



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g

新世纪网络课程建设工程项目

大学体验英语

Experiencing English

听说教程

3

Listening and Speaking

Kenton Harsch Kate Wolfe-Quintero

《大学体验英语》项目组



高等教育出版社
Higher Education Press



培生教育出版集团
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前言

《大学体验英语》系列教材依据《大学英语教学大纲》[修订本]编写,供大学英语教学基础阶段使用。《大学体验英语》参照《大学英语教学大纲》对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》以及配套的教学参考书、多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以交际任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程》第3册。《听说教程》是根据朗文出版社最新出版的《Impact Listening》英语听说教材,同时结合教育部1999年颁布的《大学英语教学大纲》[修订本]的要求改编而成的。原书以听力教学为主,辅之以一定的口语练习,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中,我们一方面力求保持原书在听说教学方面的优点,对不适合中国学生的练习活动和语言材料进行了适当的修改;另一方面进一步改进和强化了口语练习,弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷,强化了本系列教程所强调的“体验”性。经过改编,本教材主要体现以下一些特点:

1. **内容丰富, 语言真实。**本教材每册共包含 20 个单元, 每单元一个主题。这 20 个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景, 使听者如同身临其境。经过编写者的选择与加工, 这些真实的语言材料可以为不同语言能力的学生所接受, 使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。

2. **题材贴近大学生生活。**本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则, 使学生在学语言的同时吸收大量与语言相关的社会、文化等知识, 同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开, 力求使学生听得有兴趣, 说得有内容, 提高学习效率, 最终达到学以致用、学以致用的教学目的。

3. **教学内容安排合理。**本教材每一个单元由词汇和背景知识学习入手, 为下一步听力练习扫清语言和背景知识的障碍, 然后是较为简单的短篇听力训练及简短的口语练习, 进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论, 最后, 学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出, 从而激励学生主动投入并保持良好的学习热情。另外, 本教材每一个单元围绕同一个主题展开, 内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识, 这进一步加强了单元内各部分, 以及听和说的有机联系, 使所有教学环节浑然一体。

4. **配套材料完善。**本教程的学生用书除附有供学生自测使用的材料外, 还将每单元中较难的“Real World Listening”听力内容以光盘形式附于书后, 供学生课后进一步研听。为方便教学, 本教程还配有内容丰富、指导详尽、方便使用的教学参考书, 大大减轻了教师的备课难度, 同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与 CD 两种载体形式供使用者选择, 方便在不同教学环境中师生的使用。

在本教程的改编过程中, 由于改编者的水平有限, 加上编写时间紧, 书中一定还存在许多不妥之处, 恳请各位专家、同仁和广大师生提出批评意见和建议。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力, 较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有: 吴中福(重庆大学校长, 教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长, 教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长, 中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长, 网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授, 全国高等学校外语专业教学指导委员会委员, 中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此, 编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试, 其中定会存在不当和疏漏之处, 敬请使用者批评指正。

编者
2002 年 11 月

Introduction

The *Listening and Speaking* series is an innovative series of teaching materials to help learners develop listening and speaking ability. The series has three levels:

Listening and Speaking 1 (for beginners)

Listening and Speaking 2 (for high beginners)

Listening and Speaking 3 (for intermediate and advanced students)

There are five main principles on which the *Listening and Speaking* series is based:

- 1. Rich input** Learners need **rich input** in order to develop their language ability. The best input is **contextualized, based on authentic sources and interesting** for the learners. Input that is **slightly above the learners' proficiency level** provides a challenge to motivate learners. *Listening and Speaking* features extracts drawn from or based on authentic conversations and uses a wide variety of speakers to provide an abundance of interesting input.
- 2. Clear tasks** In order to develop their attention span, learners need guidance in **what to listen for**. **Clear tasks** guide the student in what to focus on and what to remember. **Task cycles** allow students to **listen to the same input more than once**, in order to practice controlling their attention. Each section in *Listening and Speaking* provides a transparent, structured task that is easy to use in the classroom.
- 3. Listening Strategies** In order to become more confident and relaxed, learners need to learn **how to listen**. By using successful listening strategies — **predicting, inferring, clarifying and responding** — learners will become more "fluent listeners." By **explicitly** including strategy instruction in the classroom, teachers encourage their students to learn more efficiently. These strategies are taught consistently throughout the *Listening and Speaking* series.
- 4. Speaking skills** Listening helps students build up the necessary information for speaking activities which must be activated by graded tasks. By practicing on **creative dialogues** based on the listening material, the students are able to improve their oral skills in **real communicative situations**. Each unit in *Listening and Speaking* provides a Real World Speaking section to help students comment on and argue about a good variety of topics.
- 5. Self-expression** The central purpose of listening is application — using the ideas in the conversation and formulating some kind of response. By incorporating **self-expression** steps with listening activities, students increase their overall oral language ability. *Listening and Speaking* features a variety of short speaking activities as well as an extended Interaction Link in each unit to build conversational skills alongside listening skills.

