练习以学术内容和学术活动为基础,有助于学生探讨现实世界的各种问题,围绕特定的学术主题和内容展开学习活动。同时,每单元围绕一个主题式语言功能,难易程度适中,语言要点反复循环出现,可以有效地激励学生的学习热情。

信息海量组织,学以致用

语言的学习目的在于信息的涉猎和沟通,本教材汇集大量信息和图片,供不同学习风格和思考方式的学生组织思想和交流。

教学手段先进,科学实用

脚手架有助于建筑施工的进行。同样,脚手架教学法通过灵活的、可预测性的练习辅助语言的学习。传授技能要点和学习策略,使听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练,可以显著地收到触类旁通的效果。同时配有由教师和学生进行的示范练习,信息量大,适合模仿。

激活潜在知识,增强学习信心

一旦学生与新的内容建立联系就可以更好地理解新的口语和书面内容。激

活潜在知识可以使學生利用和扩展已学的知识,并对新知识产生好奇心和兴趣。

促进交流能力,效果事半功倍

对话、小组讨论和全班参与的活动给学生提供用日常的语言进行真实交流的机会,可以提高其交际能力。掌握语言技能的关键在于反复实践,必须在轻松愉快的实践过程中自然而然地获得,单纯的机械性模仿达不到这个目的,这套教材的练习使学生自始至终处于交际活动中,可以收到事半功倍的效果。

培养思辨思维,提高学业成就

提供多种培养思辨思维的策略。学生通过学习可以提高思辨能力的技巧,为学业成就打下基础。

与托福考试内容和形式接轨

本教材采用了与新托福接轨的测试内容和形式,使学生在掌握英语的同时也熟悉托福考试,可谓一举两得。

提供网络学习支持和丰富生成试题库,方便高效

与每套每单元配套,本书提供强大实用有趣的网络教学支持,学生可以自由自主的在网上冲浪下载海量信息和 MP3,同时配合自主生成试题库,极大方便了学生检测和反馈自己的学习成绩。

本教材适合高校外语系和培训学校做主流教材和辅助教材,也适合学生自学。

捷进美语路路通教学团队

Interactions Listening / Speaking (Two)

Interactions/Mosaic Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

R eading Strand

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (*) in each chapter's Self-Assessment Log.

L istening/Speaking Strand

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

W riting Strand

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre-writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

Focus on Testing for the TOEFL® iBT

The all-new TOEFL® iBT *Focus on Testing* sections prepare students for success on the TOEFL® iBT by presenting and practicing specific strategies for each language skill area. The Focus on Testing sections are introduced in Interactions 1 and are included in all subsequent levels of the Reading, Listening/Speaking, and Writing strands. These strategies focus on what The Educational Testing Service (ETS) has identified as the target skills in each language skill area. For example, "reading for basic comprehension" (identifying the main idea, understanding pronoun reference) is a target reading skill and is presented and practiced in one or more *Focus on Testing* sections. In addition, this and other target skills are presented and practiced in chapter components outside the Focus on Testing sections and have special relevance to the TOEFL® iBT. For example, note-taking is an important test-taking strategy, particularly in the listening section of the TOEFL® iBT, and is included in activities within each of the Listening/Speaking books. All but two of the *Interactions/Mosaic* titles have a *Focus on Testing* section. Although *Interactions Access Reading* and *Interaction Access Listening/Speaking* don't include these sections because of their level, they do present and develop skills that will prepare students for the TOEFL® iBT.

Best Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning.

■ Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

■ Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

■ Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

■ Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

■ Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

■ Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

Highlights of Interactions

Listening/Speaking 2

Full-color design showcases compelling instructional photos to strengthen the educational experience

Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

Chapter

10

Ceremonies

In This Chapter

Conversation: A Baby Shower
Lecture: Water in Traditional Ceremonies
Using the Context: Conversations About Ceremonies
Real-World Task: Making Wedding Plans

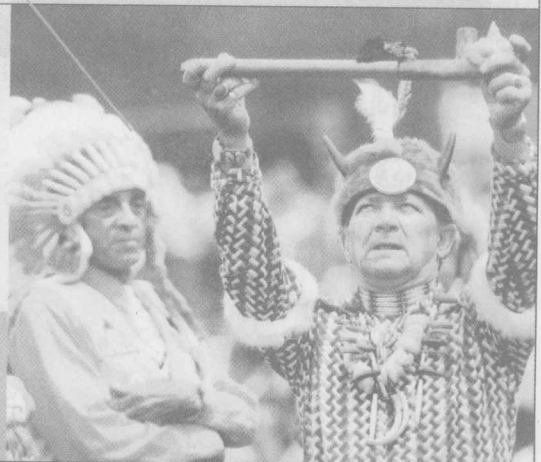


Connecting to the Topic

- 1 Who are these people? Where are they from?
- 2 What are some reasons people have ceremonies?
- 3 Describe a ceremony that you know about.

