



普通高等教育“十一五”国家级规划教材



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新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

(第二版)

Listening & Speaking

听说教程

3

Michael Rost Kenton Harsch Kate Wolfe-Quintero

《大学体验英语》项目组

编



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《大学体验英语》立体化系列教材

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第二版前言

《大学体验英语》系列教材之《听说教程》(第二版)1—4册是基于培生教育出版亚洲有限公司最新编写出版的英语听说教材 *Impact Listening (2nd edition)* 并参照教育部2004年颁布的《大学英语课程教学要求(试行)》改编而成的。本教程在总体设计上体现了“以听力训练为导入,以听说技能交互训练为过程,以口语表达为目标”的编写模式,力求体现当代外语教学中先进的教学理念和科研成果,并使教学内容、教学方式和教学安排能符合我国大学英语听说教学的要求和实际。

《听说教程》共分4册,每册由15个单元组成,较好地适应了我国大学英语的教学安排;每个单元均由背景知识介绍和相关语言知识难点学习为导入,为下一步的听说技能训练扫清语言和背景知识的障碍;较为简单的短篇听力训练及简单的口语练习承接其后,继而是篇幅较长的听力材料以及围绕听力材料内容而展开的口头回答或讨论;最后要求学生运用新学到的语言素材结合真实的交际场景进行口语训练。这种由浅入深先输入后输出的教学安排有助于学生听得进、说得出,有助于激励学生主动投入并保持学习的热情。此外,本教程中的每个单元围绕一个主题展开,学习内容涉及这一主题相关的场景、情景、功能、意念以及相关的文化背景知识,进一步加强了单元内各部分之间的相互衔接和技能之间的相互转换,使得各个教学环节有机相连,浑然一体。

为了帮助教师有效地使用本教程,实现相关的教学目标,我们提出“课前预习是前提,课堂训练是关键,课后温习是保证”的教学基本原则,在英语听力和口语训练中将课内与课外整合的教学管理理念,只有这样才能做到尊重语言学习规律、充分利用学习机会、切实提高语言学习效率。

在改编过程中,我们在尽量保持原书在听说教学方面的优点的基础上对不适合我国英语教学实际的练习活动和语言材料进行了适当的修改。例如,对一些不合时宜或不适当的材料进行了更新和替换,引入了一些为中国学生所适应和熟悉的练习形式。另一方面,考虑到我国英语听说教学的实际情况,改进并强化了听说技能的交互训练,突出了口语技能的训练,弥补了原书听说训练不平衡、与中国大学英语教学联系不紧密的缺陷,强化了本系列教程所推崇的实用性和“体验性”原则。具体表现在:为了适应我国教学实际,本套教程由第一版的第册18个单元缩减为现在的15个单元。每个单元都增加了针对教程听力内容的练习项目。例如,在听说训练不太平衡的部分适当增删了相应的听力或口语训练内容,在Review Unit当中增加了口语训练内容,等等。

本教程的学生用书后附有供学生使用的Self-Study Pages,将每单元中的Warm Up听力内容和有一定难度的Real World Listening听力内容以光盘形式附于书后,供学生课后自主学习。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(书后附有自测系统及相关听力内容),大大减轻了教师的备课难度,同时还介绍了一些新的教学方法。此外,本教程还配有磁带以及辅助教学的多媒体课件光盘。

《听说教程》(第二版)在改编过程中得到东南大学的大力支持,高等教育出版社(集团)外语出版社的领导和编辑也给予了及时的指导和帮助,借此机会,我们向他们表示衷心的感谢。此外,我们也恳请广大专家、教师 and 同学对本套教程中可能存在的疏漏和不当之处进行批评、指正。

编者

2007年5月于金陵六朝松

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材,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》、《教学参考书》以及配套的多媒体学习课件、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、趣味性和可操作性。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 & 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,使学生在习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。

《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、吉林大学、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、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5月

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9. Living Situations "She's got some unusual habits." pages 44–47



Warm Up: Problems with living situations
Listening Task: Complaints about living with people
Real World Listening: Kara talks about her landlords
Interaction Link: Major negatives and major positives

10. Survival "I feel lucky to be alive." pages 48–51



Warm Up: Natural disasters
Listening Task: Survival stories
Real World Listening: Petra Nemcova describes her survival experience
Interaction Link: Be prepared

Review Unit 2 (Units 6–10) pages 52–55

11. Work "I'm not sure what he actually does." pages 56–59



Warm Up: Work environments
Listening Task: Talking about co-workers
Real World Listening: Steve and his boss discuss cultural issues at work
Interaction Link: Office rules

