

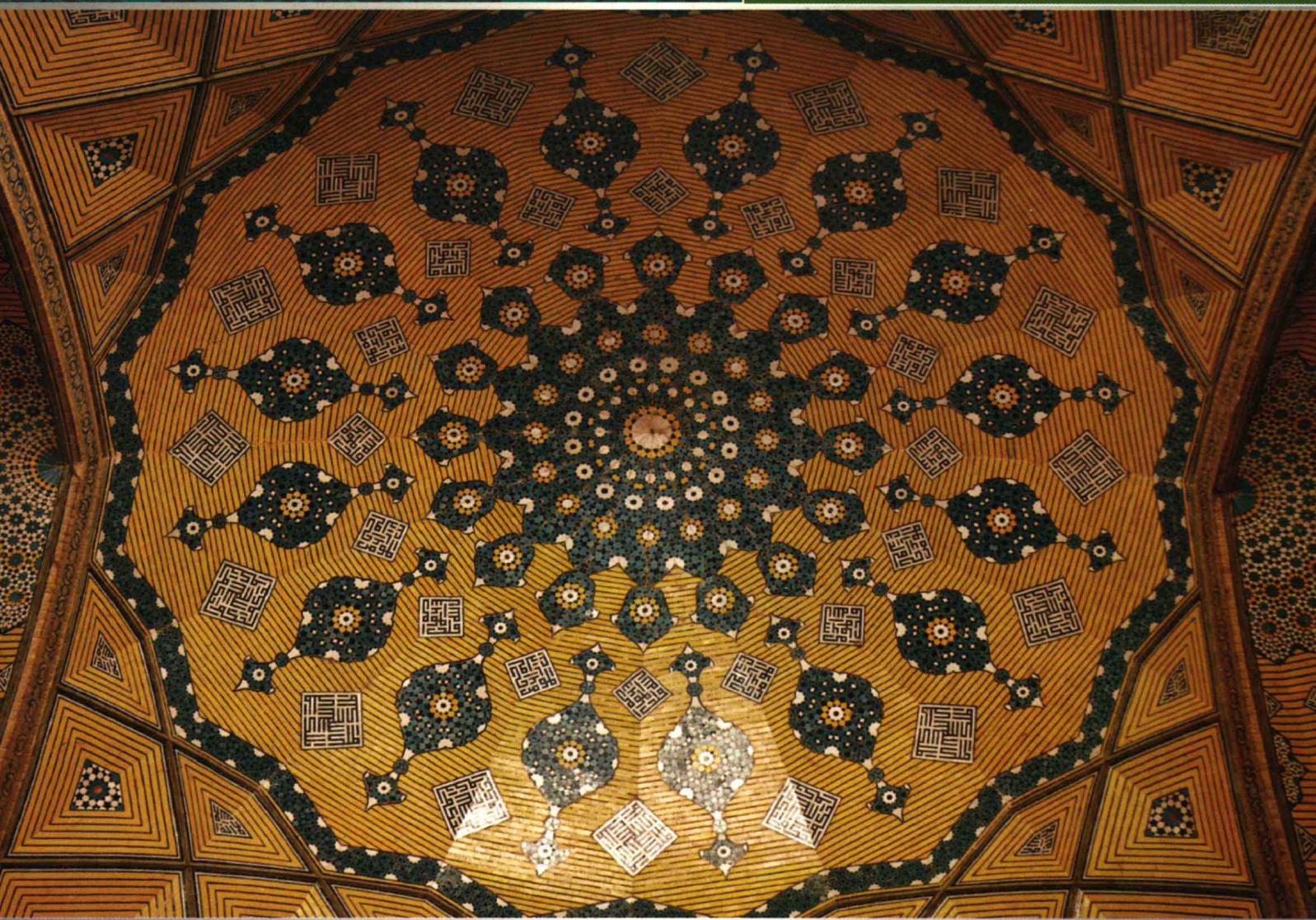
MP3

推进大学英语国际化立体化网络化系列教材

大学英语听说教程 3

Mosaic

LISTENING/SPEAKING



吉林出版集团有限责任公司

图书在版编目(CIP)数据

大学英语阅读教程. 2 / 严明总主编. —长春: 吉林出版集团有限责任公司, 2007.5
(捷进英语)

ISBN 978-7-80720-514-2

I. 大... II. 严... III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 049238 号

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This authorized adapted edition is jointly published by McGraw-Hill Education (Asia) Co. and Jilin Publishing Group. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan.