“There is nothing like a ritual for making its participants think beyond their own appetites, and for making them feel that they belong to something greater, older and more important than themselves.”

—Tom Utley, British journalist (1924–1988)



Making Use of Academic Content
Lectures, academic discussions, and conversations among university students explore stimulating topics.

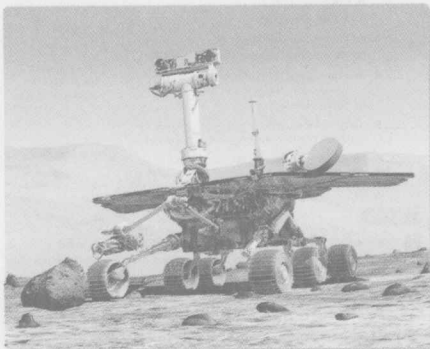
Cultivating Critical Thinking
Critical thinking strategies and activities equip students with the skills they need for academic achievement.

Part 2 Lecture: Exploring Mars

Before You Listen



1. **Preflistening Discussion:** Discuss these questions in small groups.



An illustration of the Mars Rover

1. Based on the picture, what does Mars look like? Describe it.
2. What do you think is the function of the rover in the picture?
3. What facts do you know about Mars (for example: distance from Earth, size, atmosphere, climate, etc.)?
4. What scientific news have you heard recently about Mars?



2. **Previewing Vocabulary:** Listen to the following words from the lecture. Check (✓) the words you think you know. Discuss their meanings with a partner. Check the other words later as you learn them.

Nouns

- ☐ disaster
- ☐ evidence
- ☐ planet
- ☐ resource
- ☐ solar system
- ☐ telescope

Verbs

- ☐ analyze
- ☐ explore
- ☐ fascinate

Adjectives

- ☐ critical
- ☐ fascinating

Listen!

Strategy

Recognizing Facts and Theories

When listening to lectures, especially about science, you need to recognize the difference between facts and theories.

Fact: proven, true information

Theory: unproven idea, may or may not be true

To hear the difference, listen for signal words and phrases like these:

FACT	THEORY
It's a well-known fact that ...	(It) may/might/could + verb
(It) has been proven	(It's) possible that ...
Scientists know ...	(There's) a chance ...
(There's) strong evidence ...	possibly/probably



3. **Listening for Fact and Theory in the Lecture:** Pay attention to signal words and phrases. Check (✓) Fact or Theory.

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

Activating Prior Knowledge

Pre-listening activities place the lecture, academic discussion, or conversation in context and allow the student to listen actively.

Enhanced focus on vocabulary building promotes academic achievement.

Part 1 Conversation: What Do You Like to Do for Fun?

Before You Listen

Jeff and his friend Dan play in a rock band. Last night Mari went to a club to hear them play. Today Dan has stopped by the house for a visit.



▲ Jeff, Mari, and Dan



1. Prelistening Questions Discuss these questions with your classmates.

1. What do you think is happening in the photo?
2. Do you like to listen to music? What kind of music do you prefer? Do you like to go to clubs to listen to music?
3. In your opinion, is it important for two people to have the same tastes in order to be happy together?
4. What are some ways of asking about people's likes and dislikes in English?



2. Previewing Vocabulary Listen to the underlined words and phrases from the conversation. Then use the context to match them with their definitions.

Sentences

1. A: Did you have a good time last night?
B: Not really. The concert was boring.
2. A: What do you think of this song?
B: I'm crazy about it!
A: I really like it, too.
3. A: What is this delicious dish?
B: It's vegetable lasagna. Carmen made it.
4. A: I can't stand that old hat. When are you going to throw it out?
B: Sorry, I like it.
5. Harry and Renata don't see eye to eye on anything, but they are very happily married.
6. Ahmed doesn't care for sports. He prefers to read and listen to music.

