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捷进大学英语国际化立体化网络化系列教材

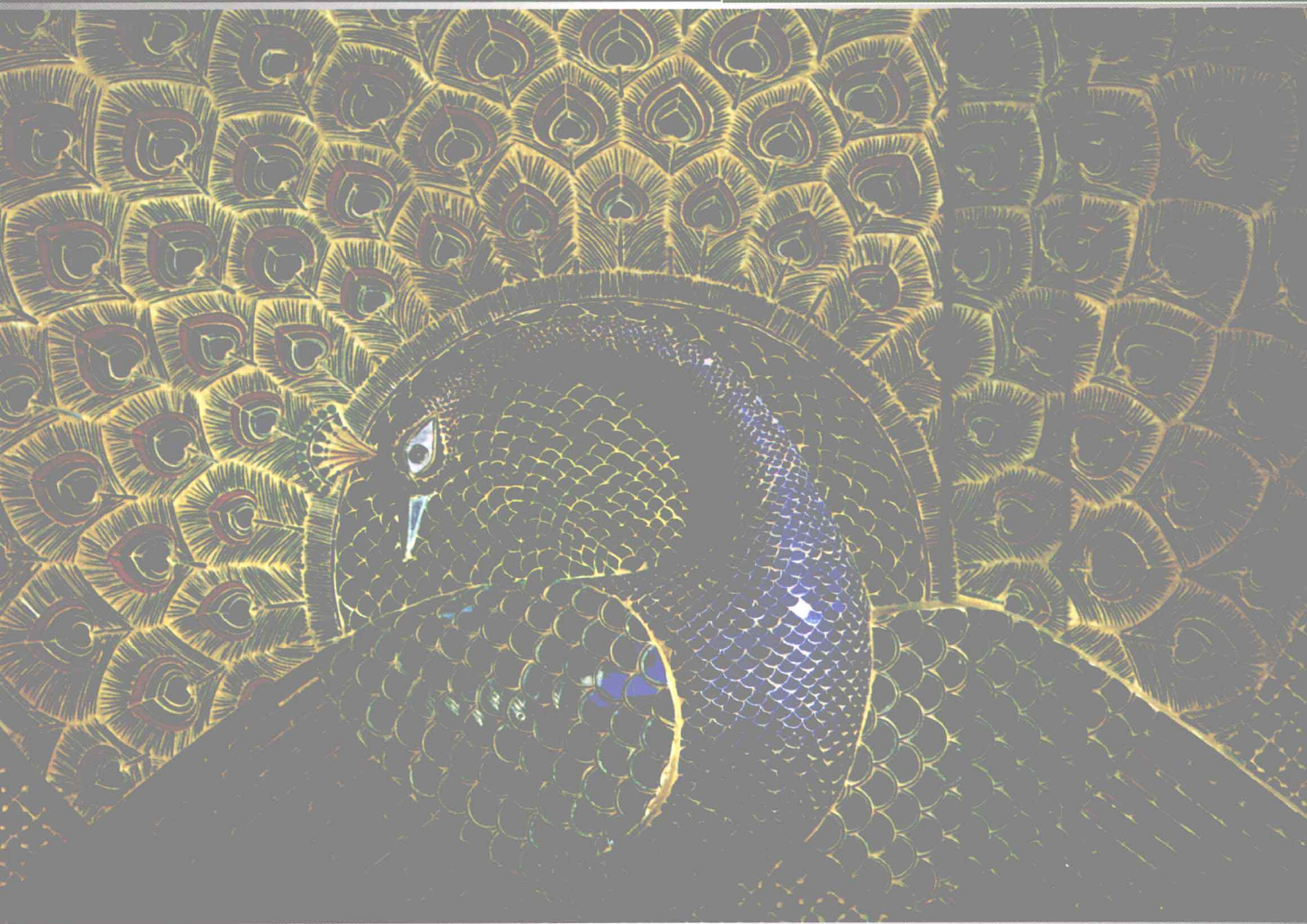


大学英语听说教程

预备级

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

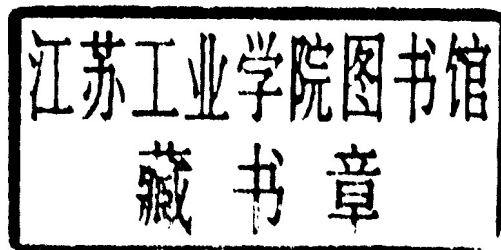
预 备 级

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;在题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 (Access) 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 Access 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

3

Friends and Family

In This Chapter

Using Language: Starting and Ending Conversations
Listening: Listening to Voice Mail Messages
Listening to Descriptions of People
Speaking: Leaving Voice Mail Messages
Describing People



Connecting to the Topic

- 1 How are Beth, Lee, and All staying in touch with their friends and families?
- 2 Which way to stay in touch is the most expensive? Least expensive?
- 3 How do you stay in touch with friends and family?