本书由吉林出版集团和美国麦格劳-希尔教育(亚洲)出版公司出版。未经出版者预先书面许可,不得用任何方式复制或抄袭本书的任何内容。此版本仅限在中华人民共和国境内(不包括香港、澳门特别行政区及台湾)销售。

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本书教学网址: www.mhhe.com/interactionsmosaic
100e 网 址: www.100e.com/jjky/dxyd02.asp
麦克劳·希尔网址: www.esl-elt.mcgraw-hill.com
捷进可一网址: www.expresskey.net

捷进英语—大学英语阅读教程(2)

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责任编辑: 王 冰

出 版: 吉林出版集团有限责任公司

发 行: 吉林出版集团捷进可一图书经营有限公司

开 本: 850×1168 1/16

定 价: 30.00 元(含 MP3 1 张)

字 数: 335 千字

印 装: 长春市博文印刷厂

网 址: www.expresskey.net

发行电话: 0431-85618714(FAX)

0431-85611692 85618723

项目策划: 杨 枫

封面设计: 宋宇航

地 址: 长春市人民大街 4646 号

印 张: 16.625

版 次: 2007 年 7 月第 1 版 2007 年 7 月第 1 次印刷

书 号: ISBN 978-7-80720-514-2

ISBN 978-0-07-333197-3

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总 序

在知识经济、多元文化日趋全球化的信息社会中,英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国经济发展和国际交流的需要。”然而,我国的大学英语教学因学生入学水平参差不齐,地区教学环境和师资力量的不平衡性,导致缺乏目标语使用语境。所以不能囿于一种教学理论,一部教学大纲和一套教材。应当理性地认识大学英语教学现状,综合各种英语教学策略,总结和汲取我国二十多年来大学英语教学的理论和经验,从国际化、立体化和网络化的角度定位,走一条引进和原创兼容,主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此,吉林出版集团外语教育出版社与世界著名英语教育出版机构策划、组织编写了这套捷进大学英语国际化、立体化和网络化系列教材。主干课堂教材包括:《捷进大学英语阅读教程》(预备级、1-4)。《捷进大学英语听说教程》(预备级、1-4)、《捷进大学英语写作教程》(1-4),自主学习教材包括:《捷进大学英语泛听教程》(1-4)、《捷进大学英语快读教程》(1-4)、《捷进大学英语测试教程》(综合训练、写作训练、听力训练、710分新题型模拟训练),充分满足我国大学英语教材建设和选择的个性化、实用性和灵活性。

一、编写宗旨

1. 贯彻和执行《大学英语课程教学要求》中“一般要求”的教学目标、模式和手段,1-4册以普通高校的本科生为教学对象,预备级兼顾二级学院、高职高专和音、体、美等特长学生。
2. 树立和倡导英语教学的效率观念、高效思维和效率行动,从教材理念构建、策略优化、框建组成、材料选择、活动设计、测试评估等方面促进和保证大学生的英语学习的速效、高效和长效,充分体现捷进英语的教学思想。
3. 突出和提升大学生英语听说能力、自主学习能力、世界公民意识和优秀文化素养,适应国际化、网络化和交际化的需要。

二、编写理念

全套教材依据 3P+3M+3S 的先进英语教学理念进行构建,以主题任务型教学为先导;兼顾以教师为脚手架(Scaffolding Instruction)的呈现模式和以学生为中心的自主学习模式;以现代信息技术,特别是网络技术为支撑,鼓励和激发大学生自主学习的热情、兴趣,引导大学生全面融入和体验,切实达到大学英语教学目标。