The unit design of *Listening and Speaking* allows for clear implementation of these principles. Each unit has four main sections: **Vocabulary Task, Listening Task, Real World Listening and Real World Speaking**, plus an **Interaction Link** and a **Self-study Page** in the Appendix. All activities are designed to be easy to use in any classroom setting.

Unit Components

Unit 2
Just who are you?

Vocabulary Task
Connect the first part of each sentence with the second part. Discuss any words or phrases you don't know.

A I'm pretty sure that people like me like to go to the gym. (我喜欢去健身房)
I'm just a typical, ordinary, I'm just. (我就是个普通人)
B I'm really into (I'm really into it)
I'm really into (I'm really into it)
C I've got a chance (I've got a chance)
I could go on. (I could go on)
D I'm getting (I'm getting)
I could go on. (I could go on)
E I'm getting (I'm getting)
I could go on. (I could go on)

Listening Task
Look at the pictures. What is each person feeling?

1 First Listening
Listen. What is surprising about each person?

2 Second Listening
What does the other person think?

1. She thinks Sam should study more.
She thinks Sam's really great.
She thinks Sam's really into music.

2. She thinks Sam should study more.
She thinks Sam's really great.
She thinks Sam's really into music.

3. She thinks Sam should study more.
She thinks Sam's really great.
She thinks Sam's really into music.

4. She thinks Sam should study more.
She thinks Sam's really great.
She thinks Sam's really into music.

5. She thinks Sam should study more.
She thinks Sam's really great.
She thinks Sam's really into music.

Vocabulary Task

As a warming up activity, this section helps students get the feel of English being spoken in everyday situation. By reading Chinese clues, filling in blanks in English and listening to the recording for comparison, the students learn new colloquial expressions, preview the unit topic and improve their fluency and accuracy in spoken English.

Listening Task

The Listening Task is a set of two linked tasks based on four short extracts. The First Listening task focuses on understanding the gist of the input, while the Second Listening task focuses on detail and interpretation. This section employs illustrations or photographs to help students predict the content. This section also includes a short follow-up speaking activity.

Real World Listening

Based on unscripted recordings, this section provides a lively variety of extracts and engaging tasks. The Real World Listening section teaches listening strategies and helps students predict, infer and respond to the ideas in the extract.

Real World Listening

1 Predict
Chris and JJ are talking about a contest that JJ won. Look at the pictures of JJ. What do you think he is good at?

JJ is good at:
- playing video games
- playing music
- acting
- getting girlfriends

2 Get the main ideas
Read each statement. Write T for True, or F for False, or X for I don't know.

1. JJ got second place in the pro skateboard-
ing contest last weekend. (T)
2. JJ's parents don't want him to drop out of
school. (F)
3. Chris thinks JJ will forget his friends after
he becomes famous. (X)
4. JJ looks like a regular guy. (T)
5. Chris wants JJ to drop out of school. (F)

3 Real World Speaking

1 Find the Details
Listen and tell what Sally is doing these days? Write your answers in the blanks.
Sally is _____ getting a part on a daytime _____ She was into _____
But she decided to _____ so that she could become _____

2 Comment and Debate
Work in pairs. Listen again to Real World Listening. Then talk about TJ's personal qualities.
Student A suggests that TJ will be famous and rich. And he will keep his old friends after success.
Student B is doubtful about this. He argues that people change, particularly who
are spending time going on the pro tour, making new friends and relations (find
examples from what you know).