“The family is the country of the heart.”

—Giuseppe Mazzini,
Italian politician (1805–1872)



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

A student is discussing something with a parent (the student's mother or father). The student wants to pay a tutor to help him or her learn English faster. The parent wants the student to spend more time on other school subjects.

Two co-workers are discussing a problem at work. They need a new computer to help them do their work. One co-worker wants to complain to their supervisor. The other co-worker thinks the supervisor will be angry.

Part 3 Listening

Getting Meaning from Context

1 Using Context Clues You will hear a lecture about sleep in five parts. Listen to each part and choose the best answer. Continue to listen to check each answer.

1. What are you listening to?

- (A) a conversation
- (B) a telephone call
- (C) a lecture in a classroom

2. What does sleep do for your brain?

- (A) It doesn't do anything.
- (B) It keeps your brain healthy.
- (C) It makes you forget things.

3. Why did Carlyle Smith teach the students a list of words and a difficult problem?

- (A) to see if they could do the problem
- (B) to teach them English
- (C) to test how much they remember

4. Why did Smith have the students sleep different amounts on the first, second, and third nights?

- (A) to see if sleeping after learning helps memory
- (B) to see if the students became angry
- (C) to make the students sick

5. How did the students who didn't sleep much on the first or third nights remember the difficult problem?

- (A) They remembered the same as the other students.
- (B) They remembered better than the students who got enough sleep.
- (C) They didn't remember the difficult problem well.



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Listening to a Lecture

Before You Listen



2 Preparing to Listen Before you listen, discuss these questions with a partner.

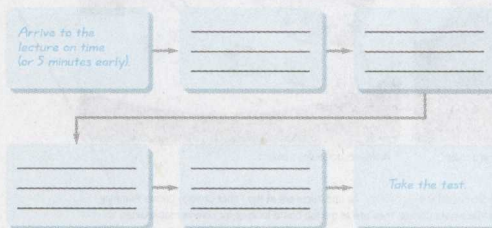
1. When you listen to a lecture, do you take notes? What information do you try to write down?
2. Do you review your notes before taking a test?
3. Do you try to sleep well before a test or do you stay up late studying?

Strategy

Using a Flow Chart

A graphic organizer called a *flow chart* can help you organize the steps in a process. Each step is a section of the flow chart. You will practice making a flow chart in Activity 3.

3 Thinking About Taking Notes and Passing Tests Fill in the flow chart below. What should a student do to get good grades? Start with "Arrive to the lecture on time (or 5 minutes early)" and end with "Take the test." When you finish, compare your charts with the rest of the class.



124 Chapter 6

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

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: Looking for a Summer Job

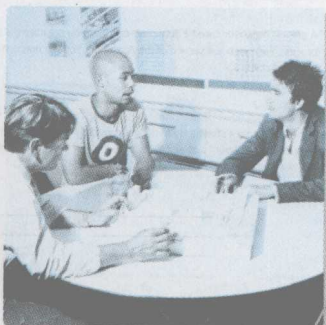
Before You Listen

1. Prelistening Questions Ask and answer these questions with a small group.

1. Look at the photos below. Describe each job.
2. Which of these jobs would you like to have? Why?
3. What job(s) would you like to do in the future? Why?



▲ Financial analyst looking at a chart



▲ Architects discussing a project



2. Vocabulary Preview Ali and Alicia are at the Faber College Career Planning and Placement Center. They are at the job board looking for summer jobs. Listen to these words from their conversation. Check (✓) the words that you know.

Nouns

- ☐ (one's) company
- ☐ experience
- ☐ journalism
- ☐ public health
- ☐ reporter

Verbs

- ☐ find out
- ☐ look for

Adjectives

- ☐ full-time
- ☐ part-time

Expression

- ☐ Don't mention it.

3. Guessing the Meanings of New Words from Context Guess the meanings of the underlined words. Write your guesses on the lines. Check your answers with a dictionary or with your teacher.

1. Lee worked last summer for a computer software company. He got a lot of good experience in programming and designing computer games.

My guess: _____

2. There are many ways to find out what jobs are available. You can read the paper, look on the Internet, call local companies, or ask people you know.

My guess: _____

3. Thousands of people in my city became sick with the flu last year. This was a public health problem, so the government and the doctors worked together to solve the problem.