1. **3P=Presentation+Practice+Production: Presentation** 是指教材从听、读两方面的材料输入和呈现,保证语言在词汇、语法和语音三个语言基础层面上的真实、准确和地道;在主题和信息选择上具有经典性、现代性、趣味性;在体裁上不但有传统的议论文、叙述文、描写文和说明文,还有当今流行的报纸、杂志、电视、电影、广告和网络等形式。**Practice** 是指以学生为中心,以交际为目的,从多角度、多方面组织课堂活动、游戏和实践等训练方式,做到使学生既掌握了语言结构的内核又满足了真实表达和交际的需要;**Production** 是指从说和写两个方面在形式和主题上的输出活动和真实实践。本教材巧妙和完美地将输入和输出以各种实际及实用的训练方式联系起来,极其活泼和有趣。

2. **3M=Motivational+Meaningful+Memorable: Motivational** 是指教材从形式构架、主题内容和训练方式上充分激发和调动学生主动学习英语的兴趣和意识,从根本上解决了英语教学的价值和效益。**Meaningful** 是指教材无论是从形式和主题输入,还是从活动和训练组织,直到表达和输出都能满足真实语境和意志的需求。**Memorable** 是指教材与教学的效率、效能和效益,学习最终的目的是语言的使用和交际的需求,所以 **Memorable** 既保证了语言要素和结构的灵活掌握,又满足了语言的交际和使用。

3. **3S=Strategy+Skill+Style: Strategy** 是指教材以最优秀的英语学习策略和教学策略为理论构架原则,吸收一切先进和实用的英语教学思想和手段来满足内容呈现、课堂训练和语言输出。**Skill** 是指语言听、说、读、写的微技能的组织和训练,是 **Strategy** 的贯彻和应用。**Style** 是指尊重和激活学生个体的学习风格和差异,整合各种积极有效的教学活动,充分挖掘学生的学习潜力,以适应大学生不同学习风格的要求。

三、教材特色

1. **教材国际化**: 全套教材与世界著名英语教育出版机构麦克劳·希尔和培生朗文合作,保证教材在选材上具有真实性和准确性,在编写理念上具有先进性和权威性。教材高屋建瓴地处理了国际托福考试和国内四六级考试的沿革和关系,既起到对大学英语教学的积极评估和反馈作用,又解决了大学生参加托福考试的需求。教材收录大量高频词汇、学术词汇,对《大学英语课程教学要求》参考词表做了有益补充,是一套与全球学生同步使用的国际化教材。

2. **教材立体化**: 3套主干课堂教材“阅读”“听说”和“写作”,每册书10个单元在同一主题的统筹下,从输入呈现、训练活动到交际输出,不断刺激、循环、深化学术英语的主题意识、思想和表达,充分体现了语言输入、信息传递、知识接收和文化融合的立体化。并且,主题词汇和语言表达反复呈现,循环印证,强化英语学习的记忆和保持度,综合培养大学生听说读写的运用能力。3套自主学习教材“快读”“泛听”和“测试”与3套主干课堂教材相辅相承,有效有益地丰富了主干教材的资源,有助于学生个性化学习方法的形成和学生自主学习能力的发展。

3. **教材网络化**: 本套教材由麦克劳·希尔国际教育网站、100e教育网站、捷进可一出版网

站提供教材的影音文件、辅助材料下载以及其他教学过程中的服务和支持,极尽简便。

四、教学资源

主干教材含学生用书、教师用书,阅读和听说教程配有 MP3 光盘、CD 或磁带,阅读教程配有 CD-ROM 测试题库,并可在网络学习中心下载 MP3 格式文件。自主教材“快读”含学生用书、教师用书;“泛听”含 MP3、CD 或磁带,“测试”亦含 MP3 及答案。

五、编写队伍

本套教材由教育部大学英语指导委员会副主任,大学英语四、六级考试委员会委员、上海交通大学外国语学院院长、教授刘龙根博士担任总顾问,教育部大学英语指导委员会委员、大学英语四、六级考试委员会委员、黑龙江大学大学外语部主任、教授严明博士担任总主编。同时,上海交通大学、吉林大学、黑龙江大学、西安交通大学、北京化工大学、对外经济贸易大学、中南林业科技大学、北京交通大学、河北科技大学、上海财经大学、重庆大学、北京师范大学、大连理工大学、东北师范大学、大连外国语学院、广东韶关学院、湖南大学、吉林大学珠海学院、哈尔滨工程大学、哈尔滨大学、哈尔滨理工大学、北华大学、长春大学、齐齐哈尔大学、吉林化工学院、白城师范学院、大庆石油学院、八一农垦大学、东北农业大学、长春税务学院、广州金融学院、吉林建筑工程学院、长春工业大学、吉林技术职业师范学院、吉林农业大学、长春理工大学、佳木斯大学、吉林师范大学等编委院校的专家、教授为全套教材的编写和出版付出了创造性的智慧和劳动,特此致谢。