Definitions

- a. to dislike a little
- b. to dislike strongly; to hate
- c. to enjoy oneself
- d. to agree
- e. "I love it"
- f. food cooked or prepared in a special way

Listen



3. Comprehension Questions Close your book as you listen to the conversation. Listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Do Mari and Dan like most of the same things?
2. At the end of the conversation, what do Dan and Mari agree to do together?
3. Fill in the chart with details about Dan's and Mari's tastes and preferences. If information is not given, fill in the box with an X.

	Dan Likes	Mari Likes
Music	rock	jazz
Food		
Art		
Sports		
Movies		

*** Tastes and Preferences 175

Scaffolding Instruction

Instruction and practice build gradually to support student in the listening tasks.

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

New strategies and activities for the TOEFL® iBT build invaluable test taking skills.

Listen

Strategy

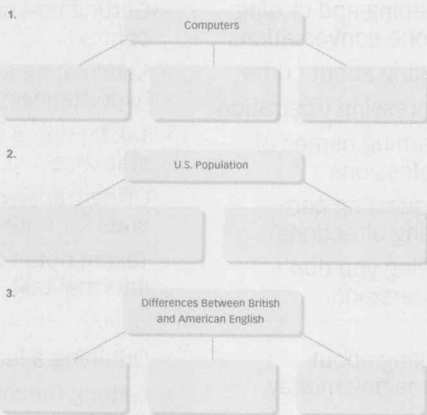
Classifying and Taking Notes on Classification

Lectures are often organized by classification. That is, the lecture topic is classified, or divided, into several smaller topics. These smaller topics are called *subtopics*. A well-organized lecturer will announce these topics in the introduction. You should listen for this information because it helps you plan and organize your notes.

A graphic organizer like the one below can help you organize topics and details. Use this type of graphic organizer when you're taking notes on a lecture about several topics, or when you're organizing your own thoughts or research.



2 **Classifying Lecture Organization** Listen to the introductions from three lectures. Write the subtopics in the spaces under each topic.



Part 3 Strategies for Better Listening and Speaking

Getting Meaning from Context

TOEFL® iBT






Focus on Testing

Using Context Clues Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic conversation skills, and provide a foundation for success on a variety of standardized tests. The following conversations are about language.




- Listen to each conversation.
- Listen to the question for each conversation. Stop the recording and choose the best answer to each question.
- In the **Clues** column, write the words that helped you choose your answer.

Answers	Clues
Conversation 1	
1. <input type="radio"/> A a city <input type="radio"/> B a language <input type="radio"/> C a country <input type="radio"/> D a religion	
2. <input type="radio"/> A from the television <input type="radio"/> B from the radio <input type="radio"/> C from a book <input type="radio"/> D from a magazine article	
3. <input type="radio"/> A It's easy to learn. <input type="radio"/> B It has no native speakers. <input type="radio"/> C The women wants to learn it. <input type="radio"/> D It sounds like Polish.	
Conversation 2	
4. <input type="radio"/> A to buy more bees <input type="radio"/> B to kill the bees <input type="radio"/> C to repair the roof <input type="radio"/> D to learn more about bees	
5. <input type="radio"/> A direction <input type="radio"/> B distance <input type="radio"/> C quantity <input type="radio"/> D taste	





Scope and Sequence

Chapter	Listening	Speaking	Critical Thinking
1 Education and Student Life page 2 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Getting meaning from intonation ■ Recognizing compass directions ■ Understanding expressions and statements of location ■ Using the prepositions <i>in, on, at</i> in addresses and locations 	<ul style="list-style-type: none"> ■ Showing interest ■ Comparing university systems in different countries ■ Talking about cheating ■ Making, accepting, and refusing invitations ■ Using expressions of location ■ Describing map locations 	<ul style="list-style-type: none"> ■ Interpreting a photo ■ Getting meaning from context ■ Speculating about hypothetical situations ■ Using a lecture introduction to predict content ■ Writing effective lecture notes ■ Using a Venn diagram to compare and contrast
2 City Life page 26 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Listening for clues to relationships between people ■ Following directions 	<ul style="list-style-type: none"> ■ Using the phrase <i>by the way</i> ■ Opening and closing phone conversations ■ Talking about crime ■ Expressing frustration ■ Learning names of professions ■ Requesting and giving directions ■ Saying you don't understand 	<ul style="list-style-type: none"> ■ Predicting questions speakers will ask ■ Getting meaning from context ■ Speculating about hypothetical situations ■ Taking notes on statistics ■ Using transitions as cues for note-taking ■ Taking notes on an informal talk
3 Business and Money page 50 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Distinguishing between <i>can</i> and <i>can't</i> ■ Distinguishing between teens and tens ■ Recognizing expressions of advice 	<ul style="list-style-type: none"> ■ Talking about managing money ■ Talking about entrepreneurs ■ Talking about abilities ■ Using the words <i>borrow</i> and <i>lend</i> ■ Asking for, giving, and refusing advice 	<ul style="list-style-type: none"> ■ Outlining a lecture ■ Getting meaning from context ■ Taking notes on a process