3 Role Play
Student A: You are proud of your many good personal qualities. You tell
student B about these qualities and ask to hear his/her ad-
miration.
Student B: You listen to Student A and then tell him/her that things change
with time. You explain situations.

Real World Speaking

Based on the listening topic in the unit, this section helps students develop their speaking skills by various conversational activities.

Interaction Link

This Interaction Link is a lively speaking activity, role play or game directly related to the unit topics and functions.

INTERACTION LINK
Who Are You Really?

1. Form groups of three to five people.
2. Take turns. Choose a box and think of something about your life. Then read the box aloud.
3. If they cannot guess after asking 20 questions, tell them the answer.
4. Tell your group more details about it. Your group members can ask about things that are interesting about it.
5. Continue until you have done all the boxes, or until time is up.

Something I'm good at now	Something I've had at that I love doing it anyway	Something I really like to do	A special trip	Something I liked doing with my family
Something I like to do with my friends	Something I like to do by myself	A restaurant I love	A book that I've read	Someone who inspired me
Something I need to want to be	A job I've had	A dream I had when I was in high school	Something active I like to do	Something I like to do
A pet	A special friendship	A talent I have (or used to have)	Something I hate having to do	Three verbs that say something about me
Three nouns that say something about me	Three adjectives that say something about me	A home (or place) I've lived in	A special place in my city	A school I attended

HINT FOR ASKING QUESTIONS:
Start with general questions and work toward more specific details.

Self-study Page

For use with the Self-study CD, the Self-study Page provides new tasks for the Real World Listening extract, to allow students to review at home. The Self-study CD also contains the Language Awareness section, for at-home review.

Reference Book

Teachers are encouraged to utilize the *Listening and Speaking Reference Book*. This manual contains teaching procedures, insightful language and culture notes, full scripts, answer keys, expansion activities and review tests.

To the Student

Listening and Speaking will help you use listening strategies. Listening strategies are ways of thinking actively as you listen. Here are the main strategies you will practice in this course:



Contents

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
1	Introductions pages 8 - 9	<i>Old friends, different choices</i>	Choices about careers, family, education, travel and future dreams	Describing dreams, explaining choices, and expressing regrets	Two friends meet again after 18 years	Different Life Choices	Life Choices: Discussing and explaining about major life choices
2	Personalities pages 10 - 11	<i>Just who are you?</i>	Talking about different aspects of oneself	Telling things about oneself that most others don't know	Two teenage boys talk about the success one of them is having	Change in Personality	Who Are You Really? Talking about unknown aspects about yourself
3	Lifestyle pages 12 - 13	<i>Living with people</i>	Describing housemates' good and bad habits and personality traits, expressing frustration	Complaining about roommates or family, expressing frustration	A young woman talks about something that happened with her landlord	Cultural and Personal Differences	Complain About... Complaining about people and situations
4	Descriptions pages 14 - 15	<i>High fashion, low budget</i>	Clothes, fashion, people's choices in fashion, and costs	Describing clothes and fashion, encouraging someone to buy something, or discouraging them	Two young women talk about shopping	Fashion and Life-View	Design a Wardrobe: Discussing and deciding on a wardrobe for a classmate or someone famous
5	Personalities pages 16 - 17	<i>So many kinds of English</i>	Learning English, using English, different accents and dialects	Talking about pros and cons of communication involving different Englishes	A woman tells her husband about a job interview	Racial Discrimination in Employment	Which English? Debating about which English should be taught
6	Personality pages 18 - 19	<i>Choosing a mate</i>	Personal qualities, likes and dislikes related to potential partners	Describing oneself and the type of people one is looking for	A woman tells her friend about her new fiancé	Romantic Love and Practical Marriage	Matchmakers: Helping two people to get together for a blind date
7	Family pages 20 - 21	<i>One big happy family</i>	Situations and experiences related to living with family	Describing relationships and feelings about family situations	A boy and his stepbrother talk about their family situation	Problems With Big Families	Family Lies: Talking about real and fictional family members
8	City Life pages 22 - 23	<i>In a new culture</i>	Customs, traditions, and people in different cultures, adapting to a new culture	Telling about likes and dislikes of living in a new culture	Two expatriates talk about living in Japan	Cross-Cultural Problems	What's Bugging You? Interviewing someone about cultural differences
9	Jobs pages 24 - 25	<i>High-tech gadgets</i>	Describing high-tech equipment and the things it does	Persuading others to buy new equipment	Two men talk about the latest in computers	Computer Technology and Human	Future Robots: Designing ads for your own inventions
10	Daily Routine pages 26 - 27	<i>Bad habits</i>	Describing habits and talking about people who have these habits	Talking about bad habits other people have, giving advice	A doctor talks to a patient about changing her habits	Bad Habits and Their Causes	Kick the Habit: Describing bad habits and giving advice on how to quit them

Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
11	Travel pages 28 - 29	<i>Getting there is half the fun</i>	Things that happen while traveling, feelings about travel experiences	Narrating events from travels	A traveler tells about an experience in Thailand	Misunderstanding and its Causes	Swapping Travel Stories: Telling and re-telling stories
12	Business pages 30 - 31	<i>Real money</i>	Investments, what happens when you invest, attitudes toward investing	Talking about the pros and cons of different investments	An infomercial for a money-making video	Money and Your Life	You May Already Have Won! Discussing what to do with a huge amount of money
13	Schedules pages 32 - 33	<i>Never enough free time!</i>	Things you like to do in your free time, obligations, feelings about free time	Talking about things one has to do and things one likes to do in one's free time	Two co-workers talk about commuting and free time	Busy Work and Country Life	Not Enough Money or Not Enough Time: Discussing how to spend limited free time
14	Weather pages 34 - 35	<i>Disaster!</i>	Disasters, the effects of disasters, and how people respond to them	Describing disasters and narrating the events around disasters	A woman describes her experience in an earthquake	Earthquake and its Forecast	Emergency Aid: Discussing what aid items to send to a disaster area
15	Entertainment pages 36 - 37	<i>Who needs advice?</i>	Types of personal problems, how to give advice	Describing personal problems, giving advice	A woman calls in to a radio talk show	Marriage Decision	Advice Column: Discussing what advice to give someone with a problem
16	Home pages 38 - 39	<i>Fixing up the place</i>	Talking about your living space and things you could buy or do to fix it up	Suggesting ways to fix up the place, agreeing or disagreeing	Two married college students talk about decorating their apartment	Fixing and Furnishing Your Place	Fixing Up the Place: Discussing how to decorate or remodel an apartment
17	Health pages 40 - 41	<i>Losing someone</i>	Talking about a loved one who has passed away, expressing grief and condolences	Giving condolences, when someone loses a loved one	An elderly man remembers his wife who passed away	Problems with Death	Who Would You Bring Back? Discussing who from history you would like to bring back to life
18	Shopping pages 42 - 43	<i>How can I help you?</i>	Things service people and salespeople say to customers	Sales and service people offering to help customers, making suggestions	A man has trouble returning a shirt	Customer and Clerk	And the Service is Great! Discussing the qualities of great service for different businesses
19	Food pages 44 - 45	<i>Putting food on the table</i>	Preparing to cook, types of food and cooking, feelings about cooking	Talking about different options for preparing or having a meal	Two college roommates talk about preparing meals	To Cook or to Eat Out?	Cook or Eat Out? Talking about what food or restaurant would be best in different situations
20	News pages 46 - 47	<i>Breaking news</i>	Descriptions of news, how news is presented, talking about the news informally	Newscasters narrating events in the news	Two college students talk about international affairs	Regional Wars and Superwars	Repercussions: Discussing the probability and the after-effects of different events

Appendix: Interaction Links 48 - 72
 Self-study pages 73 - 93
 Test Pack 95 - 98
 Vocabulary Preview 99 - 107

Old friends, different choices

Different people make different choices in their lives. What will you choose in the future?

Vocabulary Task

Get the Feel of It

Complete each sentence with the help of the Chinese clue in the brackets. When you finish, listen and compare your answers with the recording.

- A It's been 10 years since I saw you last. (我上次见到你)
I was able to travel and _____. (长见识, 见世面)
And I never got stuck _____. (当个家庭妇女)
- B Things are going _____. (近来我过得很开心)
I finally settled down and _____. (找到一份实在的工作)
Now I work 9 to 5 _____. (在邻里的一家商店里)
- C Life has sure treated _____. (对我很好)
I put myself _____. (自己付学费上完学)
I was able to work _____. (在一家公司里步步升迁)
And then I started _____. (我自己的公司; 自己干)

🎧 Now listen and compare your answers.