12. Lifestyle "You may need to change your routine." pages 60–63



Warm Up: Bad habits
Listening Task: Pointing out rude behavior
Real World Listening: Mr. Garcia gets some advice from his doctor
Interaction Link: Kicking the habit

13. Travel "Getting there is half the fun." pages 64–67



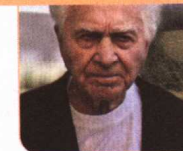
Warm Up: Travel difficulties
Listening Task: Travel stories
Real World Listening: Randy reflects on an experience in Thailand
Interaction Link: Bad trip

14. Finances "You can make some real money." pages 68–71



Warm Up: Safe investing
Listening Task: Questionable investment ideas
Real World Listening: Steven Crowe persuades us to try *Real Money*
Interaction Link: Infomercial

15. Changes "She's still in our hearts." pages 72–75



Warm Up: Dealing with loss
Listening Task: Talking about sadness
Real World Listening: Whitney Opal comforts Clayton on his loss
Interaction Link: Who would you bring back?

Review Unit 3 (Units 11–15) pages 76–79

Self-Study Pages	pages 80–94
Self-Study Answer Key	page 95
New Words and Expressions	pages 96–99

"I didn't recognize you."

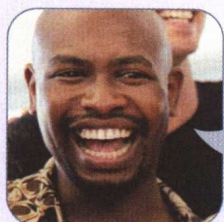
Warm Up



Read about some important life choices. Write the missing words and phrases.

my thing	into sports	a free spirit	true calling	my own unique style
junior	graduate school	a flower shop	cooking show	an exchange student
get married	drifted apart	as an apprentice	different colleges	

Joe



1. When I was in high school, I was really _____. In college I found out that my _____ is to be a science fiction writer! After high school, my girl friend, Melissa, and I went to _____. After a while, we just _____.

2. _____ year of college I lived in Europe as _____. I ended up going back to New York for _____.



Lindsay

3. My dad owns _____. He always wanted me to take over for him when he retired, but flowers really aren't _____. Right now I'm working _____ to a famous chef. Someday I hope to have my own television _____.



Chris

4. As a teenager, I had _____ and way of thinking. I was _____, while my boyfriend, Brad, was very conservative. Everyone was really surprised when Brad and I decided to _____. I guess they thought we'd eventually break up.



Allison



Now listen and check.



Pretend you haven't seen your partner for five years. Talk about what you've been doing.

Listening Task



Look at the pictures. These people haven't seen each other for a long time. What are they talking about?



First Listening: What has each person been doing? Check (✓) the true activities.



- ☐ traveling in Europe
- ☐ living in Boston
- ☐ studying European history



- ☐ apprenticing as a chef
- ☐ getting a business degree
- ☐ learning how to run a restaurant



- ☐ working as an accountant
- ☐ going to business school
- ☐ studying medicine



- ☐ becoming a judge
- ☐ working as a lawyer
- ☐ styling hair



Second Listening: How does the other person react?



- 1. ☐ He isn't surprised that Jake lived abroad.
- ☐ He thinks Jake should stay in the U.S.



- 2. ☐ She didn't know Terry's family owned a restaurant.
- ☐ She wants to eat at Terry's restaurant.



- 3. ☐ He doesn't remember much about high school.
- ☐ He thinks Ken should have studied art.



- 4. ☐ She is surprised by Cindy's physical appearance.
- ☐ She doesn't think Cindy is a good lawyer.



Third Listening: Answer the following questions.

1. What is Jake Sutton doing now?
2. What did Jake do last year?
3. Did Terry finish his school?
4. What does Terry really like to do?
5. Why is Barry so busy these days?
6. Who is interested in arts?
7. Why did Kate not recognize Cindy at first?
8. What impressed Kate most when they knew each other years ago?



PREPARE



Karen and Charisse haven't seen each other for many years. One sentence about each woman is NOT true. Which do you think it is?

Karen

- ☐ moved to Hollywood.
- ☐ got a small part in a horror movie.
- ☐ is still in the movie business.
- ☐ is an actress.

Charisse

- ☐ married her high-school boyfriend Craig.
- ☐ is living in L.A.
- ☐ is working at an advertising company.
- ☐ just got a promotion.



Now listen and check.

GET THE MAIN IDEAS



Both women changed their plans in life. What did they want to do? What did they end up doing?

Karen wanted to ☐ be an actress.

☐ be a director.

She ended up ☐ as a waitress.

☐ as a makeup artist.

Charisse wanted to ☐ be a teacher.

☐ be a mother.

She ended up ☐ becoming an executive.