希望各高校在使用本套教材中,多提批评性和建设性的宝贵意见,以臻完善。

捷进大学英语编写组

Welcome to College English—

Mosaic (3) Listening / Speaking

Interactions/Mosaic Edition is a fully-integrated, 14-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.

■ Reading 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.

■ Listening/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.

■ Writing 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 College English—Mosaic 3

Listening/Speaking

New 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

2

Cooperation and Competition



Connecting to the Topic

- 1 What are the penguins in the photo doing? How does it help them to survive?
- 2 How is this behavior similar to some human behaviors you have observed?
- 3 In what situations might penguins stop cooperating and become competitive?

In This Chapter

Lecture: Penguin Partners at the Pole
Learning Strategy: Distinguishing Main Ideas and Supporting Details
Language Function: Asking for Confirmation of Understanding

“Do not have the delusion that your advancement is accomplished by crushing others.”

—Marcus Tullius Cicero
Roman philosopher (106 B.C.–43 A.D.)



Scaffolding Instruction

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

Strategy

Making a Basic Outline of Main Ideas and Details

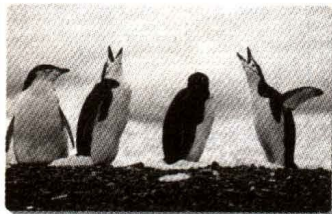
Below is an example of a typical outline. The main points in an outline are always represented by roman numerals (I, II, III, etc.), and major examples and details are represented by capital letters (A, B, C, etc.). Subpoints, or more minor details, are represented by Arabic numerals (1, 2, 3, etc.).

I.	_____
A.	_____
B.	_____
II.	_____
A.	_____
B.	_____
III.	_____
A.	_____
1.	_____
2.	_____
B.	_____

Before You Listen



1 What's Happening? Discuss the following photos in small groups. What do you think these penguins are doing? Why?



2 Predicting Main Ideas and Supporting Information Before you listen to the lecture "Penguin Partners at the Pole," study the following partial outline of information about penguin mating and nesting habits. With a partner, discuss what kind of information (main idea or major or minor supporting example or detail) is missing from the outline and then what the information might be.

I. Mating habits of penguins

- A. Need for order leads penguins to build nests in rows
B. Order often interrupted by small wars between penguins

1. _____

2. _____

- C. _____

D. Losers move to edge of nesting ground

1. Steal unguarded eggs

2. _____

Listen



3 Listening for Main Ideas and Supporting Information Listen to the first half of the lecture, up to the description of what the "losers" do at the edge of the nesting ground. Pay special attention to the part about mating habits. Then with a partner, listen to the first half of the lecture again and together, fill in the information missing from the outline in Activity 2.



4 Constructing an Outline

Listen to the rest of the lecture. Pay special attention to the parts about nesting, feeding, and taking care of chicks. Then listen to the second half of the lecture again, taking notes to fill in the outline on page 32. Compare and combine your notes with a partner to improve your outline.



• A happy penguin couple

Making Use of Academic Content

Lectures, academic discussions, and conversations among university students explore stimulating topics.

Enhanced focus on vocabulary building promotes academic achievement.

Activating Prior Knowledge

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

Vocabulary Preview

3 Determining Meaning from Context

The underlined words in the following sentences appear in the lecture. Write the letter of the definition beside each sentence.