My guess: _____

4. Mina is unhappy with her current job. She will look for a job where she can work with children.

My guess: _____

5. After the plane crash, the reporter had to interview the families of the passengers and then write a story about them for the newspaper.

My guess: _____

6. Ali is still in school, so he doesn't have time for a full-time job. He wants a part-time job for about 20 hours a week.

My guess (full-time): _____

My guess (part-time): _____

7. Alicia is studying journalism. She wants to work for a newspaper or a TV news show.

My guess: _____

8. Ali and Alicia like to do things together. They enjoy each other's company.

My guess: _____

9. **Lee:** Thanks for helping me with my homework, Beth.

Beth: Don't mention it!

My guess: _____

Scaffolding Instruction

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

Cultivating Critical Thinking

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

Listen



4 Listening for Main Ideas (Part 1) Listen to the first part of the conversation. Choose the best answer to each question.

1. What are Dan, Beth, and Ali enjoying?
☐ A visiting San Francisco
☐ B looking at the San Francisco skyline
☐ C the tour of Alcatraz
2. What is the Transamerica Building?
☐ A a San Francisco landmark and part of the San Francisco skyline
☐ B a triangular tower
☐ C both a and b
3. What is Alcatraz?
☐ A a prison where dangerous criminals are put
☐ B a former prison and an interesting place to tour
☐ C a famous bridge



5 Listening for Main Ideas (Part 2) Now listen to the whole conversation. Choose the best answer to each question.

1. What does Dan say he wants to do tomorrow?
☐ A visit Alcatraz
☐ B see all of San Francisco's famous landmarks
☐ C change the flat tire
2. Why does Dan pull the car over?
☐ A because the car has a flat tire
☐ B because they (Dan, Beth, and Ali) need to get to San Francisco
☐ C because they want to visit Alcatraz
3. What does Ali say about the flat tire?
☐ A It will take a long time to change it.
☐ B It will take a short time to change it.
☐ C Dan and Beth can change it.



Beth



Ali



Dan



6 Listening for Specific Information Listen again. Choose best answer to each question.

1. Ali says, "I can't wait to go to all those places". What does he mean?
☐ A He's excited about visiting San Francisco's famous landmarks.
☐ B He's going to visit San Francisco's famous landmarks today.
☐ C He wants to visit just Alcatraz.
2. What does Dan want to do tomorrow?
☐ A visit Alcatraz all day
☐ B visit Alcatraz, perhaps in the morning or the afternoon
☐ C visit all of San Francisco's landmarks
3. How long will it take to change the flat tire?
☐ A A few minutes
☐ B All afternoon
☐ C A day

After You Listen

Strategy





Using a Graphic Organizer: T-charts

To compare two things, you can make a graphic organizer called a T-chart. For example, you can compare two places by using a T-chart. Label one column with one place and the other column with the other place. Write words describing each place below the labels. Group the negative words and the positive words. A T-chart can help you choose which place is better. The T-chart below compares two places: the beach and the mountains. You will practice making a T-chart to compare two places in Activity 7.





The Beach	The Mountains
warm	cold
sand	snow
water	ice
vacation place	vacation place
swimming	skiing
bathing suit	coat

Enhanced focus on test taking skills promotes academic achievement.

Scope and Sequence

Chapter	Listening	Speaking	Critical Thinking
1 Neighborhoods, Cities, and Towns page 2 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Using context clues 	<ul style="list-style-type: none"> ■ Asking for and giving personal information ■ Confirming information ■ Talking about days and dates ■ Talking about cities and transportation 	<ul style="list-style-type: none"> ■ Comparing and contrasting ■ Interpreting a photo ■ Using a Venn diagram to compare and contrast ■ Evaluating search engines and keywords
2 Shopping and E-Commerce page 26 	<ul style="list-style-type: none"> ■ Listening for prices ■ Listening to online shopping information ■ Listening for reasons ■ Listening for reductions 	<ul style="list-style-type: none"> ■ Comparing prices and stores ■ Describing clothes ■ Interviewing classmates about shopping habits ■ Role play: returning merchandise to a store ■ Giving reasons 	<ul style="list-style-type: none"> ■ Developing reasoning skills for argumentation ■ Interpreting information on shopping websites ■ Using charts to compare and contrast
3 Friends and Family page 50 	<ul style="list-style-type: none"> ■ Listening for conversation starters ■ Listening to voice mail messages ■ Listening to descriptions of people ■ Listening for reductions 	<ul style="list-style-type: none"> ■ Describing people ■ Leaving voice mail messages ■ Interviewing classmates about friends and ways to keep in touch ■ Role play: appropriate greetings based on situations 	<ul style="list-style-type: none"> ■ Analyzing appropriate and inappropriate topics of conversation ■ Problem-solving: leaving appropriate voice mail messages
4 Health Care page 70 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for advice ■ Listening to instructions ■ Listening to complaints ■ Using context clues 	<ul style="list-style-type: none"> ■ Discussing solutions to health problems ■ Giving advice ■ Discussing complaints ■ Discussing health advice and habits ■ Talking about body parts 	<ul style="list-style-type: none"> ■ Analyzing solutions to problems ■ Making comparisons ■ Interpreting photos ■ Using charts to organize information