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Terms for academic life ■ Terms for showing interest ■ Terms used at an academic orientation ■ Expressions for making, accepting, and refusing invitations ■ Compass directions ■ Expressions of location ■ <i>In, on, and at</i> in addresses and locations 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying and practicing reduced pronunciation 	<ul style="list-style-type: none"> ■ Using context clues to guess locations
<ul style="list-style-type: none"> ■ Expressions for opening and closing conversations ■ Terms for expressing frustration ■ Expressions for requesting and giving directions ■ Names of professions ■ Terms for expressing lack of understanding ■ Using the phrase <i>by the way</i> 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying and practicing reduced pronunciation 	<ul style="list-style-type: none"> ■ Using context clues to identify a speaker ■ Using context clues to guess a person's job
<ul style="list-style-type: none"> ■ Terms for talking about money ■ <i>Borrow vs. lend</i> ■ Expressions for asking for, giving, accepting, and rejecting advice ■ Terms for talking about entrepreneurs and the entrepreneurial process ■ Terms related to banking 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying and practicing reduced pronunciation ■ Pronouncing <i>can</i> and <i>can't</i> ■ Pronouncing teens and tens 	<ul style="list-style-type: none"> ■ Using context clues to identify banking services

Chapter	Listening	Speaking	Critical Thinking
4 Jobs and Professions page 74 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Recognizing the intonation of tag questions ■ Recognizing a sequence of events ■ Taking notes on causes and effects ■ Creating abbreviations ■ Taking notes on statistics 	<ul style="list-style-type: none"> ■ Talking about jobs and careers ■ Apologizing and reconciling ■ Role playing a job interview ■ Learning idioms related to housework ■ Talking about "men's" and "women's" jobs ■ Interviewing a person about his/her job ■ Giving a short oral report 	<ul style="list-style-type: none"> ■ Interpreting information in a table ■ Getting meaning from context ■ Speculating about hypothetical situations ■ Taking notes on a lecture ■ Predicting the order of a set of pictures ■ Using a matrix diagram to organize ideas
5 Lifestyles Around the World page 100 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Recognizing stress in two- and three-word verbs 	<ul style="list-style-type: none"> ■ Talking about single parents ■ Talking about changes in the American family ■ Asking for help and favors ■ Talking about numbers and percentages ■ Comparing lifestyles in different countries 	<ul style="list-style-type: none"> ■ Interpreting information in a line graph ■ Taking notes on a lecture ■ Getting meaning from context
6 Global Connections page 124 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Identifying blended consonants ■ Taking a trivia quiz ■ Taking notes on similarities and differences 	<ul style="list-style-type: none"> ■ Learning computer terms ■ Practicing intonation of questions ■ Interrupting politely ■ Talking about ways to stay in touch ■ Talking about customs ■ Generalizing ■ Talking about a dream vacation ■ Discussing a reading 	<ul style="list-style-type: none"> ■ Getting meaning from context ■ Speculating about hypothetical situations ■ Guessing locations of photos ■ Using a T-chart to compare advantages and disadvantages