Definitions

- a connection (in the mind)
- change the nature of something
- an artistic arrangement of a variety of materials and objects glued onto a surface
- accept or agree that something is true
- a person who studies the nature and structure of human language
- something overly familiar; a feeling of having had an experience before
- present at birth; natural
- a statement/situation that presents opposing views as true at the same time
- the copying of the behavior or speech of another person
- spoken or written effortlessly and naturally

Sentences

- _____ The professor looked at the collage made of paper, wood, leaves, and glue that was hanging on the wall of his office.
- _____ This all looks so familiar. I feel that we've been here before. I guess it must be déjà vu.
- _____ Noam Chomsky, a famous linguist, is interested in the study of language acquisition.
- _____ Language presents us with a paradox; it helps us communicate, but still can be the cause of misunderstanding even if two people speak the same language.
- _____ After observing how babies copy sounds and then connect these sounds with objects and actions, researchers at first thought we learned language through imitation and association.
- _____ When we relate new material to material we already know, we learn by association.
- _____ A wonderful thing about studying another language is that if you become very good at it and learn to speak this language fluently, you can begin to see the world from a very different point of view.
- _____ Can you imagine being completely changed by an experience? Learning to speak someone else's language is an experience that can truly transform us.
- _____ I hope you don't think I'm rude for having a different opinion, but I'm not sure I buy that idea.
- _____ Noam Chomsky suggested that all babies can learn languages and that the ability to learn a language is innate.



▲ Noam Chomsky, a famous linguist, suggested that all babies are born with the ability to learn a language.

Sharing Your Experience



2 Considering Lifestyles of the Elderly

Think about the questions in the following chart.

- Make some brief notes about your ideas.
- Share your ideas in small groups. Use elderly family members, friends, or people you've heard about as examples in your discussion.



▲ What do you think this gentleman does every day?

	In Your Native Country	In the U.S. or Canada
What is daily life like for the elderly? What do they do? Where do they go?		
Do the elderly live with their children and grandchildren? If not, do they live by themselves in homes or apartments, in retirement communities with other active elderly people, or in facilities or nursing homes that provide assistance?		
Do the elderly, in general, live far from or near their children? Be sure to discuss with your group what distance you consider far and what distance you consider near.		

Cultivating Critical Thinking

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

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

Part 1 Building Background Knowledge

Did You Know?

- Over the last 60 years, a branch of the World Bank called the International Bank for Reconstruction and Development (IBRD) has lent over \$200 billion to these ten countries (in order of total amount borrowed): Mexico, Brazil, India, Indonesia, China, Turkey, Argentina, Korea, the Russian Federation, and the Philippines.
- The International Development Association (IDA), the World Bank's low-cost lending branch, provides funding to the poorer member nations. Since 1960, the IDA has lent over \$142 billion, with over \$100 billion still owed by borrowing nations.
- Most of the money loaned by the World Bank is used for transportation, law, justice, and public administration projects.
- Many people disagree with some of the projects the World Bank helps support. For example, they question the value of building a dam to provide water for crops when it leaves thousands of people homeless and destroys forests along with endangered plants and animals.



1 What Do You Think? Which are more valuable: modern conveniences or natural resources? Imagine you live in a village that will be flooded when a new dam is built to provide electric power to the region. In pairs, discuss and note what you think are the pros and cons, the advantages and disadvantages, of such an action.

Pros

Cons

Part 4 Focus on Testing

TOEFL® iBT

QUESTIONS ABOUT EXPRESSING PREFERENCE

Some of the speaking questions in the speaking section of the TOEFL® iBT ask if you prefer one thing or another. This type of question would be among the first two questions in the speaking section.

Example

Some students wash their clothes with machines in on-campus laundry rooms. Others like to take their laundry to laundromats off campus. Which would you prefer, and why? You have 20 seconds to prepare your answer and 45 seconds to speak.

This is a question about likes and dislikes. You like the thing you prefer more than you like the other. You may even dislike the thing you do not prefer.

Some phrases especially useful in expressing preferences are:

- prefer _____ rather than _____
- like _____ more than _____
- would rather _____ than _____






1 Expressing Preferences Tell a classmate your preferences in response to the prompts that follow. Use the preference expressions above—and other preference expressions you know—in your responses.