☐ becoming a professor.



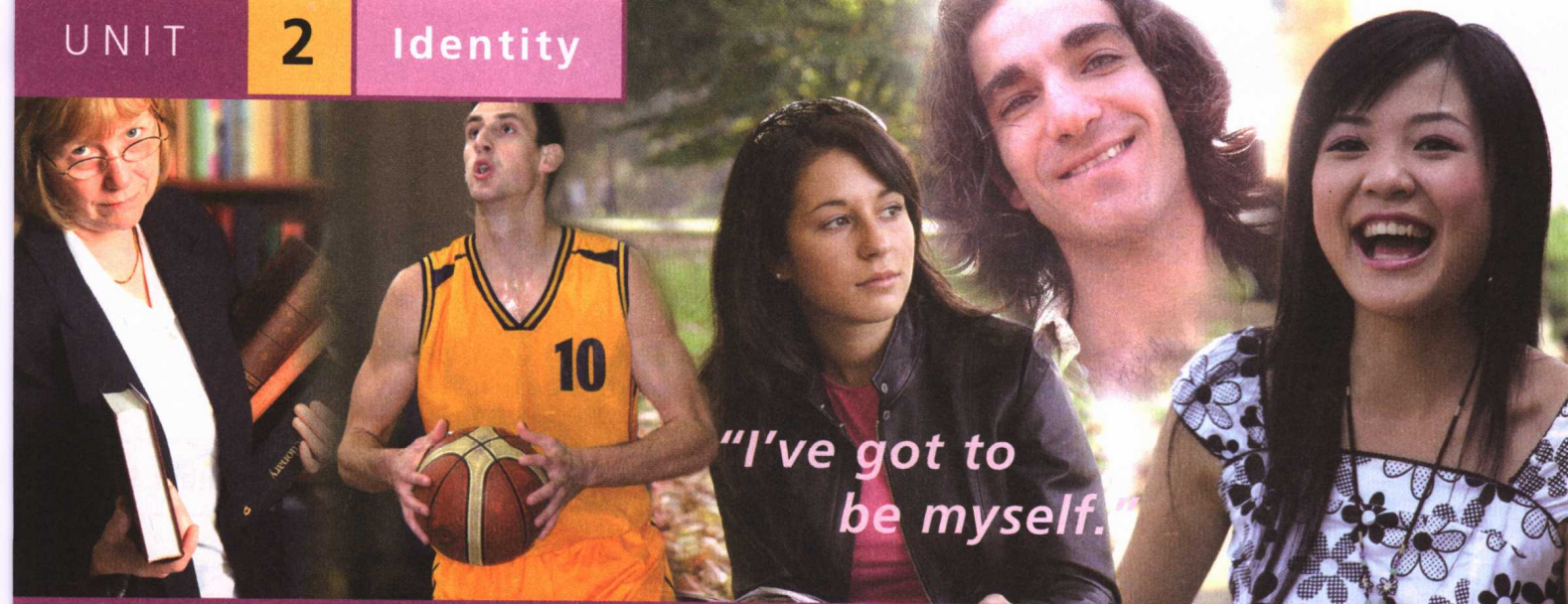
RESPOND TO THE IDEAS

1. Who do you think changed the most, Karen or Charisse? Why?
2. What happened in Karen's and Charisse's lives that they didn't expect? Tell a partner about something that happened in your life that didn't end up exactly as you expected.

TEN YEARS FROM NOW

1. Form groups of three or four.
2. Imagine you will meet at a class reunion ten years from now. Fill out the form below for yourself and for the other members of your group.
3. One person at a time, tell your predictions about yourself, and then listen to the others' predictions about you. Whose predictions do you think are the closest?

	About myself	Group member 1	Group member 2	Group member 3
Job/Career ten years from now				
Previous jobs held				
Marital/Family status				
Hobbies or interests				
Where the person now lives/has lived				
Places she or he has traveled				
Something unexpected				
Other				



Warm Up



These people all have unexpected personal qualities.
Write the missing words and phrases.

passionate about

a straight A student

making it big

any dreams of

he's not on

a great sense of humor

friendly and open with

it comes to

for fun

1. Ms. Kelsey is a librarian, but she's _____ sports cars.
2. Kris rides a motorcycle, but she's also a nerd when _____ history.
3. Dave's friends thought that _____ in Hollywood would change him, but Dave is still just a regular guy. Fame hasn't changed him.
4. Jonathan might be the best basketball player in the state, but he doesn't have _____ going pro. He just wants to play _____.
5. Terry is a jock, but when _____ the football field, he's watching romantic movies.
6. Everybody assumes Carrie is a serious person because she's quiet. But she's really got _____.
7. Jordan is very _____ everyone, but she keeps some things about her life private.
8. Mark is very intelligent, but he's not _____.