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Neighborhood terms ■ Time and distance terms ■ Expressions about fares ■ Guessing meaning from context ■ Practicing new words in a variety of contexts 	<ul style="list-style-type: none"> ■ Listening for and using stress 	<ul style="list-style-type: none"> ■ Understanding large numbers ■ Using prepositions with days and dates ■ Using contractions
<ul style="list-style-type: none"> ■ Shopping terms ■ Price expressions ■ Clothing types and colors ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Using reductions ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Describing clothing ■ Using monetary terms for prices
<ul style="list-style-type: none"> ■ Expressions for describing people ■ Expressions for starting and ending conversations ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Starting and ending conversations: formal vs. informal language ■ Topics of conversation
<ul style="list-style-type: none"> ■ Words and expressions for discussing health care ■ Words and expressions for making health care appointments ■ Guessing meaning from context ■ Body part terms 	<ul style="list-style-type: none"> ■ Listening for and using stressed words ■ Listening for reductions ■ Using online pronouncing dictionaries 	<ul style="list-style-type: none"> ■ Using modals to give advice

Chapter	Listening	Speaking	Critical Thinking
5 Men and Women page 90 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for reductions ■ Listening to small talk ■ Using context clues ■ Listening to invitations 	<ul style="list-style-type: none"> ■ Making small talk ■ Discussing invitations and celebrations 	<ul style="list-style-type: none"> ■ Interpreting photos ■ Making inferences ■ Evaluating keywords and URLs ■ Using a sunray graphic organizer to generate related ideas
6 Sleep and Dreams page 110 	<ul style="list-style-type: none"> ■ Listening to numbers: teens and tens ■ Listening for main ideas ■ Listening to a lecture ■ Listening for specific information ■ Listening to a narrative 	<ul style="list-style-type: none"> ■ Interviewing classmates about sleep and dreams ■ Role play: agreeing and disagreeing ■ Discussing a lecture ■ Surveying classmates about sleep habits ■ Narration: describing a dream 	<ul style="list-style-type: none"> ■ Understanding and interpreting research studies ■ Evaluating important lecture points with note-taking ■ Understanding and using data to support a point
7 Work and Lifestyles page 132 	<ul style="list-style-type: none"> ■ Listening for the main idea ■ Listening for specific information ■ Listening to complaints ■ Using context clues ■ Listening to job interviews ■ Listening to future plans 	<ul style="list-style-type: none"> ■ Talking about jobs ■ Making complaints politely and professionally ■ Talking about job interviews ■ Talking about the future 	<ul style="list-style-type: none"> ■ Interpreting photos ■ Categorizing people and things ■ Interpreting survey results ■ Using a cluster chart graphic organizer to group related ideas ■ Evaluating career information on the Internet ■ Using a chart or pie graph to illustrate survey results
8 Food and Nutrition page 152 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening to instructions ■ Listening for reductions ■ Using context clues 	<ul style="list-style-type: none"> ■ Discussing food and health ■ Ordering in a restaurant ■ Giving opinions on food 	<ul style="list-style-type: none"> ■ Making comparison charts ■ Ordering steps in a sequence ■ Evaluating search information on the Internet

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Words and expressions for discussing male and female relationships ■ Dating and social event terms ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Patterns for small talk
<ul style="list-style-type: none"> ■ Expressions for agreeing and disagreeing ■ Understanding basic vocabulary used in research studies ■ Transition vocabulary for narratives ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Stress: teens and tens ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Polite and impolite ways to agree and disagree
<ul style="list-style-type: none"> ■ Words and expressions for discussing jobs and careers ■ Job titles and major terms ■ Job interview terms ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Listening for and using stressed words ■ Distinguishing majors and job titles 	<ul style="list-style-type: none"> ■ Making complaints
<ul style="list-style-type: none"> ■ Words and expressions for discussing food and nutrition ■ Guessing meaning from context ■ Words and expressions for giving a sequence 	<ul style="list-style-type: none"> ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Using sequencing words ■ Using present tense to talk about food preferences