- Lance Armstrong surely prefers biking to any other sport. Other people prefer less strenuous sports. Which type of sport do you prefer? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Lance Armstrong would prefer to have many children rather than just one. How about you? Would you prefer to have many children or just one? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Some people who are injured stop exercising until they are healed. Others, such as Lance Armstrong, quickly resume their activities, even though it might slow their recovery. Which way of dealing with injuries would you prefer? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Whom do you admire more, a person who becomes famous as an academic (a professor, a researcher, etc.) or a person who succeeds in business? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Some remarkably talented young people become professional athletes instead of going to college. Others finish their college education before turning professional. Which would you prefer for yourself if you had remarkable athletic talent? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

Scope and Sequence

Chapter	Features	Listening	Speaking
1 New Challenges page 2 	Lecture: Learning to Speak Someone Else's Language Learning Strategy: Making Predictions Language Function: Offering and Requesting Clarification	Critical listening to make predictions about what a speaker will say next Listening for intonation that reveals intentions Listening for expressions that offer clarification	Sharing personal perspectives on language learning Brainstorming and sharing predictions about lecture content and real-world situations Using appropriate expressions to request and offer clarification in formal and informal situations
2 Cooperation and Competition page 24 	Lecture: Penguin Partners at the Pole Learning Strategy: Distinguishing Main Ideas and Supporting Details Language Function: Asking for Confirmation of Understanding	Distinguishing main ideas and details in a lecture Listening for appropriate use of intonation with confirmation of understanding expressions	Sharing personal observations of cooperation and competition Collaborating to brainstorm plans for a scientific expedition Comparing outlining strategies with classmates Sharing predictions of main ideas and details of a lecture Discussing how to reach consensus on a controversial topic Presenting your views on a controversial topic Asking for confirmation of understanding during a lecture or informal presentation Making and challenging excuses in everyday situations
3 Relationships page 42 	Lecture: Family Networks and the Elderly Learning Strategy: Understanding Straw-Man Arguments Language Function: Making Generalizations	Listening for straw-man arguments Listening for data refuting straw-man arguments Listening for words signaling generalizations	Sharing perspectives on family relationships and growing old Comparing and contrasting treatment of the elderly in different countries Critiquing the effectiveness of straw-man arguments to change listeners' assumptions Sharing assumptions about life experiences Refuting others' assumptions Interviewing someone in the community to check assumptions Making generalizations Paraphrasing generalizations

Critical Thinking

Analyzing languages and language learning
Using a graphic organizer to categorize information
Using a graphic organizer to tap prior knowledge and enhance understanding
Predicting what an instructor will say next
Comparing and contrasting class predictions
Analyzing a lecturer's style

Vocabulary Building

Determining meaning from context
Categorizing to deepen understanding of concepts
Understanding and using new vocabulary in discussions of languages and language learning

Focus on Testing

Types of pragmatic understanding questions

TOEFL® IBT

Speculating about penguin behavior
Using a graphic organizer to brainstorm plans for a scientific expedition
Predicting main ideas and supporting details
Identifying main ideas and supporting details
Constructing a basic outline to sort out main ideas and details
Using an outline to organize notes on a research topic

Matching vocabulary words to appropriate context
Understanding and using new vocabulary words in discussions of cooperation and competition

Pragmatic understanding of a speaker's attitudes, opinions, strategies, and goals




TOEFL® IBT

Using a graphic organizer to compare and contrast treatment of the elderly in different countries
Distinguishing straw-man arguments from main points
Using an anticipatory guide to explore and test assumptions on a topic
Predicting straw-man arguments
Critiquing the effectiveness of straw-man arguments
Constructing effective arguments to refute assumptions
Doing research to check assumptions
Using adverbs of time to make generalizations

Using definitions and contextual cues to place vocabulary words into sentences
Writing about personal opinions and experiences to broaden understanding of new vocabulary concepts
Understanding and using new vocabulary words in discussions about family relationships and the elderly
Paraphrasing and using synonyms to deepen understanding of vocabulary signaling generalizations