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Terms related to jobs and careers ■ Expressions for apologizing and reconciling ■ Idioms related to housework ■ Terms signaling cause and effect 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying and practicing reduced pronunciation ■ Asking and answering negative tag questions 	<ul style="list-style-type: none"> ■ Using context clues to guess people's jobs
<ul style="list-style-type: none"> ■ Two- and three-word verbs used in a conversation between neighbors ■ Expressions used to ask for help or a favor ■ Terms used to talk about changes in the American family ■ Expressions used to signal examples ■ Terms used for discussing lifestyles 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying and practicing the dropped <i>h</i> in unstressed words ■ Pronouncing linked phrases 	<ul style="list-style-type: none"> ■ Using context clues to guess people's lifestyles
<ul style="list-style-type: none"> ■ Computer terms ■ Expressions for interrupting ■ Expressions signaling similarity and difference ■ Adverbs used for generalizing ■ Correct use of "trip" vs. "travel" 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Identifying Intonation patterns ■ Saying names and sentences with blended consonants 	<ul style="list-style-type: none"> ■ Using context clues to guess about customs and body language

Chapter	Listening	Speaking	Critical Thinking
7 Language and Communication page 148 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Understanding statements with rising intonation ■ Identifying correct spellings in a spelling bee 	<ul style="list-style-type: none"> ■ Discussing the meaning of friendship ■ Comparing American and British English ■ Contradicting politely ■ Talking about stereotypes ■ Using interjections ■ Using expressions for guessing 	<ul style="list-style-type: none"> ■ Getting meaning from context ■ Taking notes on classifications
8 Tastes and Preferences page 172 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Understanding reduced questions ■ Distinguishing between present and past yes/no questions ■ Understanding comparisons of people ■ Recognizing paraphrases 	<ul style="list-style-type: none"> ■ Talking about likes and dislikes ■ Giving an impromptu speech ■ Comparing the characteristics of generations ■ Talking about fads ■ Expressing approval and disapproval ■ Describing your ideal partner 	<ul style="list-style-type: none"> ■ Getting meaning from context ■ Speculating about hypothetical situations ■ Evaluating people's positive and negative qualities ■ Interpreting the language of personal ads ■ Taking notes in columns ■ Predicting note organization
9 New Frontiers page 196 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Distinguishing between -ed endings ■ Listening to game show questions and answers 	<ul style="list-style-type: none"> ■ Talking about cloning ■ Introducing surprising information ■ Expressing interest and surprise ■ Talking about Mars ■ Solving a science problem ■ Talking about personal discoveries 	<ul style="list-style-type: none"> ■ Getting meaning from context ■ Distinguishing fact from theory in a lecture ■ Ordering events in a story
10 Ceremonies page 220 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for details ■ Making inferences ■ Recognizing the meaning of affirmative tag questions ■ Taking notes on wedding preferences 	<ul style="list-style-type: none"> ■ Using expressions to offer, accept, or decline help ■ Talking about water in ceremonies around the world ■ Asking and answering affirmative tag questions ■ Offering congratulations and sympathy 	<ul style="list-style-type: none"> ■ Getting meaning from context ■ Recognizing digressions in a lecture ■ Comparing celebrations across cultures

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Terms used to talk about friendship vs. friendliness ■ Terms used for talking about languages and dialects ■ Examples of vocabulary differences between American and British English ■ Interjections ■ Expressions for guessing ■ Slang expressions 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words 	<ul style="list-style-type: none"> ■ Using context clues to guess about language and communication
<ul style="list-style-type: none"> ■ Expressions for likes and dislikes ■ Expressions of approval and disapproval ■ Terms signaling paraphrases ■ Ways to say that something is popular 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words 	<ul style="list-style-type: none"> ■ Using context clues to identify people's tastes and preferences ■ Using intonation to identify feelings
<ul style="list-style-type: none"> ■ Terms for talking about scientific progress ■ Terms for talking about space exploration ■ Terms for signaling facts and theories ■ Terms for solving a science problem ■ Terms for talking about inventions and discoveries ■ Expressions for signaling surprise 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Pronouncing the <i>th</i> sound ■ Pronouncing <i>-ed</i> endings 	<ul style="list-style-type: none"> ■ Recognizing signal words to guess the correct answer
<ul style="list-style-type: none"> ■ Expressions to offer, accept, or decline help ■ Terms to express congratulations and sympathy ■ Expressions signaling digressions in a lecture ■ Terms related to ceremonies 	<ul style="list-style-type: none"> ■ Identifying and practicing stressed words ■ Using correct stress in compound phrases 	<ul style="list-style-type: none"> ■ Using context clues to identify ceremonies

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