

MP8

捷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 2

Interactions

LISTENING/SPEAKING



吉林出版集团有限责任公司

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大学英语听说教程

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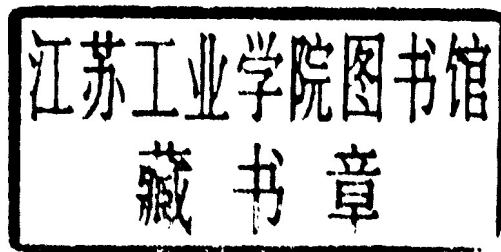
Interactions

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LISTENING/SPEAKING

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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均衡性,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—

Interactions (2) 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—Interactions 2

Listening/Speaking

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



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.

In This Chapter

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

“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 (1921–1988)



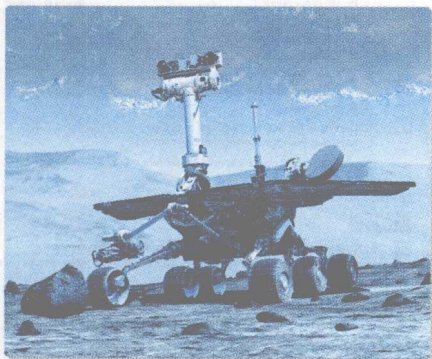
Making Use of Academic Content
Lectures, academic discussions, and conversations among university students explore stimulating topics.

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 **Prelisting 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	Verbs	Adjectives
<input type="checkbox"/> disaster	<input type="checkbox"/> analyze	<input type="checkbox"/> critical
<input type="checkbox"/> evidence	<input type="checkbox"/> explore	<input type="checkbox"/> fascinating
<input type="checkbox"/> planet	<input type="checkbox"/> fascinate	
<input type="checkbox"/> resources		
<input type="checkbox"/> solar system		
<input type="checkbox"/> telescope		

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.



A 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		

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

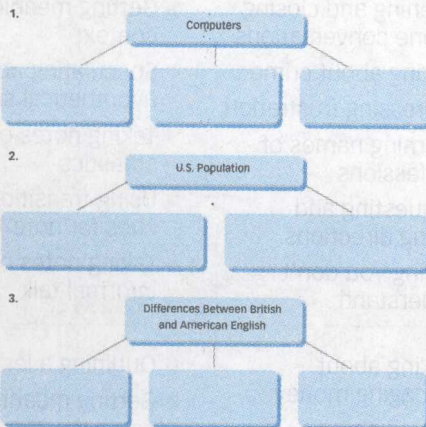
Strategy

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.

 **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.




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

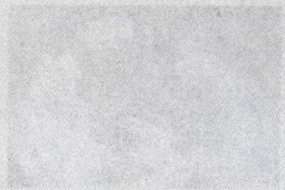

Answers	Clues
Conversation 1	
1. <input type="radio"/> A a city <input type="radio"/> B a language <input type="radio"/> C a country <input type="radio"/> D a religion	
2. <input type="radio"/> A from the television <input type="radio"/> B from the radio <input type="radio"/> C from a book <input type="radio"/> 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 woman 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 