Pragmatic understanding of a speaker's feelings and intentions

TOEFL® IBT

Chapter	Features	Listening	Speaking
4 Health and Leisure page 60 	Study Session Conversation: What Makes Us Tick: The Cardiac Muscle Learning Strategy: Understanding and Using Analogies Language Function: Expressing Opinions	Listening for expressions signaling analogies Noting analogies in abbreviated form Completing statements of personal opinion from a study session conversation	Sharing prior knowledge about the heart and other body parts Comparing body parts to mechanical devices Discussing the effectiveness of analogies Brainstorming possible contexts for analogies Sharing analogies that have become common expressions in one's country Expressing personal opinions about health and fitness Role-playing characters involved in situations leading to debates about health issues
5 High Tech, Low Tech page 74 	Field Trip: Spaceflight—A Simulation Learning Strategy: Taking Notes on a Field Trip Language Function: Shifting Between Active and Passive Voice	Listening for information to complete a handout on phases of a space mission Listening for information to label and explain a diagram of a space exploration device Listening to note measurements and amounts of things on a space mission Listening for passive voice in conversations and during a spaceflight simulation	Sharing prior knowledge about space exploration and high-tech versus low-tech solutions Debating the pros and cons of funding a space program Sharing Internet research on space exploration Collaborating to match labels to sequenced pictures of a space mission Saying numbers Describing the phases of a space mission and the use of the RMA Reporting a news event using passive voice
6 Money Matters page 90 	Radio Program: The World Bank Under Fire Learning Strategy: Understanding and Constructing Pro and Con Arguments Language Function: Agreeing and Disagreeing	Listening for pro and con arguments about the World Bank Understanding expressions linking pros and cons Listening for appropriate uses of expressions to agree and disagree	Sharing opinions about the importance of money Exploring relative values of modern conveniences versus preserving natural resources Sharing prior knowledge about and personal experiences with banks Brainstorming challenging questions about the World Bank Brainstorming ways to invest money Presenting ideas on ways to invest money Agreeing and disagreeing with things about the World Bank Supporting or challenging items in the news Simulation game: Planning for the prosperity of a nation

Critical Thinking

Using a graphic organizer to build background knowledge
Understanding and using analogies
Using a graphic organizer to chart analogies and what they mean
Evaluating the effectiveness of an analogy
Imagining possible contexts for analogies
Distinguishing facts from personal opinions
Choosing appropriate expressions to introduce opinions

Vocabulary Building

Using definitions and contextual cues to place vocabulary words into sentences
Understanding and using new vocabulary in discussions about the heart and health

Focus on Testing

Pragmatic understanding of opinions
Expressing opinions on standardized tests

TOEFL® IBT

Analyzing the pros and cons of funding a space program
Utilizing specific strategies to get the most out of field trips
Researching to build background knowledge
Matching labels to sequenced pictures
Identifying the parts and functions on a diagram
Selecting relevant notes to give a summary
Distinguishing uses of the active and passive voice

Using definitions and contextual cues to place vocabulary words into sentences
Understanding and using new vocabulary in discussions about space exploration

Note-taking during listening passages

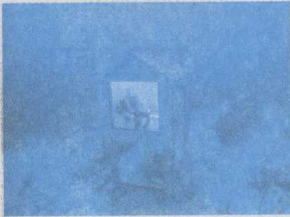

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Evaluating the worth of a project
Using a sun-ray graphic organizer to tap prior knowledge
Identifying the pros and cons of banks
Matching pro and con arguments
Formulating challenging questions
Evaluating whether answers are adequate or not
Brainstorming, organizing, and presenting ideas to a group on the best ways to invest money
Determining how to agree/disagree confidently, yet politely
Supporting or challenging items in the news
Speculating about how to make a country more prosperous

Using definitions and contextual clues to complete a crossword puzzle
Understanding and using new vocabulary in discussions about money matters

Making inferences when listening to informal conversations and listening passages

TOEFL® IBT

Chapter	Reading Selections	Reading Skills and Strategies
9 New Frontiers pg. 196 	<i>The Human Brain—New Discoveries</i> <i>Personality: Nature or Nurture?</i>	Previewing the topic and vocabulary Previewing the reading Predicting content of a reading Identifying the main ideas Skimming for main ideas
10 ceremonies pg. 218 	<i>Rites of Passage</i> <i>New Days, New Ways: Changing Rites of Passage</i>	Previewing the reading Previewing the topic and vocabulary Identifying the main ideas and writing summaries of each paragraph in a reading Understanding chronology: scanning for time words Understanding symbols