👥 Which of these life choices appeal to you? Have you ever run into someone after not seeing them for a long time? What did you talk about?

Listening Task

1 Pre-listening Activity

Look at the pictures. Where are these people meeting?



2 Listening Activity

Now listen to the dialogues carefully.

1) First Listening

🎧 What did each person do with their life?

1. _____ 2. _____ 3. _____ 4. _____

2) Second Listening

🎧 Listen again. How do they feel about their decisions?

1.

- ☐ He disliked living abroad.
☐ He missed his home.

2.

- ☐ She feels she's still young enough to be a model.
☐ She hopes her daughter will become a model.

3.

- ☐ He loves his family.
☐ He wants a better job.

4.


- ☐ She's proud of her new job.
☐ She wishes she had gone to college.

■ Real World Listening

1 Predict

Karen and Sharon are meeting for the first time after many years. What do you think they will talk about?

- ☐ travel ☐ old boyfriends ☐ family ☐ career
☐ other things _____

 Now listen and check your prediction.

2 Get the main ideas

Read each statement. Write **T** for True or **F** for False.

- ____ Sharon and Karen haven't seen each other for 30 years.
 ____ Sharon planned to get married to Jim after high school.
 ____ Sharon started her own advertising agency.
 ____ Sharon majored in art in college.
 ____ Karen didn't want to get stuck being a housewife.
 ____ Karen had one child.
 ____ Karen traveled around Europe for a year.
 ____ Karen went to medical school.



Real World Speaking

1. Find the Details



Listen and tell why Bill wants to apply for an international news position. Fill in the blanks.

Bill majored in _____. He was supposed to become _____. Instead, he became a _____.
 He likes _____ and would like to apply for an _____.

2. Comment and Debate



Work in pairs. Listen again to Real World Listening. Then make a dialogue commenting on and arguing about the different life choices of Sharon and Karen.



Student A finds Karen's family-oriented life rather boring while praising Sharon's life choice for its creativity. He/she says that Karen is wasting her life by being a housewife. **Student B** admits that Sharon is more creative than Karen. But he/she also argues that Sharon may have gone too far because family life is the basis of human happiness.

3. Role Play



Student A You see your former classmate. You greet him/her surprised and ask what college and which major he/she chose. You also tell him/her you decided to study biochemistry quite against your parents' expectation, stating the reason(s) for your choice.

Student B You respond with delight, expressing pleasure of meeting an old friend. You tell him/her that you did not enter college (explain why). Instead, you found a job in a company. You learned marketing, worked your way up and is now an assistant executive.

INTERACTION LINK

Life Choices

→ page 49

Just who are you?

Are you what you seem to be? Or do you have hidden qualities?

Vocabulary Task

Get the Feel of It

Complete each sentence with the help of the Chinese clue in the brackets. When you finish, listen and compare your answers with the recording.

- A I'm pretty sure that people like me for who I am. (喜欢的是我这个人)
I'm just a typical, _____. (普普通通, 安份守己的女孩)
I'm just _____. (像其他人一样)
- B I'm really into _____. (在俱乐部里跳舞)
I spend really late nights _____. (和朋友出去玩)
Now I'm getting _____. (工作耽误下来)
- C I've got a chance _____. (做点十分重要的事情)
I could go pro, _____. (当职业运动员去参加巡回赛)
But I need to _____. (辍学)
Well, I gotta _____. (做我自己该做的事)



Now listen and compare your answers.

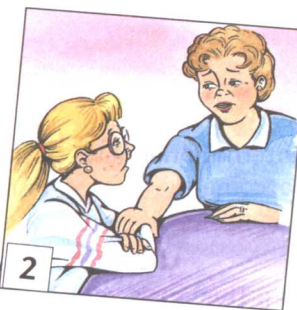


Do you have any special hobbies or skills? Do other people know about them?

Listening Task

1 Pre-listening Activity

Look at the pictures. How is each person feeling?



2 Listening Activity

Now listen to the dialogues carefully.

1) First Listening

What is surprising about each person?

1.

2.

3.

4.