Now listen and check.

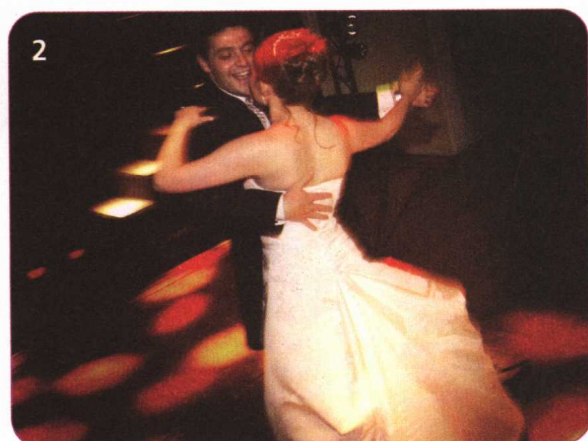
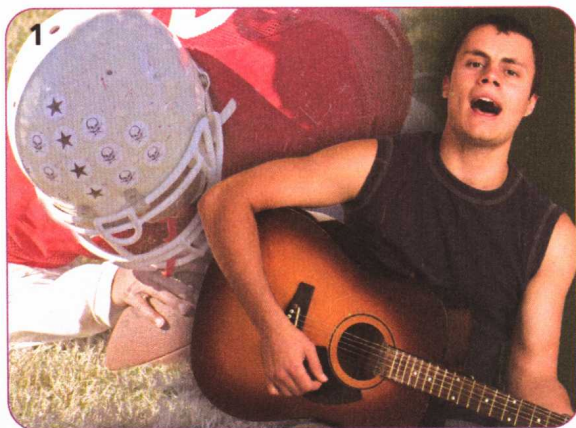


Do you have any special traits, hobbies, or skills? Tell your partner.

Listening Task



Look at the pictures. What is each person like?

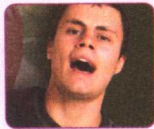




First Listening: What is surprising about each person?

1. ☐ He plays football really well.
☐ He has a lot of interests outside of sports.
☐ He's a popular musician.
2. ☐ He has won several dance competitions.
☐ He doesn't think he dances very well.
☐ He enjoys dancing privately.
3. ☐ She isn't a nerd.
☐ She's in a rock band *and* she's a good student.
☐ She wants to quit school.



Second Listening: How does the other person react?

1.  ☐ She thinks Brett is a bad poet.
☐ She is surprised that Brett is romantic.
2.  ☐ He thinks Jeff should be proud of his hobby.
☐ He thinks Jeff's hobby is funny.
3.  ☐ He thinks rock musicians can't be good students.
☐ He doesn't believe that Kayla can play an instrument.



Third Listening: Answer the following questions.

1. What did Katie think of a jock?
2. What surprised her one day?
3. How did she know Jeff liked dancing?
4. Why didn't Jeff let others know about his hobby?
5. What do we know about Kayla?
6. Why was he surprised when he found out Kayla was in a Rock band?

PREPARE



TJ is a pro skateboarder. Check the statements that you think are true about TJ.

- ☐ TJ has changed since he made it big.
- ☐ TJ's friends and family are worried about him.
- ☐ TJ loves the attention he gets when he competes.



Now listen and check.



GET THE MAIN IDEAS



Write T (true), F (false), or ? (no information) for each statement.

- ___ TJ won first place in the Pro-Am championship.
- ___ TJ gets tired from signing lots of autographs.
- ___ TJ is doing a commercial to advertise shoes.
- ___ TJ's friends and family think he doesn't want to hang out with them anymore.
- ___ TJ thinks he is the same person he was before he went pro.
- ___ TJ loves having spectators watch him.
- ___ TJ wants to quit competing.
- ___ TJ wants to be true to himself.



RESPOND TO THE IDEAS

1. Does TJ fit the image you have of a professional athlete? Why or why not?
2. Do you agree with TJ in that fame isn't everything he's looking for? Why?
3. Are there things about you that people are surprised to learn when they get to know you better? What are they?

WHO ARE YOU REALLY?

1. Form groups of three to five people.
2. Take turns. Choose a box that fits an aspect of your life. Then read the box aloud.
3. Others in your group ask yes/no questions to try to guess what this aspect of your life is.
4. Continue until you have done all the boxes, or until time is up.

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

HINT FOR ASKING QUESTIONS:

Start with general questions and work toward more specific details.