2) Second Listening

Listen again. What does the other person think?

1.

- ☐ She thinks Sam should study more.
- ☐ She thinks Sam's really smart.
- ☐ She thinks Sam parties too much.

2.

- ☐ She thinks Miriam shouldn't like Joey.
- ☐ She thinks Miriam is not beautiful.
- ☐ She thinks Miriam's scholarship is impressive.

3.

- ☐ She thinks Tom is exciting.
- ☐ She thinks Tom is ordinary.
- ☐ She's surprised that Tom was an activist.

4.

- ☐ He thinks Harold's collection is silly.
- ☐ He wants to see Harold's collection.
- ☐ He thinks Harold should keep his collection at home.

Real World Listening

1 Predict

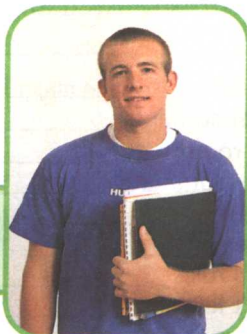
Cesar and TJ are talking about a contest that TJ won.

Look at the pictures of TJ. What do you think he is good at?



- ☐ bicycle racing
☐ skateboarding

- ☐ school
☐ music



- ☐ acting
☐ getting girlfriends

Now listen and check your prediction.

2 Get the main idea

Read each statement. Write *T* for True, *F* for False, or *X* for Don't Know.

- | | |
|---|---|
| <input type="checkbox"/> TJ got second place in the pro skateboarding contest last weekend. | <input type="checkbox"/> TJ has a girlfriend. |
| <input type="checkbox"/> TJ is going to do a TV commercial. | <input type="checkbox"/> TJ's parents don't want him to drop out of school. |
| <input type="checkbox"/> Cesar thinks TJ will forget his friends after he becomes famous. | <input type="checkbox"/> TJ doesn't want to drop out of school. |
| <input type="checkbox"/> TJ feels like a regular guy. | <input type="checkbox"/> Cesar wants TJ to drop out of school. |



Real World Speaking

1. Find the Details



Listen and tell what Sally is doing these days. Write your answers in the blanks.

Sally hit _____, getting a part on a daytime _____. She was into _____ but never _____. But she decided to _____ so that she could become _____ and get _____.

2. Comment and Debate



Work in pairs. Listen again to Real World Listening. Then talk about TJ's personal qualities.

Student A suggests that TJ will be famous and rich. And he will keep his old friends after success since he has good personal qualities (he is modest, knows himself as an ordinary guy, cherishes friendship, loves family, etc.) **Student B** is doubtful about this. He argues that people change, particularly when they are getting famous and rich. No one can say for sure that TJ will have time for his old friends since he has to spend time going on the pro tour, making new friends and relations (find examples from what you know).

3. Role Play



Student A You are proud of your many good personal qualities. You tell Student B about these qualities and wish to hear his/her admiration.

Student B You listen to Student A and then tell him/her that things change with time. You explain that many of his/her good qualities may turn against him/herself in certain social situations.

INTERACTION LINK

Who Are You Really?

page 50

Living with people

Who do you live with?
Or do you live by yourself?

Vocabulary Task

Get the Feel of It

Complete each sentence with the help of the Chinese clue in the brackets. When you finish, listen and compare your answers with the recording.

- A Dorm life has some major negatives. (一些不足之处)
The other students _____. (让我整夜都没合眼)
And my roommate _____. (一点空间都没给我留下)
- B My new roommate _____. (没烦得我难受)
She never _____. (四处乱扔食品和衣物)
She never _____. (不经同意就拿我的东西)
- C My dad's rules _____. (实在太苛刻)
He won't let me _____. (打电话超过十分钟)
And I have to _____. (按规定晚上9点以前回家)
I know it's because _____. (他关心我)

Now listen and compare your answers.

Do you live with a roommate or your family? What are those people like?

Listening Task

1 Pre-listening Activity

Look at the pictures. What problems do you think these people have?



2 Listening Activity

Now listen to the dialogues carefully.

1) First Listening

What problems are they talking about?

1. _____ 2. _____ 3. _____ 4. _____

2) Second Listening

Listen again. Check the details that the speakers mention.

1.

- ☐ She doesn't take her old food out of the refrigerator.
- ☐ She leaves her stuff all over the apartment.
- ☐ She invites other people to the apartment.

2.

- ☐ She has her own bathroom.
- ☐ She has to be back by 10 p.m.
- ☐ She can't invite friends to the room.

3.

- ☐ His mom listens in on his conversations.
- ☐ His mom doesn't like his girlfriend.
- ☐ His mom is too nosy.

4.

- ☐ Her brother borrows her CDs.
- ☐ Her brother messes up her room.
- ☐ Her brother wears her sweaters.

Real World Listening

1 Predict

Look at the picture.

Kara lives with the Johnsons, an elderly couple.

What problems do you think she might have?

- ☐ They expect her to take care of them.
- ☐ They make her come home early.
- ☐ They don't respect her privacy.
- ☐ They give her terrible food.
- ☐ Something else? _____

 Now listen and check your prediction.

2 Get the main idea


Read each statement. Write ✓ for "it bothers Kara," or ? for "no information."

- | | |
|--|---|
| <input type="checkbox"/> The rent is too high. | <input type="checkbox"/> Mrs. Johnson visits Kara too often. |
| <input type="checkbox"/> Mrs. Johnson's soup is terrible. | <input type="checkbox"/> Mrs. Johnson watches her while she eats. |
| <input type="checkbox"/> Mr. and Mrs. Johnson make too much noise. | <input type="checkbox"/> Mrs. Johnson wants to know where she is going. |
| <input type="checkbox"/> Mr. Johnson tries to hug and kiss her all the time. | |





Real World Speaking

1. Find the Details


-  Listen and tell what the two persons are complaining about. Write your answers in the blanks.
- The man is complaining that the woman _____ all over the place. He also complains that the woman always _____. He says that she is a _____. In return, the woman says that the man is _____. He is so _____ and so _____. He doesn't give her _____ and never washes _____.

2. Comment and Debate

-  Work in pairs. Listen again to Real World Listening. Comment on Kara's description of the old lady and her 80-year-old husband. Then, try to convince your partner.


 **Student A** suggests that old folks always feel lonely. The old woman just needs someone she could care for. Her frequent visit is the result of her warmheartedness to Kara. And the old man, perhaps a great lover when he was young, is simply out of himself because of his old age and loneliness. **Student B** disagrees. He/she comments that under the name of love and care, the old lady is offending, though unconsciously, Kara's privacy. As for the old man, he is not only flirting, he is being very rude and offensive, forgivable only for his age. You may go so far as to discuss the cultural differences in this case.

3. Role Play

-  **Student A** Imagine you are Kara's close friend. You tell Kara that you decide to tell the old lady about Kara's discomfort and inconveniences under her excessive care and you also want to remind the old man that Kara is not her granddaughter.
- Student B** You are Kara. You tell your friend not to do so as you need to live with the old couple for another semester and you want to keep good relations with them.
- Student C** You are Kara's boy friend. You agree and explain that in all cultures people tend to avoid laying bare their differences in living habits and customs, particularly when these differences are covered up by personal concern and love.

INTERACTION LINK

Complain About...

 page 51

High fashion, low budget

Are you into high fashion?
Or are you on a tight budget?

Vocabulary Task

Get the Feel of It

Complete each sentence with the help of the Chinese clue in the brackets. When you finish, listen and compare your answers with the recording.

- A I'm trying to watch my spending. (注意我的支出)
But this sweater may _____. (再不会这么便宜了)
Oh, well, that's what _____. (用信用卡的好处)
- B If only I could _____. (买得起这么漂亮的套装)
I guess _____. (我得等它打了折再说)
In the meantime, I'll _____. (我得努力攒够钱)
- C This style is really _____. (今年正流行)
It's the _____. (当下最流行)
I know I'm _____. (只是因为品牌才要买)
But it's so me. I've just _____. (一定要买一件)



Now listen and compare your answers.



Which of these reasons for buying something are important to you?

Do you have enough money to get the things you want?

Listening Task

1 Pre-listening Activity

Look at the pictures. What are they planning to buy?



2 Listening Activity

Now listen to the dialogues carefully.

1) First Listening



Describe each item.

1.

2.

3.

4.

2) Second Listening



Listen again. Why do they want to buy it?

1.

2.

3.

4.